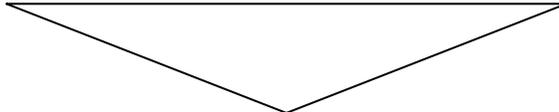

CAPACITY DEVELOPMENT AND SUPPORT TO THE NATIONAL SCHOOL FEEDING PROGRAMME IN CAPE VERDE DEVELOPMENT PROJECT 200283	
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Duration of project	2 years (July 2011 – June 2013)
Food tonnage	Not applicable
Cost (United States dollars)	
Total cost to WFP	US\$1,977,767

EXECUTIVE SUMMARY



In September 2010, after 30 years of WFP assistance to the school feeding programme in Cape Verde, the Government took over funding and management of WFP's school feeding assistance, making it the first nationally-owned school feeding programme in West Africa. School feeding has been in place since 1979 and currently covers all primary schools and public kindergartens. The programme has largely contributed to the high enrolment rates in primary schools (92 percent for the 2007/2008 school year), while supporting the food security and nutrition of students and providing social protection to the most vulnerable families.

Cape Verde's economic development and good governance have created the conditions for a sustainable programme that is integrated into the essential package for the national education plan. Current global economic and financial trends combined with high international food and oil prices present, though, a long-term risk that could jeopardize the sustainability and efficiency of the national school feeding programme. Aware of these risks and convinced of the need to maintain an efficient programme, the Government of Cape Verde has requested the United Nations Joint Office in Praia to provide technical support in specific areas aimed at consolidating and strengthening the gains already made to secure continuity of the programme.

Through the 'One UN' Joint Office, WFP has been called to continue providing capacity development assistance to Cape Verde. A United Nations Joint Programme (UNJP) was designed jointly with the Government in 2010 and officially approved in February 2011.

The UNJP is a four-year programme which brings together WFP, the Food and Agriculture Organization of the United Nations, the World Health Organization, and the United Nations Children's Fund, to support the transitional phase of the new government-managed national school feeding programme and has the following objectives:

1. Contribute to securing primary school children's access to a balanced food basket through an efficient and cost-effective school meals programme.
2. Identify and promote opportunities to diversify school meals with local produce and to generate economic opportunities for local producers.
3. Enhance the knowledge and skills of primary school students in food production and the environment through the use and expansion of school gardens.
4. Reinforce the knowledge and skills of students and staff in nutrition and food hygiene through the integration of nutrition into school curricula.

Within the UNJP, WFP will be responsible for Objective 1 and involved to a lesser extent in Objective 2 of the UNJP for the first two years of the four year project duration. The purpose of this development project is to allow WFP to provide the necessary support in line with these objectives, as well as to share the experience of school feeding hand-over with other country offices in the region. This development project will allow WFP to continue its ongoing capacity development efforts, which date back to 1979 and began in earnest in 2007 with the commencement of the government hand-over process for school feeding activities.

This development project aims at achieving Strategic Objective 5 (Strengthen the capacities of countries to reduce hunger, including through hand-over strategies and local purchase) of the WFP Strategic Plan and is in line with the Millennium Development Goals 2 and 3.¹

¹ MDG 2: Achieve universal primary education; MDG 3: Promote gender equality and empower women.

SITUATION ANALYSIS

Socio-economic development and the MDGs in Cape Verde

1. Cape Verde has been hailed by the international community for its success in terms of socio-economic development and good governance, which have allowed the country to leave the group of least developed countries (LDCs). The country has experienced robust economic growth since 2000, with gross domestic product (GDP) averaging 6.6 percent between 2004 and 2010, with a 5.5 percent growth rate predicted for 2011.² According to the National Institute of Statistics, Cape Verde has also seen a reduction of absolute poverty from 49 percent in 1989 to 27 percent in 2007.³ The country ranked 118 out of 169 countries in the 2010 Human Development Index (HDI) with an HDI value of 0.534, a 7 percent increase above its 2000 value.
2. The establishment of social policies and programs has similarly allowed Cape Verde to make remarkable progress towards achieving the Millennium Development Goals (MDGs). The infant mortality rate, for example, has dropped by 50 percent between 1995 and 2006, reaching 24.9 per thousand.
3. Education indicators in Cape Verde have improved in recent years due to a renewed government effort to promote education. Government education expenditures made up 15.9 percent of the annual budget in 2009, or 5.9 percent of GDP for that year. The net enrolment rate is 82.6 percent for primary schools and 63.3 percent for secondary schools, with a gender parity ratio of 0.9. However, the dropout rate for primary schools is 14.3 percent, which is still rather high and highlights the need for continued school feeding in Cape Verde.⁴ Although the value of education is recognized by parents, the opportunity cost of sending a child to school is high for many families, particularly in the rural areas where poverty is concentrated. Children's contribution to family subsistence is a top priority for many families, forcing children to miss school often or completely abandon their education, unless school meals are provided.
4. As a result of Cape Verde's development progress over the past decade and its move to the middle-income country category, WFP officially ended its food assistance in Cape Verde in September 2010. At this time, WFP became a non-resident agency operating through the United Nations Joint Office. Nevertheless, Cape Verde still faces several challenges in ensuring the basic needs of the population in terms of education, training, and employment.
5. Poverty in the country has negatively impacted the nutritional status of children: 14.5 percent of children are chronically malnourished and 6.4 percent are acutely malnourished.⁵ In addition, children still exhibit deficiencies in micronutrients such as

² World Bank country development indicators 2011 <http://go.worldbank.org/96LOVZBGZ0>.

³ Questionario Unificado dos Indicadores Bem-Estar of Básicos (CWIQ) 2007 - National Institute of Statistics (INE) <http://www.statline.cv>

⁴ Education statistics from UNESCO Institute for Statistics in EdStats, 2010.

⁵ CWIQ 2006 - National Institute of Statistics (INE)

iron (52.1 percent of children under five were suffering from anaemia in 2005) and vitamin A.⁶

6. The health situation in Cape Verde is typical of countries in transition, and the population is exposed to both infectious diseases and an increased prevalence of infectious non-transmissible diseases (cancer, cardiovascular disease, diabetes). Health problems and malnutrition are partly related to poor dietary practices, including a low consumption of fruits and vegetables (one of the lowest in Africa).⁷
7. Cape Verde's challenges in terms of food security and economic development are related to a scarcity of essential natural resources, particularly water and arable land. Forty percent of water comes from desalinated seawater. Cape Verde essentially depends on imports for food consumption (about 80 percent of food is imported). The situation is similar for energy resources, of which only 3 percent come from renewable sources. The global financial crisis has strained the country's economy, particularly in reducing incomes received by Cape Verdean families from relatives working abroad, further reducing their purchasing power for imported staple foods and fuel.

Government Priorities and the School Feeding Programme

8. Cape Verde's success in terms of economic and social development may partly be attributed to the Government's attention to education. It has developed policies and programmes to achieve universal education, an objective that has nearly been reached. The Government's current priorities are to maintain this achievement in primary schools, increase attendance in secondary schools (including a decrease in the dropout rate, common among young men), improve the quality of education through better training of teachers, and developing the higher education system.
9. The school feeding programme, implemented with WFP's assistance since 1979, has largely contributed to high enrolment rates in primary schools. By providing a hot meal to every student in 67 percent of kindergartens and 100 percent of primary schools, the programme encourages parents to send their children to school. It also plays a central role in ensuring the food security of poor families (including those of young women raising children alone) and thus represents an important social safety net.
10. WFP scaled up its capacity development efforts in Cape Verde in 2007, when the hand-over process for school feeding activities officially began. In September 2010, WFP ended its food assistance to Cape Verde and the Government took over full financial responsibility and management of the school feeding programme. This programme is currently managed by the Cape Verdean School Social Action Foundation (FICASE),⁸ a national institution responsible for various social programs related to education, including the School Health Program. A National School Feeding Plan (2010-2020) was recently completed to ensure the continuity of school

⁶ Demographic and Reproductive Health Survey (IDSI II)-INE, Ministry of Health

⁷ The Survey of Non Communicable Diseases (IDNT) demonstrated that the frequency of consumption of fruit is 3.3 days per week and vegetables is 3.7 days per week. (Ministry of Health, 2007 – www.statline.cv)

⁸ FICASE was officially decreed through the *Boletim Oficial do 14 Junho 2010, I Series Issue 22 (Decreto Regulamentar No. 2 / 2010)*.

feeding in Cape Verde, and to provide a balanced food basket in primary schools and kindergartens. The Secretary of State has expressed the Government's commitment to maintaining this programme, but also expressed concern about the Government's capacity to ensure continuity of operations.

11. Government priorities for public health are described in the National Health Policy(2007-2020), and include increased focus on the fight against non-transmittable diseases. There is no national nutrition policy; instead Cape Verde has a national nutrition programme which aims to promote healthy eating and dietary diversity, and to ensure good nutrition and health education in schools. This programme, however, suffers from a lack of means and human resources.
12. Finally, the Government also established a National Strategy for Food Security (2002-2015) and a National Food Security Programme (2007-2011), which include, among others, the objectives of increasing the production and diversity of local food production, improving food safety, and increasing access to food among the most vulnerable members of the population.

PAST COOPERATION AND LESSONS LEARNED

13. The hand-over of the school feeding programme in Cape Verde was a first in the West African region and many valuable lessons have been learned from the process, which can be of use to inform similar action in other countries within the region. In Sao Tome and Principe, for example, the school feeding programme is expected to transition towards a fully nationally owned programme within the coming 3 to 5 years. Côte d'Ivoire, prior to the recent turmoil, had one of the best models of home-grown school feeding in Africa, as does Ghana. In several countries in the region such as Senegal, Mali and Mauritania, features of hand-over strategies have been included in the country strategies that have been or are being developed.

Lessons learned from managing the School Feeding Programme

14. Lessons learned from school feeding programmes in other countries and Cape Verde highlight:
 - The need for strategies, policies and a legal framework that clearly defines institutional responsibilities, mechanisms and operational budget priorities. This framework is fairly developed in Cape Verde with a need for guidance for its completion.
 - The definition of operational strategies and policies must be based on a good estimate of institutional, operational and financial capacities of the Government and implementing partners.
 - The logistics of supplying food to the schools is very complex, particularly in Cape Verde where access to the islands and certain remote areas of the islands is often difficult. Effective management and coordination systems must be established to manage and track all transactions throughout the supply chain.

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- The decentralization process, such as that currently promoted by FICASE, requires effective communication and monitoring systems between central and local governments.

Lessons learned from supplying schools with local products

15. Experiences in supplying local products to schools are still limited, although this approach is beginning to attract many governments (particularly in Africa) as a means to boost local agriculture and reduce dependence on imports. Experiences in this activity primarily occur in areas of surplus production, which is not generally the case in Cape Verde. In addition, local products would typically be used as a way of diversifying the food basket, given that staple commodities (cereals, oil, pulses) are not produced in-country.
16. WFP had published a manual on local procurement for school meals, and recommended a three-pillared approach: selection of local suppliers and procurement strategies, agricultural development, and institutional development.⁹ FICASE wishes to explore this approach, purchasing vegetables and fruits under the national school feeding programme.

Lessons learned from school gardens

17. School gardens have been introduced in many countries, but their success has often been limited by the following factors:¹⁰
 - The objectives of school gardens are often unclear, straddling the roles of complementary food production, income generation, and educational tools. Experience shows that they are most effective as a teaching tool, but their productive role and potential for income generation are only limited by the size of gardens and inputs needed to ensure adequate production.
 - Their educational role is often neglected, as student participation is limited to simple tasks such as weeding. The gardens are rarely integrated as learning tools into curricula.
 - Management plans specifying objectives, responsibilities, budgets forecasts, etc. are rarely established and this limits the sustainability of the gardens; they then depend mainly on the motivation and drive of individuals.
 - The parents and the community are rarely aware of the role of school gardens and therefore do not participate in their management.

Lessons learned from nutrition education in schools

18. The experience of the introduction of nutrition education into school curricula has demonstrated the importance of taking the following factors into account:¹¹

⁹ WFP (2009) - *Home Grown School Feeding: A Framework for Linking School Feeding With Local Agriculture* <http://www.wfp.org/content/home-grown-school-feeding>.

¹⁰ FAO Manual: *Creating and running a school garden* (<http://www.fao.org/docrep/011/a0218f/a0218f00.htm>); FAO training materials: *Setting Up and Running a School Garden - Teaching Tools Kit* (<http://www.fao.org/docrep/012/i1118e/i1118e00.htm>)

¹¹ FAO Guide: *Nutrition education in primary schools: Planning Guide for Curriculum Development* (<http://www.fao.org/docrep/010/a0333f/a0333f00.htm>).

- The education provided must contain practical exercises for easy learning and increased impact on behaviour (such as working with school gardens, cooking sessions, etc).
- It is preferable to integrate nutrition education into existing courses (such as biology, mathematics, and writing).
- It is important to clarify from the start the number of hours, by level, that can be allocated to nutrition as well as the objectives of these lessons.
- The curriculum review process is lengthy and complex. It is important to integrate nutrition into this process at the appropriate time, since once the lesson slots are already allocated by theme, it may be too late to incorporate a new theme.
- The development of course content and teaching materials for students and teachers is a long process requiring considerable human resources, training and publications.

Lessons learned from the Cape Verde Hand-over Process

19. The roadmap established for the hand-over of the Cape Verde school feeding programme was a very useful tool to guide the hand-over process as it specified, for instance, the share of the food resources that were to be provided by the Government. However, the time-bound nature of the capacity development roadmap has proved to be less useful and the use of benchmarks indicating the level the counterpart's capacity has reached might have been more appropriate. As the hand-over process officially began in 2007, before the adoption of the current WFP Strategic Plan (2008-2013), it could not benefit from guidance by WFP Headquarters. Since this time, the role of the technical units in this hand-over and capacity development process has become much clearer, and the lessons learned from the hand-over process can guide similar exercises in other countries in the region and elsewhere in the world.

STRATEGIC FOCUS OF THE DEVELOPMENT PROJECT

20. The United Nations Joint Programme is designed to assist the Government of Cape Verde (specifically FICASE, MED,¹² MADRRM,¹³ and MS¹⁴) to manage some of the remaining challenges it faces in implementing and upgrading its National School Feeding Programme as well as to explore other avenues such as increased agriculture production by combining the expertise that WFP, the Food and Agriculture Organization of the United Nations (FAO), the World Health Organization (WHO), and the United Nations Children's Fund (UNICEF) can bring. Its aim is to contribute to the overall objectives of maintaining good results in terms of school attendance, increasing the quality of education, and improving the food security and nutrition of schoolchildren.
21. The UNJP support to school feeding and nutrition in Cape Verde includes four components, each of which is designed to meet one of four sets of goals described earlier. Each program component is under the responsibility of a United Nations agency, which

¹² Ministère de l'Éducation et du Sport

¹³ Ministère de l'Environnement, du Développement Rural et des Ressources Marines

¹⁴ Ministère de la Santé

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- will be supported by one or more other agencies depending on the expertise they can bring:
1. Support to FICASE in the management of an efficient school feeding programme to ensure the continuity of school feeding (WFP);
 2. Supply of schools with local products (FAO/WFP);
 3. Improvement of school gardens (FAO);
 4. Nutrition education in schools (FAO/WHO/UNICEF).
22. WFP's comparative advantages lend it to the management of programme component 1: WFP has worked in close collaboration with FICASE since 1979 and in 2007 began the process of transferring its responsibility to FICASE. WFP possesses the expertise in terms of school feeding policy, administrative and financial frameworks, logistics, and institutional capacity building to strengthen the capacity of FICASE to manage and upgrade the school feeding programme in its entirety.
23. WFP's contribution will consist mainly of technical assistance to FICASE at the central and municipal levels, to the Ministry of Education, and to municipal committees, during the first two years of the UNJP. WFP estimates that at the end of the two years, it will complete the knowledge transfer process and have upgraded the technical, managerial, and monitoring systems currently in place.
24. In line with Strategic Objective 5, WFP will provide the following technical assistance and capacity building advice, as agreed upon by the United Nations Joint Programme:
- Support to the implementation of policies and operational strategies to ensure good management and the sustainability of the National School Feeding Programme. These policies should incorporate the nutritional and health aspects of schools and make links with the educational curriculum for schoolchildren.
 - Strengthening the mechanisms and management capacities of the National School Feeding Programme and the definition of a legal and administrative framework.
 - Strengthening the skills of the central and municipal FICASE staff, in terms of planning and managing the food supply. This will include the establishment of self-training tools to help overcome the problem of high staff mobility.
 - Improvement and ownership of the monitoring system by the Government. This particularly includes allowing for monitoring of access to the program according to gender.
 - Support to FICASE for the development of a fundraising strategy at the national and the sub-national level.
 - Build up and sharing of the experience of Cape Verde with other countries in the region and other regions; the sharing component shall also be applied among islands of the country.
25. Technical assistance will be accompanied by the provision of equipment (including computers) to facilitate the monitoring and communications among FICASE at the central and municipal levels. WFP's activities in relation to the above objectives are described in greater detail in Annex IV.
26. WFP will also assist FAO in its improvement of school gardens as a teaching tool. Close to half of the schools were running vegetable gardens under the WFP-assisted school feeding programme. FAO plans to capitalize from this experience to standardize and make stronger links with the educational goal. The first step of the process, which WFP

will assist, is to evaluate existing school gardens and define a strategy and guidelines for the implementation, management, and monitoring/evaluation of school gardens. Following this initial phase, FAO will fully manage this activity and will work to integrate school gardens into curricula as tools for nutrition, environmental, and agricultural education. FAO will also train teachers and agricultural extension agents, and model school gardens will be established within communities. FAO will be responsible for defining and implementing a monitoring and evaluation system for the school gardens.

27. Finally, the Government of Cape Verde has called on the UNJP for assistance to develop a home-grown school feeding model in which local vegetable and fruit production would be linked to schools. To this end, FAO will be charged with identifying, organizing, and stimulating local production. It is envisioned that WFP will assist FICASE with contractual agreements and procurement modalities at the local farmer level, drawing on its extensive experience with the Purchase for Progress (P4P) initiative.
28. Over the course of this project, FICASE will also be assisted bilaterally by the Luxembourg Development Cooperation (LUXDEV). This bilateral project aims to support FICASE as it undertakes institutional restructuring in line with national needs. As a result, the UNJP and WFP will work in parallel to ensure coherence of these two interventions while mutually reinforcing their results.
29. The importance of the knowledge-sharing from the hand-over process is confirmed by the increased importance given to Strategic Objective 5 over the last years, with capacity development and hand-over strategies being incorporated more systematically in most programmes. This project will therefore contribute to further the capacity and hand-over agenda in the West African region by sharing the lessons learnt on technical assistance and capacity development with partners in neighbouring countries.

PROGRAMME MANAGEMENT, MONITORING AND EVALUATION

30. To implement this development project, WFP will work within the framework of the United Nations Joint Programme, under the coordination of FAO. The joint programme provides a common framework of action with which the participating United Nations agencies (FAO, WFP, UNICEF, and WHO) can harmonize their technical assistance, inputs, and methods of work. This framework also provides the opportunity for each agency to contribute in the area of their respective competencies, and to learn from each other in the process.
31. This project will operate in parallel with the Government of Luxembourg's development project CVE/075, "School Health and School Feeding." In order to ensure the effectiveness of this parallel project, UNJP and *Lux Development* have established a common Steering Committee (which meets yearly) and a Joint Technical Committee (which meets quarterly). WFP's participation in these regular meetings will guide interventions and assistance in line with the mutual feedback provided by these meetings.

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32. Following several missions and consultations that took place with UNJP partners, *Lux Development* and FICASE between February and April 2011, WFP concluded that to ensure the success of the implementation of the UNJP Component 1, it will be necessary to have an internationally-recruited staff member based in Praia. This staff member will be responsible for managing and coordinating WFP's side of the programme for the first two years of the development project through direct assistance to FICASE where he/she will be based. He/she will also liaise with WFP regional bureau and technical units in headquarters for the implementation of specific activities and follow up with FICASE on missions' recommendations.
 33. Over the course of the aforementioned missions, it was also agreed with FICASE that the staff member will undertake additional tasks to assist with capacity development activities and technical assistance within the West Africa region. This will include sharing some of the experiences gained through this technical assistance project and feeding this into the WFP programmes of country offices in the region. This will also include cross-visits of counterparts to learn firsthand from the Cape Verde experience.
 34. In order to address the staffing needs not taken into consideration in the budget originally planned by UNJP, an additional US\$344,000 is requested to complement the US\$275,000 provided in the UNJP budget to cover the salary and travel costs for an internationally recruited WFP staff member for two years. In addition, additional resources will be requested from donors to expand the knowledge-sharing component of the project (see Annex IV, Objective 5); an additional US\$175,000 in funds will be used to support exchange workshops, national technical assistance missions within Cape Verde, technical assistance missions to other countries in the West Africa region, and feasibility studies for countries looking to nationalize their school feeding programmes.
 35. WFP, FAO and other UNJP agencies have been agreed to a flexible approach towards activities to be carried out based on ascertained needs and which may need to be adapted as progress in the bilateral project take place.
 36. WFP will participate in a joint annual review of all capacity-development activities conducted by a UNJP technical team and managed by the Programme Coordinator. In addition, a joint evaluation is planned for mid-2012 and a final evaluation will be conducted at the end of the programme, to be conducted by the Technical Committee and government representatives. Reporting on achievements and financial activities will be the responsibility of the UNJP Coordinator and will be compiled every six months. Consequently, it is planned that WFP staff will contribute inputs on WFP activities to the UNJP Coordinator in addition to providing standard monitoring data in line with monitoring and evaluation (M&E) procedure.
 37. Within the framework of this development project, capacity development progress will be monitored using some of the tools under development by WFP Headquarters. A baseline providing a picture of the current status of the national school feeding programme using the five quality standards used by the World Bank and WFP was established during the Joint WFP-FAO inception mission for the UNJP (see Annex V). This baseline will be augmented by a stocktaking exercise establishing the current practises in the school feeding programme.

RECOMMENDATION

38. The Deputy Executive Director and Chief Operating Officer is requested to approve, under the Executive Director's delegated authority, the proposed development project Cape Verde 200283, subject to availability of resources.

APPROVAL

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Date:

Amir Abdulla
Deputy Executive Director and Chief Operating Officer
United Nations World Food Programme

ANNEX I-A

PROJECT COST BREAKDOWN			
Food	Quantity (mt)	Value (US\$)	Value (US\$)
Cereals	00 000	00 000	
Pulses	00 000	00 000	
Oil and fats	00 000	00 000	
Mixed and blended food	00 000	00 000	
Others	00 000	00 000	
Total food	00 000	00 000	
Cash transfers		00 000	
Voucher transfers		00 000	
Subtotal food and transfers			000 000
External transport			000 000
Landside transport, storage and handling			000 000
Other direct operational costs			470,000
Direct support costs			1,378,380
Total WFP direct costs			1,843,380
Indirect support costs (7.0 percent)			129,387
TOTAL WFP COSTS			1,977,767

ANNEX I-B

DIRECT SUPPORT REQUIREMENTS (US\$)	
Staff and staff-related costs	
International professional staff	549,960
International general service staff	00 000
Local staff - national officers	00 000
Local staff - general service	00 000
Local staff - temporary assistance	00 000
Local staff - overtime	00 000
Hazard pay and hardship allowance	00 000
International consultants	130 000
Local consultants	115,000
United Nations volunteers	00 000
Commercial consultancy services	00 000
Staff duty travel	118,420
Subtotal	913,420
Recurring expenses	
Rental of facility (for workshops/conferences)	205,000
Utilities	00 000
Office supplies and other consumables	130,000
Communications services	130,000
Equipment repair and maintenance	00 000
Vehicle running costs and maintenance	00 000
Office set-up and repairs	00 000
United Nations organization services	00 000
Subtotal	465,000
Equipment and capital costs	
Vehicle leasing	00 000
Communications equipment	00 000
Local security costs	00 000
Subtotal	000 000
TOTAL DIRECT SUPPORT COSTS	1,378,420

ANNEX II: LOGICAL FRAMEWORK

Results-Chain (Logic Model)	Performance Indicators	Risks, Assumptions
Development Project		
<p>Overall Objective: To support and strengthen the Government of Cape Verde's capacity to effectively implement a sustainable school feeding programme during a time of transition following the WFP handover process.</p> <p>WFP Strategic Objective 5: Strengthen the capacities of countries to reduce hunger, including through hand-over strategies and local purchase.</p>		
<p>Outcome 1 Progress made towards nationally owned hunger solutions.</p>	<p><i>Base:</i> Score of 14 on the WFP School Feeding National Capacity Index. <i>Target:</i> Score of 18 on the WFP School Feeding National Capacity Index.</p>	<p><i>Conditions Required:</i> The Government and FICASE mobilize the financial and human resources necessary to run a sustainable school feeding programme.</p>
<p>Output 1.1 A national strategy and policy for school feeding are defined according to past achievements, current and future needs, and local capacities.</p>	<p><i>Base:</i> School feeding strategy and policy are under formulation; no operational plans. <i>Target:</i> School feeding strategy and policy are completed and operational plans defined.</p>	<p><i>Conditions required:</i> The strategic plan development process is participatory and FICASE gains expertise on the management of school feeding.</p>
<p>Output 1.2 A national fundraising strategy for FICASE is developed to ensure sustainable funds for the programme.</p>	<p><i>Base:</i> No fundraising strategy exists. <i>Target:</i> A fundraising strategy has been produced and agreed upon with FICASE for the central and decentralized levels.</p>	<p><i>Conditions required:</i> Realistic achievements are identified by FICASE (from public and private sector donors as well as individual family contributions).</p>

<p>Output 1.3 Mechanisms and management capacities of PNAS are strengthened and its legal and administrative framework is defined.</p>	<p><i>Base:</i> Mechanisms unclear; limited staff training. Undefined regulatory framework.</p> <p><i>Targets:</i> (#) Procurement and logistics manuals upgraded,</p> <p>100% of the male and female FICASE personnel responsible for management are trained,</p> <p># of interactive training modules developed.</p>	<p><i>Conditions required:</i> An agreement was reached among stakeholders on the recommended reforms.</p> <p><i>Risks:</i> High mobility of personnel management.</p>
<p>Output 1.4 The skills of central and municipal FICASE personnel in terms of planning and managing the supply of commodities (purchasing, logistics, and budget) are reinforced.</p>	<p><i>Base:</i> Number of central and municipal FICASE staff working for the National School Feeding Programme.</p> <p><i>Target:</i> 100% of male and female FICASE central and municipal staff are trained in their respective tasks.</p>	<p><i>Conditions required:</i> An arrangement was reached between the stakeholders on the profile definitions of posts.</p> <p><i>Risks:</i> High staff mobility.</p>
<p>Output 1.5 IT connections are upgraded and the monitoring system is strengthened, improved and taken over by national authorities.</p>	<p><i>Base:</i> A monitoring system which does not include the monitoring of food distribution at national and municipal levels (currently conducted by WFP through COMPASS).</p> <p><i>Target:</i> Monitoring System improved; IT connection between warehouses and municipalities in place; FICASE staff trained for its use; monitoring data available.</p>	<p><i>Risks:</i> High staff turn-over may reduce the efficiency of the M&E system</p>

<p>Output 1.6 The programme experience is shared with other countries in the region and within the islands of Cape Verde.</p>	<p><i>Base:</i> No documented history of sharing lessons learned.</p> <p><i>Target:</i> Lessons learned are documented and disseminated to partners in the region by 2014, including a regional workshop.</p> <p>At least 3 bilateral exchanges with other countries in the region take place.</p> <p>At least 5 national technical assistance exchanges from CV to other countries in the region.</p> <p>Participation in global forum on school feeding.</p>	<p><i>Risks:</i> Additional funding will be needed to facilitate the activities under this output.</p>
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ANNEX III - LIST OF ACRONYMS USED IN THE DOCUMENT

GDP	gross domestic product
GNP	gross national product
ENSA	<i>Stratégie Nationale de Sécurité Alimentaire</i>
FAO	Food and Agriculture Organization of the United Nations
FICASE	Fondation Cap Verdienne d'Action Sociale Scolaire
LUX-DEV	Luxembourg Agency for Cooperation and Development
LDC	least developed country
MDG	Millennium Development Goal
PNAS	<i>Programme National d'Alimentation Scolaire</i>
PNSA	<i>Programme National de Sécurité Alimentaire</i>
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
UNJP	United Nations Joint Programme
WFP	United Nations World Food Programme
WHO	World Health Organization

ANNEX IV: WFP Objectives and Activities within the UNJP Framework

Objective	Activities
<p>1. Define a national school feeding policy and fundraising strategy on the basis of past achievements, current needs, and future potential</p>	<p>1.1 Cost-benefit analysis of school kitchen model (1 kitchen per school vs 1 kitchen for multiple schools) for each region</p> <p>1.2 Mid-term evaluation of National School Feeding Programme, to inform future changes to the food basket and feed into Activity 1.3</p> <p>1.3 Technical assistance to FICASE to define strategies and operational mechanisms for the implementation and funding of a national school feeding programme</p>
<p>2. Strengthen the mechanisms and management capacities of the National School Feeding Program and define its legal and administrative framework</p>	<p>2.1 Integrate and transfer the mechanisms for program management into the national structure through production of manuals, pipeline training, and creation of import standards (in collaboration with the Luxembourg bilateral project)</p>
<p>3. Strengthen the skills of the central and municipal FICASE staff, in terms of planning and managing the food supply</p>	<p>3.1 Preparation of a training programme which addresses the needs of FICASE</p> <p>3.2 Preparation of training materials and training manuals</p> <p>3.3 Training of FICASE staff at the central level</p> <p>3.4 Continued technical assistance (on-the-job training)</p>
<p>4. Improve the school feeding monitoring system and ensure government ownership</p>	<p>4.1 Revision and improvement of monitoring indicators and data collecting/monitoring tools</p> <p>4.2 Training of FICASE staff in the collection, analysis, and reporting of data</p> <p>4.3 Create a digital network for communication and monitoring for a more effective and transparent system through IT hardware and software support</p>
<p>5. Share the experience of Cape Verde with other countries in the region and other regions</p>	<p>5.1 Exchange visits and learning workshops within the Cape Verdean islands and among other countries in the ODD region</p>

ANNEX V: Baseline of the capacity level of the Cape Verde National School Feeding Programme

	Limited	Moderate	Increased	Strong
Policy frameworks			←	★
Financial capacity		←	★	
Institutional capacity and coordination			★	
Programme design and implementation		★		
Community roles—reaching beyond the school		★ →		

The information marked by a ★ above is based on the output of a group discussion during the inception workshop of the UNJP, later confirmed during discussions with stakeholders. The arrows reflect where some of the interviewees disagreed.

ANNEX VI: MAP

