

## SÃO TOMÉ AND PRÍNCIPE DEVELOPMENT PROJECT 200295

<b>Transitioning towards a nationally owned school feeding and health programme in São Tomé and Príncipe</b>	
Number of beneficiaries	43 200 <sup>1</sup>
Duration of project	5 years (2012 – 2016)
WFP food tonnage	3 997 mt
Cost (United States dollars)	
WFP food cost	1 880 704
WFP cash/voucher cost	0
<b>Total cost to WFP</b>	<b>4 966 331</b>

### EXECUTIVE SUMMARY

After 30 years of implementing a school feeding programme in the Democratic Republic of São Tomé and Príncipe, WFP is preparing to transition its school feeding programme to the Government. This follows the establishment of a National School Feeding and Health Programme with WFP's advocacy and support in 2010, and the National Assembly's approval of a school feeding and health policy in February 2011.

A decentralised evaluation of WFP's ongoing school feeding activities and an internal evaluation of the Government's capacities have highlighted that significant progress is still needed in three main areas: (i) funding, (ii) implementation and monitoring, and (iii) accountability, in order to ensure a successful transfer of responsibilities to the Government.

This development project will focus on supporting the development of the Government's capacity to successfully manage a national school feeding programme while phasing the transfer of responsibilities for providing a daily hot meal to 43,200 school children from WFP's school feeding programme.

The timeline for the transition has been established in consultation with the Government, with an annual review of activities and milestones to expedite timely adjustments and remedial actions as needed.

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<sup>1</sup> 43,200 beneficiaries reflects the maximum before hand-over. The annual average number of beneficiaries is 33,000 beneficiaries.

The project is aligned to the country's new United Nations Development Assistance Framework (2012-2016) and WFP Strategic Objectives 4 – Reduce chronic hunger and undernutrition, and 5 – Strengthen the capacities of countries to reduce hunger through hand-over strategies and local purchase. The project will contribute to achievement of Millennium Development Goals 2 - Achieve universal primary education, and 3 - Promote gender equality and empower women.

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## SITUATION ANALYSIS

1. The Democratic Republic of São Tomé and Príncipe is a small country consisting of two islands and a population of approximately 165,000 people. According to the 2008-2009 demographic health survey, 28 percent of the population is 5-14 years of age, putting pressure on social services such as health and education.<sup>2</sup> The 2011 human development index ranked São Tomé and Príncipe 144 of 187 countries and classified it as a country of low human development, though recognising progress in a number of indicators between 1980-2011, including life expectancy (increased by 5.1 years), expected years of schooling (increased by 2.7 years), and gross national income per capita (increased by 30 percent).<sup>3</sup>
2. Despite the favourable economic policies of the Government, São Tomé and Príncipe suffers from a low level of economic development due to a number of constraints, including: a weak domestic market, geographic isolation, poor agricultural production, and dependence on the production and export of cocoa. São Tomé and Príncipe's is highly dependent on importation, with imports of food and services accounting for almost 89 percent of gross domestic product. The country is also prone to natural disasters such as floods and landslides, affecting crops and road access as well as destroying household assets.
3. Global crises, such as the food, fuel and financial crisis, have had a negative impact on livelihoods and market systems. Despite being a traditionally agricultural economy, production is centred on the monoculture of cocoa, which is the main export crop. Declines in production and prices of cocoa have left the island state heavily reliant on foreign aid, and the Government has been encouraging economic diversification.
4. The prevalence of poverty in São Tomé and Príncipe varies widely by region, with more remote regions such as Lembá and Caué having high levels of “moderate” and “severe” poverty. The poorer regions have severe poverty rates that far exceed the national average of 15 percent and are characterised by limited access to schools, basic sanitation and health facilities, and drinking water.<sup>4</sup>
5. The most recent comprehensive food security and vulnerability analysis (CFSVA) was conducted by WFP in 2007, and found that 23 percent of the São Tomé and Príncipe population is food-insecure, with significant geographic disparities in food consumption scores: the greatest proportion of households with “poor” or “borderline” food consumption patterns were in the districts of Mé-Zóchi, Caué, and Água Grande and in the Autonomous Region of Príncipe.

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<sup>2</sup> São Tomé and Príncipe National Statistics Office, Ministry of Health, ICF Macro, *São Tomé and Príncipe Demographic Health Survey 2008*. Calverton, United States: ICF Macro.

<sup>3</sup> UNDP, 2011, Human Development Report Statistics: <http://hdrstats.undp.org/images/explanations/> São Tomé and Príncipe.pdf

<sup>4</sup> WFP, 2007, *Comprehensive food security and vulnerability analysis*. Severe poverty is defined as a household with an annual per capita income of less than the equivalent of US\$75, while poverty is defined as a household annual per capita income of less than the equivalent of US\$150.

6. The CFSVA indicated levels of acute malnutrition below the 10 percent “serious” threshold throughout the country while levels of chronic malnutrition vary from “acceptable” to “serious”, depending on the area.<sup>5</sup> While there is no recent data on micronutrient deficiencies, a nutrition survey that will be conducted by the United Nations Children’s Fund (UNICEF) and the Ministry of Health in 2012 will be used to inform any necessary re-orientation of school feeding programme.
7. The basic education system in São Tomé and Príncipe consists of two compulsory cycles: four years of primary education (grades 1-4) and two years of basic secondary education (grades 5-6). For grades 1-6 during the 2009/2010 school year the enrolment rate was 94 percent at the national level, compared with the enrolment rate of 76 percent for the 2008/2009 school year; this reflects the continued progress in São Tomé and Príncipe toward increasing access to education. Similarly, between 2008/2009 and 2009/2010, the country has made significant progress among children in grades 1-6 in pass rates (from 72 percent to 88 percent), repetition rates (from 15 percent to 10 percent) and drop-out rates (from 13 percent to 2 percent).<sup>6</sup>
8. The national basic education network is 76 schools served by 1,300 teachers. Forty percent of students in grades 1-6 are concentrated in Agua Grande (which includes the capital), followed by 24 percent in Mé-Zochi, 10 percent in Lobata, 9 percent in Catagalo, 8 percent in Lembá, 5 percent in the Autonomous Region of Príncipe, and 4 percent in Caué.
9. Only 52 percent of kindergartens and primary schools have access to improved, on-site water sources throughout the year; 70 percent have access to sanitation facilities, but not usually separated into facilities for boys and girls. The top three challenges for implementing the essential Water, Sanitation and Hygiene for All (WASH) package in schools are: (i) limited access to clean water; (ii) lack of hand-washing points; and (iii) limited access to adequate and separate sanitation facilities for girls and boys.<sup>7</sup>
10. The adult literacy rate in São Tomé and Príncipe remains around 85 percent, 25 percentage points above the average for sub-Saharan Africa. Gender disparities are not significantly high: 93 percent of men and 86 percent of women have some level of education. The southern regions (i.e. Caué and Cantagalo) have the lowest levels of education, where 17 percent of women and 10 percent of men have no schooling at all.<sup>8</sup>
11. In its Poverty Reduction Strategy Paper (2002-2015), the Government identified seven priority areas of intervention, which are: education, health, public works, judicial reform, good governance, development of human resources, and the fight against malnutrition and food insecurity. In the education sector, the Government aims to achieve the following: eradication of illiteracy, compulsory schooling for grades 1-6, and the promotion of equitable access to secondary education.

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<sup>5</sup> WHO, 1995. Cut-off values for public health significance. <http://www.who.int/nutgrowthdb/en>. Wasting under 5% is considered “acceptable”, between 5-9% is considered “poor”, and 10-14% is considered “serious”.

<sup>6</sup> Ministry of Education, Culture and Training Statistical Bulletin, 2009/10

<sup>7</sup> WFP, 2010, *Survey on Water, Sanitation and Hygiene for All (WASH) facilities in São Tomé and Príncipe*.

<sup>8</sup> 2008 Demographic and Health Survey.

12. A National School Feeding and Health Programme (PNASE) was established in September 2010, with a mandate to coordinate and manage the implementation of the national school feeding and health programme and to promote:
  - implementation of the essential WASH package in all basic education facilities;
  - establishment of school gardens;
  - safety of children at school; and
  - partnership and cooperation among schools, parent-teacher association associations (PTAs), local authorities, and civil society, for the long-term sustainability of the programme.PNASE is in the process of expanding its staff and resources to handle these responsibilities and tasks.
13. In February 2011, the National Assembly approved a policy on school feeding and health, identifying the following priorities for its nascent programme:
  - provision of daily hot meals to all enrolled children enrolled in kindergarten and grades 1-6;
  - reduction in absenteeism and dropout rates; and
  - improvement of the educational and learning processes of the targeted groups.
14. These policy commitments have yet to translate into increases in the national budget for the education sector, which has declined in real terms by 40 percent over the past decade, and depends on the perennial support of donors. Foreign aid is estimated to cover 90 percent of the government budget. According to Ministry of Education data, 65 percent of its annual budget is allocated to salaries and remunerations, leaving only 35 percent for non-salary expenditures. Moreover, although the national budget for school feeding only covers 14 percent of total programme requirements, during the 2009/2010 school year, only 39 percent of the school feeding budget line in the national budget was actually disbursed, highlighting a need for strong development of government capacity in budget planning and management before WFP can phase out its food assistance.

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## PAST COOPERATION AND LESSONS LEARNED

15. WFP has been assisting São Tomé and Príncipe since the country's independence in 1976. In 1995 food assistance to schools was suspended following reports of poor management of food resources. Following changes in the Government, WFP resumed its assistance in 2000 through development project 60950 based on a number of assessments, including those conducted by the World Bank and the Ministry of Education, reporting that the closure of the school canteens had contributed to a 7 percent decline in enrolment for grades 1-4. Resumption of WFP school meals in 2000 corresponded to an increase in enrolment figures to previous levels and subsequent steady incremental increases that highlight the continued importance of sustained food assistance to children enrolled in primary school, even in light of the steady improvement of socio-economic indicators.
16. Most recently, WFP has provided food assistance to São Tomé and Príncipe through development 104220 "Support to basic education and health system for vulnerable groups" (October 2006 to December 2011). The overall objective of the project has been to support the implementation of government policies with a view toward improving access to basic education and improving the health and nutrition of the most vulnerable groups.



17. An independent team of consultants conducted an evaluation of development project 104220 at the end of 2010, which reported the following:
- The school feeding component of the project contributed substantially to a rapid increase in the enrolment of school-age children.
  - Continued provision of daily meals to primary school children is vital to the maintenance of the national primary school enrolment rate of 94 percent, and to motivate parents to send their children to school.
  - A lack of recent nutritional data means the project's impact on improving the nutritional status of children cannot be assessed.
  - The project duration corresponds to a trend of gradual and consistent gender balance, which is expected to be maintained.
  - The integration of the school feeding programme into the Government's poverty reduction initiatives seems to be the most viable way to ensure the sustainability of the programme.
18. The evaluation recommended:
- Continuing the project for another five years, designing the next cycle of the intervention with a transfer of responsibilities to the Government while consolidating a network of local partners to participate in the implementation.
  - Achieving sustainability through a clearly defined phase-out strategy that includes a targeted capacity-development plan and a resourcing strategy for the national programme.
  - Considering a number of additional factors that would impact the project's sustainability, namely: the degree of government commitment to maintain and improve the foundations that have been laid; the involvement of communities in project management; the provision of technical assistance to relevant government departments; and the involvement of the private sector.
19. During the design phase of this project, WFP identified three areas of capacity development that would determine a successful handover of responsibilities from WFP to the Government:
- *Funding and budgeting:* Support to be provided to the Ministry of Education, Ministry of Finance and International Cooperation, and Ministry of Foreign Affairs and Communities to develop a strong resource mobilisation strategy, create a database of donors, develop the capacity of parents as potential in-kind suppliers, and support PNASE in financial analysis.
  - *Needs-based, cost-effective programme design:* Support PNASE to adjust the current school-feeding programme in accordance with the Government's instruction for the food basket to be complemented with locally produced commodities. During the transition process, PNASE would begin to assume responsibility for schools located in the more easily accessible areas, gradually extending coverage to the remoter areas under WFP.
  - *Strong institutional arrangements for implementation, monitoring, and accountability:* An institutional gap analysis should be conducted to help PNASE identify weak areas requiring targeted support. Support is also required to develop monitoring and evaluation (M&E) systems and information management systems. This would be through: technical workshops; training of PNASE staff, key partners and stakeholders on data collection, data analysis and report writing; and jointly conducting baseline assessments with PNASE officers and partners. WFP should also support the Department of Trade of the Ministry of Planning and Development to establish processes and strengthen capacities to manage the food supply chain of the school feeding programme.

## STRATEGIC FOCUS OF THE DEVELOPMENT PROJECT

20. In light of the steady improvement of education indicators in São Tomé and Príncipe, the support of internal and external donors, and above all a strong political will to assume full management of WFP's school feeding programme, WFP's goal is to gradually phase-out support to the Government as it concurrently assumes responsibilities for a nationally-owned school feeding programme by 2016.
21. Development project 200295 has three objectives:
- To maintain the high level of access to education and human capital development in assisted schools and kindergartens.
  - To strengthen the capacity of government ministries, particularly PNASE, in school feeding management, resource mobilisation, M&E, and other critical areas.
  - To transfer school feeding management responsibilities from WFP to PNASE and provide continued technical assistance over the five-year project period in order to lay the groundwork for a sustainable, nationally-owned school feeding programme.
22. The project supports Outcome 3 (Access to basic social services) of the 2012-2016 United Nations Development Assistance Framework (UNDAF) and Priority 4 (Development of human resources and basic social services) of the 2003-2015 National Poverty Reduction Strategy. The project is aligned to WFP Strategic Objective 4 – Reduce chronic hunger and undernutrition, and Strategic Objective 5 – Strengthen the capacities of countries to reduce hunger through hand-over strategies and local purchase. It will contribute to achievement of Millennium Development Goals 2 - Achieve universal primary education, and 3 - Promote gender equality and empower women.
23. This development project's five-year transition strategy is comprised of two parallel components:
- Continued provision of school meals to all children in kindergartens and basic schools, the responsibility for which will gradually transition from WFP to PNASE.
  - A rigorous capacity-development component geared towards strengthening government management of the school feeding programme, resource mobilisation, monitoring and evaluation, and technical assistance.
- The range of activities and milestones will be reviewed annually to ensure adherence to the transition timeline, and to take corrective actions where needed.
24. Under the school feeding component, a daily hot meal will continue to be provided to children attending public kindergartens and primary and secondary schools (grades 1-6) in all regions during the school year (October to June). WFP has already established the basic conditions for the component's implementation, including kitchens equipped with eco-stoves, storage at schools, PTAs, teacher monitoring, and school gardens in many schools. The number of school children covered by WFP food assistance will decrease as these school children become absorbed into the government-run school feeding programme (see Table 1).

**TABLE 1: SCHOOL FEEDING BENEFICIARIES BY AND BY DISTRICT**

Districts	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016
Me-Zochi	7 741	9 763	10 543	10 941	
Caue	1 704	2 237	2 182	2 069	
RAP	2 217	2 518	2 666	2 731	
Agua Grande	17 095	16 075	16 511		
Lemba	2 860	3 785			
Lobata	4 588	4 696			
Cantalago	3 756	4 124			
<b>TOTAL</b>	<b>39 961</b>	<b>43 198</b>	<b>31 902</b>	<b>15 741</b>	<b>0</b>

25. A transition timeline has been jointly developed with the Government:

- January 2012 to the start of 2013/2014 school year consists of an initial period of technical and institutional capacity-building that will focus on developing a resourcing strategy and training on logistics, procurement, and overall programme management functions. During this period, WFP will work closely with PNASE and government counterparts to mobilise donor support for the national school feeding programme.
- October 2013 onwards: PNASE will assume responsibility for funding, procurement, and management of school feeding operations in the districts of Cantalago, Lobata, and Lembá. These districts were identified by the 2007 CFSVA as being the least vulnerable in terms of poverty and food insecurity; they are also among the most accessible and present few logistical challenges, serving as a favourable ‘entry point’ for the handover of the school feeding activities.
- October 2014 onwards: PNASE will assume responsibility for school feeding in Agua Grande, the largest district and of ‘moderate’ vulnerability (CFSVA 2007).
- October 2015 onwards: PNASE will take over school feeding in the remoter districts of Mé-Zochi, Caué, and Príncipe, which are logistically more difficult to reach and therefore require more guidance and assistance to pre-position stocks and implement monitoring activities.

26. Under the capacity development and national ownership component, WFP will focus on three priority areas:

- *Funding and budgeting:* WFP will support the Ministry of Education to develop a resource mobilisation strategy aimed at stable, multi-year funding. This strategy will be complemented by the development of advocacy material to support fundraising efforts and the joint creation of a donor database. Moreover, WFP will support PNASE and the Ministry of Education in financial analysis, specifically helping them to identify and reduce some of the programme’s cost components (e.g. commodity costs, food transport storage and handling, and management costs).
- *Cost-effective programme design:* To support the Government’s vision of a universal school feeding programme with an educational objective, i.e. to improve the current enrolment rate of 94 percent while increasing the quality of education provided, WFP will provide technical assistance to explore the introduction of innovative modalities such as light meals (e.g. snacks and soups) and vouchers to schools for the local purchase of fruits, vegetables, fish, and condiments.
- *Institutional arrangements for implementation, monitoring and accountability:* During PNASE’s process of development and expansion, WFP will provide support to: (i) conduct an

institutional capacity gap analysis to identify needs; (ii) assess the required staff and resources based on the identified needs; (iii) develop terms of references for new functions as necessary; and (iv) provide relevant capacity development to its staff. WFP will also work with the Department of Trade to establish clear procurement and supply chain processes suited to school feeding modalities, identify suppliers and transporters, and develop a logistics plan. In parallel, WFP will provide necessary training to staff in logistics, commodity tracking, pipeline management, commodity management, food quality control, and warehouse management. At the school level, headmasters, school canteen directors, and members of PTAs will be trained in commodity management, food quality control, food storage, and preparing basic accountability reports. Finally, WFP will support PNASE to strengthen its capacity in data collection, data analysis, and report writing to develop a sound and comprehensive M&E system.

27. Choice of commodities for the school feeding ration is based on local preferences, availability, shelf life, and logistical feasibility. The proposed ration size is for a half day of school, providing about 690 kcal which represents 30-45 percent of the school children’s daily requirements. The addition of locally-grown vegetables and other condiments, supplied by school gardens and the children’s families, will enrich the ration with micronutrients. Given the low percentage of the country’s total cultivated area allocated to food crop production, opportunities for local purchase are limited. Nevertheless, local markets may be able to provide palm oil should the quality and market price be competitive.

28. Meals will be provided in the morning for students attending classes in the first half of the day, and at mid-day for students attending classes in the afternoon. As PNASE takes over responsibility for providing school meals, this basic food basket will be maintained and complemented with local products according to local preferences and market prices.

<b>TABLE 2: FOOD RATION (g/person/day)</b>	
	<b>School Feeding</b>
Rice	150
Beans	30
Oil (palm oil, fortified with vitamins A & D)	5
Salt	4
<b>TOTAL</b>	<b>189</b>
<b>Total kcal/day</b>	<b>691</b>
% Kcal from protein	16.5
% Kcal from fat	6.1
Number of feeding days per year	<b>180</b>

Note: Due to high humidity and temperatures, compounded by the long lead time required to deliver commodities to São Tomé and Príncipe, Supercereal is not a feasible option for the food ration.

29. The total food requirements are presented in Table 3 below, with costing shown in Annex I-A.

<b>TABLE 3: TOTAL FOOD REQUIREMENTS (mt)</b>	
	<b>Total</b>
Rice	3 172
Beans	634
Oil	106
Salt	85
<b>TOTAL</b>	<b>3 997</b>
<b>% of total requirements</b>	<b>100</b>

30. To ensure adherence to basic quality standards in kindergartens and primary schools, WFP and UNICEF are engaged in joint planning and implementation of the Essential Learning Package in schools that will be covered by PNASE.<sup>9</sup> WFP and UNICEF currently have financial and logistical resource-sharing arrangements for these activities, and WFP's share will be transferred to PNASE on a district basis as management of school feeding is handed over. The World Health Organization (WHO) and the United Nations Development Programme (UNDP) will remain involved in the implementation of school-based deworming activities and life skills campaigns in schools covered by the project.
31. The Ministry of Education, in partnership with WFP, UNICEF, non-governmental organizations and the Directorate of Natural Resources and Energy, is currently preparing the introduction of the WASH package in schools. To support this effort, the Government plans to build new toilets and connect tap water in schools. In the meantime, WFP and UNICEF will undertake minor repairs to existing toilet facilities and hand-washing points. School staff members are being trained and a communication campaign on health improvement is being developed. WFP and UNICEF are also working on a joint project which aims to harness rainwater in all schools covered by the school feeding programme. Through this initiative, plastic water tanks and gauges have been purchased and will be installed in all basic schools.

## **PROGRAMME MANAGEMENT, MONITORING AND EVALUATION**

32. In general, São Tomé and Príncipe has a lack of recent and comprehensive data on poverty, food security, nutrition, and other relevant social indicators. The results of two major surveys are expected in the near future,<sup>10</sup> which will help to inform the prioritisation of districts and sub-regions receiving government support in the event of resource shortfalls and food pipeline breaks.
33. WFP will assist PNASE to set up an effective market monitoring system that will provide updated information on market conditions, seasonal variation of supply and demand, market structure, and market response options to inform decisions on local food procurement. Technicians from PNASE and WFP will share the responsibility for monitoring the key performance indicators and reporting

<sup>9</sup> Complementing these efforts, the Government has commissioned new schools and classrooms to be built and school supplies to be ordered. The Government has also developed a teacher training programme that is supported by the United Nations Educational, Scientific and Cultural Organization (UNESCO), UNICEF, and the World Bank.

<sup>10</sup> Results of the most recent demographic health survey are expected at the end of 2012; results of the Multiple Indicator Cluster Survey should be available in mid-2013.

on programme progress, which will be captured through annual surveys, and standard project reports will continue to be prepared by WFP while the annual country report will be prepared by PNASE.

34. Food commodities for the districts covered by WFP will be procured according to standard procedure, i.e. from the most cost-effective market whether international, regional, or local. The Department of Trade will be charged with the responsibility to coordinate all international and local procurement of food commodities for the school feeding programme, and will also be responsible for customs clearance of food commodities until their arrival at the central warehouse.
35. WFP has established relationships with reliable transport contractors for delivery of food and non-food items (NFIs) to final delivery points; these relationships will be gradually transferred to PNASE. To facilitate the transfer of responsibilities, the project plans to provide a light vehicle, computers, printers and other required materials and equipment to PNASE.
36. The range of transition activities and milestones will be reviewed annually to ensure adherence to the timeline for transition implementation and to allow for corrective actions to be taken where needed. It is envisaged that a mid-term evaluation of the project will take place in mid-2014, with two main objectives: (i) accountability - to assess performance and the Government's readiness to take over schools starting from October 2014; and (ii) learning - to inform future planning. A final evaluation will be conducted at the end of the project in 2016.
37. The country office risk management process takes into consideration all risk categories. The main institutional risk to this project is insufficient or erratic funding for the food assistance component, jeopardizing a responsible and smooth handover. To mitigate this risk, WFP will continue to advocate with public and private donors to raise the required funds, recognising that this must be sustained during the period of project implementation. Should WFP find itself with insufficient funds to carry out the project as planned, WFP would prioritise its assistance to those schools and kindergartens in the most vulnerable districts, using the latest food security and education indicators. WFP has sensitized the Government to this risk and should adequate funds not be secured to provide the planned level of food assistance, WFP and the Government will jointly develop a reduced beneficiary plan.
38. The main programmatic risks to this development project are: (i) that PNASE may not possess the technical, management or financial capacities to gradually assume responsibilities for school feeding operations as planned; and (ii) theft or misappropriation of food aid under PNASE management. To mitigate the first risk, WFP will conduct intensive management and technical training of PNASE staff during the first two years of the project, and will provide continued support and oversight in the period thereafter. To mitigate the second risk, WFP will conduct management and sensitization exercises with PNASE staff to train them to identify cases of theft or misappropriation and the measures to take to avoid and correct such incidents. Other risks and assumptions are included in the logical framework summary in Annex II.

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## **RECOMMENDATION**

The Development Project São Tomé & Príncipe 200295 is recommended for approval by the Deputy Executive Director under the Executive Director's delegated authority.

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## **APPROVAL**

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Ramiro Lopes Da Silva  
Deputy Executive Director  
United Nations World Food Programme

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Date



## ANNEX I-A

<b>PROJECT COST BREAKDOWN</b>			
<b>Food<sup>11</sup></b>	<b>Quantity (mt)</b>	<b>Value (US\$)</b>	<b>Value (US\$)</b>
Cereals	3 172	1 332 242	
Pulses	634	412 361	
Oil and fats	106	128 995	
Mixed and blended food	0	0	
Others	85	7 105	
<b>Total food</b>	<b>3 997</b>	<b>1 880 704</b>	
Cash transfers		0	
Voucher transfers		0	
Subtotal food and transfers			<b>1 880 704</b>
External transport			882 628
Landside transport, storage and handling			528 407
Other direct operational costs			630 557
Direct support costs			719 135
Total WFP direct costs			<b>4 614 431</b>
Indirect support costs (7.0 percent)			324 900
<b>TOTAL WFP COSTS</b>			<b>4 966 331</b>

<sup>11</sup> This is a notional food basket for budgeting and approval. The contents may vary.



## DIRECT SUPPORT REQUIREMENTS (US\$)

<b>Staff and staff-related costs</b>	
International professional staff	0
International general service staff	0
Local staff - national officers	0
Local staff - general service	0
Local staff - temporary assistance	185 601
Local staff - overtime	0
Hazard pay and hardship allowance	0
International consultants	18 000
Local consultants	9 000
United Nations volunteers	0
Commercial consultancy services	0
Staff duty travel	302 934
<b>Subtotal</b>	<b>515 535</b>
<b>ANNEX I-B</b>	
<b>Recurring expenses</b>	
Rental of facility	0
Utilities	0
Office supplies and other consumables	2 200
Communications services	4 700
Equipment repair and maintenance	0
Vehicle running costs and maintenance	5 200
Office set-up and repairs	4 000
United Nations organization services	150 000
<b>Subtotal</b>	<b>166 100</b>
<b>Equipment and capital costs</b>	
Vehicle leasing	25 500
Communications equipment	12 000
Local security costs	0
<b>Subtotal</b>	<b>37 500</b>
<b>TOTAL DIRECT SUPPORT COSTS</b>	<b>719 135</b>



**ANNEX II: SUMMARY OF LOGICAL FRAMEWORK OF SÃO TOMÉ AND PRÍNCIPE DEVELOPMENT PROJECT 200295, 2012 – 2016**

Results	Performance indicators	Risks, assumptions	Resources required
<p><b>UNDAF OUTCOME</b>  <i>By the end of 2016 the most vulnerable population benefits from the advantages of decentralized basic social services and participate on its management.</i></p>	<p><b>UNDAF Outcome Indicators</b></p> <ul style="list-style-type: none"> <li>➤ <i>Maintain the current enrolment rate.</i></li> <li>➤ <i>Percentage of basic schools with school health activities.</i></li> <li>➤ <i>Percentage of schools with school canteens functioning.</i></li> <li>➤ <i>Percentage of basic schools with availability of clean water throughout the year.</i></li> </ul>	<p><b>Risks:</b> <i>Epidemics or pandemics; natural disasters; lack of human, technical and financial capacity.</i></p> <p><b>Assumptions:</b> <i>Availability of financial resources; stability and political will; effective involvement of development partners; strong involvement of local communities on the management of the facilities of basic social services.</i></p>	
<p><b>Development Project Activity 1: School Feeding and Health (Strategic Objective 4 – Reduce chronic hunger and undernutrition)</b></p>			
<p><b>Outcome 1</b>            Increased access to education and human capital development in assisted schools and kindergarteners.</p>	<p>Enrolment: Average annual rate of change in number of boys and girls enrolled.  <b>Target:</b> Enrolment annual rate of increase equals 1%.  <b>Source:</b> Annual monitoring or survey data.</p> <p>Attendance rate: number of schooldays on which girls and boys attend classes, as percentage of total number of schooldays.  <b>Target:</b> Attendance rate equals 90%.  <b>Source:</b> Annual monitoring or survey data.</p> <p>Gender ratio: ratio of girls to boys enrolled.  <b>Target:</b> Gender ratio equals 1.  <b>Source:</b> Annual monitoring or survey data.</p> <p>Pass rate for girls and boys.  <b>Target:</b> 90%  <b>Source:</b> Annual monitoring or survey data.</p>	<p><b>Risk:</b> Strong pressure on available school infrastructure regarding classrooms, teachers, and learning materials.</p> <p><b>Risk:</b> Overcrowding of classrooms, teachers teaching excessively large classes, thus effectively reducing educational quality.</p> <p><b>Risk:</b> Loss of children's labour as a source of income and contribution for the family food security.</p> <p><b>Risk:</b> Students' progress to higher grades can be limited by availability of teachers, classrooms, educational materials and costs.</p>	<p><b>US\$3 561 677</b></p>

<p><b>Output 1.1</b> Food and NFIs distributed in sufficient quantity and quality to targeted women, men, girls and boys under secure conditions.</p>	<p>Number of women, men, girls and boys receiving food and NFIs by category and as percentage of planned figures <b>Target:</b> 100% of the planned beneficiaries receive WFP assistance. <b>Source:</b> Counterparts and partners reports.</p> <p>Tonnage of food distributed, by type, as percentage of planned distribution. <b>Target:</b> 100% of the food planned to be distributed is actually distributed. <b>Source:</b> Counterparts and partners reports.</p>	<p><b>Risks:</b> Large discrepancies between the planned and actual beneficiary figures due to over/under-estimation of needs when designing the project (data on actual beneficiaries are not fully accurate) Lack of resources (pipeline breaks). Logistics constraints</p>	
<p><b>Output 1.2</b> School feeding coverage aligned with programme of work.</p>	<p>Number of schools assisted by WFP <b>Target:</b> 81 schools (1<sup>st</sup> to 6<sup>th</sup> grades) and 83 kindergartens <b>Source:</b> Counterparts and partners reports</p>	<p><b>Risks:</b> Inadequate storage facilities. Irregular water supply. Local parents committee not ready to contribute to programme functions. Irregularity of preparation of hot-meals due to limited resources.</p>	
<p><b>Development Project Activity 2: Capacity Development</b> <b>(Strategic Objective 5 – Strengthen the capacities of countries to reduce hunger, including through hand-over strategies and local purchase)</b></p>			
<p><b>Outcome 2.1</b> Progress made towards nationally owned hunger solutions.</p>	<p>National Capacity Index for school feeding <b>Target:</b> 17/20</p>	<p><b>Assumptions:</b> Greater reliance on domestic resources and reduced reliance on foreign assistance. Government ability to mobilize sufficient funds (from domestic sources, multi-lateral and bi-lateral) for the programme. Sound advocacy strategy for fund raising.</p>	<p><b>US\$1 404 654</b></p>
<p><b>Output 2.2</b> Capacity and awareness developed through WFP-organised actions/training.</p>	<p>WFP expenditures for technical assistance to strengthen national capacity</p> <p>Number of people trained in: needs assessment; food management (quantity and quality); information management; fund raising; local tendering processes; procurement and supply chain management; disaggregated by category (the Government and partner's staff). <b>Target:</b> 100 percent in accordance to the annual work plan.<sup>12</sup> <b>Source:</b> Training reports</p>	<p><b>Assumptions:</b> Trained staff will apply the acquired knowledge. Funding available for capacity development.</p>	

<sup>12</sup> The country office, the Government counterparts and partner staff will refine the training program based on which then a capacity building plan will be finalized detailing the type of training to be conducted and how many people will need to be trained. Based on this exercise, targets for training of people in their areas of competence will be set.

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### **ANNEX III - LIST OF ACRONYMS USED IN THE DOCUMENT**

CFSVA	Comprehensive Food Security and Vulnerability Analysis
M&E	Monitoring and evaluation
MDG	Millennium Development Goal
NFI	Non-food item
PNASE	National School Feeding and Health Programme
PTA	Parent–teacher association
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children’s Fund
WASH	Water, Sanitation and Hygiene for All
WFP	United Nations World Food Programme
WHO	World Health Organization

# ANNEX IV – MAP

