

**SL-MDTF**

**Final programme[[1]](#footnote-1) NARRATIVE report**

**REPORTING PERIOD: 1 january 2011 – 31 DECEMBER 2012**

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| Programme Title & Project Number |  | Country, Locality(s), Thematic Area(s)[[2]](#footnote-2) |
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| Project Title: **Basic Education and School Feeding**  |

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|  **Joint Vision Programme Number: 8** |

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|  **MDTF Project ID: *00080509/CP 10584 (UNICEF)******00080508 (WFP)*** |

 | *Country/Region:* Sierra Leone, (nationwide)

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| *Priority area/ strategic results*  ***Increase access to education and human capital development***

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| JV: **Basic Education and School Feeding (as per original JV programme)** **AFC: Chapter Seven: Human Development** :  |

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| Participating Organization(s) |  | Implementing Partners |
| * Organizations that have received direct funding from the MPTF Office under this programme

- **WFP**

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| **- UNICEF**  |

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| **Implementing Partner(s):** Plan International , World Vision, International Ministry of Education Science and Technology, District Deputy Directors of Education, Milton Margai College of Education and Technology (MMCET), Action Aid, IBIS, CARL, DIP, Ministry Of Education Science and Technology (MEST) |

 |
| Programme/Project Cost (US$)MPTF/JP USD $ 735.000- School Feeding*by Agency (if applicable) $ 528,600 UNICEF**WFP - $735,000* |  | Programme Duration |
| Programme/Project Cost (US$) |  |  | **School Feeding:**Overall Duration **1 year**Start Date[[3]](#footnote-3) : **July 2011**Original End Date*[[4]](#footnote-4)*: **July 2012****Basic Education:** Overall Duration *(months) 14 Months*Start Date[[5]](#footnote-5) *November, 2011*End Date (or Revised End Date)*[[6]](#footnote-6)* 31/12/2012Operational Closure Date[[7]](#footnote-7) 31/12/12 |  |
| MPTF/JP Fund Contribution: * *by Agency (if applicable) $ 528,600*
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| Agency Contribution* *by Agency (if applicable)*
 |  |  |  |  |
| Government Contribution*(if applicable)* |  |  |  |  |
| TOTAL: |  |  |  |  |
| Programme Assessment/Review/Mid-Term Eval. |  | Report Submitted By |
| Assessment/Review - if applicable *please attach* Yes No Date: *dd.mm.yyyy*Mid-Term Evaluation Report *– if applicable please attach* Yes No Date: *dd.mm.yyyy* | * Name: Gon Myers
* Title: Country Director/Representative
* Participating Organization (Lead): WFP
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# NARRATIVE REPORT FORMAT

# EXECUTIVE SUMMARY

This report relates to the MTDF funded Basic Education and School Feeding Programme implemented by WFP and the UNICEF Sierra Leone country office. The MPTF assistance aligns with the second PRSP document of Sierra Leone which highlights School Feeding as one of the interventions that can be used to ensure retention and completion in Schools located in the most vulnerable settlements. The Education Sector Plan 2007---2015 also mentions the need for the expansion of school feeding to areas not yet covered by the programme to help improve completion rate.  Component 5 of the draft document of the Small Holder Commercialization programme under the auspices of the Ministry of Agriculture and Food Security also mentions school feeding as a safety net in its social protection scheme**.** The most vulnerable chiefdoms in the country were targeted with school feeding. The targeting was based on the Comprehensive Food Security Vulnerability Assessment (CFSVA) and a sub-district/chiefdom vulnerability profiling conducted with MEST in consultation with Paramount Chiefs, Agencies, NGOs Government line ministries, Education Development Partners and other stakeholders within the districts. The intended deliverable of reaching 400,000 school pupils was not achieved and was readjusted to reflect the dearth in resource situation. This led to a corresponding adjustment of the metric tons distributed. A baseline survey was conducted to establish the pre-operation status of the indicators for eventual measurement of change.

The reporting period covers July 2011 to July 2012 for the school feeding and November 2011 to December 2012 for Basic education.  The total programme allocation for Basic education was US$ 494,030 of which US$ 494,027 has been spent and US$ 735.000 of which US $735 was spent on School feeding. The report also includes the purpose of the programme, outputs, outcomes, challenges and lessons learned.

The key achievements:

 **A. Basic Education**:

* Training of 69 cluster monitors and coordinators from 6 districts of Bonthe, Kenema and Tonkolili, Pujehun, Koinadugu and Western Rural Area to monitor 1,547 schools
* Training of 750 Untrained and Unqualified teachers using the distance education approach
* Quarterly Monitoring of Distance Education, Child-Centered Teaching Techniques and Emerging Issues by  Local Councils and MEST
* Roll-out of Child Friendly Schooling (CFS) in 40 schools in two districts (Pujehun and Tonkolili)
* Celebration of the First International Day of the Girl-Child on 11 October 2012
* Support to 82 chiefdoms to develop and implement action plans to track and enroll out of school children from six chiefdoms (Bo, Bonthe, Pujehun, Moyamba, Kenema and Kailahun)

**B. School Feeding:**

* significant increase in the ratio of boys and girls in WFP assisted schools
* Increase in attendance Planned 90% and achieved 90%.
* Increase in Enrollment18% for girls and achieved 18%**,** planned 17% increase achieved 18% for boys.
* Orientation of 35 partner MEST staff was achieved.
* Food management committees were trained in assisted schools.

Activity reports from Implementing Partners (IP) in the Basic Education programme showed the contribution has provided access to education for 11,500 (49% girls) children living in Bonthe, Kenema and Tonkolili, Pujehun, Moyamba through the creation of improved learning spaces and a more child-friendly environment, including 30,000 primary school pupils benefitting from the skills and knowledge of the trained teachers in Child Centred Teaching Techniques (CCTT).

This number is expected to rise over the next years as more children are attracted to enroll and regularly attend school and complete six years of primary education.

It also enhanced the capacity of Local and District councils in monitoring and strengthened community structures support to education.

**I. Purpose**

The national strategy for the MDTF is focused on two central goals: the consolidation of peace and pro-poor growth. Both goals are designed to help reach the Millennium Development Goals as a means to make peace sustainable. The Basic Education and School Feeding Programme is therefore contributing to increased access to primary education for children as well as to increased completion rates of primary school education. The activities implemented by WFP led to the following outcomes: (a) Food and non-food items distributed in sufficient quantity and quality to targeted girls and boys, indicated by improvement in enrolment, attendance and an improvement in the gender ratio for girls who are mostly underrepresented in schools. (b) 35 Partner and MEST School Feeding Coordination Unit Staff trained in the implementation of School Feeding.(c) School feeding programme aligned with programme of work

The activities implemented by UNICEF have contributed to the following outcomes: (a) national policy frameworks that are supportive of the right of all children to quality primary education; (b) attitudes, values, behaviours and practices among communities that enable timely school enrolment and completion for all children; and (c) an education system and school environment, at national and district levels, which enable quality primary education for all children.

# II. Results

1. **Narrative reporting on results:**

**School Feeding:**

Implementation of the school feeding programme is done through three big International NGOs (Plan International, World Vision and Brac). Plan International and World Vision operate in the rural areas of Provinces as per table below:

**Project areas:** Partners implement WFP programmes in the most vulnerable chiefdoms in below districts.

|  |  |
| --- | --- |
| **Partner** | **Operation Areas** |
| Plan International | Kambia District |
| Portloko District |
| Bombali District |
| Tonkolili District |
| Moyamba District |
| Kenema District |
| Kailahun District |
| World Vision | Kono District |
| Bo District |
| Pujehun District |
| Bonthe District |
| BRAC | Western Area |

The comparative advantages the partners have include their own matching funds and their prior presence in most of the implementing locations. Partners are bound to WFP through a Field Level agreement that gives details of the mode of operation including responsibilities.

**Outcomes:**

The school feeding implementation in target schools enabled WFP and partners to reach kids in the most vulnerable locations/chiefdoms in the country. It furthermore led to improvement in enrolment, attendance and the ratio of boys to girls. Training of the School Feeding Coordination Unit and Partner staff in the implementation of school feeding capacitated them to supervise the implementation. The capacity development of partner and MEST SFCU personnel has placed the partners and MEST in the driving seat of the implementation with WFP offering technical support

**OUTPUTS:**

Planned versus Actual Food Distribution

School feeding accounted for approximately 60% of all WFP operations. The MDTF Grant was used to procure a total of 772.58 Mt of food for the school feeding programme. Please note that though funding sources could be various, there is no segregation of use of food commodities procured for the programme on the basis of funding window. Procurement of only cereal with the grant reflects the need that was based on commodity stock situation at the time.

Out of the planned tonnage of 5,600 the school feeding programme achieved 5419.997 Mt which sums up to 97% of the planned food.

**Beneficiary Achievement of the School Feeding Programme**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | Planned Beneficiaries | Actual Beneficiaries | Plan vs. Actual (%) | Total |
|  | Male | Female | Total | Male  | Female | Total | Male | Female |  |
| Beneficiary | 128,000 | 128,000 | 256,0000 | 118,808 | 127,920 | 246,728 | 92.8% | 99.22% | 96.01% |

Achievement in relation to beneficiaries is quite robust especially so for girls. The surge in girl’s beneficiary figure to almost a 100% is due to enrolment of more girls in the urban settings evidently due to the value now placed on girl child education obviously due to the abundance of object lessons of successful women/girls in the urban areas. This trend is currently being reinforced by a girl’s take-home-ration project being run in three chiefdoms in the Moyamba District: a district that register lower enrolment and retention rate for girls. The take-home-ration project is a direct transfer to households of girls in classes 4-6 which serves as strong incentive to send them to school.

**Basic Education:**

* **Outcomes:**

Cluster monitoring of schools

Activity reports submitted by District Deputy Directors indicate a total of 72 cluster monitors, 725 head teachers, inspectors and district education officers benefitted from cluster monitoring either as monitors or coordinators in 740 schools in 6 districts. As a result, punctuality and regularity of teachers has increased through improved school administration and regular monitoring. Communities with monitored schools also have enhanced community involvement in school affairs, and better school management.

The Deputy Director of Education and local councils have obtained relevant information for further planning of school development activities. The Milton Margai College of Education and Technology (MMCET)which monitored the programme and analyzed the data collected reported that planning and preparation of lessons by teachers before classes was adequate, that record keeping has improved and absenteeism reduced. Monthly reports including details of the monitoring exercise, lessons learnt and challenges are submitted to the District Education Office with copies sent to UNICEF. Thus, the process is refined for the next monitoring cycle.

Monitoring reports from the five implementing Teacher Training Colleges and UNICEF indicate that about 60% of 3,283 (female 1,102, male 2,181) teachers trained on CCTT and EMI are applying CCTT and incorporating EMI in the classroom interactions. Also children in those classrooms are fully participating in classroom activities, thereby making learning more interesting.

The 750 (female 228, male 522) teachers who completed the Distance Learning Programme have taken the national certification examinations and are awaiting results. The Distance Education Course has enhanced knowledge, skills and competencies of these teachers and has equally exposed them to the new child-centered teaching methodologies. This has added to the number of trained and qualified teachers in the country.

The CFS National Standards and roll-out in 40 schools have so far created opportunities for promoting strong partnerships between the school and community; which ultimately may impact improvements in the learning situation of over eleven thousand children (11,000), half of them girls, in the target schools and communities.

There has been an increase in awareness among the community members, across gender, tradition and religion – on the importance and value of education, especially for girls. As a result, community involvement and parent participation in the education of their children has increased considerably.

The local authorities and other community stakeholders are using the community action plans to accelerate children’s enrolment and retention as well as increase local involvement in school management and monitoring. One community action plan per chiefdom was planned for implementation, but because of the interconnectedness of the issues of children out of school, stakeholders are simultaneously carrying out multiple actions to support the enrolment and regular attendance of vulnerable children, especially those in hard-to-reach communities. Enrolment in the sample schools in the six districts indicates a 62% increase between September 2011 and December 2012.

* **Outputs:**

The main following outputs were achieved as planned.

Cluster monitoring of schools

Cluster monitoring requires both human and material resources in terms of people to conduct the inspections and supervision and the means of actually moving from school to school to execute the work. Most districts presently lack the required manpower as well as adequate motorbikes to do this well.

The use of cluster monitoring strengthened the monitoring and supervision of schools and teachers. The MTDF was used to train 72 cluster monitors, and 6 Deputy Directors of Education from 6 districts (Kenema, Tonkolili, Bonthe) in school cluster monitoring. A total of 380 schools have been supervised and inspected using the cluster monitoring approach. In addition, 54 cluster monitors and coordinators were trained in December 2012 and are currently monitoring the first batch of 360 schools in Pujehun, Tonkolili and Koinadugu. The cluster Monitoring Strategy used to divide the districts into zones with the supervisors being responsible to cover a certain number of zones. To create a workable solution to effective monitoring in remote areas with limited resources a monitoring schedule was developed enabling each monitor to use bikes over a certain period before handing over to another colleague so that over a prescribed time period, all the supervisors have an opportunity to carry out the monitoring. The monitors were trained in basic computer applications. In addition, stakeholders in the area of education, coming from the districts and communities, were sensitized on the school cluster monitoring strategy to raise their awareness on their roles and responsibilities to participate in school development matters.

Teacher Training

The funds supported 750 Untrained and Unqualified teachers to sit for Teachers Certificate Lower Primary teachers’ final certificate examinations conducted by National Council for Technical, Vocational and other Academic Awards (NCTVA). The funds also contributed to Quarterly Monitoring of Distance Education, Child Centred Teaching Techniques and Emerging Issues by the colleges, local councils and the MEST.

Child Friendly Schools

The Funds contributed to the training and establishment of the National CFS Steering Committee as well as two district-CFS Steering Committees in Pujehun and Tonkolili. In addition, the interpretation of the CFS National Standards has been done with a set of indicators for each dimension of the National Standards developed. The under-listed supply items were provided to 40 schools in two districts to promote child-friendly schooling.

* Sports and recreation items[[8]](#footnote-8) have been procured and distributed to the 40 schools implementing the CFS initiative in Pujehun and Tonkolili Districts
* Stationery and filing cabinets[[9]](#footnote-9) procured and distributed to the 40 schools implementing the CFS initiative in Pujehun and Tonkolili Districts.
* 845 solar lights[[10]](#footnote-10) procured and distributed to the 40 schools implementing the CFS initiative in Pujehun and Tonkolili Districts.

Celebration of Girls Education Week

Contributions from the Multi-Donor Trust Fund were used to celebrate 2012 Girls Education Week, including the Launch of the First International Day of the Girl on 11 October 2012 which was celebrated in 14 districts by District Local Chapters of the Girls’ Education Movement/ SLEGEN.

A newsletter, documenting the work of mothers’ clubs in promoting the education of children in target communities was produced and distributed to various stakeholders across the country.

Community dialogue and discussion sessions were organized in 40 target communities in the Pujehun and Tonkolili Districts, specifically focusing on the community’s role and responsibilities in addressing the needs of vulnerable children including children with special needs.

Out of School

Community sensitization and community mobilization

The funds were used to mobilize and sensitize communities on the benefits of education for children and the need for communities to participate in planning, managing and monitoring basic education activities. As a result of this, 82 chiefdom community action plans were developed by community stakeholders to address the major barriers to children’s access to and retention in school. More community action plans were undertaken by the local authorities to complement the ones funded by the MDTF funds, because the challenges facing children’s education are multifarious.

Furthermore, 18 quarterly joint monitoring visits to schools were undertaken by mothers’ clubs to step up school supervision for improved school attendance and teacher performance.

* **Delays in implementation, challenges, lessons learned & best practices:**

**School Feeding:**

The implementation of the component of the school feeding programme underscored challenges. The evident delay in implementation occurred during the start of the year because of the mandatory conduct of headcount of school pupils at the start of the school year to establish a feeding figure for food distribution in schools.

Over the reporting period, the school feeding programme encountered challenges as follows: with data effectiveness at the school level, challenges with monitoring by WFP, Partners, and MEST and inaccessible chiefdoms that could not be reached. The programme also had issues with the role of the SMCs in the implementation, enrolment of below age school pupils, the progressive decrease of school pupils as they reach grades 5 and 6, Girl’s Take-home-ration, targeting of the food assistance and other quality issues.

Collecting data on outcome indicators is a corporate, donor, and government requirement. WFP collected the pre-operation values of the school feeding indicators by conducting a baseline survey in 2010. In 2012 a nationwide rapid assessment and monitoring exercise in the form of a census was carried out to among others follow-up on progress made on school feeding indicators. This assessment/ monitoring covered enrolment, cognitive outcomes, attendance rate, community participation in the implementation (SMCs), food management, school infrastructure and quality issues in the delivery of education.

A key risk that popped up was lack of access to some beneficiaries which was due to very bad roads and riverine inlets. Few very vulnerable locations were therefore not reached.

The assessment findings recorded challenges with irregular roll calls and also identified a 1:35 ratio of class 6 pupils against pupils in class 1 respectively. Pass rate in the form of transition through the National Primary School Exam was quite good at 91% and 81.4% for boys and girls respectively in WFP assisted schools. In relation to quality issues the findings reveal that only 50.8% and 60.2% male and female teachers have teaching qualifications. 45.5 % of teachers in the assisted schools are volunteer teachers. There is also need for capacity development of SMCs, District Councils and Education Directorate staff to incrementally assume control of school feeding implementation. The assessment also revealed that 63.2 % of schools assessed have insufficient classroom space, and no toilets for the physically challenged. Though 69.5% of hand washing facilities exists in assisted school, 24.5 had no soap to efficiently do the hand washing. Furthermore, 82.1% of assisted schools do not have sufficient teaching and learning materials while 78% do not also have enough furniture.

**Mitigations:**

WFP has reviewed its monitoring strategy by among others intensifying monitoring visits to project sites. Evidently in 2012 approximately 10% of project sites were monitored by WFP to ensure compliance with the project norms. A pre-evaluation monitoring of the Girls-take-Home was also conducted and adjustments to improve on implementation have been effected. Procurement process by WFP for attendance registers is now under way and would be climaxed by refresher training of teachers in its use to effectively foster WFP data collection requirement.

In the area of quality issues that also fall under the WFP essential package initiative, WFP and MEST have set up a School Feeding Steering Committee that has a membership of key Education Development Partners. One of the roles of the committee is to coordinate and influence the interventions of the membership in assisted schools for the purpose of variously improving the profiles of assisted schools.

**Basic Education:**

The implementation of the various components of the programme highlighted weaknesses in the capacity of the Government, including government structures to effectively prioritise and plan programmes that are aimed at enhancing the learning situation of children in schools.

A huge challenge persists in terms of funding availability to address the multifarious problems of out-of-school children. This challenge is being addressed by strategic collaboration with relevant stakeholders.

The poor road networks and difficult terrains of the communities slow down and sometimes reduce access of implementing partners to reach vulnerable children.

 Major lessons learned:

Approaches to capacity building will need to move from training and technical assistance towards being embedded in strong institutional systems and community based structures.

Involvement of a broad base of relevant stakeholders in the selection of teachers for training enhances transparency and engenders accountability of teachers after the training.

Government policy and procedures must enhance the prioritization of government’s active involvement in implementation of the CFS initiative, including promoting girls’ education, specifically in ensuring adequate, timely, and meaningful supervision and monitoring of the programmes and availability of teachers.

Management and community supportis essential in sustaining momentum of Girls’ education and ensuring a child friendly schooling situation, particularly in poorly financed schools where morale is likely to be low. Support may be in the form of community provision of food or shelter to teachers, or even by regular “morale” visits by educational officers. Emphasis should promote awareness and appreciation of the rewards of child friendly education, including education of girls and other vulnerable groups, such as children with special need.

Involving communities in project planning and implementation builds their capacities and helps them take ownership of their children’s development, which enhanced sustainability.

Networking with other partners with the operational areas helps to maximize the project impact.

* **Qualitative assessment:**

**School Feeding:**

School feeding offers key multi-sectorial benefits of education health and nutrition. Furthermore it also serves as a safety net in mitigating the effects of shocks during crisis like the fuel and food price crisis in 2009. The Government has therefore accorded it a strategic status by recognizing it among the viable means of achieving its human capital development goals. Beyond articulation in policy documents, the government now intends to have a national school feeding programme.

In tandem with this focus, WFP is presently supporting the formulation of a stand-alone National School feeding policy to direct the transition of the programme to increased national ownership. Furthermore WFP and partners are also working on strengthening the capacity of the School Feeding Coordination Unit and other pertinent institutions including School Management Committees.

It must be though noted that there are still quality issues that could compromise the gains of the school feeding intervention: proliferation of community teachers in rural areas, textbook pupil ratio, infrastructure and poverty are among the inhibiting factors to education. In response to these debilitating factors, MEST and WFP have set up a School Feeding Steering Committee to coordinate and address quality issues.

Record keeping in assisted schools which should be used to measure most of the project indicators has been chronically ineffective. Teachers do not regularly do roll calls and in most cases maintain a bloated enrolment figure. As a panacea WFP has increased the leverage of the local education administrators. WFP will further sign a performance contract with schools and as well provide new registers to schools.

Partnership

WFP still maintains partnership with three International NGOs (Plan International, World Vision and Brac) who implement the school feeding programme. Foremost of all the Ministry of Education Science and Technology is the lead line ministry in the implementation. MEST has a School Feeding Coordination Unit (SFCU) that has a presence in the districts of intervention. The SFCU monitors coordinate school feeding activities alongside WFP and partners in the intervention areas. UNICEF and other education development partners are also variously providing their inputs to improve the quality of education.

**Basic Education:**

The overall priority of the programme is aimed at maximizing the UN family’s contribution to the Government’s Agenda for Change as well as achieving the Millennium Development Goals. The programme is contributing to reaching the Millennium Development Goals 2 and 3 with all children successfully completing primary education and as many girls as boys transiting to secondary school - an important contribution to the on-going peace and overall development of Sierra Leone. It is also in line with the 2008-2012 UNICEF Sierra Leone programme of Cooperation with a broad assistance to Sierra Leone’s Education Sector Plan (ESP) that contributed to increase enrolment and completion, improve quality of teaching and learning and strengthen national quality assistance mechanisms. The programme components have focused on addressing issues of equity, gender disparity and community participation, particular in line with Government’s priorities in enhancing ownership and participation in delivery of results for the children.

**Key partnerships and collaborations, and their impact on the achievement of results has been in the following areas**:

**School Feeding:**

WFP still maintains partnership with three International NGOs (Plan International, World Vision and Brac) who implement the school feeding programme. Foremost of all the Ministry of Education Science and Technology is the lead line ministry in the implementation. MEST has a School Feeding Coordination Unit (SFCU) that has a presence in the districts of intervention. The SFCU monitors coordinate school feeding activities alongside WFP and partners in the intervention areas. UNICEF and other education development partners are also variously providing their inputs to improve the quality of education.

**Basic Education:**

**Strengthening integrity of government support was** essential. The extent to which the Ministry of Education, Science and Technology (MEST) has been willing and able to promote, or even collaborate in rolling out the CFS initiative has enhanced a sense of ownership of the education of children in the target communities.

**Focus on local level interventions** has made it easier to plan and implement targeted action at the district, community and school level.

The INGO and NGO partners use some of their own resources to compliment funds and human resources provided for the project. Working in collaboration with MEST, local councils, SMCs and community structures has strengthened the involvement of stakeholders and enhanced school management and monitoring, which in turn has enhanced school enrolment, regular school attendance by both pupils and teachers and in creating a conducive learning environment for the children. Since children’s education face many challenges in Sierra Leone, joint monitoring of schools enables all stakeholders to identify gaps and discuss ways forward to address the gaps identified collectively.

The programme has been able to address cross cutting issues such as gender because it targeted both male and female teachers, pupils and district education officials. Addressing gender concerns and advocacy, specifically focusing on equity, partnerships and leveraging of resources at the local/community level are some of the cross-cutting issues that are being addressed by this initiative. The community initiatives targeted most vulnerable children especially those from very poor family backgrounds and from hard-to-reach communities. Gender focused at supporting both girl child and boy children in school to ensure their retention and completion of their education cycle.

**ii) Indicator Based Performance Assessment:**

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| --- | --- | --- | --- |
|  | **Achieved Indicator Targets** | **Reasons for Variance with Planned Target (if any)** | **Source of Verification** |
| **Basic Education:****Outcome 1[[11]](#footnote-11) contribute to increased access to and completion rates of quality primary Education****Indicator:** **# of children benefitting from quality education****# of teachers completing distance education programme****# of school monitored using cluster monitoring approach****# of schools implementing CFS****# of children benefiting from CFS in the 40 pilot schools****Baseline: 0****Planned Target: 750 teachers, 1,547 schools** | 30,0007503804011,500 (49% girls) | As a result of reflection on achievements, challenges and lessons learned during the first the phase of cluster monitoring, a redesign of the strategy was initiated to include coordination at both school and cluster levels.This will also provide more support supervision to teachers at school level and stronger community involvementAs the strategy was changed, so the target was adjusted.  | Monitoring and activity report |
| **Output 1.1-Train 126 cluster monitors from 6 districts on cluster monitors****Indicator**  **1.1.1- # of monitors and coordinators trained** **Baseline: 36****Planned Target:162****Indicator 1.1.2 # of schools monitored** **Baseline: 120****Planned Target:1,547** |  |  | Activity Report |
| 126740 | Same reason as stated in the outcomeSame reason as stated in the outcome | Monitoring reportMonitoring report |
| **Output 1.2** Child Friendly Schooling initiative in 40 primary schools, targeting 11,800 children (half of them girls) in the Pujehun and Tonkolili Districts**Indicator 1.2.1 # of schools supported to roll out CFS****Planned Target: 40****Indicator 1.2.2 # of children benefiting from CFS****Baseline: 0****Planned Target: 11,500****Output.** Celebration of the First International Day of the Girl-child on October 11, 2012**Indicator: International day of the girl child celebrated? yes/no****No. of girls reached during the celebration****Baseline: 0****Planned Target: 4,000****Output.** – support 82 chiefdoms to develop community action plans to ensure Out Develop and implement 82 Chiefdom action plans from six chiefdoms Bo, Bonthe, Pujehun, Moyamba, Kenema and KailahunIndicator- No of chiefdoms with approved plans of actionBaseline 500Target: 582 |  |  | Activity report |
|    4011,500 (49% girls) Yes4,500 girls across the country reached 82  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Achieved Indicator Targets** | **Reasons for Variance with Planned Target (if any)** | **Source of Verification** |
| **School Feeding:****Outcome 1:** Support access to education and human capital development.**Indicators**% increase in Attendance% increase in EnrolmentGender ratio: ratio of girls to boysPass rate: | **Attendance rate:** Planned 90% and achieved 90%.**Enrolment:** planned 17% increase achieved 18% for boys.Planned 18% for girls and achieved 18% |  | **WFP Standard Project Reports** |
| **Output 1.1**food and non-food items distributed in sufficient quantity to targeted boys and girls**Indicators**Quantity of food distributedNumber of boys and girls reached | Planned 5,600Mt and achieved 5419.997 | Some delay in start of project to do mandatory head count of beneficiaries | **WFP Standard Project Reports** |
| **Output 1.2** Number of beneficiaries /boys and girls reached | Planned 256,000 achieved 246,728 beneficiaries | Some targeted chiefdoms could not be reached to access challenges | **WFP Standard Project Reports** |
| **Training** of partner and MEST staff in the implementation of School Feeding**Indicator**Number of people trained | Orientation of 35 partner MEST staff was achieved.Food management committees were trained by Plan in assisted schools. | The orientation of partner and MEST staff served as training of trainers for roll out of same**.** | **Partner Quarterly reports** |
| **Output 1.3:** School feeding programme aligned with programme of work**Indicator**Number of schools assisted as a % of planned | Planned 1,500 achieved 1,400 | Variance in achievement could be also attributed to the inaccessibility of some locations | **WFP Standard Project Reports** |

## Acronyms

|  |  |
| --- | --- |
| **CCTT** | Child Centered Teaching Techniques |
| **CFS** | Child Friendly Schooling |
| **EMI** | Emerging Issues |
| **MEST** | Ministry of Education Science and Technology |
| **MDG** | Millennium Development Goals |
| **NCTVA** | National Council for Technical, Vocational and other Academic Awards |
| **NGOs** | Non-Governmental Organizations |
| **MMCET** | Milton Margai College of Education and technology |
| **IP** | Implementing partners |
| **SFCU** | School Feeding Coordination Unit |
| **MEST** | Ministry of Education, Science and Technology |

1. The term “programme” is used for programmes, joint programmes and projects. [↑](#footnote-ref-1)
2. Priority Area for the Peacebuilding Fund; Sector for the UNDG ITF [↑](#footnote-ref-2)
3. [↑](#footnote-ref-3)
4. [↑](#footnote-ref-4)
5. The start date is the date of the first transfer of the funds from the MPTF Office as Administrative Agent. Transfer date is available on the [MPTF Office GATEWAY](http://mdtf.undp.org/). [↑](#footnote-ref-5)
6. As per approval by the relevant decision-making body/Steering Committee. [↑](#footnote-ref-6)
7. All activities for which a Participating Organization is responsible under an approved MPTF programme have been completed. Agencies to advise the MPTF Office [↑](#footnote-ref-7)
8. 80 footballs and 40 sets of football nets; 80 volleyballs and 40 volleyball nets; 200 handballs; 400 skipping ropes; 200 Ludo games; 80 scrabble sets [↑](#footnote-ref-8)
9. 200 duplicating papers; 200 pocket files; 40 filing cabinets [↑](#footnote-ref-9)
10. The solar lights are expected to support about 2000 upper primary school children in the 40 schools. [↑](#footnote-ref-10)
11. Note: Outcomes, outputs, indicators and targets should be **as outlined in the Project Document** so that you report on your **actual achievements against planned targets**. Add rows as required for Outcome 2, 3 etc. [↑](#footnote-ref-11)