

# Standard Project Report 2015

Reporting Period: 1 January - 31 December 2015

## BHUTAN

### Improving Rural Children's Access to Basic Education with a Focus on Primary Education

Project Number	200300
Project Category	Development Project
Overall Planned Beneficiaries	30,000
Planned Beneficiaries in 2015	25,000
Total Beneficiaries in 2015	24,437

Project Approval Date	06 Nov 2013
Planned Start Date	01 Jan 2014
Actual Start Date	01 Jan 2014
Project End Date	31 Dec 2018
Financial Closure Date	n.a.

Approved budget as 31 December 2015 in USD	
Capacity Dev.t and Augmentation	900,000
Direct Support Costs	1,184,000
Food and Related Costs	5,934,242
Indirect Support Costs	561,277
<b>Total Approved Budget</b>	<b>8,579,519</b>

Commodities	Metric Tonnes
Total Approved Commodities	9,396
Planned Commodities in 2015	2,215
Actual Commodities in 2015	1,857

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# Country Overview



## COUNTRY BACKGROUND

Bhutan is a small Himalayan country in South Asia, landlocked between China in the north and India in the south. It has a total surface area of 38,394 km<sup>2</sup> with an estimated population of 764,940 in 2015. The country's development policies and plans are guided by the concept of Gross National Happiness (GNH), which stresses the achievement of equitable and sustainable development over economic growth.

The national poverty rate of Bhutan defined as USD 1.25 purchasing power parity rate per capita, decreased to 12 percent in 2012 from 23 percent in 2007. However, the country is still challenged by its mountainous terrain and poor road access isolating rural populations from markets and social services and limiting their livelihood opportunities. The country's rugged terrain is prone to flash floods and landslides, often leading to the closure of roads for up to weeks in some areas, especially during the rainy season. With a majority of the population living as rural farmers in small villages scattered throughout the mountainous landscape, logistical challenges impede access to social services. Close to one-fourth of the population suffers from seasonal food insecurity, especially during the months before the harvest.

Bhutan relies upon India for more than 80 percent of its imports; 34 percent of the country's cereals are imported, and limited exports earnings are not sufficient to finance all foreign exchange requirements. A booming construction industry, especially for hydropower projects, and increasing availability of credit facilities has led to rising domestic consumption. The government has responded to these imbalances by imposing some austerity measures, including import controls on vegetables that can be grown locally.

The Royal Government of Bhutan considers education as the key to alleviating poverty and empowering people, as such the sector receives the highest priority and emphasis: 16.7 percent of total government spending, 7.3 percent of GDP. Bhutan has made impressive progress in pursuit of Millennium Development Goal (MDG) 2 (Achieve Universal Primary Education) with a 95 percent net primary school enrolment rate (2014). Bhutan has partially achieved MDG 3 (Promote Gender Equality and Empower Women) the gender parity at the primary education level in 2015 stands at 1.06, or for every 100 boys there are 106 girls enrolled.

According to the recent 2015 national nutrition survey, the prevalence of child stunting has fallen significantly from 37 percent in the 2008 nutrition survey to 21.2 percent in 2015. The prevalence of wasting and underweight remains low at 4.3 percent and 9 percent respectively. However, child undernutrition is still high among poor children in rural areas of the eastern region. Micronutrient deficiencies remain a challenge among children and adolescent girls. In recent years, the government has recognised the importance of micronutrients for school-going children and is trying to take measures to address the issue through the school feeding programme.

Since 2011, Bhutan is classified as a lower middle-income country by the World Bank. However, given the vulnerable nature of its economy, for the time being, it is still listed as a United Nations (UN) Least Developed Countries (LDC). Bhutan ranks 140th out of 187 countries in the 2014 Human Development Index.

## SUMMARY OF WFP ASSISTANCE

The Government of Bhutan has been implementing school feeding for more than four decades and the support it has been receiving from WFP over this period is gradually being phased out with the transfer to a fully government funded and managed programme by 2019. WFP project 200300 is the final project to facilitate this transition process by transferring knowledge, systems and skills to the relevant government partners. The number of students being supported by WFP is gradually being reduced with a certain number being handed over to the government on an annual basis; 5,000 (32 percent) in 2015. This continued involvement of WFP in the actual feeding process, however, remains critical as it allows WFP to use these activities as a platform for capacity development.

While capacity development has been present in the WFP support for many years, 2015 has been a pivotal year in the transition process with a clear shift of priority from school feeding implementation towards the capacity development process; the provision of meals has now become a platform for the capacity development efforts. This transition process is facing some challenges with partners not always fully understanding this shift in focus. A shift towards increased capacity development faces difficulties as national and international technical expertise is not always available at the required time. In support of this shift in focus, WFP assigned a senior international programme advisor with experience in capacity development to the Bhutan Country Office in 2015 to help strengthen the transition of the school feeding programme.

WFP assistance focuses on primary education and is in accordance with WFP Strategic Objective 4 - to reduce chronic hunger and undernutrition; and corresponds to Outcome 2 of the UN Development Assistance Framework for Bhutan which aims to increase equitable access, utilisation of quality and inclusive essential social services for all with a focus to sustain the MDGs and address any emerging challenges by 2018.

Beneficiaries	Male	Female	Total
Number of children 5 to 18 years of age	12,167	12,270	24,437
Total number of beneficiaries in 2015	12,167	12,270	24,437
Total number of beneficiaries in 2014	15,146	15,200	30,346
Total number of beneficiaries in 2013	18,361	18,131	36,492

Distribution (mt)						
Project Type	Cereals	Oil	Pulses	Mix	Other	Total
Development Project	1,528	110	218			1,857
Total food distributed in 2015	1,528	110	218			1,857
Total food distributed in 2014	1,907	138	272			2,317
Total food distributed in 2013	2,403	174	343			2,920

# Operational SPR

## OPERATIONAL OBJECTIVES AND RELEVANCE

WFP is supporting the Royal Government of Bhutan to become self-reliant in the management, coordination and implementation of a cost-efficient, equitable and quality national school feeding programme.

The programme has two primary objectives aimed at phasing out the WFP support to school feeding by the end of 2018:

- to strengthen the capacity of the Ministry of Education (MoE) to be an effective steward of a nationwide school feeding programme; and
- to maintain access to and gender parity in primary education that contributes to enhanced learning.

In line with these objectives, WFP pursues two inter-related strategies:

- to continue supporting primary schools in remote areas, and to gradually hand over this responsibility to the MoE; and,
- to strengthen the capacity of the MoE to set policy and priorities, manage the supply chain and oversee programmes, so that it can independently administer the nationwide school feeding programme.

These objectives correspond to WFP Strategic Objective 4 and are aligned with the Bhutan Government's Eleventh Five Year Plan (2013-2018) and the United Nations Bhutan One Programme (2014-2018) under the outcome of providing equitable access to and the utilisation and quality of, essential social services for all, with a focus on achieving the MDGs and addressing emerging challenges.

## RESULTS

### Beneficiaries, Targeting and Distribution

As outlined in WFP's Development Project 200300, the Royal Government of Bhutan has thus far taken over support to 12,000 school children since the start of the project in 2014, allowing WFP to reduce its support to 24,437 boys and girls in 2015 as compared to 36,430 in 2013, the end of the last WFP project.

The actual number of beneficiaries reached in 2015 is slightly lower than the planned, mainly because WFP started handing over numbers of school children as outlined in the project and as agreed with the government. In the beginning of 2015, WFP handed-over around 7,000 school children to the government out of the 30,436 children supported in 2014. The remaining children continued to receive feeding assistance with additional enrolment in the pre-primary level, which is the starting level for school. It has been noted in recent years that the number of school age children being enrolled at pre-primary level has reduced. There have been no formal studies carried out to find the reason why, but as the teachers have pointed out, this may be caused by fewer children being born in the villages, an observation that could be reflected in the 1.2 percent population growth rate, which is considered low.

WFP assisted 196 schools in 2015, more than 50 percent of which were located in the most remote, hard to access parts of the country, lacking proper road connections. It can take several days of strenuous uphill climbing to reach some of these schools. Most school children who are 6-17 years old, walk for more than an hour each way between home and school, through jungles, across unpredictable, monsoon-fed streams and up narrow slippery footpaths. Despite these constraints, they are seen to arrive at school punctually by six every morning, waiting for their breakfast.

Distributing food to remote, off-road schools has always been a challenge to WFP logistics and the government. In the summer, roads get blocked as a result of monsoon rains and can remain closed for weeks, however, food distributions were completed on schedule throughout the year.

Under the school feeding programme, students in primary, lower secondary and middle secondary schools received breakfast and lunch cooked at the school. The food basket consisted of rice, chickpeas and fortified vegetable oil for breakfast, and rice, split peas and fortified vegetable oil for lunch.

Beneficiary Category	Planned			Actual			% Actual v. Planned		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Number of children 5 to 18 years of age	12,500	12,500	25,000	12,167	12,270	24,437	97.3%	98.2%	97.7%
Total number of beneficiaries in 2015	12,500	12,500	25,000	12,167	12,270	24,437	97.3%	98.2%	97.7%
Total number of beneficiaries in 2014	15,000	15,000	30,000	15,146	15,200	30,346	101.0%	101.3%	101.2%

The total number of beneficiaries includes all targeted persons who were provided with WFP food during the reporting period - either as a recipient/participant in one or more of the following groups, or from a household food ration distributed to one of these recipients/participants

Beneficiary Category	Planned			Actual			% Actual v. Planned		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Children receiving school meals	12,500	12,500	25,000	12,167	12,270	24,437	97.3%	98.2%	97.7%

## Commodity Distribution

Commodity	Planned Distribution (mt)	Actual Distribution (mt)	% Actual v. Planned
Chickpeas	132	109	82.5%
Rice	1,819	1,528	84.0%
Split Peas	132	110	83.0%
Vegetable Oil	132	110	83.5%
<b>Total for 2015</b>	<b>2,215</b>	<b>1,857</b>	<b>83.8%</b>
<b>Total reported in 2014 SPR</b>	<b>2,635</b>	<b>2,317</b>	<b>87.9%</b>

## 'Story Worth Telling'

Yonten Jungney is an energetic eight-year-old boy from the eastern district of Trashiyangtse. Yonten is the younger of two siblings of divorced parents and he and his brother live with their paternal grandmother. Although their grandmother took good care of them, she earned very little so meals were meagre and life in the hamlet of Yallang was difficult. From a young age, Yonten and his brother tended the few cattle their grandmother owned. They also helped out with farm work by cultivating maize and vegetables, cooking meals, washing dishes, and fetching water.

In 2013, Yonten was a frail boy when he entered the pre-primary grade of Yallang Primary School, where his brother was in grade two. Once in school, his health started showing signs of improvement. He became more active, made friends and paid attention to his classroom studies. Yonten's teacher, Mr. Sonam Phuntsho, said "in a few months, the skinny, quiet boy who entered my class turned into a healthy, playful and very attentive student. I have no doubt that much of this is due to the hot breakfast and lunch he and his classmates get every school day thanks to the support of WFP."

As with Yonten, thousands of children from poor, often broken families in Bhutan are not only able to continue their education, but also grow into healthy teenagers thanks to the school meals provided with WFP support. Bhutan's development progress has reduced the number of children who are dependent on these hot meals, although for many, they remain an essential part of a nutritious diet.

## Progress Towards Gender Equality

At the primary school level, girls exceed boys in terms of enrolment and academic performance. In the Annual Education Statistics of 2015, published by the MoE the net primary enrolment rate for girls is around six percent higher than it is for boys. The gap between boys and girls attending school is slowly closing. Currently, there are 98 girls for every 100 boys attending schools, compared to 10 years ago when the gender parity was at 95 percent. It should be noted that 11 percent more girls than boys complete primary education.

Since WFP is reducing food support to secondary schools and prioritizing the primary level, WFP provided assistance to only 600 school children in secondary schools. The national gender parity at the secondary school level is also at par.

WFP supported and advocated for progress towards gender equality in education. Female cooks and teachers were encouraged to attend the training sessions for efficient implementation of the school feeding programme. During the training sessions, participants engaged in simple exercises to help them understand gender concepts and the importance of gender in social development.

School feeding management committees were established in each of the schools supported by WFP in order to oversee and ensure proper management and provision of meals. WFP promoted equal representation of girls and boys as well as male and female teachers in these committees. While fifty percent of the committee members were female, most were predominantly students as there were few female teachers in the remote schools supported by WFP. In fact, some schools had no female staff at all. Despite WFP raising the issue repeatedly with its government counterparts, the cooks in the supported schools were mostly men. Women seemed hesitant to take on this type of work in remote rural communities. Consequently in 2015, WFP trained only one female cook and six female teachers as members of the school feeding committee in their schools.

Following the example of WFP, schools supported by the government now also have similar gender representation requirements in their school feeding management committees.

## Protection and Accountability to Affected Populations

More than fifty percent of the schools assisted by WFP are located in remote rural communities of Bhutan. These communities cannot be accessed by car and have limited access to markets. The schools are strategically positioned so that children from hamlets around the schools can attend. The children walk from 15 minutes to more than an hour, at times through forests, along steep mountain paths and past rushing rivers. Where it was feasible, the government built boarding facilities to help ensure that children do not need to walk more than one hour to school. In past projects, WFP also supported the building of hostels. The ongoing government efforts to improve access to villages through farm road and suspension bridge construction help to make schools more accessible. Since 2015, the government has embarked on a large scale central school programme, consolidating students from remote communities into large, centrally-located boarding schools.

All supported schools that provide meals are required to establish a school feeding committee that is responsible for the implementation of the school feeding programme. The students are represented in the committees by student captains who take part in the feeding activities at their schools. Student captains also act as liaison between the student body and the school management. The schools have a "teachers on duty" system in which teachers take turns during meal times to monitor and provide recommendations for improvement. The school management board (SMB), with parent and community representatives, provides feedback to the school on the school feeding activities.



## Outputs

In 2015, although there was a shift in focus toward capacity strengthening, WFP supported 196 schools with the provision of school meals, reaching 24,500 children, slightly over half of whom were female. The large majority of WFP supported students attended primary schools in predominantly remote and harder to access areas; only 600 students were in grade 7 or 8. WFP supported 5,000 boarding students who also received a dinner meal provided by the government. In addition to the WFP-supported students, the government provided three meals per day to 33,500 boarding students, mostly in secondary schools.

WFP planned to support two schools with the construction of a kitchen and store in 2015. However, the reform in the schooling system, which consolidated a number of schools into large centralized schools, made it difficult to identify remote schools that would not be affected. As a result of the uncertainty and the lengthy time it took to review and consolidate the schools under the new system, WFP supported only one school with kitchen and store construction. WFP also assisted the roll-out of the successful school agriculture programme (SAP) in 13 additional schools, adding to the more than 70 schools supported in previous years.

While WFP supported school children with meals, the focus shifted towards developing the capacity of government counterparts in view of the transition to a government-led national school feeding programme beginning in 2019.

A capacity development roadmap that spans 2015-2018 was developed in 2014 as a result of the school feeding SABER (Systems Approach to Better Education Results) exercise. The roadmap was endorsed by the government in early 2015 and outlined the interventions required for a high quality school feeding programme.

Following a request by the Prime Minister for support on food fortification, WFP Bhutan, in collaboration with the WFP regional bureau and the Ministry of Agriculture and Forests (MoAF), organised a meeting to explore the options. Since the Government of Bangladesh and WFP Bangladesh had substantial experience with fortification, including the use of fortified biscuits in school feeding and fortification of rice, representatives were invited to Bhutan to discuss the elements of a successful rice fortification programme, the essential partnerships and possible entry points. The participants expressed an interest in exploring the fortification of rice, which was seen as a possible way to address some of the micronutrient deficiencies in Bhutan. As a next step, a landscape analysis will be conducted in the first quarter of 2016 to look at the nutrition situation, policies, needs and market possibilities for fortified products.

To initiate the process of strengthening the school feeding supply chain, a scoping mission was organised to identify gaps and risks in the supply chain. Twenty-eight staff members of the Food Corporation of Bhutan (FCB), the logistical and procurement partner of the MoE for its school feeding programme, were trained in warehouse management to strengthen the capacity of warehouse managers.

Two officials of the MoE were supported to participate in the 17th Global Child Nutrition Forum in Cape Verde. The forum provided a platform for these senior MoE managers to learn from the experience of other countries and share their experiences in the day-to-day running of the school feeding programme in Bhutan. As a result of their participation in the forum, they are now fully committed to developing a school feeding policy.

The chief of the newly-formed School Health and Nutrition (SHN) Division, which was a merger between the school feeding programme and school health division in the MoE, attended a training course on school health and nutrition in Bangkok. The participation of the chief in this course ensured that the school feeding programme would continue to be the focus of the SHN.

Closely linked to the (yet to be developed) school feeding strategic document is the preparation of school feeding management guidelines that help school feeding management teams to implement the programmes. In the absence of a national school feeding policy the development of a comprehensive set of guidelines must be deferred so as to align it with the future policy. In the meantime, a basic version of the guidelines was developed and pilot tested for use at school level since it is expected to be augmented with additional components with the policy finalisation.

As part of the handover process WFP provided mentoring and on-the-job training for counterparts in the school feeding unit of the MoE in areas such as planning, monitoring and supply chain management. A training course was provided for 65 teachers involved in the management of the feeding programme and covered basic nutrition, health and hygiene education. An additional 50 school cooks were trained in basic nutrition, hygiene, safe food handling and food preparation.

Output	Unit	Planned	Actual	% Actual vs. Planned
<b>SO 4: Capacity Development: Strengthening National Capacities</b>				
Number of national assessments/data collection exercises in which food security was integrated with WFP support	exercise	1	1	100.0%
Number of technical assistance activities provided	activity	1	3	300.0%
School Feeding: Number of government/national partner staff receiving technical assistance and training	individual	21	30	142.9%
<b>SO 4: School Feeding</b>				
Health, Nutrition and Hygiene: Number of cooks trained in nutrition, hygiene and safe food handling	Individual	60	50	83.3%
Health, Nutrition and Hygiene: Number of teachers trained in health, nutrition and hygiene education	Individual	70	65	92.9%
Health, Nutrition and Hygiene: Number of WFP-assisted schools that have school gardens for learning or complementary food input	school	13	13	100.0%
Number of feeding days as % of actual school days	%	100	100	100.0%
Number of primary school boys assisted by WFP	Individual	12,175	11,817	97.1%
Number of primary school girls assisted by WFP	Individual	12,175	11,970	98.3%
Number of schools assisted by WFP	school	196	196	100.0%
Number of secondary school boys assisted by WFP	Individual	325	350	107.7%
Number of secondary school girls assisted by WFP	Individual	325	300	92.3%
School Infrastructures: Number of kitchens or food storage rooms rehabilitated or constructed	kitchen/food storage room	2	1	50.0%

## Outcomes

The Royal Government of Bhutan remains committed to the agreed transition process gradually reducing the inputs provided by WFP to the national school feeding programme. In 2015, an additional 5,000 school children were moved from WFP support towards government support. All of these students were boarding students previously receiving two WFP and one government supported meal; since 2015 all three meals are supported by the government.

Data for enrolment and retention are sourced from statistics with MoE as the WFP supported schools are part of the national school feeding programme. The net enrolment rate (NER) for girls increased from 95 percent in 2014 to 98.1 percent in 2015, an increase of 3 percent. However, there was a slight decrease in retention rate for both girls and boys compared to 2014. Compared to the baseline figures in 2013, there was an increase in both NER and retention in 2015, except for NER for boys. There were no explanations provided, but it could be because the parents of boys prefer to enrol them in monastic schools as early as four years old. As there are no such schools for girls, this could explain higher numbers for girls since nunneries start at a later age. Another possible explanation could be linked to some changes in the approach that the statistical unit of the MoE has been using to produce the data.

WFP continued to support 600 school children studying in grades 7 and 8 in a few schools where primary and lower secondary school are combined. The MoE statistics reported that in 2015 the net enrolment rate in secondary (grades 7 to 10) are 77 percent for boys and 87 percent for girls. The Gender Parity Index for the secondary level was reported at 1.04.

The establishment of a school feeding technical committee comprised of members from all government agencies involved in the school feeding programme has embedded a clear system for decision-making and monitoring of the process of the programme, at the same time increasing accountability. This project is successfully supplementing the handover strategy as defined in the project document. The capacity development roadmap (2015-2018) has become the operational guiding document for capacity development activities in view of the handover process.

In light of the above, a modest increase in the National Capacity Index for school feeding was observed as it increased from 11 in 2014 to 12 in 2015 thanks to the establishment of a multisectoral school feeding technical committee that coordinates the implementation of activities related to school feeding in Bhutan.

All schools included in the feeding programme have a school feeding management committee comprised of representatives from school management, teachers, cooks and students. There are two student representatives in the committee: one girl and one boy, who actively participate in monitoring, issuing of commodities, reporting and supervising hygiene in kitchen and food store under the supervision of the teacher responsible for the implementation of the school feeding programme.

Outcome	Project end Target	Base Value <i>(at start of project or benchmark)</i>	Previous Follow-up <i>(penultimate follow-up)</i>	Latest Follow-up <i>(latest value measured)</i>
<b>Strategic Objective 4: Reduce undernutrition and break the intergenerational cycle of hunger</b>				
<b>Hand-over strategy developed and implemented [1=not achieved; 2=partially achieved; 3=achieved]</b>				
Base value: Dec-2013, WFP survey. Previous Follow-up: Dec-2014, WFP survey. Latest Follow-up: Dec-2015, WFP survey.	3	2	2	2
<b>NCI: School Feeding National Capacity Index</b>				
Base value: Dec-2014, WFP survey. Previous Follow-up: Dec-2014, WFP survey. Latest Follow-up: Dec-2015, WFP survey.	14	11	11	12
<b>Net Enrolment Rate (NER) (boys) in WFP-assisted primary schools</b>				
Base value: Dec-2013, Ministry of Education, Bhutan Annual Education Statistics 2013, Secondary data. Previous Follow-up: Dec-2014, Ministry of Education, Bhutan Annual Education Statistics 2014, Secondary data. Latest Follow-up: Dec-2015, Ministry of Education, Bhutan Annual Education Statistics 2015, Secondary data.	97	95	95	92.4
<b>Net Enrolment Rate (NER) (girls) in WFP-assisted primary schools</b>				
Base value: Dec-2013, Ministry of Education, Bhutan Annual Education Statistics 2013, Secondary data. Previous Follow-up: Dec-2014, Ministry of Education, Bhutan Annual Education Statistics 2014, Secondary data. Latest Follow-up: Dec-2015, Ministry of Education, Bhutan Annual Education Statistics 2015, Secondary data.	98	96	95	98.1
<b>Retention rate (boys) in WFP-assisted primary schools</b>				
Base value: Dec-2013, Ministry of Education, Bhutan Annual Education Statistics 2013, Secondary data. Previous Follow-up: Dec-2014, Ministry of Education, Bhutan Annual Education Statistics 2014, Secondary data. Latest Follow-up: Dec-2015, Ministry of Education, Bhutan Annual Education Statistics 2015, Secondary data.	100	96	99.1	96.8
<b>Retention rate (girls) in WFP-assisted primary schools</b>				
Base value: Dec-2013, Ministry of Education, Bhutan Annual Education Statistics 2013, Secondary data. Previous Follow-up: Dec-2014, Ministry of Education, Bhutan Annual Education Statistics 2014, Secondary data. Latest Follow-up: Dec-2015, Ministry of Education, Bhutan Annual Education Statistics 2015, Secondary data.	100	96.2	99.9	98.8

## Sustainability, Capacity Development and Handover

With the imminent phasing out of WFP support, capacity development is a top priority. At the same time, the feeding activities need to continue uninterrupted to enable WFP to carry out this capacity development work; a disruption in the food support would affect the image of WFP as a credible and trustworthy partner. The government counterparts have fully embraced this shift in focus, closely working with WFP as they have clearly realised that they need the necessary skills, capacities and especially institutional setup to ensure the sustainability of the programme after the handover.

Following the roadmap as a guiding tool, the MoE and WFP started compiling and drafting strategic documents and investing in institutional development in view of the sustainability of the school feeding programme. One important document is the school feeding management guidelines. An initial draft was developed and field tested in selected schools. The feedback from these schools was compiled and is being used to revise and enhance the document. This revision process will include workshops and other consultation processes.

As in the past, WFP and MoE trained another group of teachers responsible for the school feeding programme at their respective schools. This training covered basic school feeding management including reporting and storage procedures. WFP also supported the training of cooks in food preparation and hygiene and basic store management. To instill this type of capacity in the MoE, this year, a follow-up activity was added to the regular training. Staff from a few of the schools were not only trained in the basic skills but also in how to share this knowledge with their peers who did not attend the training. This approach is now being piloted in a few schools in two districts and will be evaluated, to see whether it could enhance the effectiveness of such training. The findings will help to improve the training manuals, which the MoE can use to conduct future trainings for effective implementation of the school feeding programme.

The jointly developed Royal Government of Bhutan and WFP roadmap aims to create a sustainable nationally managed and funded school feeding programme by strengthening the areas requiring capacity development and technical assistance. The roadmap was developed as a pathway to a quality school feeding programme as defined in the Systems Approach for Better Education Results (SABER) framework.

WFP continued its collaboration in the SAP, a collaborative initiative between the MoFA and MoE. The SAP exposes students to agriculture, in particular vegetable growing in school gardens, adds to the diversity of school meals and makes the link with nutrition education, which is now an important focus for WFP.

In 2015, a school feeding technical committee, made up of members from all relevant government organisations, was established as a direct result of the participation by two government officials to the 17th Global Child Nutrition Forum (GCNF) in Cape Verde. During the forum, the officials interacted with participants of other countries which broadened their understanding of ways to strengthen the Bhutanese school feeding programme. The technical committee will guide the smooth transitioning of the school feeding programme towards full government control and will continue to do so after the WFP support has phased out. All important decisions with regard to technical implementation and management issues of school feeding programme are to be taken by the committee.

Towards the end of 2015, the first of a series of missions took place to look into ways to strengthen the supply chain for school feeding in Bhutan. The team identified a number of activities to follow up including introducing a quality control system, optimising the transport, improving the storage system and finding ways to get more rapid feedback on stock movements.

The handover of students from WFP support to government support remains on track and 5000 students were shifted towards government support at the start of the year with another 3000 students to be transferred starting in 2016.

## INPUTS

### Resource Inputs

WFP Bhutan procured all necessary food commodities in 2015, distributed them on time and carried out the complementary activities as required for the efficient implementation of the school feeding programme.

As agreed in the project document, the government contributed 50 percent of the total internal transport, storage and handling costs and covered full porter costs from the extended delivery points to the off-road schools.

The government also continued to provide the third meal for all boarding students in WFP-assisted schools. For all government-assisted boarding schools and the recently introduced central schools, the full costs of meals for students are covered through a cash-based stipend system, managed by the school feeding management committee of each school.

For all schools, including the WFP-supported ones, the salaries of cooks, electricity and firewood for fuel are also covered by the government.

Donor	Resourced in 2015 (mt)		Shipped/Purchased in 2015 (mt)
	In-Kind	Cash	
Australia		521	521
Canada		457	1,116
MULTILATERAL			287
Private Donors		490	508
<b>Total:</b>		<b>1,468</b>	<b>2,432</b>

See Annex: Resource Inputs from Donors for breakdown by commodity and contribution reference number

### Food Purchases and in-kind Receipts

Around 80 percent of the food purchased by WFP in 2015 came from the local market while 20 percent were international purchases. Due to the small volumes purchased by WFP, the local purchase was below import parity prices. The locally available rice was cheaper. The local purchase of rice contributed to developing the local market and proved to be easy, while at the same time, it allowed better control over the delivery and quality of the food supplied. There were no in-kind shipments in 2015.

Commodity	Local (mt)	Developing Country (mt)	Other International (mt)	GCMF (mt)
Chickpeas	131	0	66	
Rice	1,967	0	0	
Split Peas	45	0	132	
Vegetable Oil	0	164	0	
<b>Sum:</b>	<b>2,143</b>	<b>164</b>	<b>198</b>	

## Food Transport, Delivery and Handling

While overall there were no delays in deliveries of food to the schools, local circumstances, such as landslides or difficulties getting porters or donkeys, occasionally resulted in food being delivered a few days later than planned. Since these schools still had some carry-over stocks from the earlier delivery round, there was no disruption in the actual food distribution to the school children.

All international shipments were received in the Indian port of Kolkata and transported to the warehouses in Bhutan by transporters appointed by WFP. The Food Corporation of Bhutan Ltd (FCBL) was responsible for all internal transport, storage and handling governed by a Memorandum of Understanding with WFP.

## Post-Delivery Losses

There were a few instances where yellow split peas and chick peas became infested in the school stores. As a measure to address such losses, a training on warehouse and store management was conducted for the teachers responsible for the implementation of the school feeding programme at their schools.

## MANAGEMENT

### Partnerships

WFP Bhutan falls under the overall coordination of the Gross National Happiness Commission, which coordinates the bilateral and multilateral assistance to Bhutan. On the operational side, other major partners for WFP are the MoE, MoAF, and the FCBL. The WFP project is integrated into the Bhutan One Programme of the United Nations system in Bhutan, which is a 'Delivering as One' country.

The MoE is the main counterpart of WFP and the lead agency responsible for the national school feeding programme. The MoE is living up to its responsible and gradually absorbing the students from schools or grades no longer supported by WFP in accordance with the handover strategy to be completed at the end of 2018. In line with this, and upon request of the MoE, the capacity development support by WFP is not limited to the part of the school feeding programme currently receiving food commodities from WFP, but rather the programme.

For the SAP, WFP partners with the MoAF, which collaborates closely with the MoE. The objective of the SAP is to educate the children on agricultural and farming practices through practical demonstrations. WFP partners with MoAF to strengthen the SAP by developing infrastructure and vegetable gardens and supporting the training of the agriculture teachers on integrated agriculture and farming methods. The vegetables from SAP are used in the school meals to add diversity to the children's diet.

The MoAF partnered with WFP to organize the meeting on food fortification for which government officials and WFP staff from Bangladesh and Nepal were invited. The MoAF is also an important stakeholder in the technical committee for the school feeding programme and is the ministry that oversees the FCBL. The FCBL, a semi-commercial entity with a social mandate, handles and transports all of WFP's food inside Bhutan. WFP has contacted the Bhutan Agriculture and Food Regulatory Authority (BAFRA) and invited them to attend WFP's quality and quantity control activities for hands-on training. It is hoped that in the future, BAFRA is able to ensure the quality control of school feeding commodities. BAFRA is also a member of the technical committee along with the Ministry of Health and the Ministry of Finance.

With the project fully integrated into the Bhutan One Programme, the activities are coordinated with the education sector support provided by UNICEF and UNFPA as part of a common workplan with the Government. WFP collaborates closely with UNDP, UNICEF, UNFPA and the development partners group for Bhutan under different theme groups such as education, poverty, environment and disaster preparedness.

Partnerships	NGO		Red Cross and Red Crescent Movement	UN/IO
	National	International		
<b>Total</b>				2

Cross-cutting Indicators	Project end Target	Base Value	Previous Follow-up	Latest Follow-up
	Target Val	(at start of project or benchmark)	(penultimate follow-up)	(latest value measured)
<b>Number of partner organizations that provide complementary inputs and services</b>				
Base value: Dec-2013, WFP survey. Previous Follow-up: Dec-2014, WFP survey. Latest Follow-up: Dec-2015, WFP survey.	8	6	6	6

## Lessons Learned

In 2015, WFP facilitated the participation of the Director General of School Education Department and the Chief of the School Health and Nutrition Division, which manages the school feeding programme for the MoE to the 17th Global Child Nutrition Forum held in Cape Verde. The interactions at the forum and visits to several schools in Cape Verde had a major impact on their perception of the school feeding programme. The officials now understand fully that the school feeding programme can do much more than only "feeding" school children in Bhutan. This realisation has made it more possible to test new initiatives and approaches in the implementation of the school feeding programme.

The school feeding programme was used to leverage a discussion on micronutrients. The meeting raised significant interest in the topic and WFP was requested to continue its support. The fact that rice is the major staple in the school meals programme makes it an ideal vehicle to introduce fortification to address micronutrient deficiencies, which have become a national concern following a number of widely publicised cases of students suffering from vitamin B deficiency.

WFP opted to capitalise on the experience in the region and promoted a South-South approach to knowledge sharing. Recognising the many years of experience with rice fortification and other micronutrient programmes in Bangladesh, staff from WFP Bangladesh and their government partners were invited to Bhutan to share their experience. The WFP regional office provided technical support to ensure the scientific quality of the discussions. Both the meeting and the south-south approach was much appreciated by the Royal Government of Bhutan and created a momentum around micronutrient fortification. WFP Bhutan expects to capitalise on this momentum to advance the micronutrient agenda in the coming years.

The establishment of a school feeding technical committee was an important milestone on the path towards the handover of the WFP support to the school feeding programme by 2018. Especially encouraging was the fact that the Government counterparts did not just want a transition committee, but opted for a full-fledged technical committee to function beyond 2018 for the entire national school feeding programme. The technical committee oversees the capacity development roadmap for a sustainable school feeding programme, which was developed by WFP and stakeholders using the SABER school feeding tool. The roadmap has become a major reference to guide the capacity development efforts and technical assistance provided by WFP.

## OPERATIONAL STATISTICS

## Annex: Resource Inputs from Donors

Donor	Cont. Ref. No	Commodity	Resourced in 2015 (mt)		Shipped/ Purchased in 2015 (mt)
			In-Kind	Cash	
Australia	AUL-C-00221-03	Chickpeas		66	66
Australia	AUL-C-00221-03	Rice		316	316
Australia	AUL-C-00221-03	Split Peas		66	66
Australia	AUL-C-00221-03	Vegetable Oil		73	73
Canada	CAN-C-00496-10	Rice		348	1,116
Canada	CAN-C-00496-10	Vegetable Oil		109	
MULTILATERAL	MULTILATERAL	Chickpeas			54
MULTILATERAL	MULTILATERAL	Rice			167
MULTILATERAL	MULTILATERAL	Split Peas			66
MULTILATERAL	MULTILATERAL	Vegetable Oil			0
Private Donors	WPD-C-02464-03	Chickpeas			18
Private Donors	WPD-C-02676-09	Chickpeas		49	49
Private Donors	WPD-C-02832-01	Chickpeas		10	10
Private Donors	WPD-C-02832-01	Rice		344	344
Private Donors	WPD-C-02832-01	Split Peas		45	45
Private Donors	WPD-C-03003-03	Rice		24	24
Private Donors	WPD-C-03003-03	Vegetable Oil		18	18
<b>Total:</b>				<b>1,468</b>	<b>2,432</b>