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**Executive Board  
Second Regular Session**

**Rome, 17 - 19 May 2000**

# REPORTS OF THE EXECUTIVE DIRECTOR ON OPERATIONAL MATTERS

**Agenda item 7**

***For information***



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## DEVELOPMENT PROJECT APPROVED BY THE EXECUTIVE DIRECTOR (1 JULY-31 DECEMBER 1999)— TANZANIA 6113.00

### Support to Primary Education in Drought-prone and Pastoralist Areas

Number of beneficiaries	<b>79,150 schoolchildren per year</b>
Duration	Two years
<b>Cost (United States dollars)</b>	
Total cost to WFP	5,911,190
Total food cost	2,877,400
Total cost to government	800,000

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## NOTE TO THE EXECUTIVE BOARD

**This document is submitted for information to the Executive Board.**

The Secretariat invites members of the Board who may have questions of a technical nature with regard to this document, to contact the WFP staff focal point(s) indicated below, preferably well in advance of the Board's meeting.

Director, Africa Region (OSA):            Mr M. Zejjari            tel.: 066513-2201

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Should you have any questions regarding matters of dispatch of documentation for the Executive Board, please contact the Documentation and Meetings Clerk (tel.: 066513-2645).



1. Tanzania is classified by the World Bank and FAO as a least developed and a low-income, food-deficit country. The UNDP Human Development Report for 1998 ranks it 150<sup>th</sup> out of 174 countries. Chronic food insecurity and frequent drought have contributed significantly to reducing children's access to primary education. Lack of food not only prevents many children from enrolling in school, but also leads to high absenteeism, thereby reducing their learning ability and academic performance.
2. Children from nomadic families—especially girls—have reduced access to boarding-schools during the seasons when their parents temporarily shift their homes to distant places in search of pasture. In addition, existing boarding facilities for nomadic children are not used to their full potential, as the Government has limited funds to feed boarders. This restricts enrolment and results in frequent closure of boarding-schools. In some of the project districts, drop-out rates of over 30 percent have been recorded during periods of severe food shortages.
3. In accordance with decision 1999/EB.A/2 of the Executive Board, WFP focuses its development activities on five priority objectives. This project addresses objective 2: enable poor households to invest in human capital through education and training.
4. The project was approved by the Assistant Executive Director and Director of Operations in June 1999. In November 1999 a UNESCO consultant assisted the country office in designing and conducting a survey (November/December 1999) to establish baseline data for the pilot schools included in the project. These data will facilitate the mid-term review of the project's effects and impact.
5. The survey was followed by sensitization seminars for those government officials designated to implement the project. In December 1999, district government officers mobilized parents, head teachers and parent-teacher committees to put in place the infrastructure and management systems needed to implement the feeding operation. This effort was complemented by visits to schools by WFP logistics and programme assistants to assess the schools' accessibility, the availability of storage and kitchen space, and water and sanitation requirements.
6. The project officially commenced in January 2000. It targets 79,150 primary schoolchildren in 210 rural public schools by providing a mid-morning porridge and a midday meal for 180 days for primary day pupils and 230 days for boarders. In addition to food inputs, WFP has supplied a variety of non-food items including jerry cans, pails, mugs, cooking pots and plates.
7. WFP assistance is designed to enhance the beneficiaries' and their communities' self-reliance. Emphasis is therefore placed on monitoring local food production and progressively reducing the volume of assistance.
8. A donor working group on education has been set up; it is composed of representatives from the following countries and agencies: Canada, Denmark, Finland, France, Great Britain, Ireland, the Netherlands, Norway, German Technical Cooperation Agency (GTZ), Japan International Cooperation Agency (JICA), UNICEF, World Bank and WFP. The group works in close collaboration with the Ministry of Education and Culture in implementing the education sector reform programme. The main aims of this programme are to: a) upgrade the academic and professional qualifications of teachers; b) improve school infrastructure and textbook supply, and the quality of pupils' performance in



examinations; c) correct gender imbalances; and d) reduce disparities between urban and rural education service delivery. This project is part of joint donor support to the education sector.

