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## PROJECTS FOR EXECUTIVE BOARD APPROVAL

### Agenda item 5



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## DEVELOPMENT PROJECT— CHAD 3499.02

### Assistance to primary schools and education

**Number of beneficiaries** 63,750 per year

Duration of project Four years

#### Cost (United States dollars)

Total cost to WFP	14,569,910
Total food cost	5,154,000
Total cost to Government	1,550,000
Total cost	16,119,910

### ABSTRACT

Chad is classified as a least developed country (LDC) and low-income, food-deficit country (LIFDC); it ranked 164th in UNDP's Human Development Index (HDI) in 1997. The FAO Aggregate Household Food Security Index (AHFSI) for 1993–95 was 64.5. Its per capita Gross National Product (GNP) in 1995 was 180 dollars (representing a daily income of approximately 0.50 dollar) as compared to an average of 396 dollars for all nine countries of the Sahel. Its population is relatively young, with 58 percent being under 20 years of age. Almost 80 percent live in rural areas, and the mortality rate of children under 5 years of age is 117 per 1,000.

The project will give priority to schoolchildren in the most disadvantaged zones of the five prefectures where a chronic food deficit prevails (Batha, Biltine, Kanem, Ouaddaï and North Guéra), or where the gross rate of school attendance is below the national average (between 17.8 and 37.3 percent as against the national average of 57.4 percent; 17 percent for girls as compared to the 39 percent national average). Special assistance will help to increase girls' school attendance and ensure that their schooling continues throughout the primary school cycle.

During the four years of the project (school years 2000/01 to 2003/04), about 63,750 children of the semi-rural and rural primary schools will benefit from food aid in the form of a midday meal. The parents of girls to whom dry rations will be assigned will benefit from an income transfer. The savings thus made possible thanks to the WFP contribution will permit them to face the cost of other needs such as the expenses of enrolment, school supplies and clothing which also constitute an obstacle to girls' schooling.

## NOTE TO THE EXECUTIVE BOARD

**This document contains recommendations for review and approval by the Executive Board.**

Pursuant to the decisions taken on the methods of work by the Executive Board at its First Regular Session of 1996, the documentation prepared by the Secretariat for the Board has been kept brief and decision-oriented. The meetings of the Executive Board are to be conducted in a business-like manner, with increased dialogue and exchanges between delegations and the Secretariat. Efforts to promote these guiding principles will continue to be pursued by the Secretariat.

The Secretariat therefore invites members of the Board who may have questions of a technical nature with regard to this document, to contact the WFP staff member(s) listed below, preferably well in advance of the Board's meeting. This procedure is designed to facilitate the Board's consideration of the document in the plenary.

The WFP focal points for this document are:

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## PROBLEM ANALYSIS

1. Food deficits are frequent in the Sahelian zone targeted by the project, where there are persistent pockets of food insecurity and malnutrition. Arable land is scarce and insufficient. Agriculture, practised exclusively at the subsistence level, is very vulnerable to drought. The poor communications network makes it difficult for exchanges to take place between surplus and deficit zones. The barely developed grain market is subject to speculation. In the Sahelian zone, food represents the major part of total household expenditures (77 percent at Ouaddaï , for example), while grains represent 80 percent of the daily menu.
2. The condition of women and children in the Sahel is particularly critical because of the tasks they must assume (gathering of wood and water, work in the fields, care of livestock, etc.), to which is being added the role of head-of-household in this region which has a strong tradition of temporary migration. The fact that girls must stay at home to help their mothers, from the time they are of an age to participate in small household chores, explains the large rate of school-leaving at or after the preparatory course of the second year (CP2).
3. From 1993 to 1996, expenditures in the education sector, at current prices, saw a constant rise to almost 17 percent a year. The operating expenses for education have oscillated between 14 and 15 percent of the Government's operational budget, while investment in education has grown continually, going from 13 percent in 1993 to 23 percent in 1996, in relation to the total Government investment.
4. At the time of the Geneva round table in 1991, the Government adopted a strategy known as "Education and training connected to work" (EFE). One of the objectives of this strategy, an increase in the gross rate of admission to the preparatory course (CP1), was reached and even surpassed (in 1996/97). Throughout the 1991-97 period, the primary school educational total rose to nearly 30 percent, thanks to the continual opening of new classes, especially in the schools created and managed by the local communities (community schools) which reached 31 percent in 1994/95. The Government's strategy is to transfer to grass-roots communities the responsibility for creating new schools.
5. Nevertheless, the growth in the number of admissions does not go hand in hand with the rate of schooling because of a failure to keep the students in the system: a very large proportion of those who enrol in CP1 never pass this level either because they repeat or because they leave. To improve effectiveness within primary education, the Government has made an effort to appoint the best-trained teachers to the CP1 level.
6. School attendance is characterized by a very great disparity among the different regions of the country. The gross rate of schooling is 57.4 percent for the entire country. The Sudanian region enjoys the highest rate of schooling, often exceeding 70 percent, while that of the Sahelian zone varies between 17.8 and 37.3 percent.
7. The percentage of girls in primary schools remains extremely low even though it has slightly increased, going from 32.5 to 34.3 percent between 1994/95 and 1996/97. This gender disparity is a constant in all the prefectures of the country; however, it is much more pronounced in the countryside than in the city.



8. During the course of the 1996/97 school year, the overall percentage of women teachers in urban schools was 42.4 percent, while there were only 31 percent in the rural schools, and 38.3 percent in the semi-rural schools.
9. The implementation of the structural adjustment programme had the effect of significantly limiting the recruitment of teachers (civil servants), making it necessary to resort to community teachers (teachers recruited and paid by parents). The percentage of these teachers was 52.9 percent of the teaching personnel in 1996/97. Nevertheless, the student/teacher ratio deteriorated in the whole country, as well as in the zone assisted by the project (a ratio of 67:1 in 1996/97). Taking into account the very precarious conditions of work and salaries of the community teachers, the recruitment criteria were not respected and the parents' associations (APE) were not in a position to impose a minimal level of qualification.
10. In many families of the Sahelian zone, the daily difficulties and the direct and indirect costs linked to schooling have excluded many children from school or prevented them from remaining, with the rate of drop-outs at about 21 percent. Schooling thus remains inaccessible for the following reasons:
  - a) the difficulty of meeting the school fees and the many contributions, official or not, asked of the parents;
  - b) the need to use the children's labour, particularly that of girls, for work in the fields or for domestic chores;
  - c) socio-cultural factors (transhumance, early marriage of the girls);
  - d) insufficient appreciation of schooling—the education of children is not perceived as a benefit; and
  - e) poor geographical coverage by the school system, penalizing the students coming from faraway villages.
11. In the eyes of the parents, these factors make the school a burden rather than an opportunity, and bring many families to relinquish the schooling of their children. As a general rule, girls are the primary school-leavers.

## PREVIOUS WFP ASSISTANCE

12. WFP assistance to the education sector in Chad began in 1978 with project 2238.00 "Assistance to vulnerable groups". The present phase of Chad 3499.01, with a duration of five years and four months and a revised cost of 34.7 million dollars, conforms to the Government's educational strategies.
13. In the absence of a Country Strategy Note (CSN), external assistance to the educational sector is the result of direct contacts among the concerned bodies which have formed a Unit of Coordination in the Educational Sector (CONEFE). The gradual evolution of a United Nations Development Assistance Framework (UNDAF) should facilitate the future of this inter-institutional cooperation of the United Nations system.
14. WFP's past and present assistance in the sector of education has been reviewed by several evaluation missions, and most recently by a technical appraisal mission in March 1996 and a technical appraisal and formulation mission in March 1998. These missions concluded that the projects have only partially attained their objectives for the



following reasons: a lack of precise criteria for geographic targeting, a very fluctuating management by the government counterpart, inappropriate monitoring and a very weak community contribution. These shortcomings were caused or accentuated by the political troubles which the country has suffered during the past decade. Nevertheless, some progress has been made. The mission of March 1998 noted the implementation of the following recommendations of the previous WFP/UNESCO mission (March 1996):

- a) the withdrawal from the project of those primary schools which were not food-deficit and concentration on those in the prefectures of Batha, Kanem, Biltine, Ouaddaï , Lac, Borkou and Ennedi and partially in the prefectures of Cari-Baguirmi and northern Guéra according to administrative subdivisions.
- b) redeployment of aid in favour of primary schools and discontinuation of aid to secondary establishments by the end of the 1997/98 school year;
- c) signing of an agreement between WFP and the Ministry of Planning reflecting these decisions and specifying the future role of WFP's sub-offices;
- d) implementation of a more strict plan of operations, particularly as regards the planned number of beneficiaries and establishments (the number of schools was reduced from 1,189 to 889);
- e) beginning of consciousness-raising in local communities with the aim of involving them to a greater extent in activities connected to the project; and
- f) strengthening cooperation with other donors, especially with UNICEF, to promote girls' education. WFP assistance to girls was introduced in 45 pilot schools of the 100 assisted by the UNICEF project (the component for girls' schooling) in the prefectures of Kanem and Batha, from the opening of the 1996/97 school year. The March 1998 mission noted a significant presence of girls in the first years of learning, often representing more than 45 percent of the enrolment.

## PROJECT OBJECTIVES AND EXPECTED OUTPUTS

### Long-term objectives

15. The objectives of this four-year project (2000–2004) are in keeping with the educational strategy of the Government, defined in the orientation plan "Chad towards the horizon of 2000" and the EFE strategy. The project will contribute to the improvement and the spread of grass-roots education to all and to the reduction of gender disparities, placing particular emphasis on the schooling of girls. It will involve the concerned communities in the management of schools and will facilitate a balance in favour of the poorest and least educated people in the country. It will assist the Government to reach its educational objectives.

### Immediate objectives

16. The project will pursue the following objectives:
  - a) to contribute to the nourishment of children in food-insecure areas;
  - b) to increase school enrolment among children in the disadvantaged rural areas;
  - c) to improve school attendance and reduce the drop-out rate, especially for girls; and



- d) to increase the proportion of girls to the total number of students in the targeted regions.

### Expected outputs

17. The average number of beneficiaries of WFP's assistance will be about 63,750 students over four years, representing 500 semi-rural and rural schools divided as follows: Batha (83), Biltine (62) Kanem (133), Ouaddaï (122) and northern Guéra (100).
18. This assistance will consist of providing:
- a daily meal to all students, both boys and girls, in the schools covered by the project; and
  - a quarterly dry ration to families who enrol and maintain their daughters at school in the four upper classes of the primary school, CE1, CE2, CM1 and CM2 (20 percent of the beneficiaries).

School year	No. of beneficiaries of school canteens	No. of dry rations for girls <sup>1</sup>
2000/01	60 000	10 000
20001/02	62 000	12 000
2002/03	65 000	14 500
2003/04	68 000	16 000
<b>Annual average</b>	<b>63 750</b>	<b>13 125</b>

<sup>1</sup> The beneficiaries of the dry rations also eat at the canteen

## ROLE AND MODALITIES OF FOOD AID

19. After 30 years of economic stagnation, the condition of the population targeted by the project remains precarious in terms of poverty and access to food. The distribution of meals in the primary schools and rations to families of girl students will play a motivational role in encouraging the schooling of pupils throughout the primary school cycle, while contributing to better access to food in the areas where the populations suffer from chronic food deficit.
20. The functions of food aid can be summarized as follows:
- encouraging the schooling of children of poor families by improving their diet;
  - transferring income to parents who keep their girls in school; and
  - strengthening the direct involvement of the communities in school canteens (construction and maintenance of infrastructure, supply of utensils, preparation of meals, etc.) through parents' associations and school management committees.
21. The annual value of food allocation for girls and their families is estimated at about 75 United States dollars on the local market. This covers the direct and indirect costs of education in a rural school (notebooks, pencils, etc.). The rations distributed in the framework of this project will be composed of the following:



<b>SCHOOL CANTEENS</b>		
<b>Commodities</b>	<b>Number of days/year</b>	<b>Grams/day</b>
Corn flour	160	150
Sugar	160	15
Oil	160	15

  

<b>GIRLS' EDUCATION</b>		
<b>Commodities</b>	<b>Quarterly ration per girl (kilograms)</b>	<b>Annual ration per girl (kilograms)</b>
Corn flour	50	150
Oil	5	15

### Choice of commodities and food inputs

22. The food basket takes into account the nutritional needs of the beneficiaries and the likelihood that the food will be acceptable to them. It consists of corn flour enriched with soya, vegetable oil fortified with vitamin A, and sugar. The commodities will be distributed over 160 days, i.e. from 1 November to 15 June of each school year.
23. The nutritional value of the ration intended for the canteens amounts to 777 calories and represents 37.7 percent of the recommended daily energy intake (FAO standards): 19.5 grams of protein and 17.5 grams of lipids.
24. This ration will be served at mid-day in the form of an enriched cereal. The cereal will be prepared with the three commodities supplied by WFP and which the students find acceptable. The community contributions or those from the parents' association (APE) to the canteen consist of furnishing fuelwood and voluntary cooks for preparing children's meals.
25. For logistical reasons, for monitoring and practicability, the dry ration (for a family of five) will be distributed at three different times in the course of the school year to mothers of girls enrolled in the four upper classes of primary school (CE1 to C2). The annual value of the dry ration per family is estimated at 45,000 CFAF.

## PROJECT STRATEGY

### Implementation

26. The Ministry of Basic Education will be the technical governmental authority responsible for the project. The priority tasks include the setting up of school canteens and the organization and training of APEs, as well as local management committees, the teaching staff and the managers of the canteens, and the monitoring of project performance and impact.



27. The Project Coordination Unit, composed of representatives of the Ministry of Planning, the Ministry of Basic Education and WFP, will be responsible for the implementation and monitoring of the plan of operations and the letter of readiness which will be developed and signed jointly by the Government and WFP.
28. In the schools, the receipt and supervision of commodities will be the responsibility of the food management committee, composed of the school director, a teacher and two representatives of APES, at least one of them a woman. The committee will also be responsible for the daily management of the canteens. A significant participation of women will be required in the committees to make use of their experience and capabilities.
29. Delivery of dry rations, intended for the families of girls, will be carried out by the management committee under the supervision of the APE. The management committee will distribute the rations to the mothers of girls at the end of each quarter. The campaign to raise consciousness will be periodically conducted by the Government, WFP and other organizations, notably UNICEF, the German Office of Technical Cooperation (GTZ) and the NGO SECADEV (Catholic aid and development). Their aim is to promote the schooling of girls, to train community teachers and members of the management committee, and to increase the involvement of communities in favour of basic education, thus contributing to the creation or the strengthening of local capabilities.

### **Logistical arrangements**

30. Deliveries of WFP commodities will be carried out according to the available resources and the needs of the project. The food which will arrive at the port of Douala will be delivered by WFP to the four delivery points of N'Djaména, Mongo, Abéché and Mao where they will be stored before being delivered to the beneficiary schools. According to the Letter of Understanding signed on 16 April 1998 between the Government and WFP, the latter will be responsible for ensuring the management of the commodities: their receipt, maintenance, transport and distribution to the project sites in collaboration with the National Service for School Canteens (SNCS).
31. WFP will call for competitive bidding for the transport and delivery of the food to the schools. Conforming to the distribution plans prepared at the local level, WFP and the SNCS will be responsible for reviewing and approving the food allocations to the schools. In view of the climatic conditions and the availability of transport, the deliveries at each school will be carried out twice a year, in October and February, taking into account each time the stocks available at the schools.

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### **BENEFICIARIES AND BENEFITS**

32. The beneficiaries are the students (girls and boys) officially enrolled in the semi-rural and rural schools in the five Sahelian prefectures of Batha, Biltine, Kanem, Ouaddaï and northern Guéra (according to administrative subdivisions). They will benefit from a free meal at the canteens, each day, for a period of 160 days in which school is open; the canteens of these schools function for half-days only.
33. To encourage girls to attend school until CM2, they will benefit from dry rations delivered three times a year. The recipients of these rations will be the girls in classes CE1, CE2, CM1 and CM2 attending school regularly (a monthly attendance of at least



80 percent of the days school is open) and their families, in the five targeted prefectures, including the schools covered by the UNICEF project in the prefectures of Kanem (50) and Batha (50).

34. Girls enrolled in school but past the country's official age limit (12 years) for primary school will also receive help to permit them to finish their primary studies and to obtain a school certificate.
35. The beneficiary schools must meet the following criteria:
  - a) drinking water near the kitchen;
  - b) a storage room adequate for stocking the food;
  - c) an appropriate kitchen; and
  - d) a management committee.

### **The effects of the project on women**

36. The project aims to promote the schooling of young girls in the rural zones and help to keep them in school.
37. The government unit in charge of promoting the education of girls will progressively enlarge its territorial field of activity thanks to several donors, UNICEF and the World Bank among them. UNICEF's participation in this project will raise consciousness in the communities to encourage the participation of girls in schooling—lightening their domestic chores by supplying barrels for storing water or carts to transport fuelwood—and to give direct support to parents by providing school supplies to girl students. UNICEF will also finance relevant technical studies and monitoring.
38. The National Service for School Canteens (SNCS) and the prefectural authorities will be sensitized to the priority given to the girls' education. Monitoring the progress towards this objective will be one of the principal focuses of the internal system of monitoring and evaluation.

## **PROJECT SUPPORT AND PARTNERSHIPS**

39. Education in Chad has benefited from the support of a project implemented by the International Development Association (IDA) of the World Bank with a financing of 19 million dollars (1995–99). Among the principal components of this project are the rehabilitation and construction of schools, the supervision and training of community teachers, the purchase of school texts, the strengthening of staff, the promotion of girls' schooling and support to grass-roots community initiatives.
40. In parallel, UNICEF supports a programme for basic education for the 1996–2000 cooperation period. This programme includes the project "Girls' education" whose objectives are to increase the gross rate of girls' attendance at school (for the six to 12-year-old age group) and to reduce the rate of grade repetition (from 15 to 10 percent) and school-leaving (from 25 to 15 percent) of the girls in the 15 zones of programme intervention, and particularly in Batha and Kanem, which are part of the regions targeted by the WFP project.



41. The mid-term evaluation of UNICEF's educational programme, carried out in June-July 1998, demonstrated the fruitful collaboration between UNICEF, the World Bank and WFP, as well as the active partnership between the programme and the beneficiary communities. The other activities of UNICEF which have contributed to good preliminary results were the consciousness-raising campaigns, the grant to lighten the domestic work of the girls and the setting up of community centres to care for small children which have liberated the girls from domestic responsibilities, as well as the furnishing of educational material and equipment which has lessened the costs of schooling for the parents. The agencies of the United Nations at N'djamena have decided to coordinate their programming cycles and to have them coincide with the next development programme of the Government of Chad (2001-2005). In the framework of this coordination, UNICEF's support to primary schools and, in particular, to the education of girls will very likely continue.
42. The prefecture of Ouaddaï, also targeted by the project, benefits from an intervention of GTZ to strengthen village associations such as the parents' associations (APEs) by offering them practical training in the form of mini-courses of a few days' duration. WFP will make use of the experience gained by GTZ to improve the effectiveness of APEs' intervention in the school canteens, in the prefecture of Ouaddaï, including the subject of canteens in the design of mini-courses and in organizing visits of APE representatives of other prefectures to Ouaddaï.
43. The NGO SECADEV manages a programme of community schools in the three Sahelian prefectures of Batha, Biltine and Ouaddaï. WFP will work with SECADEV in the schools with canteens in these zones, to reinforce the sensitization capacity of APES and to monitor the functioning of the canteens.

### **Logistical costs within the schools**

44. In view of Chad's classification as both an LDC and an LIFDC, and given the heavy financial constraints on the national budget, the Committee on Food Aid Policies and Programmes had, in the previous phase, approved a subsidy covering 100 percent of the costs of internal transport, storage and handling (ITSH) of commodities until they reached the beneficiary schools.
45. Considering that the country's economic and social indicators have not yet recovered and in view of the heavy constraints on public finance, WFP will continue to subsidize the total cost of internal and landside transport, exceptionally, for this phase of expansion, for a cost estimated at 3,969,736 dollars (at a revised rate of 248 dollars per ton, of which 142 dollars per ton is for external land transport and 96 dollars per ton for internal transport).

### **Non-food items**

46. It is not planned that cooking utensils will be furnished to the beneficiary schools. Instead, the village communities will be encouraged to organize the canteens from their own resources. The communities will plan their own activities (construction of classrooms, recruitment and payment of teachers and cooks) with the support of other partners intervening in the educational sector (GTZ, SECADEV). The direct support costs will be solicited to furnish the warehouse equipment at the four extended delivery points, to restore them to a good condition and maintain them, and to purchase the materials necessary to strengthen the monitoring system, for both the Government



counterpart and WFP. WFP will strengthen its staff by recruiting three United Nations Volunteers during the four years of the project. Particular importance will be accorded to strengthening local capacities through training (gender equality; management of commodities; internal monitoring and evaluation) and sensitizing of the communities.

### **Internal monitoring, evaluation and reports**

47. Indicators for assessing the progress and impact of the project require a system of information that functions regularly and furnishes reliable data. The data required by these indicators must be systematically registered and collected at the school level. A manual for monitoring will be developed for use by the SNCS and WFP, indicating the nature of the data to be furnished, the source of information, the periodicity of the collection, the formats of reports and the methods to follow to make use of the information.
48. The indicators will, for example, permit measurement of the impact of food aid on school attendance and education. The information on the indicators that will be collected quarterly is the following:
  - a) the number of schools assisted;
  - b) enrolment, by gender;
  - c) number of beneficiaries of the canteen and number of dry rations;
  - d) quantity of food prepared at the canteen and number of dry rations distributed to girls;
  - e) number of days of distribution and number of days in which the canteen functions; and
  - f) attendance by gender and reasons for absenteeism.
49. The information on girls being promoted to the upper class will be collected annually.
50. The participation of communities and parents' associations will be verified by means of quarterly reports and field visits. The information to be collected will be the following:
  - a) contributions of fuelwood for the parents;
  - b) organization of the populations for the good functioning of the canteen;
  - c) participation of women in the APES and management committees;
  - d) reports on the work carried out by the parents or the community (stores, kitchens, classes, latrines, etc.);
  - e) problems encountered by the management committees in the functioning of the canteens;
  - f) specific problems connected to the education of girls; and
  - g) training needs of the APES and management committees.
51. The field missions must be programmed and terminated according to the plan established jointly by WFP, SNCS and the Delegation or Inspection of Basic Education in each prefecture assisted by the project.

### **Training**

52. The partner organizations in the targeted prefectures (GTZ, SECADEV) will be contacted to make use of their experience in the sensitization and strengthening of the



village associations such as APEs. They will deal with practical training in the form of mini-courses of a few days' duration for the management of school canteens. It will thus be possible to organize visits by representatives of APEs in one prefecture to another for an exchange of knowledge.

53. The project staff and the WFP team will receive, before the start-up of the project, training in methods of participatory monitoring and in the use of participatory action and research methods (MARPs) tools. A consultant will be hired by WFP to ensure this training; and representatives of local communities will also participate.
54. Two workshops of the same teams (WFP, SNCS, APEs and the management committee) will be organized in the different regions to evaluate and test the level of understanding of monitoring methods and approaches (the collection and analysis of data, the development and dispatch of monitoring reports). The canteen managers will receive training at the beginning of the project on the proper management of products allocated to the schools (measurement of the rations, storage of the products, relations with parents and communities, drawing up of reports). Continuous training will be ensured by the monitoring team (WFP/SNCS) during visits to the field. Each school assisted will be visited at least once in the course of the school year.
55. The funds allocated in the context of direct support costs (25,000 dollars) will make it possible to carry out the proposals for the monitoring system.

## PROJECT FEASIBILITY AND SUSTAINABILITY

56. In March 1996, a mid-term technical appraisal mission had recommended that the project target food-deficit prefectures, that resources be reallocated for primary education, and that local communities, parents' associations and the Ministry of Basic Education be more involved. Most of the recommendations were implemented during the last phase of the project. The mission of March 1998 refined the project's targeting and its strategy of implementation in its recommendations to make it agree with the strategy for Chad prepared by WFP for the years 1999–2000. The selection of beneficiary institutions for this phase of expansion conforms to the policies of both WFP and the Government.

### Technical feasibility

57. The project takes into account the critical situation of most of the educational institutions in the concerned regions, both in the shortage of practical resources and in the inadequate number and quality of teachers. In encouraging the active participation of communities in the life of the school, the furnishing of food aid is intended to improve some of these constraints. It is however likely that all the communities included in the project may not succeed in mobilizing the minimal resources necessary. These communities must be identified rapidly by the internal system of monitoring and evaluation. It will then be asked of the Ministry of Basic Education and the national service for school canteens to analyse this type of problem and to propose actions to resolve it.

### Economic feasibility

58. The essential part of the Ministry of Education's budget is allocated to working costs and cannot be stretched to cover the extent of the need. Sources of supplementary financing (parents, villages, external aid) are a *sine qua non* condition for the good



functioning of the school and the project will seek actively to promote these contributions.

59. Taking charge of the school and the canteen poses a real challenge to a poor community and it is not yet known if the Government is capable of ensuring better financing to primary education in the medium term. The possible extension of WFP assistance to school feeding in Chad will depend largely on the macro-economic evolution of the country during the four years covered by the project.

### **Social feasibility**

60. The demand for education in the concerned regions is high enough to justify the project. The populations are conscious of the fact that the Government no longer has the means to furnish basic services to all the communities dispersed in the rural zones and that the alternative consists of counting more on the indigenous resources of the villages for even such rudimentary services. Because of the poverty of these provinces, the rural school cannot hope to obtain all the necessary means in the short term, but the project proceeds from the principle that these motivated communities will be capable of making the efforts necessary to support a simple and economic educational system.

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### **RISKS**

61. The project relies on the mobilization of communities, as described in the preceding paragraphs, and will not take off unless this mobilization takes place on a large scale. Certain schools will have great difficulty in finding teachers and the level of the teaching will sometimes be inferior to the necessary requirement. The parents' associations as well as the management committees for the school canteens may also prove ineffective. Great efforts to train and sensitize will be necessary. The internal system of monitoring and evaluation must allow the project to reorient itself as it goes along to face the difficulties encountered.
62. In the matter of managing food aid, the project sites are widely dispersed and difficult to reach. The staff of the regional offices will be confronted with complex logistical problems and must keep an eye on the cost/effectiveness reports.

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### **DISINCENTIVES, DISPLACEMENT AND DEPENDENCY**

63. The quantity of aid allocated under this project is modest and any disturbance is not to be feared, even at the village level where this limited food contribution will not even cover the structural local deficit. The commodities furnished by the project are all well-known to the populations.



## ANNEX I

<b>PROJECT COST BREAKDOWN</b>			
	Quantity (tons)	Average cost per ton	Value (dollars)
<b>WFP COSTS</b>			
<b>A. Direct operational costs</b>			
Commodity <sup>1</sup>			
– Corn flour	13 995	272	3 806 640
– Oil	1 400	840	1 176 000
– Sugar	612	280	171 360
<b>Total commodities</b>	<b>16 007</b>		<b>5 154 000</b>
Maritime transport	16 007		2 853 908
LTSH a) and b)			
a) Land transport	16 007	152	2 433 064
b) ITSH	16 007	96	1 536 672
<b>Subtotal direct operational costs</b>			<b>11 977 644</b>
<b>B. Direct support costs (see Annex II for details)</b>			
<b>Subtotal direct support costs</b>			<b>814 200</b>
<b>Total direct costs</b>			<b>12 791 844</b>
<b>C. Indirect support costs (13.9 percent of total direct costs)</b>			
			<b>1 778 066</b>
<b>TOTAL WFP COST</b>			<b>14 569 910</b>

<sup>1</sup> This is a notional food basket used for budgeting and approval purposes. The precise mix and actual quantities of commodities to be supplied to the project, as in all WFP-assisted projects may vary over time depending on the availability of commodities to WFP and domestically within the recipient country.



## ANNEX II

<b>DIRECT SUPPORT REQUIREMENTS (US dollars)</b>
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**Staff costs**

United Nations Volunteers (3 x 4 years)	319 200
Local staff and temporaries (30)	180 000
<b>Subtotal</b>	<b>499 200</b>

**Technical support services**

Training, consciousness-raising (parents' associations, teachers)	25 000
Surveys, studies, monitoring and evaluation	70 000
<b>Subtotal</b>	<b>95 000</b>

External technical assistance (missions and daily subsistence allowance)	120 000
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<b>Subtotal</b>	<b>12 000</b>
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**Office expenses**

Rental of facility	–
Community services	–
Communications	10 000
Office equipment	2 000
Equipment repair and maintenance	2 000
<b>Subtotal</b>	<b>14 500</b>

**Vehicle operations**

Maintenance	10 000
Fuel	10 000
Insurance	5 000
<b>Subtotal</b>	<b>25 000</b>

**Equipment**

Communications equipment	5 000
Vehicles (2 x 22 000) for the bases	44 000
<b>Subtotal</b>	<b>49 000</b>

**Non-food items**

Repair and maintenance of warehouses	60 000
Storage equipment	50 000
Computer equipment	10 500
<b>Subtotal</b>	<b>120 000</b>

<b>TOTAL DIRECT SUPPORT COSTS</b>	<b>814 200</b>
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