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AN EVALUATION OF THE PL 480
TITLE II PROGRAM
IN TUNISIA

BY:

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PERSONS INTERVIEWED

USAID Mission

Mr. Hermon S. Davis, Jr. Director
Mr. Robert Beckman, Program Officer
Mr. Charles Sadler, Assistant Program Officer
Mr. Patrick D. Demongeot, General Development Officer
Mr. Alan Getson, FP Officer
Mr. Buddy K. Dodson, Food for Peace Officer
Mr. Abdelhafid Lakhdar, Assistant Food for Peace Officer
Ms. Joyce Jett, IDI

American Embassy

Mr. Harry Montgomery, Economic Officer

CARE

Mr. Thomas Zopf, Acting Director
Ms. Christy Gavitt, Field Representative
Mr. Taoufik Baklouti, Field Inspector

CRS

Mr. Robert F. Parker, Director
Ms. M. Alyce Clayton, Program Assistant
Mr. Ali Ben Youssef, Field Inspector

W.F.P.

Mr. Djavid Ramadan, Director

Ministry of Education

- Mr. Ali Ben Yaiche, Chief/School Canteens Division
- Mr. Ben Hamouda, Inspector/Nutritionist, Jendouba, Béja, Le Kef,
Kasserine, Kairouan regions
- Mr. Ridha Said, Inspector/Nutritionist, Tunis, Nabeul, Bizerte regions

Ministry of Social Affairs

- Mr. Naceur Bamri, Director, National Committee of Social Solidarity
- Mr. Mohamed Youssef, Regional Secretary, NCSS - Jendouba
- Mr. Mohamed Bouaziz, Regional Secretary, NCSS - Sfax
- Mr. Boubaker Smiti, Regional Secretary, NCSS - Gabès
- Mr. Mohamed Souayah, Regional Secretary, NCSS - Sousse
- Mr. Hedi Gharbi, Regional Secretary, NCSS - Nabeul

Ministry of Foreign Affairs

- Mr. Abdelaziz Ghodbane, Office of Foreign Assistance Coordination

National Institute of Nutrition

- Dr. Zouheir Kallal, Director
- Mr. Bechir Kacem - Applied Nutrition
- Mr. Abdelmajid Mahjoub, Nutrition Education

Ministry of Plan

- Mr. Abdelhamid Bouhaouala, Director, Division for International Cooperation

Ministry of Agriculture

Mr. Fadhel Khalil, Director, Division for International Cooperation

Mrs. Fatma Larbi, Assistant

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Chapter I - Executive Summary: Major Findings and Recommendations

After twenty years of existence in various modes of design, the PL 480 Title II program in Tunisia has reached a crossroad where decisions should be made regarding its future direction. As it is now constituted, with CARE and CRS scheduled to provide commodities during Fy 79 for school feeding, pre-school feeding, and MCH recipients totalling 433,200, it is a creditable program meeting basic human needs of poor people. The Government of Tunisia is demonstrating a responsible interest in the program by providing support equivalent in value to that of the commodities furnished by the United States. Through Operational Program Grants (OPG) of \$ 1,092,940 CARE and CRS are currently undertaking steps to improve the execution of the pre-school feeding program.

Meanwhile Tunisia has been showing commendable gains in development and the per capita income has risen to \$ 850 per annum. The proportion of the population below the poverty line has been reduced to 16%. The projected growth for the next several years is about 7 percent. On the basis of this good showing the U.S. Government is now developing plans to terminate the regular AID program in 1981 when the Tunisian Fifth Year Plan is completed.

All of this is not to imply that there are no dark clouds. For our purposes, the most regrettable development is the effects of the drought, which is now in its third year, on grain production in Tunisia. Although normal production is considered to be about 1.3 million tons, this year it is only expected to be .7 million tons. In addition, a deterioration is taking place in the country's balance of payments, reducing reserves

and resulting in a substantial increase in foreign borrowing.

The impressive 30 percent of the national budget which is being allocated for education was considered as a very significant factor in assessing the future of the Title II program in Tunisia. With such a strong commitment, it is important that needy pre-school children and undernourished elementary school students receive sufficient nourishment to assure that they are in good physical condition to permit them to derive maximum benefit from their schooling. Even for those students who do not show scholarly aptitude, it is essential that they stay in the school programs in order to receive agricultural, handicraft, or manual training in order to acquire a skill which would enable them to earn a living, or at least supplemental income. This might encourage them to remain in the rural areas, rather than to move to the cities, which the Government is trying to discourage.

In the light of the foregoing factors, the Evaluation Team believes that the Title II program should be continued for a sufficient length of time to assure that the program is assumed by the Government of Tunisia after its U.S. support is terminated. Having in mind the humanitarian objectives of the Title II program, and the close cooperation which has characterized relations between the U.S. and Tunisia, we do not believe that a close-out of Title II should be tied to the termination of the regular AID program. Instead, we propose that we make a concerted effort to assure that the program be continued to meet its nutritional goals.

To this end, we recommend that the program be approved at its present level for FY 80 and FY 81. In the interim, the AID Mission should undertake

negotiations with the GOT to provide for a takeover of the program by the Government under the Sixth Five Year Plan. This would mean that the financial obligations of the GOT would be detailed in the Sixth Five Year Plan. While we are not wedded to the precise arrangement, we suggest a continuing assistance package in approximately the following form:

FY 82	Title II	\$ 3.0
FY 83	Title II	\$ 2.0
FY 84	Title II	\$ 2.0
FY 85	Title I	\$ 2.0
FY 86	Title I	\$ 1.0

As we see it, the Sixth Five Year Plan would have to include increased provision for funding for administration, storage and handling, transportation and the purchase of commodities. Naturally, it would have to be explained to the GOT that the continuation of Title II and negotiation of Title I would be contingent on the existence of appropriate legislation at that time. As an added increment to the GOT funding, it is envisaged that the local currency under the Title I agreement would be used for the School Feeding, Pre-School Feeding and MCH/Programs.

In the transition period it would be highly desirable if programmatic changes could be made so the Ministry of Health could provide some of the medical services to the Pre-School Feeding program that are a feature of the MCH centers. The absence of these services is a serious defect in the design of the Pre-School Feeding program. In the event that the Government of Tunisia is unwilling to make the necessary provisions in the Sixth Five Year Plan, or the AID Mission is not satisfied with the degree of proposed

undertaking, then an alternative approach must be taken to phase out Title II. In that case, we propose that the program be continued for FY 80 and FY 81 at the present level, reduced to \$ 2.0 million in FY 82 and that FY 83 be the terminal year at a level of \$ 1.0 million.

One aspect of Title II program which the Evaluation Team regarded with concern was the total absence of any community support, or grass roots participation in, the implementation of either the pre-school or school feeding programs. While we understand that there is no tradition for such local activities in Tunisia, we nevertheless feel that the attitude of looking to the Government for total support is unfortunate. Any efforts by the Volags, the AID Mission, or any other entity to engender some local participation would be a laudable achievement.

As explained in Chapter V, the Evaluation Team considers the lack of a planning oriented coordinating office for food assistance as a serious deficiency in the management of this external aid resource. In order to derive the maximum benefits from the donation of the U.S. and the W.F.P., interwoven with the objectives of the Ministry of Social Affairs, Ministry of Foreign Affairs, Ministry of Education, Ministry of Health, Ministry of Agriculture, Ministry of Plan, and the National Institute of Nutrition, it is important that an appropriate point for coordination is identified. On the basis of our rather brief exposure, the Evaluation Team believes that the Ministry of Plan would be the most logical entity to manage the coordination. While there are other entities that have strong interests in the program, we think that it should be coordinated at a point where it can be integrated into across-the-board planning.

Characteristics of Malnutrition in Tunisia.

As in other countries, undernutrition or malnutrition is largely a function of incomes or family resources and eating habits and practices. Despite impressive economic and social development over the past 25 years, some 25% of the rural population and 3% of the urban population are officially classified as having incomes below the poverty line. However, these numbers distort the nutritional picture. More than 25% of the population or 1 million people consume less than 2000 calories per day. In urban areas more than 30% of the population is not meeting its daily caloric needs. This phenomenon may be partially explained by the necessity and possibility for alternative expenditures in addition to food in urban areas, the availability of higher cost processed and/or less nutritious foods and intermittent employment. Counterbalancing urban income constraints are the relative availability of social services and educational and employment opportunities.

In the National Nutrition Survey completed in 1975 growth retardation among Tunisian children was significant and nationwide. Food deficits were most pronounced among children one and two years old. This corresponds to the timing and adequacy of supplementary foods made available to nursing infants and weanlings. Compared to international standards by age 11 the average poor child was 2 years behind in stature and three years behind in weight. Deficiencies in vitamin B₂, calcium and iron were common. Rickets and goiter were more severe in the Northwest than in the South.

The report on the survey recommended educational and fortification programs in combination with continued economic and social development efforts.

Perhaps more revealing of the nutritional status of the population and its interaction with other socio-economic population characteristics is the 1975 National Consumption Study. Minimum annual per capita expenditures over 100 TD appeared necessary in the large cities to meet both food and other basic needs. In rural areas more than 40% of average expenditures were for food, although a generally lower 30 TD/capita/year was considered essential for basic survival. 26% of the rural population had total per capita expenditures less than 53 TD per year which is considered only marginally adequate. This urban/rural distribution is shown below.

Distribution of Disadvantaged Population by Threshold Income
1975 Consumption Study:

	<u>% of total population</u>	<u>Threshold Income</u>	<u>Number of people affected</u>
Large cities	23	D 100	(000) 150.4
Urban	32	80	179.6
Rural	8	30	.243.0

The percentage of the population not consuming enough food to meet caloric requirements is shown below:

Large cities	38%
Urban	32%
Rural	19%

The Tunisian Government estimates that 1.7 million underprivileged people or some 300,000 households consume less than 1923 calories/day. Protein requirements on the other hand appeared to be met although largely through cereals or vegetables rather than animal sources. Only 16% of protein needs are met from animal sources. It should be noted that when general food or calories intake is inadequate, protein is converted to calories and thus can no longer be counted as protein in meeting minimum dietary requirements.

The age distribution of the population helps to clarify the nature of the nutrition problem in Tunisia. Some 43% of the population is less than 15. Each year there are over 200,000 births. Birthrates are declining, but primarily in urban areas despite an extensive network of family planning services offered in four hundred and eighty two health and family planning centers. These family planning services are, however, largely available only in urban areas where other health services are quite well developed. Figure 1 shows the distribution of preventive health and family planning services by gouvernorats (excluding hospitals). Clearly the distribution of maternal and child health services (PMT - Protection Maternelle et Infantile) and the inadequacy of preventive health and sanitation (waste disposal and potable water) services in rural areas tends to exacerbate marginal nutrition status particularly among disadvantaged, pregnant and lactating women and younger children.

Malnutrition would appear related to general agricultural practices and patterns of cropping. In the Northwest, where cereal culture is more prevalent, perhaps reflecting subsistence rather than cash cropping,

nutritional status tends to be worse. Agricultural activity is still low and yields in normal years not exceptional. Commercial farming for olives, vegetables, fruit, nuts, etc. may in turn also be indicative of a more open attitude toward general development and improved health and nutrition practices as well as increased relative incomes. It must be noted, however, that commercial farming on a small scale may often leave the farm family relatively more destitute during crop failure and drought. Tunisia has become an importer of cereals to feed its increasingly urban population (45% urban in 1975). Cereals production has not increased sufficiently over the years to compensate for population growth at 2.4% annually. Cereal imports are paid for from earnings from olive oil and fruit and vegetable exports. Increased dependence on food imports financed by other agricultural exports leaves the country and the smaller commercial farmer vulnerable to world market fluctuations. Nevertheless, it is evident that cereal imports are increasingly necessary and can be financed from receipts from other agricultural exports.

Tunisian Responses to Nutrition Problems

The present Government was founded on development growth with equity. Economic and social planners until recently adhered to the "trickle down" theory of development, believing that development growth and its benefits would eventually alleviate and eradicate poverty. With the Fifth Five Year Plan the Tunisian Government recognized the need for expanded efforts in agricultural development and social services in rural areas. Primary education and health services have been greatly expanded. Following on the heels of the National Consumption Study and the National Nutrition Status survey an Interministerial Commission for Food and Nutrition

chaired by the Prime Minister was formed in 1976. This Commission has been charged to develop a national food policy or strategy consistent with Tunisian resources. Coordination and monitoring of nutrition activities have been delegated to the National Institute of Nutrition. With assistance from UNICEF, a weaning food (SAHA) is being produced for distribution through the health and social services and for commercial sales.

Under the leadership of the Ministry of Social Affairs and the National Committee for Social Solidarity (NCSS) a broad social welfare program has been developed. In addition to assistance to the School Lunch and Pre-School Feeding Program, the NCSS supports scholarships for secondary students, self-help grants to needy families, welfare payments to families, and assistance to the blind, crippled, aged, etc. from a total budget of approximately 4.6 million TD.

These programs which tend to redistribute income clearly have an impact in reducing nutritional problems. (The Pre-School Feeding and School Lunch Programs are discussed in more detail in Chapter II of the report). The self-help grants are viewed by NCSS as a key to helping families become economically self-sufficient and thereby able to purchase a nutritionally adequate diet.

To help address the particular problems in rural areas the Government has established the Central Tunisian Regional Development Authority to serve as a model and a stimulus to investment and programs which would raise incomes in rural areas. Following this lead, USAID and the U.S. Voluntary

Agencies have focused new project development efforts within the geographical parameters of CTRD zone. These include projects in small farmer credit, rural potable water development, basic health services, family planning, nutrition education, and more general rural development. These projects are in various stages of implementation and it is too soon to assess the nutritional impact of these projects. A large proportion of the local currency generated from Tunisian sales of Title I commodities is earmarked to support the various AID assisted CTRD project activities. Other USAID projects are also aimed at addressing Basic Human Needs (BHN). As discussed above other Tunisian Government programs provide complimentary assistance to respond to the needs of different age groups among the disadvantaged.

Without additional data it is difficult to state with precision the extent to which the Title II programs improve the nutritional status of the enrolled recipients. Clearly the Title II programs help fill the gap between the haves and have nots at a critical child development stage while other GCT programs build the economic infrastructure necessary to ensure family economic self-sufficiency.

Ultimate Tunisian Government i.e., Ministry of Education and Ministry of Social Affairs, support for feeding programs which now include Vol Ag supplied Title II foods should be possible in the medium term. The school canteen program is now being directed toward needy students in rural areas. Since the Ministry of Education now provides support equivalent

to approximately 60% of the value of the donated food, considerably augmented financial resources will be required to sustain the program as it now exists. The availability of additional Tunisian resources of this magnitude will require an analysis of the perceived nutritional and educational benefits, enhanced community involvement and support and a school contribution from school gardens worked by the students themselves. The availability of a hot school lunch during the winter months in rural unheated schools probably contributes significantly to attendance and educational attainment of children from poor rural families. Whether this is true or not should be evaluated and considered when decisions for future support are being made. Although a medical record form is completed for each student, no records of either heights and weights are being maintained. Scales may not be available in rural areas but age/height comparisons could be made with little additional effort to help verify whether the food supplements contribute to children's growth.

In fact, evaluation of the school-feeding program in various governorates or regions could be assigned as university masters or doctorate level research projects. At any rate, the Team believes support for school feeding in the future is merited and could be demonstrated by appropriately designed evaluations.

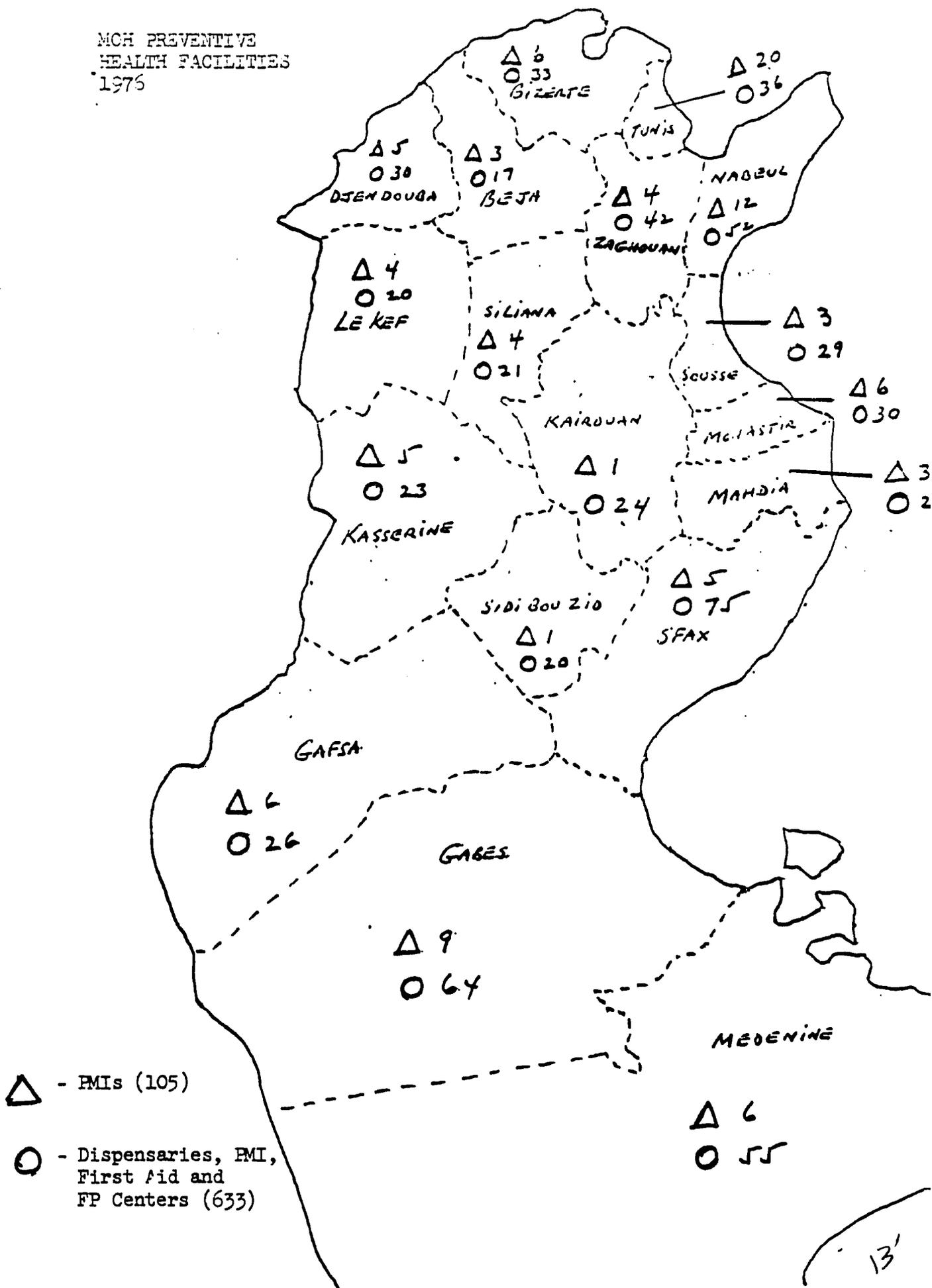
The pre-school centers are in the process of reorganization and restructuring so as to include additional services. As now constituted the nutritionally most vulnerable children - those aged 0 - 3 - are not included in the program.

The pre-school program under the auspices of the NCSS local secretary

is aimed at providing a supplemental breakfast to the most needy children 3 - 6 years of age. With OPG funding CARE and CRS are working with NCSS and the local NCSS secretaries to improve pre-school center operations, provide nutrition education classes for mothers, and monitor more carefully the impact of the program on the enrolled children. In the future it may be possible by either coordinating or integrating the pre-school feeding program with the PMI program of the Health Ministry or the Social Development Centers of the Ministry of Social Affairs, to arrive at a more useful and effective program.

By so doing, the Tunisian Government will be in a better position to ultimately sustain the essential elements of the pre-school feeding program. It is hoped that the program will begin to reach malnourished needy children in the younger age groups.

MCH PREVENTIVE
HEALTH FACILITIES
1975



Two American voluntary agencies are currently conducting PL 480 Title II food assistance programs in Tunisia: CARE and Catholic Relief Services (CRS). Each agency has the same type of programs and their activities are divided according to geographic divisions (see Figures 2, 3 and 4). The programs carried out are School Feeding, Pre-School Feeding, and Maternal Child Health (MCH).

In order to put the Tunisian Title II program in perspective, a brief review of the evolution of the program will be useful. During the early '70s the Vol Ag emphasis was on school feeding with a recipient level of over 500,000. Under a mandate from AID/W, the program was reoriented to reduce the beneficiaries in the urban schools and concentrate on the schools in the poorer, rural areas. The program level was reduced to the current 255,600 recipients. Prior to FY 77, the Pre-School Feeding Program was operated under a Government-to-Government arrangement by the Ministry of Social Affairs through the National Committee for Social Solidarity (NCSS). The program, comprising 186,500 recipients, was transferred to CARE and CRS in FY 77.

The breakdown of recipients between the two agencies for the foregoing programs for FY 79 is as follows:

	<u>CARE</u>	<u>CRS</u>
School Feeding	156,600	99,000
Pre-School	97,400	62,600
MCH	<u>10,000</u>	<u>7,500</u>
	264,000	169,100

As the U.S. contribution, the following commodities are programmed:

	<u>CARE</u>	<u>CRS</u>
<u>School Feeding</u> (in metric tons)		
Flour	1,663	1,060
Veg. oil	172	110
NFDM	470	300
Rice	271	166
 <u>Pre-School Feeding</u>		
Flour	2,922	1,878
Veg. oil	292	188
ICSM	877	563
 <u>MCH</u>		
NFDM	$\frac{240}{6,907}$	$\frac{180}{4,445}$

The value of the commodities programmed is \$1,815,700 for CARE and \$1,300,700 for CRS (plus ocean transportation)

School Feeding

The School Feeding program is carried out for 100 days during the school year of 225 days. The meals are prepared and served on the school grounds. The basic ingredient is bread, which is baked from Title II flour in local bakeries under contracts negotiated by the regional representatives of the Ministry of Education (MINED). The meal is either hot or cold, depending on the schools' facilities for cooking, ingredients available, season of the year, etc. If it is a cold meal, it is a sandwich with ingredients such as canned fish, egg, jam, etc. furnished by the MINED. If the meal is hot,

it consists of the bread plus a soup that includes PL 430 rice (if available) and vegetables furnished by the MINED. A cup of milk, made from Title II NFDM is also provided.

As indicated in the attached trip reports (Appendices 3 and 4), the number of recipients in the schools visited ranged from 25% to about 50%. The recipients are selected from the list of applicants (usually all of the students in the school) by a committee composed of the school officials, a representative of the Ministry of Social Affairs, the area NCSS officer, and the OMDA (the local government administrator).

The schools all operate on a double schedule. The first group attends from 8 - 10 a.m. and the second group from 10 - 12. During these periods a cup of milk is served. The lunch is served between 12 - 1 p.m. and then the first group returns for the 1 - 3 shift and the second group for the 3 - 5 shift.

In most of the schools visited, gardens of various sizes were being tended by the students. The produce was being used to supplement the lunch ingredients. In one school an experimental program had been started to breed chickens and rabbits. The garden program also had the virtue of teaching agricultural skills to the students. Manual arts and handicraft were also taught in most of the schools. In some instances, the World Food Program also provides support for the school gardens. This will be discussed in further detail in Chapter VII.

The Evaluation Team believes that the school garden projects are commendable efforts to augment the benefits of the Title II program

as well as to provide a developmental aspect. In this regard, we understand that CRS is preparing an OPG proposal which would result in an expanded role for the school gardens.

The following general observations were made regarding the School Feeding Program:

- Kitchens were cramped and not very clean.
- Kitchen and feeding areas were often next to latrines.
- Inadequate provision for washing plates and utensils.
- Although the schools had medical records for each student, no height or weight measurements were taken.
- Little indication of the inclusion of nutrition and health courses in the curriculum.

Pre-School Feeding

Pre-School Feeding is carried out 300 days of the year through NCSS, the counterpart agency. The program is conducted through centers which, for the most part, are a single room rented by NCSS. The center is usually operated by two employees, sometimes men, sometimes women. CRS furnishes commodities to 174 centers, and CARE supplies food to 275 centers.

The children enrolled in the centers are supposed to be from ages 3 to 6. During visits to centers, however, the Evaluation Team observed some children who appeared to be over 6 years. Because of the youth of the recipients and the problems that would be involved in their travelling relatively long distances, the centers are in urban or semi-urban locations.

The standard procedure for selecting the recipients for pre-school feeding is choosing from the list of applicants by a committee composed of the local NCSS officer, a representative of the regional government, and the OIDA.

A standard meal is dispensed at all centers. This consists of a bowl or cup of gruel of varying thickness made from ICSM, water and some vegetable oil, and a piece of bread. If the ICSM is not sweetened, then sugar or other flavoring is added by NCSS.

In visiting a number of centers, the Evaluation Team noted several shortcomings that were common to each:

- Most centers are small, inadequate and not particularly clean.
- Benches should be provided as a minimum to permit the children to sit down and eat.
- Provisions for washing utensils are not good - there is too little use of soap.
- Although individual record cards are checked when children enter center, the master sheet is not checked until feeding is completed. The assumption is that all children are being fed.
- No measurement of height or weight are taken.
- There is no effort to provide nutrition and health education to the recipients or their mothers.
- There is no involvement of the community in the activity.

All of the deficiencies listed above are well known to the Vol Ags and these are the types of problems which they plan to tackle through the use of the OPC.

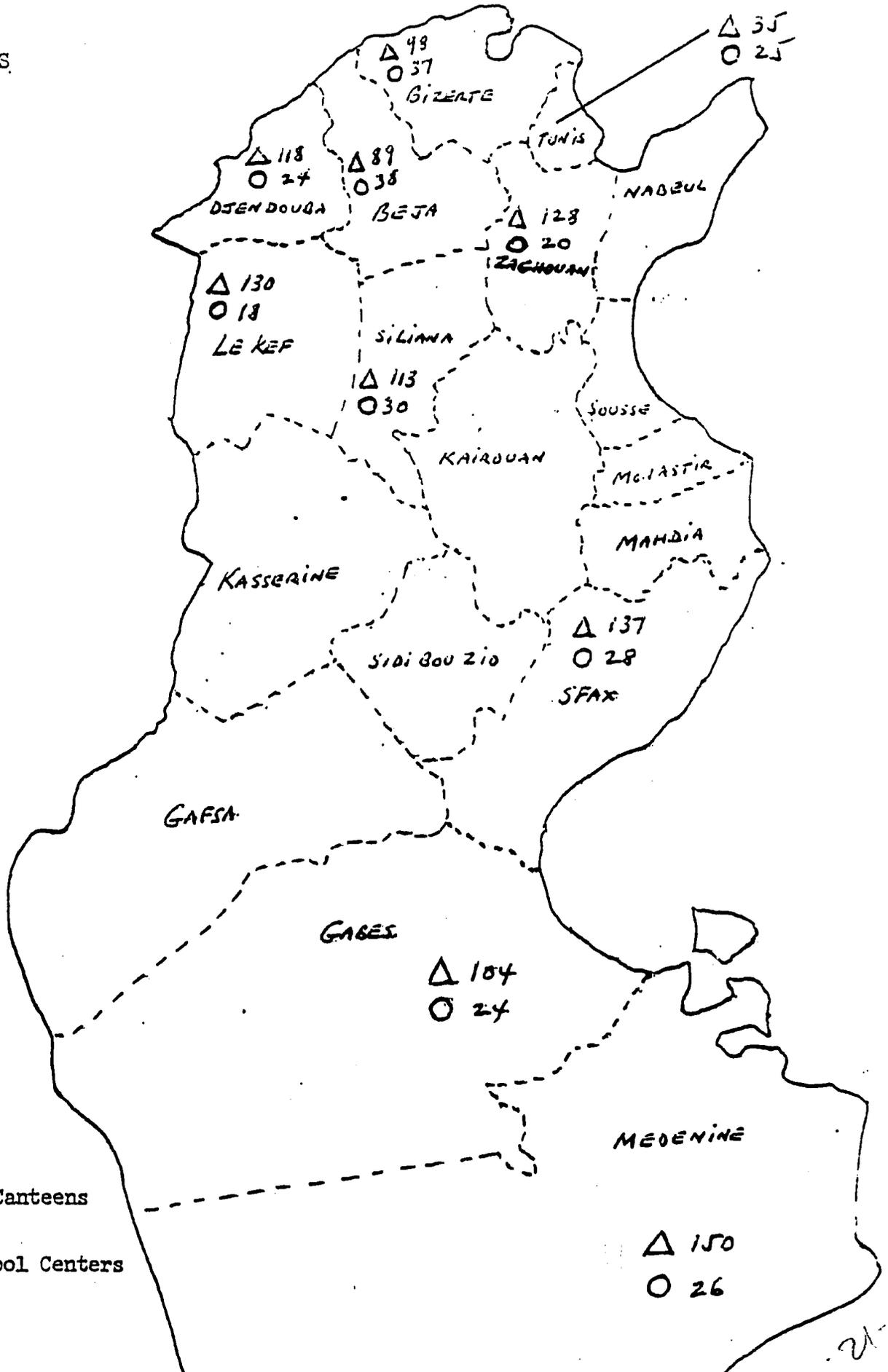
MCH Feeding

In FY 1979 the Vol Ags were given approval to begin a relatively small distribution of dried skim milk through the Ministry of Health PMI centers (Protection Maternelle et Infantile - equivalent to U.S. MCH clinics), concentrating distribution in rural areas. The authorized number of recipients for each Vol Ag is 10,000 for CARE and 7,500 for CRS. There are about 120 PMI's in Tunisia concentrated in the coastal gouvernorats (Some 40 odd are in the region served by CRS). The attached Figure 1 shows their distribution. Policies for distribution in the PMI's offer prenatal, antenatal services, medical and pediatric consultations, inoculations and dietetic and nutrition education demonstrations and lessons. Children are followed in the PMI until the age of six. Based on the medical advice of the pediatric consultant who visits once or twice a week, needy, malnourished or ill children are prescribed food supplements consisting of donated powdered milk, SAHA (the locally produced weaning food) or commercially available products purchased by the Health Ministry. Height and weight record of the children enrolled in the PMI do not appear to be regularly maintained. Food or dietetic demonstrations are usually held daily for 10 - 15 women enrolled in the prenatal or antenatal programs or those with enrolled children on a referral basis. Locally available foods for demonstration are purchased from PMI funds.

Donated milk is to be given only to mothers enrolled in the nutrition classes. A nutrition course consisting of a series of lessons and demonstrations is being developed and will be evaluated after it has been utilized for 6 - 9 months.

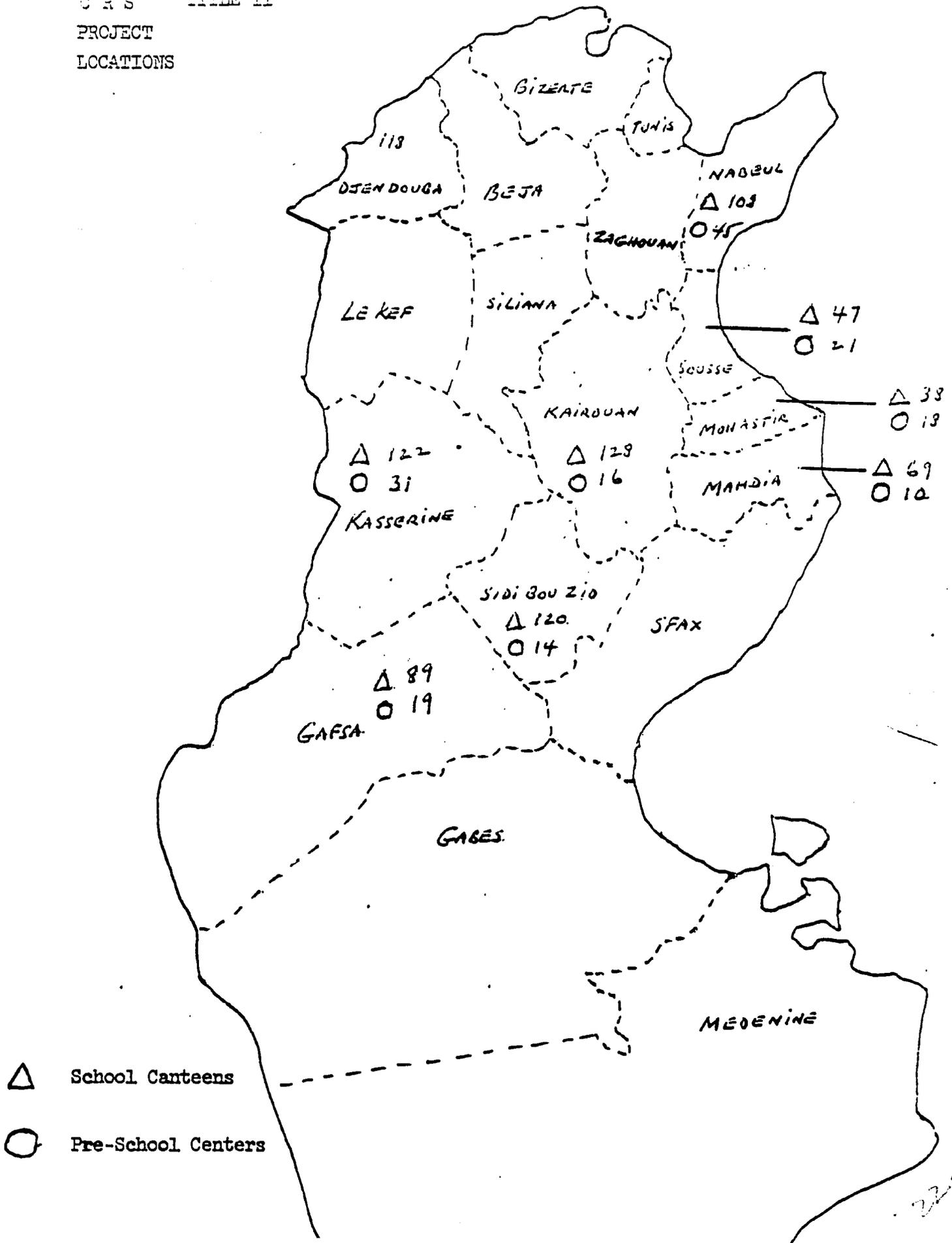
The initial Vol Ag emphasis will be placed on improving nutrition education activities in rural PMI's. Each PMI is normally under supervision of a pediatrician and/or OB/GYN. Daily activities are coordinated and allocated by the Nurse-Midwife in charge. Other staff include 2 - 3 nurses, 3 - 4 aides or practical nurses, a clerk, and cleaning personnel. Some PMI's have attached mobile units which provide itinerant services in outlying dispensaries and rural health centers.

CARE TITLE II
PROJECT
LOCATIONS



△ School Canteens
○ Pre-School Centers

CRS TITLE II
PROJECT
LOCATIONS



△ School Canteens

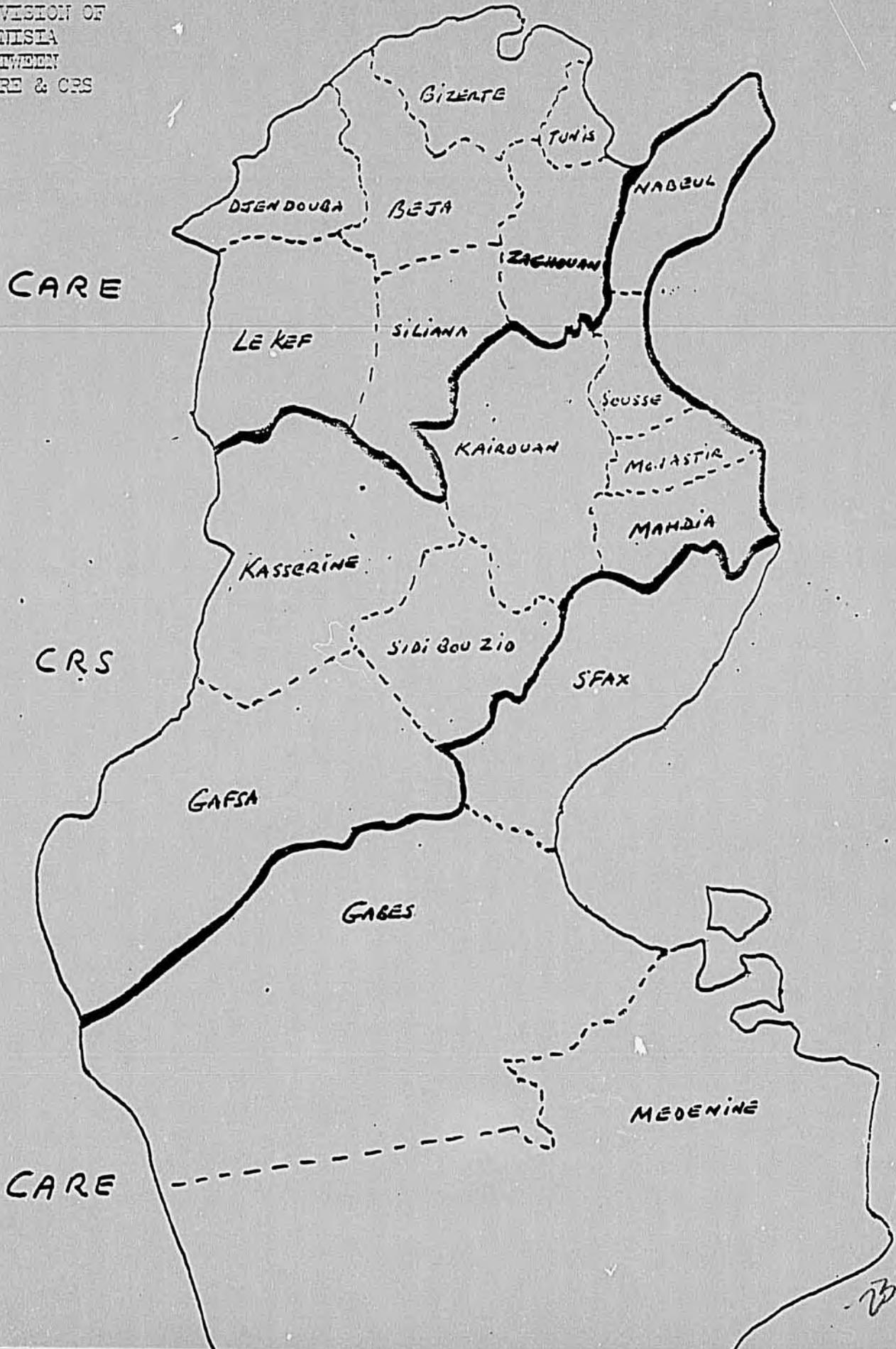
○ Pre-School Centers

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THE GOVERNORATES OF TUNISIA

Figure 4

THE GEOGRAPHIC
DIVISION OF
TUNISIA
BETWEEN
CARE & CRS



The Government of Tunisia, through its one party system, undertakes to provide for the needs of the people. Such an approach assures that action will be taken when a situation requires remedy. But it also serves as a repressant to the development of local initiative. In the case of both pre-school and school feeding, the Evaluation Team believes that the programs have not achieved their potential impact as a result of the paternalistic GOT policy. As indicated earlier, while we understand that there is not a tradition in Tunisia for grass roots support, we believe that as a matter of policy the AID Mission should attempt to stimulate the GOT to elicit local support.

As a practical matter, the Evaluation Team was informed by the Director of the Division of International Cooperation of the Ministry of Plan that the priority feeding target of the GOT is children from 0-3 years. But this is not the group that is being reached; the approved level for FY 1978 for MCH feeding is only 17,500 and only a small percentage of that number is actually receiving food. The fact is, that the GOT has not accorded the appropriate policy priority to the development of a substantial MCH program. Dr. Kallal, Director of the National Institute of Nutrition stated that in his opinion children between 0-5 constitute the most critical group. All of this leads to the conclusion that, from a policy standpoint, the type of activity that would be most responsive to GOT perspectives would be a program that incorporated the salient features of MCH and pre-school feeding.

The objectives of the National Institute of Nutrition are well directed with regard to their plans for future activities. These goals were expressed by the Director:



1. Establish a Tunisian standard for height and weight
2. Change the food habits of the people to a more nutritious diet.
3. Expand the food processing industry.
4. Establish a national food policy that would balance food imports and exports with domestic needs.

It is quite apparent that the Director does not fully appreciate the special relationship between USAID and the voluntary agencies. The Mission should assist the Director and other Tunisian officials to understand U.S. policy in regard to the key/^{role of}voluntary agencies in U.S. development assistance.

According to the Fifth Five Year Plan, the goals of the GOT are as follows:

1. Achieve full employment.
2. Achieve self-sufficiency in food production.
3. Increase the standard of living
4. Achieve social stability.

The Evaluation Team believes that the Title II program is contributing to all of those objectives, within its limited impact range.



The Title II program in Tunisia is diffused among several ministries, but there is no central point of coordination in the GOT. The NCSS is the counterpart for the Pre-School Feeding Program, MINED is the counterpart for the School Feeding Program and MIN HEALTH is the counterpart for the MCH Program. In addition, the Ministry of Foreign Affairs, the Ministry of Plan and the National Institute of Nutrition have a collateral interest in the programs. The closest effort at coordination that the Evaluation Team could identify were the three nutrition-related commissions at the Prime Ministry level (Applied Human Nutrition, Food Production, and Food Consumption) established in 1978. However, these commissions do not fully meet the requirement for coordination of food assistance programs (including WFP projects). For example, only one meeting has been held since they were established.

NCSS provides both the warehouse space and the transport for the commodities for all three programs. While the Evaluation Team did not attempt to review the condition of the storage facilities or transport, we were told that the quality ranges from good to poor. NCSS is planning to expend funds for improved storage and transport in support of the OPG.

The distribution system appears to be working well. All of the pre-school centers visited by the Evaluation Team have adequate supplies of commodities - bread for the school canteens seemed to be delivered on schedule by the bakeries and milk was on hand. For FY 78, the GOT has budgeted support for the Title II program as follows:

School Feeding

MIN ED	782,480 TD	Local food purchases and meal preparation
MIN SOC. AFF. (NCSS)	330,000 TD	Personnel and administration, transportation and equipment
	<hr/>	
	1,112,480 TD	- \$ 2,617,600.

Pre-School Feeding

MIN. SOC. AFF. (NCSS)	690,980 TD	Personnel
	170,410 TD	Administration, port charges, warehousing
	605,000 TD	Management of Centers
	<hr/>	
	1,066,390 TD	

Total GOT support TD 2,178,870 - \$5,126,755. The value of the scheduled US commodities is \$4,8 million (including ocean transportation).

The Title I concessional sales agreement now under negotiation provides for the sale of approximately 50,000 MT of wheat and 40,000 MT of corn with an approximate value of \$12,0 million. It is estimated that about \$2.0 million of the local currency equivalent made available by the agreement will be used by the GOT under self-help provisions to support the programs being carried out under Title II.

The role of the Voluntary Agencies in the Tunisian program is somewhat different from that in other countries. Whereas elsewhere the agencies often bear the responsibility for arranging for storage and transport, those matters are handled in Tunisia by host government entities. The assumption of these responsibilities by the GOT will ultimately facilitate the phase over process. Otherwise, both of the Volags have their regular obligations for reporting, monitoring, etc. And, both now have the

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responsibility for planning and implementing the OPG for improving the Pre-School Center Program.

The Evaluation Team believes that the regional Ministry of Education nutritionists should be encouraged and supported more strongly from the Ministry in Tunis in the way of furnishing more technical guidance and visual aids and training materials. Broadening the ESTAGE (in-service training) to include school canteens personnel would also be beneficial to the program.

CARE and CRS are managed by experienced capable persons. Both of their chief field inspectors are knowledgeable and competent.

The Food for Peace Officer and his assistant are individuals with wide experience and unusual dedication.

Reaching the Target Groups

The School Lunch Program is aimed at needy children 6-13 enrolled in rural and semi-rural primary schools. Out of the approximate total of 2000 primary schools, 1822 schools support a lunch program. In 1978/79 26% of the primary school students received a free lunch. The 26% participation represents a fair approximation of the number of relatively needy children who should be enrolled in primary schools, but only 45% of rural children aged 6-14 actually attend school. Reportedly, the availability of lunches for poor children who must walk up to 6-7 kilometers each way to attend school and who cannot therefore return home for lunch is a considerable incentive. Recipients are selected annually as explained elsewhere. In the absence of a control program and a regular follow-up of recipients, it is difficult to ascertain the relative value of the program in terms of either nutritional or educational objectives. School administrators were unanimous in noting the value of the program as an adjunct to their educational responsibilities, but complained of inadequate resources to provide adequate local supplements to the donated foods. (Only forty millimes per child per day is provided for local foods by the GOT).

Several other Tunisian officials tended to view the school canteen program as a luxury supported in large part because of availability of donated foods. From a nutritional standpoint, the priority target groups identified were children 0-3 and pregnant and lactating women. The PMI Program in the Health Ministry is an intervention designed for these priority groups. It would seem that the Tunisian Government will have adequate financial and manpower resources to support future school feeding and pre-school feeding although perhaps on a more carefully managed and somewhat smaller basis.

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As the pre-school program is modified to respond more fully to needs, the number of centers may expand and the individual centers will become more rural and with, therefore, fewer recipients.

Program Impact

The ration provided in the School Canteen program provides about one fourth of the protein and calorie requirements for a primary aged child. In addition, it provides about 40% of a child's requirement for calcium and B vitamins. It does not, however, provide a similar amount of iron. The ration from donated foods is complemented with foods grown in the school garden and/or purchased. Eggs, green vegetables, dried beans, canned fish and sometimes meat are added to the donated ration to provide a more balanced school lunch. Thus, with the exception of iron and vitamins A and C, the school canteen ration provides a very adequate nutritional supplement. The nutritional composition of the ration is shown in Figures 5,6,7, and 8.

The pre-school center ration fully meets one third of the enrolled child's daily nutritional needs. In calcium and iron it provides 51% and 83% of the daily requirement respectively.

Since the rations are prepared, provided and consumed on the premises, the nutritional intake of the beneficiaries/recipients is substantially augmented by the program. The commodities are well accepted, although the monotony of the ICSM gruel was noted in almost every center visited. Alternative preparations of ICSM with different flavorings might improve acceptability. Spaghetti, (macaroni) available in the CARE assisted school canteens prepared from wheat, soya blend (WSB), and flour is quite well liked by the students. The Tunisian Government may wish to explore the feasibility of providing locally produced spaghetti to augment the

Title II rations since spaghetti can be made from locally grown hard wheat which is not provided under the Title II grant program. One seldom noted supplementary effect of the Title II program is the part time employment of semi-skilled and relatively poor persons. In the school canteen program 1822 cooks are employed. Schools with a hot lunch program usually employ at least one other person to help with the food preparation and clean up. Employment thus created, is about 3500 jobs. Each pre-school center employs 2 half time workers to prepare the ICSCM and keep records, thus creating 880 part-time jobs. There would appear to be a nascent synergism between the school centers, the movement to develop school gardens, and the agricultural skill training (ITMA) for 6th, 7th and 8th class students. The existence of the school canteen provides a natural outlet for vegetables and meat products produced in the schools while serving as a very real nutritional demonstration. Unfamiliar types of vegetables grown and consumed by the students should serve to reinforce the growing of vegetables in the home. The Team wondered if a 4-H Club type program for rural students might not be a useful adaption.

The existing Title II program operations have almost no impact on Tunisian agricultural production. As noted above, the demonstration effect of school gardens on future home gardening may have a significant impact on rural nutritional and eating habits. A stronger linkage between school gardens, foods consumed in the school canteen, and child growth and nutritional needs could be established if an integrated syllabus and curriculum for nutrition health education of all primary students were developed. Such a program is being developed by the nutrition education section of the National Institute of Nutrition. This effort should be

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supported and the results integrated into the teacher training institutions and in-service pedagogical seminars as well as into the primary school classroom.

Effectiveness

Program effectiveness has been only partially examined. As suggested in other sections much can and is being done to improve the general effectiveness of both the school canteen and pre-school program in reaching children in need of food supplementation. Thorough evaluations are in order.

Program costs remain relatively modest as shown below:

Pre-School Centers

Total GOT Contribution	TD 1,066,390
Total beneficiaries	159,009
Annual Tunisian cost/beneficiary	6,706
Cost/child-ration/day (300 days)	22 millimes
Total US and GOT Contribution	2,061,200
Annual cost beneficiary	12,963
Cost/child/day Total US/GOT cost	43 millimes

School Lunch Program

Total GOT Contribution	1,091,000
Total beneficiaries	256,135
Annual GOT cost/beneficiary	4,259
Cost-child ration/day (100 days)	43 millimes
Total US and GOT cost	2,008,200
Annual cost/beneficiary	7,840
Cost/child/day Total US/GOT cost	78 millimes

Although data are rough, one can estimate that the Government of Tunisia is spending approximately 79.5 million TD in 1979 for primary schools serving roughly 985,000 primary students or TD 80.711 per child per year. Thus, the annual cost of a school lunch for eligible recipients is only 5.3% of the amount now being spent on the child's education. Three tenths of this 5.3% represents NCSS budgetary contributions. Several officials have noted that the Ministry of Education contribution to the School Canteen Program has not changed over the past several years despite considerable inflation. The economic viability of this program must be examined carefully by the Tunisian Government as it makes plans to assume full responsibility for its operation.

Both CARE and CRS are making serious efforts to improve the Title II programs. The OPG for Pre-School programs will certainly contribute greatly to improved program effectiveness if planned activities can be implemented as scheduled.

Figure 5 - Nutrients Supplied by Title II

Pre-School Center Ration as a percentage of nutritional
1)
requirements for a 3 - 6 year old child

<u>Nutrient</u>	<u>Amount</u>	<u>Percentage of Daily Needs</u>
Food Energy (Calories)	594.4	41%
Protein	16.5	44%
Crude Fat	12.3	38%
Carbohydrates	101	41%
Calcium mg	380	51%
Phosphorus mg	297	40%
Iron mg	8.3	83%
Vitamin A IU	1393	250
Thiamine B, mg	.64	103
Riboflavin B ₂ mg	.4	33
Niacin B ₁₂ (PP) mg	7.7	96
Ascorbic Acid C mg	12	25

1) Information provided by CRS. Ration shown in Figure 7.

Figure 6

Nutrients Supplied by Title II

School Canteen Ration in Hot Lunch as a percentage of nutritional requirements for a ten year old child ¹⁾

<u>Nutrient</u>	<u>Amount</u>	<u>Percentage of Daily Needs</u>
Calories	679	26%
Protein gms	23	28%
Fat gms	12	22%
Carbohydrates gms	117	29%
Calcium mg	492	41%
Phosphorus mg	421	42%
Iron mg	2.9	16%
Vitamine A IU	1366	18%
Thiamine B, mg	.66	55%
Riboflavin B ₂ , mg	.88	46%
Niacin B ₁₂ (PP), mg	5.31	42%
Ascorbic Acid C mg	2.1	2%

1) Information provided by CRS. Ration for hot lunch shown in Figure 8.

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Figure 7

Composition of the Daily
School Canteen Ration *

<u>Item</u>	<u>Amount</u>
Rice	50 grams
Vegetable Oil	11 grams
Dried Skim Milk	30 gm
Flour (bread)	a) 30 gm for hot lunches b) 120 gm for cold lunches

Table -----

Composition of the Title II
Daily Pre-School Center Ration

<u>Item</u>	<u>Amount</u>
Vegetable Oil	10 gms
Flour (bread)	100 gms
ICSM	30 gms.

* Information supplied by CRS and CARE

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The only other food assistance program in Tunisia besides Title II is the projects of the World Food Program. There have been occasional small food contributions from the EEC on an ad hoc basis for emergency relief, but no regular programs.

WFP Project 410 (Exp) Agricultural Training, is closely related to the school garden aspect of the Title II School Feeding program. This project is directed towards those elementary school students in the sixth, seventh and eighth grades who are not doing well academically. The children are allowed to remain in school and are given training in agriculture production in the school gardens and also manual training. In the 1978-79 school year there are 11,511 beneficiaries in 104 schools. In 1979-80, an additional 50 schools will be taken into the project to reach a total of 18,746 beneficiaries. The U.S. contributes wheat flour and vegetable oil to the project, and other donors contribute such commodities as canned fish, cheese, and jam. With these ingredients, a lunch is provided to the students. The Evaluation Team believes that this is a useful project because it provides training to youths who would otherwise be school dropouts. We understand that CRS has also developed a school garden project. It will be necessary to assure that the two projects are complimentary.

Increased emphasis is being placed on the linkage between the Self Help measures under concessional sales through Title I of PL 480 and the activities carried out in the food assistance programs under Title II. In the Title I agreement currently under negotiation, the GOT will be required to provide local currency funding for the following activities which are related to the Title II program:

1. Improved infrastructure for NCSS preschool and MCH programs.
2. School lunch programs.
3. Self-help program in rural areas for vegetable gardens for primary schools.

It is estimated that for the next two years the local currency equivalent of approximately \$2.0 million will be available for use in the Title II program. Two proposals have been developed by GOT entities, in cooperation with the Volags, for use of the currencies. The NCSS has proposed a project for the improvement of pre-school centers, upgrading of storage, and the purchase of vehicles. The Ministry of Education has presented a plan for improving school canteens.

The Evaluation Team believes that this type of self-help is very constructive and should be strongly encouraged. Future PL 480 Title I agreements should include similar provisions to assure the continuation of these linkages.

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STATISTICAL PROFILE OF TUNISIAN GOUVERNORATS

	Households	Total	Urban	Density	School Feeding		Primary School	Pre-School Centers	
	1975	Residents			Centers	Benf.		Enrollments	Centers
		1975	%	Pop. km ²	#	#		#	#
Tunis	175,253	944,130	92.5	102.3	34	5,350	181,668	25	13,600
Aghouan	35,294	205,027	22.0	50.4	128	12,295	34,507	20	7,302
Bizerte	61,702	343,708	52.3	92.6	98	11,120	59,530	37	14,305
Méja	42,986	248,770	25.2	69.8	89	13,760	36,153	38	9,240
Jendouba	53,291	299,702	14.8	97.2	118	20,840	44,393	24	8,210
Le Kef	41,016	233,155	23.3	46.7	130	18,180	37,674	18	7,770
Siliana	32,562	192,668	15.7	41.3	113	14,855	28,400	30	9,550
Kasserine	44,122	238,499	20.7	29.8	122	18,475	34,127	31	7,837
Sidi Bouzid	38,395	218,511	6.1	31.0	120	18,315	30,939	14	5,000
Gafsa	43,399	237,814	56.8	17.3	89	13,160	42,937	19	9,018
Medenine	55,824	292,970	40.1	6.1	150	19,110	54,874	26	8,232
Gabès	46,760	255,717	36.6	8.6	104	14,075	46,157	24	9,900
Sfax	85,983	474,879	59.7	63.5	137	19,110	86,764	28	8,529
Beirouan	62,857	338,477	21.6	50.4	128	19,225	46,610	16	8,400
Mahdia	41,065	218,217	33.2	75.5	69	9,530	36,703	10	3,800
Monastir	40,435	223,150	76.9	229.3	38	3,775	45,990	18	7,030
Sousse	48,531	254,601	70.5	96.1	47	5,320	46,922	21	9,465
Hammamet	66,635	368,114	48.0	131.1	108	10,030	70,465	45	11,821
Total Tunisia	1,016,110	5,588,209	47.5	36.0	1,822	256,000	984,813	444	159,009

Appendix II. Questionnaires developed by CARE and CRS as management tools to inventory distribution facilities and services

CARE - TUNISIE Etude Typologique des Centres Pré-Scolaires	Date Form Card Type 0 1 1 2	N. du Centre 3 4 5 6	Gouvernorat	Délégation	Cheikhate	Effectif CNSS 7 8 9	Effectif registre 10 11 12	Effectif évalué 13 14 15
L'Accès au Centre par 1. Route goudronnée 2. Piste praticable 3. Piste non-praticable 16	Le Centre est-il ? 1. La propriété d'un organisme 2. Faitant partie d'un ensemble 4. En location *Binaire 17			1- Propriété 1. C.N.S.S. 2. Cellule 3. Municipalité 4. Autre..... 18	2- Faisant partie d'un ensemble	4- En Location Loyer par mois 19 20		
Type d'Agglomération								
Type de Logement 1. Gourbi en terre battue 2. Gourbi en aggloméré 3. Logement populaire 4. Villa 9. Autres (Spécifier) 21						Code Etude L 20		
Instructions pour l'Enquêteur: Dans les cases *Binaire inscrire la somme des valeurs en cas de réponses multiples.								

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MARC - TUNISIE	Data Form Card Type <table border="1"> <tr><td>0</td><td>2</td></tr> <tr><td>1</td><td>2</td></tr> </table>	0	2	1	2	N. du Centre <table border="1"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table>					3	4	5	6	Nombre de pièces au total <table border="1"> <tr><td>7</td></tr> </table>	7	Surface de la pièce principale L: l: <table border="1"> <tr><td>6</td><td>9</td></tr> </table> m ²	6	9	Le local possède-t-il une cour 1. Oui 2. Non <table border="1"> <tr><td>10</td></tr> </table>	10
0	2																				
1	2																				
3	4	5	6																		
7																					
6	9																				
10																					
Que fait-on dans la pièce principale ? 1. Cuisine 2. Distribution des repas 3. Stockage 4. Autre..... *Binaire <table border="1"> <tr><td>11</td><td>12</td></tr> </table>		11	12	Où prépare-t-on la bouillie ? 1. Dans la pièce principale 2. Cuisine séparée 3. Autre..... <table border="1"> <tr><td>13</td></tr> </table>		13	Où fait-on la vaisselle ? 1. Dans la pièce principale 2. Dans la cour 3. Cuisine aménagée à cet effet 9. Autres..... <table border="1"> <tr><td>16</td></tr> </table>		16												
11	12																				
13																					
16																					
1. Eau chaude 2. Eau froide 3. Chauffage <table border="1"> <tr><td>15</td></tr> </table>	15	Eclairage 1. Electricité 2. Pétrole <table border="1"> <tr><td>16</td></tr> </table>	16	1. Installation Électrique 1. En bon état 2. Défectueuse <table border="1"> <tr><td>17</td></tr> </table>	17	Eau 1. Eau courante 2. Fontaine publique 3. Citerne 4. Puits 9. Autre..... <table border="1"> <tr><td>18</td></tr> </table>	18	Installation d'eau 1. En bon état 2. Défectueuse <table border="1"> <tr><td>19</td></tr> </table>	19	Eau loin du Centre Eloignement du point d'eau en mètres: <table border="1"> <tr><td></td><td></td><td></td></tr> <tr><td>20</td><td>21</td><td>22</td></tr> </table>				20	21	22					
15																					
16																					
17																					
18																					
19																					
20	21	22																			
Exécution des eaux usées (voir 11) 1. Fosse 2. Fosse perdus 3. Puits 9. Autre..... <table border="1"> <tr><td>23</td></tr> </table>	23	Ventilation 1. Tron d'aération 2. Ventilateur <table border="1"> <tr><td>24</td></tr> </table>	24	Vitres 1. En bon état 2. Cassées <table border="1"> <tr><td>25</td></tr> </table>	25	Remarques sur l'état général du Local Hygiène: 1- Bon 2- Passable 3- Mauvais <table border="1"> <tr><td>26</td></tr> </table> <table border="1"> <tr><td>Code étude</td></tr> <tr><td>L</td></tr> <tr><td>80</td></tr> </table>			26	Code étude	L	80									
23																					
24																					
25																					
26																					
Code étude																					
L																					
80																					

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CAPE - TUNISIE Equipement Nutrition	Date Form Card Type	N. du Centre	Instructions: Si l'objet n'est pas utilisé codifier 9																						
	03 1 2	3 4 5 6	1. Gaz 2. Primus	Mercaten	Nassine	Secau	Louche	Filtre	Fouet	Table de Travail	7	8	9	10	11	12	13	14							
LES ENFANTS MARGENT-ILS ?																									
1. Dans une pièce aménagée à cet effet 2. Dans la pièce principale 3. Couloir abrité 4. Cour		1. Assis autour d'une table 2. Debout autour d'une table 3. Assis sur des bancs 4. Debout ou par terre		1. Individuellement 2. En commun		1. Avec cuillères 2. Sans cuillères		Les cuillères sont-elles 1. Fournies par les centres 2. Apportées par les enfants		La bouillie accompagnée de pain 1. Oui 2. Non 3. Autres.....		15		16		17		18		19		20			
Vous conformez-vous à des proportions bien déterminées pour la préparation de la bouillie 1. Oui 2. Non 3. Autres.....				Apparence de la bouillie 1. Trop diluée 2. Bonne bouillie 3. Trop épaisse				La bouillie est-elle gardée chaude pendant toute la durée de la distribution ? 1. Oui 2. Non				Acceptabilité de la bouillie 1. Bien acceptée 2. Acceptée quand elle est sucrée 3. Acceptée quand elle est chaude 4. Mal acceptée				21		22		23		24			
Au cours du mois écoulé, avez-vous régulièrement préparé la bouillie ? 1. Oui 2. Non				Si non : Cause de l'interruption 1. Rupture de stock 2. Primus en panne 4. Manque d'eau 8. Autres..... * Binaire				Rupturé du stock: 1. Sucre 2. I.C.S.M 4. Huile 8. Autres * Binaire				Que pensez-vous de l'utilité de cette aide alimentaire ? 1- Pour les enfants 2- Pour la sone				25		26 27 28		29 30		31 32		Code Etude L 80	

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CARE - TURISIE		Data Form Card Type	N. du Centre				I.C.S.M.			W.P.O.		Sucre en kg			Huile		Autres denrées						
		04 1 2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18					
RANGEMENT						Infection des denrées:			Approvisionnement:			Moyens de transport du pain:											
1- Rances		Normes		1- respectées		1- Rongeurs			Nombre de pains distribués par jour			Périodicité d'Approvisionnement:			1- Livré par le boulanger 2- Apporté par le responsable du Centre Moyens								
2- Caisses fermées		2- non respectées		2- Charençons			2- Tous les 2 Jrs																
4- Caisses ouvertes				4- Insectes			3- Tous les 3 Jrs																
8- Sol				8- Autres			9- Autres																
*Binaire				*Binaire																			
I.C.S.M.		Sucre		I.C.S.M.																			
19 20		21 22		23		24 25			26 27 28			29			30								
Quantité de farine reçue par le centre du 1/10/78 au 31/12/78 en sacs				Consommation en kg par jour				Durée de consommation en jours															
				ICSM		Sucre		Sac ICSM		Bidon Huile													
31 32 33 34				35 36		37		38 39		40 41													
Approvisionnement en Produits d'entretien																							
1- Satisfaisant																							
2- Irrégulier																							
3- Rare																							
4- Non approvisionnés																							
42																							
																Code Etude							
																L							
																80							

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CARE - TUNISIE
Personnel

Data Form
Card Type

05

N. du Centre

3 4 5 6

Instructions: se reporter à la codification pour remplir les tableaux.

	Nom	Sexe	Age		Employeur	Ancienneté	Niveau d'instruction	Porte-t-il une blouse	Salaire
		A	B	C					
1									
2									
3									

CODIFICATION:

A- Sexe:

- 1- Masculin
- 2- Féminin

B- Age: en années

C- Employeur:

1. CNSS
2. Cellule
3. Municipalité
4. Délégation ou Gouvernorat

9. Autres.....

**D- Ancienneté:
en années**

E- Niveau d'instruction:

1. Analphabète
2. Kouttab
3. Primaire incomplète
4. Primaire complète
5. Zitouna
6. Secondaire

F- Porte-t-il une blouse:

1. Oui
2. Non

G- Salaire:

en Dinars:

Codification du Personnel:

	A	B	C	D	E	F	G
1	7	8 9	10	11 12	13	14	15 16
2	17	18 19	20	21 22	23	24	25 26
3	27	28 29	30	31 32	33	34	35 36

Pensez-vous que les conditions de travail qui vous sont offertes sont ?

- 1- Bonnes
- 2- Passables
- 3- Mauvaises

A quelle fréquence recevez-vous le responsable régional du Centre ?

- 1- Régulièrement
- 2- Souvent
- 3- Rarement
- 4- Jamais
- 9- Autres.....

Les problèmes du Centre sont-ils résolus avec le Responsable régional ?

- 1- De vive voix
- 2- Par voie du courrier
- 3- Nécessitent votre déplacement

Code
Etude

L
80

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CATHOLIC RELIEF SERVICES

123, Avenue de la Liberté Tel 235 316

TUNIS - TUNISIE

QUESTIONNAIRE

Cantines Scolaires et Programmes C.N.S.S.

FY : _____

Nom de l'Inspecteur _____ Date _____ Heure _____

A. Général

1. Nom de l'école _____
2. Adresse _____
3. Nom du responsable _____ Titre _____

B. Statistiques

Nombre de bénéficiaires :	RC	RF	Total
a) Suivant les registres du CRS	_____	_____	_____
b) Suivant les registres de la cantine	_____	_____	_____
c) Différence entre a et b	_____	_____	_____
d) Explication de cette différence	_____		

C. Dépot

- a) Adresse _____
- b) Propriété _____
- c) Est-il adéquat ? _____
Si non pourquoi ? _____
- d) Denrées en mauvais état :
Genre _____ Quantité _____ Marques _____
- e) Inventaire physique :

Farine		Lait		Huile		Autres	
Unités	Lbs	Unités	Lbs	Unités	Lbs	Unités	Lbs

F) y-a-t'il d'autres arrivages que ceux du C.R.S ? _____

Genre _____ Quantité _____ Source _____

D. Préparation et consommation des repas

- a) Description de la cuisine _____

- b) Description de la salle à manger _____

- c) L'équipement est-il suffisant? _____
- d) Connait-on la source de l'alimentation ? Si oui, comment _____

- e) L'alimentation est-elle appréciée ? _____
- f) Les repas sont-ils chauds ou froids ? _____
Nombre de repas chauds _____ nombre de repas froids _____
- g) Description d'un repas chaud _____

- h) Description d'un repas froid _____

- i) Adresse de la boulangerie _____
- a) Les sacs sont-ils livrés directement au boulanger? _____
- b) Existe-t-il un contrat entre la cantine et le boulanger ? _____
- c) Combien de pains la boulangerie livre-t-elle à la cantine par jour _____
Pains de _____ grammes.

E. Registres de la cantine

- a) Les registres sont-ils à jour? _____
- b) Remarques _____

F. Inventaire physique de la boulangerie visitée.

Farine de blé _____ sacs de _____ livres.

- a) Où se trouvent les sacs vides? _____
Quantité _____
- b) Les registres sont-ils à jour? _____
- c) Remarques _____

G. Observations générales

H. Evaluation

CATHOLIC RELIEF SERVICES USCC

CATHAEL

123, Avenue de la Liberté
Tunis

Tel. 285 316

QUESTIONNAIRE

Programme Pré-Scolaire
F.Y. _____

Nom de l'inspecteur : _____ Date _____ Heure _____

Nom du Centre : _____

Adresse : _____

Nom du Responsable du Centre : _____

Nombre d'agents affectés au centre : _____

Horaire de travail : été : _____ Hiver : _____

Nombre de bénéficiaires programmés : _____

Nombre de bénéficiaires au jour de la visite : _____

Différence : _____

Explication de cette différence : _____

Existe-t'il un registre de comptabilité matière ? _____

Observations : _____

DEPOT : Adresse : _____

Propreté : _____

Le dépôt est-il adéquat ? _____

DENREES EN MAUVAIS ETAT :

Genre : _____

Quantité : _____

Marque : _____ N° de contrat : _____

INVENTAIRE PHYSIQUE DES DENREES :

<u>I.C.S.M.</u>		<u>HUILE</u>					
Unités	Lbs	Unités	Lbs	Unités	Lbs	Unités	Lbs

Y-a-t'il d'autres marchandises que celles du C.R.S. ? _____

Genre : _____

Quantité : _____

Source : _____

Description de la cuisine : _____

Description de la salle à manger : _____

L'équipement est-il suffisant ? _____

Mode de préparation : _____

Farine : _____ Huile : _____ ICSM : _____

Est-il apprécié ? _____

Quantités du jour utilisées : _____

Pains : _____ Huile : _____ ICSM : _____

Adresse de la Boulangerie : _____

Existe-t'il un contrat de panification entre le CNSS et le boulanger

pour ce centre : _____ Date : _____ Prix : _____

Combien de pains la boulangerie livre-t'elle au centre par jour : _____

Poids d'un pain : _____

INVENTAIRE PHYSIQUE DE LA BOULANGERIE VISITEE : _____

Farine de blé : _____

OBSERVATIONS GENERALES : _____

Nom et signature de l'Inspecteur.

Date :

Field Trip

January 15-17, 1979

Participants: E. Fox
S. Gibson
A. Lakhdar
Taoufik Baklouti, CARE
Ali Ben Youssef, CRS
Ridha Said, School Canteen Inspector, Tunis
Moncef Ben Hamouda, Inspector - Jendouba

A - 1/15/79 Gouvernorat of BIZERTE

- 1 - Ecole: ZHANA
Director: Mr. Jebali
Students enrolled - 450
Canteen's Beneficiaries - 220
Day/Menu: Rice/Vegetables (hot lunch)

ITMA (Initiation aux Travaux Manuels Agricoles)

- 2 - Ecole: KHITMINE
Directrice: Mrs. Sellami
Students enrolled - 470
Canteen's Beneficiaries - 160
Menu/Day (cold lunch): sandwich/half egg, a sardine,
persil, variantes

ITMA (Initiation aux Travaux Manuels Agricoles)

- 3 - Ecole: ZARZOUNA
Director: Mr. Boujedria
Students enrolled: 1,137
Canteen's Beneficiaries - 300
Menu/Day: Rice/Vegetables

ITMI (Initiation aux Travaux Manuels Industriels)

B - 1/16/79

Gouvernorat of JENDOUBA
(8.30) Met with Mr. Youssef of NCSS, Directeur
"Developpement Social"

- 1 - Pre-School Center of Jendouba:
Beneficiaries: 300
-

- 2 - Pre-School Center of Zahoua
Beneficiaries: 312
-

3 - Ecole: Jendouba - ITMA -
Director: Mr. Abderrazak
Students enrolled: 942
Canteen's Beneficiaries: 250 (hot lunch)

4 - Ecole: Bulla-Rejia - ITMA -
Director: Mr. Ferchichi
Students enrolled: 548
Canteen's Beneficiaries: 250 (hot lunch)

5 - Ecole: Barrage Mellègue - ITMA -
Director: Mr. Snoussi
Students enrolled: 450
Canteen's Beneficiaries: (cold lunch) 200

C - Gouvernorat of Le KEF

1 - Ecole: Barnoussa - ITMA -
Director: Mr. Salah
Students enrolled: 873
Canteen's Beneficiaries: 225

D - January 17, 1979
Gouvernorat of Kasserine.

1 - Pre-School of Kasserine
Beneficiaries: 350

2 - Ecole: Kasserine (Chabbi) - ITMA -
Director: Mr. Aiche
Students: 820
Canteen's Beneficiaries: (cold lunch) 200

3 - Ecole: Kasserine (Doulab) - ITMI -
Director: Mr. Ahmed
Students: 842
Canteen's Beneficiaries: (cold lunch) 200

4 - Ecole: Kasserine (Bouzhém) - ITMA -
Director: Mr. Hedi
Students enrolled: 608
Canteen's Beneficiaries: (hot lunch) 250

5 - Pre-School Center of SBEITLA
Beneficiaries: 550

6 - Ecole: Sbeitla (Hached) - ITMA plus chicken
Director: Mr. Chedli (250 chicken babies)
Students: 791
Canteen's Beneficiaries: (hot lunch) 250

^{EL}
7 - Ecole: Hajeb'Ayoun - ITMI -
Director: Mr. Ben Khedija
Students: 720
Canteen Beneficiaries: (hot lunch) 250

^{EL}
8 - Ecole: Hajeb'Ayoun (Gare) - ITMA plus Rabbits
Director: Mr. Ben Amor (13 rabbits)
Students: 379
Canteen's Beneficiaries: (hot lunch) 200

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FIELD TRIP

Pre-School Feeding Centers

January 24 - 26, 1979

Participants: Mr. Edwin K. Fox, AID/Washington
Ms. Sue Gibson, AID/Rabat
Ms. Joyce Jett, AID/Tunis
Mr. Taoufik Baklouti, CARE/Tunis
Mr. Ali Ben Youssef, CRS/Tunis

CNSS Regional Administrators:

Nabeul Gouvernorat - Mr. Hedi Gharbi
*Sousse Gouvernorat - Mr. Souayah
Sfax Gouvernorat - Mr. Mohamed Bouaziz
Gabes Gouvernorat - Mr. Boubaker Smiti
Medenine Gouvernorat - not available

* also Regional Director of Social Services

Field Trip

- 2 -

<u>Gouvernorat</u>	<u>Center</u>	<u>Children Enrolled</u>	<u>Reported Attendance (day of visit)</u>	<u>Comments</u>
Nabeul	Hammamet	300	160	2 centers in Nabeul not open due to low attendance
	Bir Bouregba	220	200	
Sousse	Medina	1,500	1,300	2 centers combined 4 attendants
Sfax	Merkez Kamoun	270	100	attached to Jardin d'Enfants (cost for 1 day is 2 TD)
	Aouabed	332	280	@ 7 kms out of Sfax - Rural Center
	Oued Remal	277	150	attached to Jardin d'Enfants
	Cité Habib	330	100	attached to Mosque
Gabès	Matmata	235	160	
Medenine	Couldn't contact regional administrator			

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SCOPE OF WORK FOR THE EVALUATION OF PL 480 TITLE II PROGRAMS IN TUNISIA

I. Background

The PL 480 Title II program in Tunisia is carried out by two American voluntary agencies, CARE and Catholic Relief Services (CRS). Over the past several years, these agencies have absorbed the recipients of a school lunch program that was operated by the Government of Tunisia on a government to government basis under Title II. The recipient level has been reduced from 525,000 in FY 73 to 255,600 in FY 79 by discontinuing distributions in more affluent schools. In FY 80, CARE will have 156,600 recipients, and CRS will have 99,000.

The other major program category is the feeding of pre-school children in low-income, rural areas. For FY 80, CARE has targeted 97,400 recipients and CRS has 62,600 recipients.

Each agency supports small MCH programs. Planned recipients for FY 80 are 20,000 for CARE and 15,000 for CRS.

For the convenience of management and operation, the two agencies have divided the country geographically.

The National Institute of Nutrition, assisted by the Nutrition Planning Project Team, is developing improved nutrition planning, program management, and evaluation tools for the GOT.

The principal GOT entities concerned with the Title II programs are the Ministries of Health, Education and Social Welfare.

II. Objectives of Evaluation

This evaluation is intended to serve as a management report for (1) clarifying program objectives and (2) identifying ways to improve the food delivery system so as to increase benefits to the target groups being served

The study is expected:

1. To clarify current purposes and goals of the Tunisian Food for Peace program.
2. To review the validity of the program objectives at both the impact and implementation levels.
3. To review and evaluate the program in terms of its contribution to planned accomplishments and objectives.
4. To assess the degree of commitment and level of support given to the program by the GOT.
5. To recommend any changes in program direction or implementation - including the food delivery system - which would enhance its benefits.
6. To make suggestions for the planned phase over of the feeding program to full GOT support.

III. Evaluation Team

The team will be composed of Edwin K. Fox, AID/W, Team Leader, and Ms. Sue Gibson, USAID/Rabat. The team will spend up to three weeks in Tunisia, commencing work on January 15.

IV. Methodology

The Evaluation Team will use the Evaluation Scope of Work for PL 480 Title II Country Programs prepared by Robert R. Nathan Associates as the basic instrument for the study, with emphasis on the country specific objectives delineated in Paragraph II above. For the purposes of the study, the outline for MCH projects may be used for the most part in reviewing activities in the Pre-School Feeding category.

V. Report

At the conclusion of the evaluation, the Team will brief USAID, CRS, and CARE on their summary findings and recommendations. The final report, in English, will be completed prior to the departure of the Team from Tunis.