



USAID/CDIE/DI  
Washington DC 20523-1800

Re: Final Report

March 31, 2011

To Whom It May Concern:

Enclosed please find the final report for the IFRP program in Bolivia FFP-G-00-08-00100-00.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Maegan Zitren', with a long, sweeping horizontal stroke extending to the right.

Maegan Zitren  
Program Coordinator



# **Project Concern International Bolivia**

## **International Food Relief Partnership Program**

**Single-Year Assistance Program (SYAP)  
FINAL REPORT (REVISED)**

**March 2011**

## Acronyms

<b>AOP</b>	Annual Operational Plans
<b>IFRP</b>	International Food Relief Partnership
<b>LED</b>	Local Economic Development
<b>NGO</b>	Non-Governmental Organization
<b>PCI</b>	Project Concern International
<b>SENASAG</b>	Servicio Nacional de Sanidad Agropecuaria e Inocuidad Alimentaria
<b>SICA</b>	Integrated Food Information System
<b>SODIS</b>	Solar Water Disinfection
<b>SYAP</b>	Single Year Assistance Program
<b>USAID</b>	United States Agency for International Development

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**Single-Year Assistance Program (SYAP)  
FY 2009 Final Results Report**

**A. PROGRAM IDENTIFICATION**

<b>Date of Report Submission:</b>	<b>03/15/2010</b>
<b>Cooperating Sponsor(s):</b>	<b>Project Concern International</b>
<b>Country:</b>	<b>Bolivia</b>
<b>Program Location(s) in country:</b>	<b>Municipalities of Cochabamba, Oruro, La Paz and Potosi</b>
<b>Program Start Date:</b>	<b>September 1, 2008</b>
<b>Program End Date:</b>	<b>December 31, 2010</b>
<b>Program Name, if any:</b>	<b>More Food, Better Education</b>
<b>TA Number(s) or WFP Project Number(s):</b>	<b>FFP-G-00-08-00100-00</b>
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## B. PROGRAM OBJECTIVE(S) AND ACTIVITIES

**(B1) Briefly describe the overall purpose/objectives of your program, and the main beneficiary groups.**

The main objective of the project entitled "More Food, Better Education", was to: improve food and nutrition security of marginalized children in the Departments of Cochabamba, Potosi, Oruro and La Paz, Bolivia.

Municipalities targeted for food distribution under this project included those who: ranked low according to the *Human Development Index*; had moderate to severe levels of poverty as determined by the *National Statistics Institute*; and had a high degree of vulnerability to food insecurity.

Intermediate results achieved by the project included:

- Improved Nutrition of School-Aged Children;
- Improved Family Health and Nutrition Behaviors;
- Improved and Sustained Food Production at the Community Level; and
- Strengthened Capacity for Local Management.

**(B2) Provide a short summary of major program activities (general free food distribution, supplementary feeding, therapeutic feeding, Food for Work, Food for Agriculture, complementary feeding, etc.).**

The following is a description of activities implemented to achieve the four intermediate results of this project:

### **Improved Nutrition of School-Aged Children**

A "School Nutrition Committee" was organized in each of the 593 participating schools. Comprised of teachers and parents, the main responsibility of the school committees was to arrange logistics of the school feeding program, including food storage, meal preparation and meal distribution. The project initially planned to organize and train 387 committees, however the addition of 75 participating schools exceeded initial targets.

Once committees were organized and trained, they were instrumental in distributing 208,493 rations of Breedlove Fortified Harvest Lentil Blend. These rations were supplemented with food products provided by municipal governments and parents. The USAID-donated commodity was distributed in schools three times a week, while food purchased by municipal governments was distributed two days per week. In addition, parents provided food every day of the week to supplement school meals.

In order to monitor food distribution and usage, the project collected data on school attendance by children, and entered the data into PCI's Computerized Integrated Food Information System (*Sistema Integral Computarizado de Alimentos or SICA*).

## **Improved Family Health and Nutrition Behaviors**

The project conducted 593 community education sessions which included workshops for parents and teachers participating in the school nutrition committees, as well as community health workers. Topics addressed during the training workshops included: food and nutrition security; hygiene in food preparation and handling; proper food storage; importance of education for program management; and water disinfection using solar energy (SODIS). These trainings also included demonstrations on the preparation and use of the Breedlove commodity. The trainings were successful in strengthening the understanding of "good nutrition" and raising awareness about the importance of hygiene within the cultural context of the project's targeted areas.

In coordination with Bolivian government health services, the project conducted de-worming campaigns in schools located in high-risk areas to eliminate environmental factors hindering proper child nutrition. PCI also successfully promoted the development of classroom projects related to hygiene, nutrition, and food security.

## **Improved and Sustained Food Production at the Community Level**

During the first four months, the project trained teachers, parents and students about food production and gardening techniques such as: proper soil preparation; incorporation of organic matter to replenish soil; planting according to suitable species for each region; and horticultural crop production with the provision of seeds. Parents were also trained in how to maintain gardens, greenhouses and fruit farms. During the second stage, the schools established school gardens, involving teachers, students and parents. Vegetables harvested in school gardens were used to supplement the Breedlove commodities, thus enriching the nutritional quality of food rations distributed. School gardens were also used as resources for learning about the importance of proper nutrition.

## **Strengthened Capacity for Local Management**

In order to increase the sustainability of program activities, workshops on school feeding program management were provided to municipality officials. In addition to focusing on planning, organization, purchasing, and preparing of local commodities, these workshops also concentrated on the importance of local economic development (LED). Municipal authorities were encouraged to support local small-producer associations by purchasing their food for school feeding programs, and thus facilitating local economic empowerment.

PCI encouraged regular supervisory visits to schools by the municipal government personnel dedicated specifically to school feeding. This practice promoted increased involvement by municipal government representatives in the education sector and provided significant experience in managing these types of projects.

PCI also provided technical assistance to municipalities for the development of municipal plans for the implementation of their own school feeding programs in 2010. As a result, 17 municipal governments now have annual operational plans (AOP) for school feeding programs including a 10% increase in the resources allocated towards school feeding. This ensures that targeted

municipalities will have the resources necessary to conduct quality school feeding activities during the next school year.

**(B3) Provide the locations of distributions.**

Four containers of Breedlove Dehydrated Lentil Blend arrived at the port of Arica on February 16, 2009. They were then transported to Cochabamba, arriving on February 19, 2009. PCI distributed the commodities to its warehouses in Cochabamba and Oruro. A total of 75,000 bags were received (6,250 boxes; each box containing 12 bags). There were no losses reported. The following table presents a summary:

**Table 1  
Commodities received at each warehouse**

Product	Place	Received /Kg
Breedlove Dehydrated Foods: Harvest Pro (Lentil blends (Product code 504)	Cochabamba warehouse	50,782.62
	Oruro warehouse	24,248.88
TOTAL	TOTAL	75,031.50

Commodities entered the country in compliance with all safety standards required for donated food products, and received certification No 042/09 with the assigned sanitary registration number 02 05 03 05 0002 (SENASAG).

The entire process for the reception, distribution, and management of the commodities was managed using PCI's computerized "Integrated Food Control System" (Sistema Integrado de Control de Alimentos or SICA). SICA tracks all food commodities entering and leaving the warehouse, and provides daily and monthly reports. These reports are later consolidated at the National Field Office and submitted to donors on a monthly and annual basis, depending on donor requirements.

(B4) Provide the number and types of beneficiaries

**Table 2**  
**Children benefitted with school rations**

No.	Department	Municipality	Schools	Boys	Girls	TOTAL
1	Potosí	Caripuyo	44	1,232	1,092	2,324
2		Sacabamba	75	2,823	2,301	5124
3		Toro Toro***	74	1,896	1,682	3,578
4	Oruro	Santiago de Andamarca	16	335	302	637
5		Corque	29	669	622	1,291
6		Curahuara de Carangas	20	575	578	1,153
7	La Paz	Umala	35	948	870	1,818
8		Ichoca	33	736	640	1,376
9		Chacarilla	8	129	136	265
10		San Pedro de urahuara	35	670	713	1,383
11	Cochabamba	Anzaldo**	43	1,018	949	1967*
12		Capinota	30	1,084	939	2,023
13		Bolivar	41	712	720	1,432
14		Omereque	25	722	664	1,386
15		Sacabamba	23	680	570	1,250
16		Santivañez	15	722	666	1,388
17		Tacachi	2	52	64	116
18		V. G. Villarroel	9	145	120	265
19		Vila Vila	19	484	455	939
20		Villa Rivero	17	721	666	1,387
<b>Total</b>			<b>593</b>	<b>16,353</b>	<b>14,749</b>	<b>31,102</b>

\*\* In May, 2010, after the project had ended, 1 of the 43 schools in the Municipality of Anzaldo returned 814 kg of commodity saying that the commodity contained leaves and other foreign material. PCI retrieved the commodity and sent samples to a lab for testing and confirmed that the commodity was safe for human consumption. After receiving approval from USAID the commodity was reassigned (2250 rations) to the municipality of Toro Toro.

\*\*\* The Municipality of Toro Toro received and distributed the 2,250 rations for 37 schools in the month of September, 2010 (see below for additional details).

As shown in Table 1, 16,353 boys and 14,749 girls received Breedlove products three times per week, in 593 schools located in 20 municipalities in the Departments of Cochabamba, Potosi, Oruro and La Paz. It is important to note that municipalities contributed local commodities on the two remaining days of the week, enabling children to receive a meal every school day.

A total of 1,022 parents, 600 teachers and 15 community health workers received training on topics related to health, hygiene, food and nutrition security, and food preparation. Key messages were also broadcasted using mass media via radio, reaching an additional 60,000 people during the project.

In May, 2010, a routine supervisory visit took place and 814kg of commodity were found at the San Jose de Calazans school in the municipality of Anzaldo. School officials and the PTA confirmed that the food had not been consumed, because they said that foreign material including leaves and insects had been found in one of the bags. Given this, the PTA had a meeting and determined not to utilize the commodity.

Following internal procedures PCI retrieved the 67 boxes (12 bags per box) and an additional 10 bags of commodity. The bags were all sealed and in good condition and included an expiration date of December, 2010. The commodity was taken to PCI's warehouse in Cochabamba and 4 kg of samples were sent to a private lab for testing. The results confirmed that the commodity was safe for human consumption. PCI informed USAID of the commodity that was found, the test results, etc and then requested approval to redistribute the commodity to a school in another municipality.

Once USAID approval was received, PCI sought out to find another school that met the project requirements and that was interested in receiving the commodity. In September, 2010, 810kg of commodity (2,250 rations to be consumed during one month's time) was provided to the municipality of Toro Toro for distribution in remote areas. The ration size remained the same (0.36kg/month/student). Given the special circumstances, no counterpart contribution was requested from the municipal government.

Following internal organization procedures, after the commodity was distributed, supervisory visits took place in October and November to ensure that the commodity was consumed and that no commodity remained in the school.

**(B5) Provide statements of the nutritional impact resulting from the use of this food aid within the Recipient's program activity**

While nutritional assessment did not take place during the course of this project, testimonials of school children attested to the positive nutritional impact that the Breedlove commodity had in their daily lives. The following are examples of quotes from children who participated in a focus group in the municipality of Toro Toro:

"What we receive is very useful; we eat it and it helps us learn."

"It is good for us children so that we can learn better and be strong."

"Only with food can we all survive; if you eat well, you work well and you study well."

"Well-nourished children perform well, malnourished children just don't."

"If we are well fed, we can perform better, we won't have any worries, we would be thinking only in studying, and we would be happy."

"When we eat we feel like studying, doing homework and even playing."

"When we do not eat there is no strength. Food helps us learn."

### C. LINKING RELIEF AND DEVELOPMENT

#### (C1) Did the program incorporate strategies and activities to accelerate the establishment/reestablishment of beneficiaries' livelihoods and self-sufficiency?

Yes, PCI/Bolivia's IFRP project incorporated strategies and activities to accelerate the establishment of beneficiaries' livelihoods and self-sufficiency.

#### (C2) If yes, what were the strategies and activities?

Specifically, the program included the following strategies and activities:

- a) Improved and sustained food production at the community level through the implementation of school gardens. Vegetables grown in the school gardens were incorporated into children's diets.
- b) Strengthened capacity for local management through training targeted to municipality staff on how to manage school feeding programs. This allowed municipalities to develop their own school feeding programs for the upcoming school year with an increased amount of municipal resources allocated towards school feeding.
- c) Improved parents' knowledge about health, nutrition, and the importance of school feeding for children's physical and intellectual growth and advancement. This motivated parents to become the main promoters and "demanders" of school feeding at the municipal level.

#### (C3) What results were achieved across the LOA?

##### Improved Nutrition of School-Aged Children

Indicator		Target	Achieved	% Achieved
I.1.	2% increase in school attendance rate, as compared to baseline.	2%	-1.48%	0%
I.2.	100% of schools with School Nutrition Committees trained.*	593	593	100%

Indicator		Target	Achieved	% Achieved
I.3	Distribution of 100% of rations planned for the school year.	207,456	208,493	100%

*\*Target was increased from the previous report, due to the incorporation of 75 additional schools*

### Improved Family Health and Nutrition Behaviors.

Indicator		Target	Achieved	% Achieved
II.1	774 parents trained in health, hygiene, food and nutritional security, food handling and preparation and SODIS.	774	1,022	132%
II.2	387 teachers trained in health, hygiene, food and nutritional security, and food handling and preparation.	387	600	155%
II.3	10% increase from baseline in the number of schools implementing health activities in classrooms (health, sports and classroom projects).	302	273	90%

### Improved and Sustained Food Production at the Community Level.

Indicator		Baseline	Achieved	% Achieved
III.1	10% of schools implementing food production activities (vegetable gardens, greenhouses and/or fruit farms).*	59	85	144%

*\*Target was increased from the previous report, due to the incorporation of 75 additional schools*

### Improved and Sustained Food Production at the Community Level.

Indicator		Target	Achieved	% Achieved
IV.1	2 people in each municipality trained on project management.	40	35	88%
IV.2	10% increase in the amount of resources allocated in the municipal budget for school feeding during 2010, as compared to 2009.	1,551,770	1,712,124.80	110%

IV.3	80% of participating municipalities have developed a school feeding plan for 2010.*	16	17	106%
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\*Target was increased from the previous report, due to the incorporation of 1 additional municipality.

## D. PROGRESS AND ACHIEVEMENTS

### (D1) On the whole, did the program achieve agreed-upon objectives and targets (beneficiary levels, etc.)?

Yes, on the whole the program achieved agreed-upon objectives and targets, even exceeding them in several instances.

### (D2) What objectives/targets were achieved or exceeded, and how? Explain the significance of what was accomplished and identify reasons for greater than expected results or factors that led to higher than expected achievement. Provide supportive data, if available.

The project exceeded its targets for the number of parents and teachers trained in health, hygiene, food and nutrition security, food handling and preparation, and SODIS. This was due to a significant increase in the number of schools served from 389 to 593. Because of the increase in the number of schools, PCI invested a significant amount of additional time to ensure all of the schools were successful in implementing the school feeding program.

The project also surpassed its target of having a 10% increase in the number of schools implementing food production activities (i.e. vegetable gardens, greenhouses and/or fruit farms). Motivated teachers who observed outside of their own schools the benefit of using food production, asked that they be taught to replicate the same in their schools. These teachers quickly understood that the food production was not only a way to improve the nutritional quality of school meals, but also could be used as a learning tool for students on the importance of good nutrition.

With respect to the amount of resources allocated in municipal budgets for school feeding, the project also exceeded its target of 10%. Municipalities purchased enough local commodities to provide school rations twice a week in participating schools.

And finally, the project achieved 106% of its target of 80% of participating municipalities develop a school feeding plan for 2010. This was due to both an increase in the number of participating municipalities, and to PCI's efforts in providing all municipalities with assistance in preparing their plans. The response by municipalities was overwhelming, with 17 out of 20 (85%) preparing a school feeding plan for 2010.

### (D3) What objectives/targets were not achieved, and how? Identify reasons for performance shortfalls or factors that led to lower than expected targets, and discuss how these problems were or will be addressed (or how these should be addressed by FFP).

The project did not achieve its target of a 2% increase in school attendance rates. Instead, there was a 1.48% reduction in attendance. There are several possible reasons for this, the most significant being high rates of internal migration. Families from the country to more urban areas as men and women pursue better job opportunities. PCI believes this had an overall negative impact on school enrollment and attendance rates.

Originally the project planned to work in fourteen municipalities, however, this number grew to a total of twenty municipalities. This geographic expansion was necessary for two reasons: 1) Some of the initially proposed municipalities faced financial constraints and did not have the resources to provide commodities to schools two days per week to compliment donated commodities, and 2) The size of the ration was relatively small in comparison to rations provided during previous projects. As a result of both conditions, PCI had to spend additional time to establish municipal government agreements. Consequently, given that PCI could not sign agreements with all the municipalities in the same month, PCI increased the number of participating schools to reach the most children possible with the available commodities.

Food distribution began in March 2009 in nine municipalities in the Departments of Cochabamba and Potosí. In April, three additional municipalities in these two Departments began food distribution activities, bringing the total number of participating areas to thirteen municipalities.

In this sense, commodity distribution did not begin in a simultaneous manner in all of the municipalities, slightly varying in the following manner: In May 2009, food distribution began in three municipalities in the departments of Oruro and La Paz. Subsequently, additional municipalities joined in June, July, September, and November, bringing the total number of participating municipalities to twenty. Rations in eighteen of the twenty participating municipalities were distributed until December, while the other two municipalities distributed rations through November.

**(D4) Provide any additional information on the overall performance of your program, including success stories, lessons learned, best practices, etc.**

Lessons Learned in this project include the following:

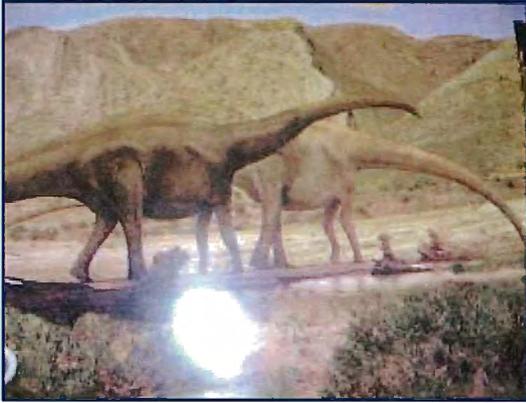
- In order to effectively improve the level of project sustainability, it is necessary to increase municipal governments' capacities and to promote their involvement in all stages of project implementation.
- Parents recognize the importance of school feeding and became the main promoters and demanders of school feeding at the municipal level.
- In order to improve the sustainability of school breakfast programs, the size of the ration of donated commodities should be reduced gradually: if we reduce the ration abruptly, municipalities will have little time to react and respond, both financially and logistically, thus reducing the likelihood of them establishing their own program.

PCI/Bolivia's "best practice" in this project involves how the school feeding committees were organized and functioned. Comprised of parents and teachers, the school feeding committees became the dynamic force of the project, as they:

- Organized rotating schedules to prepare and distribute meals in schools.

- Contributed local food every single day in order to enrich their children's school meals. Parents who lived in the highlands provided potatoes, llama meat, onions, etc.; while parents who live in warmer areas provided vegetables and corn.
- Provided security and ensured the proper use of the commodities. Parents managed the school storage rooms using stock control instruments and guaranteed that the proper food storage infrastructure was in place within the schools.
- Conducted negotiations with municipal governments. Committee members, particularly parents, were actively vocal in promoting the need for school feeding among municipal government making the continuation of school feeding activities possible with municipal resources.

## SUCCESS STORY MUNICIPALITY SUPPORTS LOCAL FOOD PRODUCTION



To speak of Toro Toro, a town located in northern Potosi, is to speak of an authentic paradise for geology and paleontology enthusiasts. This town is the site of many dinosaur footprints and other large reptiles of the Mesozoic Age. There are also areas with abundant fossils and deep caves of karstic origin.

Here we find the famous and long Huma Jalanta cave, and the Inca ruins of Llama Chaqui, which exhibits a variety of cave paintings, as well as the impressive Toro Toro Valley Canyon.

These geological features, coupled with the affability of the hard-working local population, attract thousands of tourists every year. A good example of the people of Toro Toro is Mr. Hermenegildo Huanca, a community health worker volunteering with PCI's project "More Food, Better Education". Mr. Huanca concentrates his efforts in project sustainability by working with the local government to increase its capacity to manage school feeding.



Thanks in large part to Mr. Huanca's efforts and leadership, the Municipal Government of Toro Toro approved a plan for the implementation of a school feeding program and the allocation of Bs. 300,000 (Bolivian currency) towards the purchase of local commodities. For the past three months, the municipality allocated Bs 71, 804.50 of which 21,950.00 was spent on the purchase of local foods. This plan will provide school meals to 3,580 children during the 2010 school year.



This past year, local producers provided 1,000 kilos of guava jelly in 1-kilo jars as well as 358 kg of peanuts in 100gm containers. Fifty percent of the peanuts were roasted and salted, while the other half were roasted and candied.

This new plan generated great satisfaction and solidarity among local producers. It has increased job opportunities in the area as producers expect to expand their coverage to other municipalities in the not-so-distant future. Overall, the community believes that by promoting local economic development, significant progress towards program sustainability is taking place. Community members and government representatives anticipate that in the near future, school feeding will be an activity the community and municipal government will manage and support by themselves.

## E. PHOTO GALLERY



Delivering commodities to a school nutrition committee in the Municipality of Sacaca



A mother distributes school meal in Lacaya School (Caripuyo)



Mothers prepare a meal in Janco Janco School (Caripuyo)



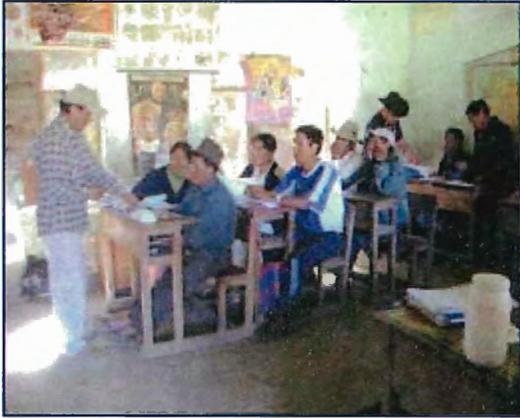
A student harvests lettuce at Janco Janco School garden (Caripuyo)



Children enjoying school meals at Tola Willieque School, in the Municipality of San Pedro de Curahuara



School nutrition committee members in the municipality of Umala, participating in a training workshop on food management.



Edwin Garcia providing a training to a school nutrition committee in Yambata, Torotoro.



Recreational activities during a workshop provided to school nutrition committee members; Añahuani, Torotoro.



Sosimo Vallejos, community health worker, conducting training on de-worming, Yambata, Torotoro.



Tomas Serrano, municipal official, reviewing the state of commodities before distribution to schools, Torotoro.



Ander Reynaga, PCI field operator, during food distribution to schools in Julu, Torotoro.



José Luis Orellana, municipal government personnel, in the municipality of Capinota, during food distribution to schools.