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AN EVALUATION REPORT OF THE PL 480

TITLE II PROGRAM IN BOLIVIA

UTILIZATION OF THE FOOD COMMODITIES

Contract No. AID-511-188T

by Mary A. Dickey
September 4, 1979

Purpose and Nature of the Study.- For the past twenty-three years the United States Government has been donating food commodities to Bolivia for direct distribution to needy and vulnerable groups. This Title II Program has recently undergone two evaluations (Nathan Associates, March 1978 and Joyce King, et al, March 1979). However there appears to be no concrete information on how the foods are actually beingused, what the problems are and what information is needed by the recipients. Therefore the focus of the present project is on the donated foods and the practices and preferences of the people who are receiving them.

The objectives were:

1. To determine how the foods are being used.
2. To determine what problems are being encountered with preparation or freshness of the foods.
3. To determine if the recipients were receiving the information needed about the foods.
4. To obtain baseline information needed for recipe development with the ultimate objective of publishing a manual of information and recipes on Food for Peace foods.
5. To obtain baseline information needed to plan demonstration and nutrition education programs as a Component of Title II.
6. To obtain information for evaluating the type of food commodities most useable for Bolivian food patterns and facilities.

No attempt is made here to evaluate the Title II Program as a development tool, or to evaluate its political aspects, or the logistical concerns with distribution or the relationships with the Voluntary Agencies. The focus of the March 1979 evaluation (Joyce King) was on the nutritional impact in the country.

Procedure: The project, with my participation, lasted from August 2 through September 7. Two local nutritionists, Abigail Murillo and Magali Yale will continue on the project for another month. This work will consist of demonstrations to schools and Mothers Clubs in the field, on the problem areas found during the survey.

During August 1979, an on site evaluation team consisting of Mr. Fótimo Reyes, Food for Peace inspector; Mary Dickey, University of North Carolina, Assistant Professor of Foods and Nutrition; Abigail Murillo, Nutritionist, visited the activities of several Title II projects - primarily Mothers Clubs and schools. Approximately 20 Mothers Clubs and 16 schools were visited.

Mr. Arnulfo Peñaloza, Food for Peace Officer joined the team for one week in the Tarija, Potosi and Oruro areas. Dr. Jean A. Wight, USAID Nutrition Advisor was with the team in the Santa Cruz area. With the

exception of a flight to Santa Cruz from La Paz, all areas were reached by vehicle. Four days were spent in the Yungas area, 12 days in the areas of Cochabamba, Sucre, Tarija, Potosi and Oruro. In the Santa Cruz area the team spent 3 days. The areas visited are considered the "accessible" areas of Bolivia in that they can be reached by trucks on dirt or gravel roads. The truly inaccessible areas in the Beni and Altiplano were not visited.

A short open-ended questionnaire was used to obtain information, from Mothers Club officers, mothers, teachers and persons in charge of distribution, about the uses of the food in that region and their practices and attitudes (Form I). Personal observations and informal conversations also provided information. In addition the Food for Peace Inspector obtained the information needed for his routine inspections (Form II). In each area the CRS/Caritas offices and distribution centers were visited and interviewed and in some instances they accompanied us on the field trips into the rural areas.

Results of Survey. The respondents were a[illegible] the donated foods they liked the most. Their preferences are shown in Table I. The dried milk, flour and vegetable oil were most frequently mentioned. These are very basic and versatile foods that they used every day. Several said they liked all the foods and expressed no preference.

TABLE I

Preferences for Donated Food

Dried Milk	19
All purpose Flour	16
Vegetable Oil	13
No preferences	6
Rolled Oats	3
WSB	2

In order to get baseline information for the recipe manual which would incorporate recipes that were practical, well-liked and culturally acceptable we asked the respondents how each donated food was most frequently used in that community. This information is summarized in Table IV.

TABLE II

MOST FREQUENT USES OF DONATED FOODS

(N= 36)

Wheat Flour		Dried Milk		Rolled Oats		Instant CSM	
Bread	24	w Rolled Oats	23	w Milk	22	Bread	20
Soup	18	w Bulgur	16	w Soup	21	Lagua	16
Cakes	4	w Rice	7	Bread	11	Hot Beverages	19
Doughnuts	4	Plain	7	Cookies	2	Pancakes	4
Tortillas	4	Bread	5	Beverage	2	Doughnuts	2

Bulgur		WSB		Oil
Soup	28	Dry (Pito)	27	All recipes
Stew	24	Beverage	6	
w Milk	14	Bread	3	
like Rice	2			

The donated foods are very adaptable and fit well into the Bolivian mixed dishes or one-dish meals; soups, lawas. chunes, etc. The WSB which is a very versatile product was used almost entirely in the dry form as Pito. Apparently this is a flavor acceptable to the children and is similar to another product in their diet. The WSB is precooked, is equivalent to milk in nutrition value and is very versatile. It may be used for children where milk is not available. It can also be used in soups, pudding, beverages, or combined with flour in batter and dough products. The consumption of WSB could be higher if it were promoted in a variety of ways.

Surprisingly, for the instant CSM, a fully cooked version of CSM, the most frequently mentioned use was for making bread (in combination with all purpose flour). This was especially true in the Tarija, Cochabamba and Sucre areas. However, in a few areas the CSM was not being used extensively according to the storeroom inventory. It is possible that the people like the corn flavor of the bread and are using it for this reason. According to the manufacturer, instant CSM was designed to be used where cooking facilities are not available and for beverages and weaning foods. The particle size is uniformly smaller to provide smoothness in infant foods and in beverages. The instant CSM absorbs less water than the regular CSM and requires no additional cooking. It would be important to emphasize that boiled, safe water should be used with the instant CSM since many of the uses require no additional cooking.

The amount of instant CSM incorporated into the doughs varied from 25 to 50%. The yeast roll samples observed in various school feeding centers were compact, coarse and dry in texture. This indicates that the all purpose flour can not carry this high level CSM without a deteriation in quality and gluten forming properties. The regular CSM is coarser in particle size, is more adaptable for use in doughs and batters and is considerably cheaper. This high level of CSM is beyond the level needed for amino acid balance. Soy-fortified flour with a dough conditioner, no longer being sent to Bolivia, could improve the quality of their bread. The school are working under very primitive baking conditions and they make the best of what they have, however, their bread could be improved if they knew basic principles and techniques about fermentation, dough structure and roles of ingredients. Since they bake bread week after week this is a critical need. Additional experimental work needs to be done to determine the levels of WSB, Oatmeal, CSM or Soy fortified flour that can be used without a deteriation in volume, texture and grain. The Bolivian recipes appear to be low in yeast. Increasing the level of oil could also improve the keeping quality or prevent staleness. The schools bake once or twice a week so in some cases the bread is carried over for several days.

The bulgur is well liked but is used almost enterily in soups, stews and sometimes with milk. It is not used as Pilaf (or substitute for rice) as in the Middle East. However in schools and homes using an open flame with one utensil and no heat source, the practical procedure would be to simply add it their soups and stews. The bulgur could be substituted for the rice or peeled yellow wheat used in many Bolivian recipes. Recipes and demonstrations to promote more extensive use of bulgur would be feasible.

When the respondents were asked what locally grown foods their families most like to eat, a variety of foods were mentioned. Although the geographical areas in Bolivia, especially the Altiplano and the Lowlands, differ vastly in climate, crops and population, potatoes, corn, vegetables and rice were the most frequently mentioned as the favorites in all areas.

The foods mentioned in rank order are shown in Table III.

TABLE III

MOST FREQUENTLY MENTIONED FAVORITY LOCALLY GROWN FOODS IN THREE AREAS OF BOLIVIA

1. Potatoes
2. Corn
3. Vegetables
4. Rice
5. Yucca
6. Peas
7. Beans
8. Habas
9. Carrots
10. Peanuts
11. Platano
12. Onions

In the lowland areas, plátano, plantain and yucca were frequently mentioned as favorite foods.

In order to get information about weaning foods and to determine whether the donated foods were being used for weaning and supplementary foods. We asked at what age they started giving the donated foods to their children. We also asked a general question about what they used for weaning or supplementary foods. The majority of the mothers said they started the food at six months. About 1/4 of the respondents said they started the food at three months and 1/4 of them said they started it at 8 months to one year.

The most frequently mentioned weaning foods in rank order are shown in Table IV.

TABLE IV

WEANING FOODS USED BY MOTHERS CLUB MEMBERS

1. Family Foods
2. Soups
3. Milk
4. Potato Puree
5. Carrot Puree
6. Tea
7. Meat
8. Eggs
9. Rice corn or wheat water
10. Fruit juice

Other foods mentioned by the mothers were cornstarch, cornmeal, coffee, cerelac, bananas, peeled boiled corn and oatmeal porridge. None of the mothers said or emphasized that they incorporated the donated foods into these foods. However it is possible that they do and simply did not state this in answering the question. In the conversations,

two taboos or food beliefs about feeding children were revealed; that cheese is not good because the child won't learn to talk; that eggs are bad because they are harmful to their liver.

Since the Title II program has always been oriented toward preschoolers as one of the nutritionally vulnerable groups, there is always concern about intra-distribution of family food. Although, considerably more detailed questions and observations would be needed to get in-depth information on food habits, we asked if the entire family ate the food and who was served first. It is recognized that with survey questions, respondents may tell an interviewer what she wants to hear. However, all said that the entire family ate the food. As stated in previous evaluations, limiting the foods to certain target groups would be impossible to enforce in Bolivia, even if it were considered a desirable policy. Three-fourths of the people interviewed said the husband or father was always served first. As long as the mother is educated to know that her child must get his share of "good" food, this is perhaps not an issue. It would be feasible to promote CSM and WSB as weaning foods in recipes and demonstrations to Mother's Club groups.

In questioning them about problems with preparing the food or problems with freshness, the reactions were generally positive. Only 3 persons said that on occasion they had problems with wet flour, wet bulgur or CSM that lumped during preparation. The storage facilities visited appeared to be adequate in most instances. Some storage places had shelves, had the bags on platforms off the floor or better ventilation than others.

In the majority of the store rooms, the bags, which had portions of food removed, were left open which could increase insect infestation, bacterial contamination and moisture absorption. Folding the opened bags over or closing the inside bag liner with twine or wire would be a better procedure.

When we asked if anyone had talked to them about the food, how to use it and about the nutrition value, more than 1/2 of the respondents said no. The groups who had received information had received it from Caritas, the nurses, Sanitary Units or the teachers. All except one said that they felt the need for more information or recipes using the food. Most of the respondents indicated that they simply added the donated food to their usual dishes. About 1/2 of them said recipes were not available, but all said they would use recipes if they had them. We asked for any printed recipes that they had used and liked, that we wanted to share them with others. Some of the groups said they had had recipes but they were either lost or stolen. We obtained a few printed recipes from only 5 groups.

In an effort to obtain some insight into attitudes about the food commodities, we asked the open-ended questions, how do you feel about receiving these foods; what do they mean to you? The recipients comments were very positive, said "they are important, very useful, or helped alot economically". Other attitudes expressed from various persons, not really representatives of the total sample, however, were: "If these foods are gifts, why do we have to pay?" "Why are these foods so cheap, where do they come from?" "Some mothers have more children to get more food?" "Some people think it is charity and an insult to accept these foods". "Some people think the foods have a "birth control system". "A child was very ill and when he was taken to the doctor, he said the child would have been much worse without these foods to eat". "The children like it so much (WSB), they say when it is gone".

One person in charge of distribution said she felt that the objectives of the Title II Program violated the spirit of their other programs which emphasized total and integrated family and community involvement; that the program did not encourage persons to use their own resources and that it can isolate the family by age group and reproductive status. The cut-off age can create problems within the family and families not receiving foods are sometimes jealous of those who do. She felt strongly that these food commodities should be used only in relief or emergency situations on a short-term basis.

One nutritionist indicated she felt the donated foods were not used properly; that frequently they were sold, used for barter, or fed to their animals.

If there is apprehension about the feasibility of Title II food commodities, visits to some of the schools in an isolated, lower area in the Altiplano presents another picture. These schools are completely dependent on the donated foods for their lunch program. At one school, a village man was preparing a soup of instant WSB, bulgur, water and salt. When asked about supplementation with local foods, he indicated that at this time there is nothing for the children to bring to add to the lunch.

SUGGESTIONS, OBSERVATIONS AND IMPLEMENTATIONS

1. The education component of the Title II Program appears to be weak and fragmented, and without that component the program is of a "dole" nature and is not an asset on a long term basis in improving the education or environment of the recipients. Since the Food for Peace Nutritionist position was eliminated, the provision and coordination of applied nutrition activities is "nobody's job".

2. The distance factor, lack of a road network and lack of financial resources are all obstacles to a vigorous nutrition education program. Training auxiliary personnel already working in the health services or training community leaders to serve as Nutrition Aides could be a feasible way to implement applied nutrition activities and to reach a larger number of people. The training must be relevant to the communities needs.

3. A variety of techniques are used to teach nutrition, but in working with illiterate people or persons with little education, nutrition education must be taught in terms of foods and demonstrating to them with foods and not "milligrams of iron".

   A laboratory kitchen to be used for recipe development and testing, for demonstrations during workshops and seminars and for training auxiliary workers would promote better training for Applied Nutrition activities.

   This kitchen - laboratory could be used for test work with the Title II food commodities, before orders are submitted.

4. The success of the school feeding programs seems to hinge on the interest and attitude of the teachers and community volunteers. In some communities, it seems to be working well. Some of them are serving breakfast and lunch and doing a good job. Several of the schools that we visited are only serving breakfast, which is not an entirely bad policy. Some of the teachers indicated that their students ate little or no breakfast. A program whereby preschoolers come for lunch appeared to be working well in some schools. Some of the schools had a school garden. In certain schools, however, the teachers and administrators were not really interested and opposed the program because of the time and effort involved. But the school represents the distribution outlet capable of reaching the largest number of people in the country.

   The schools are not really equipped for efficient and sanitary preparation of food. They have very minimum, primitive - type equipment for their food preparation activities, generally consisting of an open flame "stove", a mud oven and outdoor

dining. The lunch menu typically consists of a mixed dish such as soup or lawa, cooked in a large pot, and a piece of bread or bun. The children usually bring their cups or bowls from home. There are no facilities for washing dishes. Furthermore the water used is frequently poluted.

More affluent cultures would probably consider their lunch menu very monotonous, but this mixed dish or one-dish meal is a well established Bolivian food pattern. Some ideas for variety, such as a sandwich with a nutritious bun and a hearty filling could be tried occasionally.

Removing the food preparation responsibilities from the schools has been done in some countries by using central kitchens and transporting the food to the schools as using the extruder to provide fully cooked, ready to eat foods that require no further preparation. Even if the resources were made available, with the distance and isolation factor it hardly seems likely that these are possible solutions for Bolivia at this time.

5. Introducing nutrition education into the curriculum at the primary and elementary school level could be a vehicle for implementation of the program. Materials and methods for teachers would need to be developed.

6. The conflict between Title II and the WFP, in certain communities, needs to be resolved at a policy-making level, if they are to peacefully co-exist.

7. Academic training does not always train one to solve problems within the context of the culture. What the professionals see as important and what the people in the community consider important, or what they can perceive may be worlds apart. This appears to be a problem with nutritionists at the community level in this country. Workshops and seminars on working with illiterate people, could be helpful. The following organization conducts workshops on teaching and developing materials and visual aides for uneducated people.

Codecal, Corporación Integral para el Desarrollo Cultural
y Social
Apartado Aéreo 20439
Bogotá, Colombia

Appreciation is expressed to Mr. Fótimo Reyes and Mr. Arnulfo Peñaloza for their valuable assistance and for sharing their extensive knowledge about the Title II Program in Bolivia, and to Mr. Reyes for his kindness and patience through out our travels in rural Bolivia.

We were fortunate to have the support, interest and valuable suggestions from Dr. Jean A. Wight, USAID Nutrition Advisor.

Appreciation is also expressed to Mrs. Maura Bean and Dr. David Fellers, USDA Western Region, for their generosity in sharing materials and information about the food commodities.

Bertha Rios salved an urgent problem for us when she generously offered the use of the Food and Nutrition laboratory at the University for experimentation and testing of some of the recipes.

LABORATORY WORK TO BE CONTINUED AT UNIVERSITY OF NORTH CAROLINA (by Mary A. Dickey)

1. Determine optimum level of CSM that the all purpose flour can carry and still get good gluten development.

2. Determine the optimum level of WSB and oatmeal that the all purpose flour can carry and still get good quality rolls.

3. Compare breads made with soy fortified flour (6 or 12%) with breads made with CSM and WSB, for flavor, texture, volume and keeping quality.

4. Experimentation with level of dried yeast (Bolivian) at low temperatures for fermentation as in the Altiplano. The Bolivian recipes appear to be low in yeast.

5. Experimentation with levels of vegetable oil (increased oil could improve volume and keeping quality if bread which has to be kept several days).

SUGGESTIONS FOR RECIPE TESTING FOR DEMONSTRATIONS AND RECIPE MANUAL

1. Any dough or batter type recipe such as breads, cakes, doughnuts, etc must be tested unless we can be sure it has been tested before. Bread recipes for school lunch need to be tested for acceptability with small amounts and then converted and tested in large quantity under the conditions in the field.

2. Most of the recipes available are for regular CSM which absorbs more water than Instant CSM. The recipes, such as puddings, porridge, beverages, etc need to be tested to get the correct consistency.

3. The cooking time and seasoning with bulgur needs to be checked at this altitude level.

4. Since the soups, lawas, etc. are very adaptable and set recipes are not always followed. It is less critical to test these recipes.

SUGGESTIONS FOR RECIPE MANUAL

1. Outside cover needs to be durable and attractive.

2. Idea for Symbol on outside of manual, The Food for Peace (Shaking Hands Symbol) and outline map of United States and South America with Bolivia outlined.

3. Brief statement explaining the Title II Program.

4. Brief description of each food, its general uses and special instructions related to that food.

5. How the fortified donated foods fit into the food pattern as proteins or meal replacement.

6. Section on how to use the donated foods for weaning and supplementary foods.

7. Recipes by topic: Beverages, Sopas, Ensaladas, etc.

8. Bread section should include clearly written graphic instructions for making yeast breads.

9. Key recipes could be used with variations listed at end of each recipe.

10. If there are special instructions or if the recipe is for a certain region. This could be noted at the end of the recipe.

11. All recipes must be proof read and edited for mistakes in copying and printing.

DEMONSTRATIONS - SUGGESTIONS FOR MOTHERS CLUB

1. Briefly the purpose of the Title II Program.

2. How these foods fit into the nutrition picture - replacement for meat, eggs, etc.

3. Explain why preschooler and pregnant and lactating mother needs more nutrients.

4. Promote CSM as weaning food. For Instant CSM give special instructions. (Stir into cold water, absorbs less water than regular CSM, requires no additional cooking, however one must use safe boiled water with it).

   1. Beverage consistency.

   2. Porridge or Soup

   3. Finger Food (mixed with water and formed into balls.

   4. Show how to add CSM or WSB to rice, corn or cinnamon water.

   5. Discuss other uses of CSM.

5. Promote WSB as a weaning food and good food for children. It has the same nutrition value as milk. WSB can be used many ways besides in the dry form as Pito.

6. Promote extended uses of bulgur. Show how to cook and season and substitute for rice or potatoes.

7. Show good sanitary practices as part of the demonstration.

8. Because of time and preparation facilities, it is not possible to actually demonstrate yeast dough, using CSM, WSB or oatmeal. If they bake yeast bread in that community - Suggestions about letting it rise twice and using 20% or under of CSM, WSB or oatmeat, so it will not be so heavy, would be helpful. For example, if recipe calls for 5 cups of flour - 1 cup could be CSM, WSB or Oatmeal.

DEMONSTRATION PLAN

Date:
Community:
Group: Number Attending:

Purpose of demonstration

Products or Recipes to be demonstrated:

Main Points to be discussed:

Food Supplies Needed:

Equipment Needed:

Visual Aids to be used:

Preliminary Preparation:

FOOD FOR PEACE OFFICE
La Paz - Bolivia

LIST OF INSTITUTIONS VISITED DURING AUGUST 8 THRU AUGUST 31, 1979

TITLE II PROGRAM EVALUATION

Date	Institutions	Program	Community	Province	Department
8.9.79	Mothers Club	MCH	Supecho	N. Yungas	La Paz
" "	" "	"	Falcon Blanco	"	"
" "	" "	"	Popoy	"	"
" "	" "	"	Brecha H	"	"
" "	" "	"	Brecha I	"	"
" "	" "	"	Brecha J	"	"
" "	" "	"	Naranjani	"	"
" "	" "	"	San Miguel Kunchi	"	"
" "	" "	"	Resolinos	"	"
" "	" "	"	Carmen	"	"
" "	" "	"	Tucupi	"	"
" "	" "	"	El Triunfo	"	"
" "	" "	"	Nueva Esperanza	"	"
" "	" "	"	Covendo	"	"
8.10.79	School	S. Feeding	Santa Rosa	"	"
" "	School	" "	Bella Vista	"	"
" "	Mothers Club	MCH	Bella Vista	"	"
".11."	" "	"	Yarica	"	"
8.15.79	" "	"	Condebamba	Cercado	Cochabamba
" "	" "	"	Condebamba	"	"
" "	" "	"	Champa Rancho	"	"
8.16.79	" "	"	Marquina	"	"
8.17.79	School	S. Feeding	Huara Huara	Campero	"
" "	Mothers Club	MCH	La Palma	Oropeza	Chuquisaca
" "	" "	"	Zapatera	"	"
" "	School	S. Feeding	La Palma	"	"
8.18.79	Institution	A. Institut.	Lajastambo	"	"
8.18.79	School	S. Feeding	Lajastambo	"	"
" "	Sec. School	" "	Llimpi	"	"
" "	" "	" "	Horno Kasa	"	"
" "	" "	" "	La Alegria	"	"
" "	" "	" "	Champi Hatalla	"	"
" "	" "	" "	Civisto	"	"
" "	" "	" "	Orurillo	"	"
" "	" "	" "	Falizaya	"	"
" "	" "	" "	Souco Chipa	"	"
" "	" "	" "	Zapatera	"	"
" "	" "	" "	Tucsupaya	"	"
" "	" "	" "	Karapuncu	"	"

Date	Institution	Program	Community	Province	Department
8.20.79	Mothers Club	MCH	Concepción	Avilés	Tarija
" "	Central School	S. Feeding	La Compañía	Cercado	"
8.21.79	Sec. School	" "	La Pintada	"	"
" "	Central School	" "	Abra de la Cruz	Arce	"
" "	" "	" "	Calamuchita	Avilés	"
" "	Mothers Club	MCH	Calamuchita	"	"
" "	Sec. School	S. Feeding	Río Negro	Arce	"
" "	Pre-School	P.S.Ch.	Río Negro	Arce	"
" "	Central School	S. Feeding	La Mamora	"	"
" "	Pre-School	P.S.Ch.	La Mamora	"	"
" "	Mothers Club	MCH	La Mamora	"	"
" "	Sec. School	S. Feeding	Colon Sur	Avilés	"
8.22.79	Mothers Club	MCH	Rumi Conchi	Padcaya	"
" "	Sec. School	S. Feeding	Iscayachi	Méndez	"
8.23.79	Sec. School	S. Feeding	El Tojo	"	"
" "	Sec. School	" "	Silvi	N. Chichas	Potosí
" "	Sec. School	" "	Escaso Vichacla	" "	"
" "	Central School	" "	Collapi Punko	" "	"
" "	" "	" "	Chullpa Kasa	T. Frías	"
" "	Mothers Club	MCH	Cruce Culta	Abaroa	Oruro
8.27.79	" "	"	Huari	"	"
" "	" "	"	Montero	Santibañez	Santa Cruz
" "	" "	"	Montero	"	" "
8.28.79	" "	"	Buena Vista	"	" "
" "	Central School	S. Feeding	El Chore	Ichilo	" "
" "	Mothers Club	MCH	El Chore	"	" "
" "	" "	"	Antofagasta	"	" "
" "	Sec. School	S. Feeding	Faja 2	"	" "
8.29.79	Mothers Club	MCH	Mejillones	"	" "
" "	Sec. School	S. Feeding	Kilómetro 9	A. Ibañez	" "
			Cañada Pailiva	"	" "

FOOD FOR PEACE OFFICE
Bolivia

TITLE II - PROGRAM EVALUATION

Date: _____ Location: Department: _____
Province : _____
Recipient Group: _____ Cantón : _____
Community : _____

Which of these foods do you like the most? _____

How is each food usually used? _____

Milk _____

Wheat Flour _____

Oats _____

CSM _____

Bulgur _____

WSB _____

Vegetable Oil _____

Which of these foods do you not like to use? _____

Are the foods fresh? _____

Have you had any problems with the food? _____

Do you use recipes or simply add the food to your regular dishes? _____

_____

Would you use recipes if you had them? _____

Has anyone told you about the food or how to use it? _____

_____

Has anyone talked to you about the food value ornutritive value of the food? _____

_____

Do you feel the need for more information or recipes using the food? _____

_____

What locally grown foods does your family like to eat? _____

_____

Do the homemakers usually have an oven? Do they usually bake bread or do they buy commercially baked bread? _____

(School Feeding) Are the utensils and facilities adequate for food preparation? Does limited facilities keep you from using any of the food? _____

_____

Who is usually served first in the family? _____

Do the entire family eat the food? _____

A what age do you start serving the food to children? _____

What do you give babies for weaning or supplementary food? _____

Do the homemakers usually have an oven? Do they usually bake bread or do they buy commercially baked bread? _____

(School Feeding) Are the utensils and facilities adequate for food preparation? Does limited facilities keep you from using any of the food? _____

Who is usually served first in the family? _____

Do the entire family eat the food? _____

A what age do you start serving the food to children? _____

What do you give babies for weaning or supplementary food? _____

How do you feel about these donated foods? What do they mean to you? _____

Ask for any printed recipes they have that they like (We will share with other)

MD:di

FOOD FOR PEACE
BOLIVIA

Voluntary Agencies Program
Agency .....

FIELD INSPECTION

Name of the Institution .....Working under .....
Locality ..... Canton .....Province .....Department .....
Informer ..... Title ..... Address .....

MATERNAL - CHILD	SCHOOL FEEDING	CHILDREN INSTITUTIONS	ADULT INSTITUTIONS
Date established	Breakfast( ) Lunch( )	Original prg. date.....	Original prg. date..
Mothers Enrolled	Enrolled.....	Total children.....	Total aged.....
Attending { Pregnant	Attending.....	Children with food.....	Aged with food.....
Nursing	Pre-schoolars.....	Admin. recipients.....	Admin. recipients...
With children..	Other Recipients.....	Other recipients.....	Other recipients....
Pre-schoolars	Rations assigned.....	Rations assigned.....	Rations assigned....
Other Recipients.....	Oven( )Dining room( )		
Rations assigned	Kitchen( )Utensils( )		
Months with food during the last 12 months.....	Mos. with food during the last 12 mos.....	Mos. with food during the last 12 mos.....	Mos. with food during the last 12 mos.....

RECIPIENTS: Are they needy?.....
Who makes the selection?.....Chits are used? .....
Do admin. personnel receive food?.....How much do they pay to the program?.....
How many pay?.....How much do they pay to the institution?...
Which local food are contributed? .....

BUDGET: Does the institution pay?.....
Does the institution receive funds for food?.....How the recipient payment is used?....
Who pays transportation of food?..... .....
....

WAREHOUSE: Adequate( ) Dried( ) Clean( ) Orderly( ) Safe( ) With palets( )Ventilated( )
Suggestions to improve conditions: .....
Are registers up-dated? .....
Where do they get the food and how? .....

PHYSICAL INVENTORY (kilos)(Include form on damaged or lost commodities if any)

	MILK	WSD	W.FLOUR	OATS	CSM/B	BULGUR	WSB	SORGHUM	VEG.OIL
Beginning inv. date									
Received									
Distributed									
Book inventory									
Inspector's inventory									

CONTAINERS: How the empty containers are used?.....
If sold, how much is obtained and how used?.....
.....

ACTIVITIES: Frecuency of meetings: .....
Local ..... Chairman? .....
Education, from whom and subject? .....
When the foods are distributed? ..... How much do they pay? .....
How the payments are used? .....
Where are kept? ..... Use of funds .....
Balance to date ..... Other funds .....
.....

ACTIVITIES: Frecuency of meetings: .....

Local ..... Chairman? .....

Education, from whom and subject? .....

When the foods are distributed? ..... How much do they pay? .....

How the payments are used? .....

Where are kept? ..... Use of funds .....

Balance to date ..... Other funds .....

.....

FOOD PREPARATION: Adequate preparation( ) Adequate distribution( ) Rations applied( )

Commodities of difficult preparation ..... Commodities of low acceptability .....

How the preparer is paid?..... Where is bread baked?.....

Is bake made under contract?..... How it is paid.....

Pieces of bread per bag ..... Average weight found .....

IDENTIFICATION: Is the origin of food known? .....

Are there posters? ..... If not, did the inspector provided them?.....

CONTROL: Dates of inspection during the last 12 months .....

By whom?.....

Frequency of reports ..... To whom .....

Instructions or suggestions left by the inspector: .....

OTHER DONORS: Foods from other sources

OBSERVATIONS AND COMMENTS:

Date of inspection..... Inspector'signature.....