A STUDY ON THE SCHOOL GARDENS AND FIELDS PILOT PROJECT

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LIST OF ACRONYMS

AME	Mother Teacher Association
APE	Father Teacher Association
CRS/BF	Catholic Relief Services/Burkina Faso
DREBA	Regional Direction of Basic Education and Literacy
FFP	Food for Peace
PTA	Parent Teacher Association (formed from the AME and APE)
USAID	United States Agency for International Development

I. EXECUTIVE SUMMARY

The CRS/BF program implements the DAP (2004-2009), funded through USAID/DCHA/FFP/Washington. Within the DAP, CRS/BF formed a partnership with the government organization DREBA to form its School Gardens and Fields Pilot Project. Throughout this project, CRS and DREBA have worked to implement gardens and fields in ten pilot schools in the Kourwéogo and Oubritenga provinces. The gardens and fields were put into operation in the schools to provide food for the students' lunches. CRS and DREBA provided members from each school's teaching staff and PTA training on production techniques and the supplies/tools needed for the gardens and fields. The PTA is responsible for overseeing and managing the garden/field productions. Students at these ten schools are provided with school lunches that are prepared by the AMEs. Food for the school lunches derives from what is:

- grown in the gardens/fields
- annually collected by each individual student and donated to the school
- CRS/BF's collaboration with FFP for its Title II Program of food commodities

The project's goal is to enable schools and communities to produce food for school lunches, and to provide the parents, teachers, and students with education in agricultural production.

CRS and DREBA are involved in the project in the following ways:

- CRS/BF's Title II program donates food commodities annually
- CRS/BF provided the tools and training needed to initiate the project
- DREBA's Project Manager visits each school at least twice a month to monitor the progress and provide input on technique production
- CRS/BF conducted this survey to evaluate the progress of the project thus far and its sustainability

CRS/BF is currently in a phase down of school feeding activities throughout a six year period from 2004-2009. Each year funding for food commodities will be decreased (see Appendix A for more detail). The purpose of this is to better focus on areas that are in the greatest need, and to call for self-sustainability in areas that have already received ongoing aid. The School Gardens and Fields Pilot Project was launched in 2006 and CRS/BF expects to reevaluate the

need for food commodities within these 10 schools in September 2009. The project objective is to enable the communities to match the gap in food commodities that CRS is diminishing

CRS/BF's agriculture staff and DREBA conducted surveys at all 10 benefiting schools to examine what is needed to have the PTA continue this project once CRS leaves, and to examine the progress made thus far with the project. In conducting the survey, CRS/BF found that the majority of schools are making progress, but the progress is not sufficient enough to have the project sustain on its own and provide food for the students lunches for the 140 days needed.

II. INTRODUCTION

In 2004, CRS/BF in collaboration with USAID/DCHA/FFP/Washington implemented the DAP as a six year program focused on responding to the food insecurity in Burkina Faso. The objective of the DAP is to improve the food security in Burkina Faso of targeted rural populations and extremely vulnerable populations in urban, peri-urban, and rural areas throughout the country. The DAP has short-, medium-, and long-term goals. The short-term goal is to meet the needs of food insecure individuals and household by providing food aid rations through its education and general relief program. In the medium-term, CRS/BF will increase the availability and access to food for poor rural households by implementing agriculture and microfinance projects in targeted regions. In the long-term, CRS/BF will improve all three components of food security- availability, access, and utilization- by focusing on improved educational opportunities for primary school children. CRS/BF plans to achieve its goals through programming in each of the following departments: Education, Agriculture, Microfinance, General Relief, and Health.

Each department has the following strategic objectives:

- Improve value of off-season and staple crop production for resource-poor farmers in Burkina Faso
- Increase educational opportunities for Burkinabé children, especially girls
- Improve the health and nutritional status of primary school children in Burkina Faso
- Increase income from microenterprises for rural poor women in Burkina Faso
- Increase food availability to highly food insecure peoples in Burkina Faso

Specifically within the Agriculture Department, the following objectives have been raised:

- Increase the number of farmers cultivating market gardens
- Have resource-poor farmers use improved market gardening techniques
- have resource-poor farmers use improved staple food crop production techniques
- Establish pilot school gardens and/or fields

The School Gardens and Fields Pilot Project was introduced in 2006. The direct goals of the project are to:

- Allow PTAs, teachers, and students to contribute to the school canteens
- Provide sustainable access to school lunches without the reliance on aid
- Teach PTAs, teachers, and students agricultural techniques not only for the use of the school gardens and fields, but for their own personal agricultural needs

In addition to the direct goals, the indirect goals are to:

- Increase female attendance in the schools
- Improve the students' overall health
- Increase the student's ability to learn more in school when having access to more food

Ten pilot schools were selected in the Kourwéogo and Oubritenga provinces to participate in the School Gardens and Fields Pilot Project. In total, 48 parents and three teachers from all ten schools were provided with two days of formal training (in addition to the continuous informal training they receive throughout the year) on agricultural techniques for market gardening, bean, peanut, and sesame production, as well as for bean conservation. They were given the responsibility to train the remaining members of their communities. Fields are operated during the rainy season from June through December. Fields produce sesame, sorghum, corn, millet, beans, and peanuts. Gardens are operated during the school year's dry and cold season from November to March. Gardens produce cabbage, eggplant, cucumbers, carrots, and onions. The school year runs from October 1- May 31. During those eight months, practical work must be done in the gardens for approximately 45 minutes, twice a week. This work in the gardens may be done by the students or the parents. Parents are responsible for working in the fields five times a week. Each school was provided with equipment/tools (see appendix B). The project was launched in 2006. Due to CRS/BF's current stage of phasing out food commodities, CRS is expected to reevaluate its participation in the project by September 30, 2009.

All ten schools participated in this survey. CRS and DREBA interviewed the PTAs and teachers at each school. The purpose of this survey is to monitor the progress being made at each school's gardens and fields, to evaluate what improvements or alterations need to be made in the

project, and to see what is needed to allow for this project to continue in the schools once CRS withdrawals its aid.

Tools and supplies given to the Lallé school

III. BACKGROUND INFORMATION ON SURVEY

Survey Information:

- 10 village schools were visited over the course of 8 days
- A total of 3 Education Administrators, 10 headmasters, 29 teachers, and over 400 members of the PTA were collaboratively interviewed at each school
- At each village, teachers and headmasters were interviewed first interviewed as a group, the PTA was then interviewed as a group (usually with a teacher or headmaster present)
- CRS/BF agriculture staff: Richard SIMBIRI and Amidou TRAORE, DREBA staff member: Yacouba NANGO, and CRS/BF intern: Camille HOGAN conducted the interviews
- Languages spoken: Mooré, French, and English

Survey Focal Points:

- The government's plan of action after CRS leaves
- Community organization in the gardens and fields
- Utilization of the products: cooked or sold
- The decision makers in regards to utilization of the products
- Utilization of improved seeds
- Utilization of organic fertilizer
- Problems with water source
- Problems with people using the water source for purposes other than the school's gardens and fields
- Parent participation in the project
- Additional key difficulties the teachers and parents have encountered with the project
- Solutions the teachers and parents propose to solve those difficulties
- Sustainability of the project after CRS discontinues its donations of food commodities

IV.METHODOLOGY: DATA COLLECTION TECHNIQUES AND TOOLS

The survey was drafted and created with the input of CRS/BF Agriculture, Education, and Monitoring and Evaluation department staffs prior to the February 5- February 19 visits to the Kourwéogo and Oubritenga provinces. The survey then was explained to the DREBA Central Plateau Regional Director. In total:

- All 10 participating village schools in this project were questioned over the course of seven days
- The interviewees were put in focus discussion groups at each school, separating the teachers and headmasters in one group and the PTA in another.
- The villages interviewed are the following in consecutive order: (Kourwéogo Providence): Guèla, Goabga, Gonsin, Guesna, Yactenga; (Oubritenga Providence): Bissiga, Nioniopalgo, Lallé, Koassanga, Daguilma.
- Headmasters of each school were notified in advance and were responsible for informing the members of the PTA or have the students notify them of the occurrence of the

interviews. This notification was implemented to ensure the participants' presence the day of their respective interviews.

SIMBIRI, NANGO, and HOGAN conducted the first five surveys in Kourwéogo. In Oubritenga, NANGO and HOGAN conducted the preceding four surveys. TRAORE and HOGAN conducted the final survey in Oubritenga. No major alterations or changes were made to the survey during the interview process. The average duration of the interviews was forty five minutes for the teachers and headmasters, and one hour and thirty minutes for the PTAs. Data and analysis were entered in Microsoft Word and Excel, and completed at the CRS/BF office in Ouagadougou upon return from Kourwéogo and Oubritenga.

(See survey questions in Appendix C.)

The PTA awaiting the interview in a Kourwéogo village

V. RESULTS

The primary goals and objectives of this survey are to:

- Monitor the schools' progress with the project
- Evaluate what works well and what does not with the project
- Better understand what the schools need to help sustain the program without CRS assistance

First, 3 administrators at school districts were individually interviewed to gain insight on what government plans have been made in preparation for when CRS discontinues its participation in the program. Second, teachers and headmasters of the schools were interviewed together at each school. The purpose of these interviews was to gain a better insight on the teachers' perspectives on how the project is being managed at each school. The teachers explained:

- How the gardens and fields are managed
- How the production is managed, and who makes those decisions
- Whether they think the program can continue in the future without CRS
- What the major difficulties are
- What their proposed solutions are for those difficulties

Third, the PTAs were then interviewed as a group with a teacher or headmaster present as well. The purpose of this survey was to gain the parents' perspectives on the same topics, with some additional topics, such as the uses of improved seeds and organic fertilizer. The interviews between the teachers and the parents were conducted separately to compare and contrast the results, and helped to gain more consistent and accurate responses. Interviews were not conducted individually, but in large groups. First the teachers and headmaster were interviewed together at each school. Then the PTA was interviewed as a collaborative group, with a teacher or headmaster present. Students were not interviewed.

<u>Government's Plan of Action after CRS Leaves</u>:

Three school district administrators in the Kourwéogo province were interviewed to gain insight on what the government has prepared to do after CRS discontinues its service in the project. The first administrator interviewed was in the district of Sourgoubila, providing coverage for the

village schools in Guèla and Gonsin. The administrator gave information in regards to what action the government currently takes, but did not provide any information on plans for the future. He stated that the government currently provides food to supply the difference in what the parents are unable to provide for with the collection that each student is responsible for donating to the school. The food provided is a helpful contribution, but not sufficient enough to meet the needs of all the children for every school day. The government currently does not provide tools to help produce food, but this is something that the district hopes to look into in the future. The second administrator interviewed was in the district of Niou, providing coverage for the Goabga village school. The administrator stated that the government is currently creating an action plan to continue the project after CRS leaves. A ceremony was held on the February 8, 2008 to begin the implementation of the new plan, held by the Ministry of Basic Education in a local village. One wealthy independent donor from Ouagadougou contributed a large sum of money to support the future of the project in the schools. The third administrator interviewed was in the Boussé district, providing coverage for the Guesna village school. He stated that the school districts will have a meeting about what they will do in the future with the school canteens.

Organization of Production Activities within the Communities:

The parents and teachers were asked how they organize the production activities within the communities. All the schools utilize the teachers as the main source of communication and organization because they are at the schools everyday where the gardens are. Each school has its own individual method of organization. Some schools had the parents working in both the gardens and the fields, and other schools separated the work to where only the children work in the gardens and only the parents work in the fields. Some schools mentioned that due to lack of parent participation, they rely on the chief of the village to instigate mobilization. The Guesna, Lallé, and Nioniopalgo schools mentioned that there is a written schedule at the school. The Yactenga, Bissiga, and Daguilma schools stated that they do not have any type of written schedules. Because there is only one schedule available, if at all, the ten schools have teachers and students communicate with the parents to inform them of when to come work in the gardens/fields. The Guèla, Guesna, and Koassanga teachers call the parents directly. The Yactenga, Bissiga, and Lallé teachers have the students inform their parents of the schedule. The

parents are notified of when to come work between 1-5 days in advance. With the exception of the Guèla and Guesna villages, the schools mentioned that they have mobilization problems with the parents working in the gardens and/or fields. Almost all of the schools divide the work amongst the parents into sections and the parents are placed into small work groups. The work groups are divided either by village, family, or gender. Many schools also mentioned that they have specific people delegated to manage a specific job or part of the gardens/fields.

Table I: Community Organization

School	Written Schedule at the School	No Written Schedule	Teachers contact Parents Directly	Children Inform Parents
GUELA			X	
GOABGA				
GONSIN				
GUESNA	X		X	
YACTENGA		X		X
BISSIGA		X		X
NIONIOPALGO	X			
LALLE	X			X
KOASSANGA			X	
DAGUILMA		X		

Utilization of the Products:

The parents and teachers were asked if the products are used to cook for the children or if they are sold. Last year, the Guèla, Gonsin, Guesna, Yactenga, Lallé, and Daguilma schools all sold a part of their vegetable productions. Guèla is the only school that sold all of its vegetable production. The other schools cooked their vegetable products. All ten schools cooked their cereal grains. Last year, the Goabga school did not produce enough food to sell anything, and the Koassanga school did not grow a garden. The Bissiga school did not sell or eat their production or collection from last year and only ate the food commodities from CRS; they still

have the production and collection stored away. The Nioniopalgo school trades its millet with the parents because they say too much is produced and they find the food to be too repetitive. The Daguilma and Guesna schools use the money earned from selling the vegetables to purchase condiments for preparing the school lunches.

Decision Making:

The parents and teachers were also asked who the key decision makers are in terms of production utilization. The Yactenga, Nioniopalgo, Lallé, and Koassanga schools stated that the parents and teachers both make the decisions together. The Goabga school has one parents and the headmaster decide daily which foods and how much should be prepared for the students. The Guèla school has parents decide what to sell and the teachers decide daily which foods and how much should be prepared for the students. In the Gonsin and Daguilma schools, the parents are the primary decision makers, and in the Guesna school, it is the teachers. In the Bissiga village, no one makes the key decisions, which is why the production and the collection have remained untouched. All 10 schools felt comfortable negotiating these roles and if one party disagreed with the other, they were willing to compromise. With the exception of the Bissiga school, no schools have faced any major problems in regards to making production utilization decisions.

Table II: Decision Making

School	Parents and Teachers Decide Together	One Parent and Headmaster Decide	Parents Decide what to Sell and Teachers Decide what to Cook	Parents are the Primary Decision Makers	Teachers are the Primary Decision Makers	No One is Delegated as a Decision Maker
GUELA			X			
GOABGA		X				
GONSIN				X		
GUESNA					X	
YACTENGA	X					
BISSIGA						X
NIONIOPALGO	X					
LALLE	X					
KOASSANGA	X					
DAGUILMA				X		

Utilization of Improved Seeds:

The only two schools that use improved seeds in the fields are Guesna (for its beans), and Yactenga (for its corn). Many parents stated that they use them in their own fields, but not in the school's. The following reasons were given for why the improved seeds are not used:

- Unaffordable
- Too far of a distance to go and purchase them
- Lack of knowledge about the products
- Lack of knowledge on where to purchase the products
- Inability to use them without mineral fertilizer

Utilization of Organic Fertilizer:

The Yactenga, Lallé, and Koassanga schools use organic fertilizer in the fields and gardens. The Guesna and Daguilma schools use organic fertilizer in the gardens, but not in the fields. The remaining 5 schools do not use it at all. Several parents stated that they use organic fertilizer in their own fields and gardens, but not in the schools. The following reasons were given for why the organic fertilizer is not used:

- Unaffordable
- The thought to use it never occurred
- Lack of the amount of water that is needed to use it
- Lack of the composts needed to use it (which also requires a lot of water)
- Lack of animals needed to use it

Daguilma School Garden

VI. DIFFICULTIES ENCOUNTERED & PROPOSED SOLUTIONS

Water Difficulties:

Water was a main concern for both the teachers and the parents at all 10 schools. They suffer from many difficulties with water, including:

- Insufficient rainfalls: the rain starts too late and ends too early
- Lack of water in wells
- Inability to retain the watershed
- Pump is only full for a few months and then the lack of water makes it difficult to pump
- Dam located too far away from the school
- Pump turned water red in the Yactenga village (reasons why are unknown)

When the parents were asked if other people use their water source the Goabga and Bissiga schools stated that only the school uses the pump. The Guèla, Gonsin, and Guesna schools stated that only a few surrounding neighbors use the pump, and it is not a large problem or concern. The Yactenga, Nioniopalgo, Lallé, Koassanga, and Daguilma schools all said that the pump is used by other people and it has created a problem. The Lallé is the only school in which there is one pump used by the entire village and school.

Parent Participation:

Parent participation was also a large concern in almost all the villages. The Guèla and Guesna villages are the only ones that said it is not a problem. The Goabga, Lallé, and Daguilma villages said that not all the parents come to work, but enough are coming to finish the job. The Gonsin, Yactenga, Bissiga, Nioniopalgo, and Koassanga villages all had large problems with parent mobilization and it has greatly effected the production in the fields and gardens. Parents and teachers provided the following reasons for why parent mobilization is weak:

- Lack of understanding of the project and its importance
- Confusion with the schedule and its importance
- Men feel that is the responsibility of the women to work in the fields/gardens

- Parents feel that it is the responsibility of the children to work in the gardens, and theirs is to work only in the fields
- Parents feel the school should provide them with food if they come to work
- Pump is difficult to use
- Parents have their own work to do and not enough time to work in the fields/gardens
- Parents are ill and unable to come to work in the fields/gardens

Table III: Participation

School	No Problem with Parent Participation	Not all Parents Come, but it is not a Problem	Parents are not Coming, and it is a Problem
GUELA	X		
GOABGA		X	
GONSIN			X
GUESNA	X		
YACTENGA			X
BISSIGA			X
NIONIOPALGO			X
LALLE		X	
KOASSANGA			X
DAGUILMA		X	

Additional Key Difficulties:

At each school the parents and teachers discussed the main difficulties they are experiencing with the project. In addition to the problems they are experiencing with lack of rainfall, difficult pumps, and weak parent participation and understanding of the project, they are experiencing difficulties with:

- The training provided was insufficient
- Parents do not apply the new training they received
- Parents do not understand how to use the tools given to them

- Fields were planted too late because the parents must finish the work in their own fields before attending to the schools'
- Children have not been trained, and therefore cannot continue the project if the teachers leave
- Groups are working together at the same time and it is too crowded to all work at once
- Having the students work in the gardens interferes with their schooling
- One pump for the garden is insufficient
- Parents are not working in the garden long enough or often enough
- Poor soil conditions
- Chickens fly over the garden fence and destroy the crops
- Lack of parent/teacher communication
- Lack of parents communicating with one another in the villages
- Garden is too far from the larger water source in the village
- Pump creates a frightening noise that makes them not want to use it
- Lack of seed variety
- Difficulties collecting food from parents when the rain is insufficient
- Lack of consumers in the markets to buy the vegetable production
- No pesticides
- Insufficient garden and field productions

Proposed Solutions:

The parents and teachers at each school proposed solutions to their problems. They are as follows:

- More training and capacity building for the teachers, parents, and students, on technique production, tool utilization, food conservation, improved seed and fertilizer utilization, and on new techniques for production during the dry season
- Incorporate a more effective work schedule
- Increase collection quantities
- Increase the parents knowledge about the project with more meetings and information explaining the importance of the project

- Encourage the ten schools to have a contest and compete against each other
- Donations of solar energy pumps, additional standard pumps, motorized pumps, wells, and dams
- Two fields: one for the children and one for the parents to work in
- Have the families come at separate times to avoid over crowdedness
- Donations of tubes attaching the pumps to the gardens to solve the problems with difficult pumps, and with other people using the water source
- Have two pumps: one for drinking water and one for the gardens
- Give the parents food as incentive to come work
- Move fields closer to the dams
- Donations of organic and mineral fertilizer
- Have a member of the community accompany CRS when buying tools/supplies
- Put forth the effort to communicate with one another better in the communities

CRS's Responses to the Proposed Solutions:

CRS cannot meet all of the proposed solutions, but some changes can be made. CRS has the following comments to makes in regards to the proposed solutions:

- The budget does not allow for any more purchases of manual pumps, dams, motorized pumps, solar pumps, mineral fertilizer, or for the support of a contest.
- Even if a second manual pump was provided, if there is an insufficient rainfall that year, the additional pump could not provide more water.
- Wells are inexpensive, but may not be the best solution because people often continuously dig and never find water.
- The motorized pumps are not very sufficient if they are not next to a dam. Additionally, one objective of the project is to train the children in market gardening. If they ever are unable to attend school, they will have the skill of market gardening as a means of work. If a motorized pump is used, the kids will only know how to work with this pump and will usually be unable to afford one of their own. Thus, the motorized pumps do not provide good training for the student's futures.

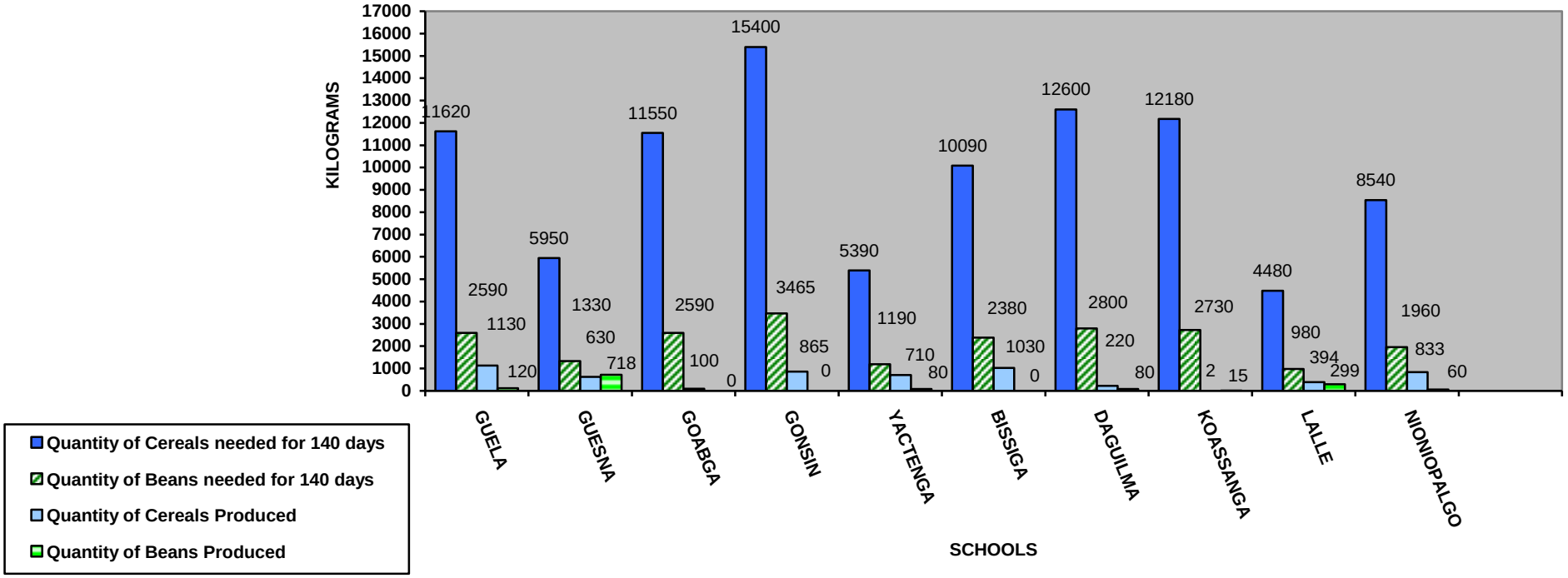
- Many villages stated that they would like to rely more on the collection rather than on the fields and gardens. However, most villages also admitted that many parents cannot afford to donate much more, and it will be a problem.
- The only way they can move the gardens or fields closer to a larger water source is if there is space available or if someone is willing to sell/donate land to the school. CRS has found that in the majority of the situations at the schools, it is impossible to gain more land and land that is closer to the dams.
- DREBA received the funding too late to do more trainings this year, but plans on doing more in the future. This will include training on technique production, tool utilization, cereal conservation, and the utilization of improved seeds and organic fertilizer.

Food Quantities in the Schools (see Appendix D for more detail).

Table IV: Food Progress with the Production and Collection in 2007

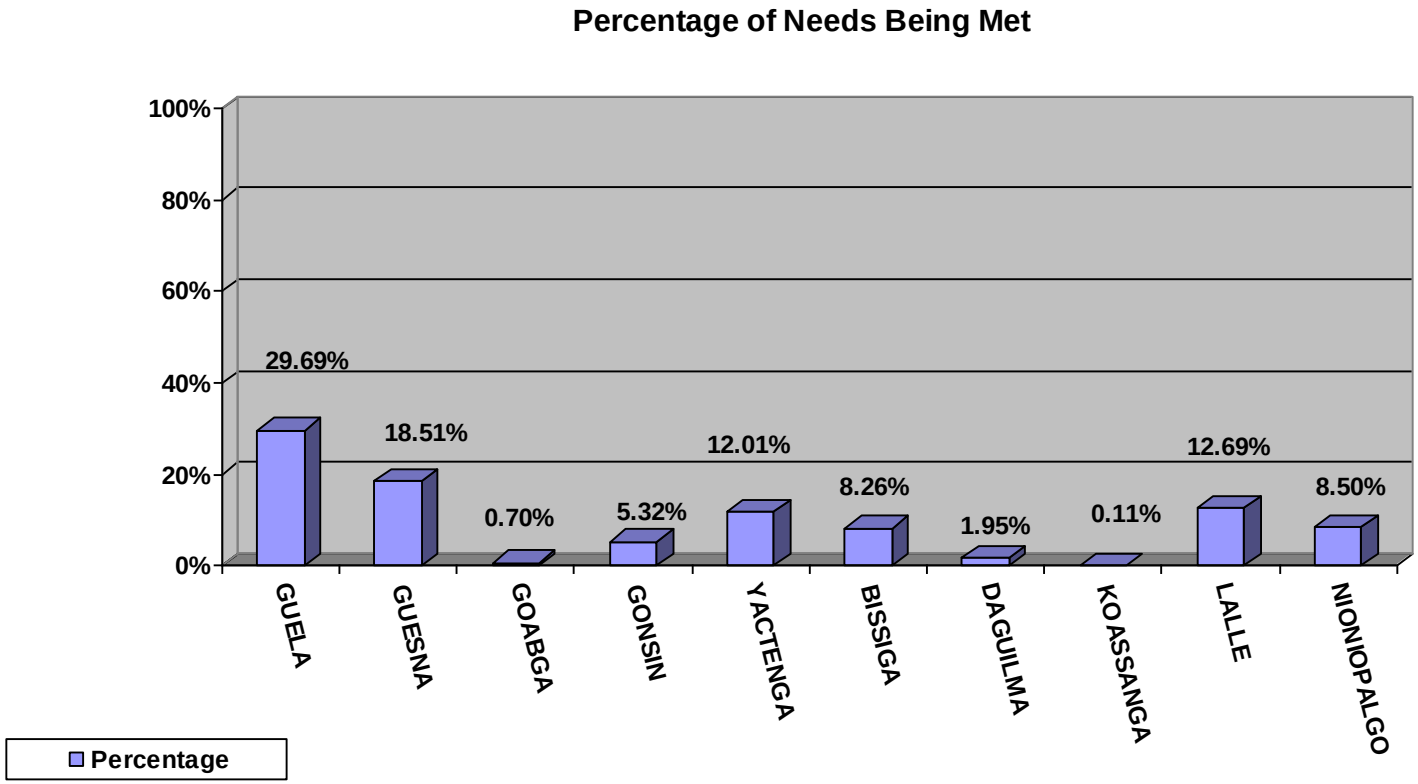
Provinces	Schools	Number of Pupils	Production		Daily Needs		Quantity Needed for 140 Days		Percentage of the 140 Days Covered		Number of Days out of 140 of Available Food for Preparation
			Cereals (kg)	*Beans (kg)*	*Cereals (kg)*	*Beans (kg)*	*Cereals (kg)*	*Beans (kg)*	*Cereals (kg)*	*Beans (kg)*	
KOURWEOGO	Guèla	373	1130	120	83	18.5	11620	2590	9.7	4.6	21
	Guesna	191	630	718	42,5	9.5	5950	1330	10.6	54	91
	Goabga	372	100	0	82.5	18.5	11550	2590	0.8	0	1
	Gonsin	495	865	0	110	24.75	15400	3465	5.6	0	8
	Yactenga	173	710	80	38.5	8.5	5390	1190	13.2	6.7	29
	Subtotal	***1604***	***3435***	***918***	***193***	***79.75***	***49910***	***11165***	***8***	***13***	***30***
OUBRITENGA	Bissiga	334	1030	0	72	17	10080	2380	10.2	0	14
	Daguilma	406	220	80	90	20	12600	2800	1.7	2.8	6
	Koassanga	392	24	15	87	19.5	12180	2730	0.2	0.5	1
	Lallé	143	394	299	32	7	4480	980	8.7	30.5	55
	Nioniopalgo	274	833	60	61	14	8540	1960	9.7	0.3	14
	Subtotal	***1549***	***2501***	***454***	***342***	***77.5***	***47880***	***10850***	***6.1***	***6.8***	***18***
TOTAL		**3153**	**5936**	**1372**	**535**	**157.25**	**97790**	**22015**	**7**	**9.9**	**24**

Graph I: Comparison of School Year Needs Verses Actual Production



(Information taken from Table IV)

Graph II: Breakdown of Graph I



Information taken from Table II. This table includes the percentage of the cereals and beans each school has from the gardens/fields and the collection in comparison to what is needed for 140 school days. Data does not include what is donated to each school by CRS/BF. This table shows what the schools are capable of supplying without CRS food commodities. (see Appendix D for CRS donations).

VII. SUSTAINABILITY OF THE PROJECT

Community's Response

The parents and teachers were asked if they believe the project can continue once CRS terminates its participation. The teachers at the Guèla, Guesna, and Daguilma schools said that they do believe it can continue. The teachers at the Gonsin school said no, they do not think it can continue. The Guesna, Yactenga, Bissiga, Nioniopalgo, Lallé, and Koassanga teachers all said the continuation of the project is contingent upon the following:

- Training of the older students needs to be a priority because the teachers do not remain at the same school for long periods of time
- Parents must better understand the project and its importance
- A second pump is needed to continue the garden work

No set of parents at any of the 10 schools said that they are certain the project can continue without the support of CRS. The Goabga, Gonsin, Guesna, Yactenga, Lallé, Koassanga, and Daguilma parents said the continuation of the project is contingent upon the following:

- The increase in collection quantities
- The utilization of improved seeds
- The utilization of organic fertilizer
- More training given to parents, teachers, and students
- Length of the rainy season

The Guèla, Bissiga, and Nioniopalgo parents all said that they do not think it is possible to continue the project without the support of CRS. They believe there are too many children to feed and the rain is not sufficient enough to produce more in the fields and gardens.

CRS/BF's Response

After evaluating all ten schools, it is unlikely that the schools will be able to continue this project successfully in the near future without food commodities from CRS. Though CRS's donations do not provide the schools with 100% of their needs, the contribution does help. As the parents indicated above, in order for this project to sustain, CRS and DREBA must provide the parents with more training to help them better understand the importance of the project and the best production techniques. Meetings with the parents are the most important factor. Every school

has shown that with each meeting CRS and DREBA has with the community, the project and production quality improves. The more successful schools all have PTAs and a teaching staff that better understand the project and its importance more than the less successful schools. The Guesna school's polytank with a drip irrigation system combined with its high level of parent participation has made it the second most successful school, meeting 18.51% of its needs. However, the budget does not allow for more schools to be provided with polytanks. The schools must also rely more heavily on collecting food from each individual student. However, this is difficult when the rainfall is insufficient and several families have multiple children in school and cannot afford to contribute more. If the rainfall is sufficient, then the project should be able to sustain in the communities. However, more droughts are likely to occur in the future and should be considered something to expect. If CRS and DREBA continue to work with the communities at the schools, it is possible to see more improvement.

VIII. KEY RECOMMENDATIONS

CRS proposes the following:

- More training is needed on technique production, tool utilization, cereal conservation, and the utilization of improved seeds and organic fertilizer
- Older students need to be trained. The teachers often times move and do not stay at the same school. Additionally, the project is also designed to teach students gardening techniques and training would greatly benefit them
- More meetings with the teachers and PTAs to improve the community knowledge about the project and its importance
- As CRS and DREBA continue to monitor each schools' progress, more changes need to be made to meet the needs of each individual community
- More parent participation must occur to increase the production. Many communities are relying on the students to work in the gardens, but this interferes with their studies at school.
- Land area is insufficient, which prohibits the schools from producing more, and it is not possible to obtain more land. The parents are also harvesting too late in the schools because they are harvesting their own fields first. With the use of improved seeds, there will be a shorter cycle that could allow them to do both on time. Because sorghum and

millet are more difficult to produce, communities should focus on bean and corn production with improved seeds, and rely on the collection for sorghum and millet. With fewer products, it will also require less land.

- They must collect right after harvest, otherwise parents will have nothing to give. However, the beans do not last all year, so bean conservation training is needed. Also, when rain is insufficient they can use the conserved foods from previous years.

IX. CONCLUSION

All ten benefiting schools participated in the survey. CRS/BF found that though progress has been made, the schools are well below meeting their annual needs for the school year to provide lunches for the students. CRS/BF and DREBA must continue to work with the parents to inform them of the projects importance, to provide additional training, and to make adjustments to the project where needed. The sustainability of the project is contingent upon how well the parents understand the program, how much the parents participate, and how sufficient the rainfalls are. However, it is possible that with a better understanding of the project and with more effort put forth by the parents, the schools can improve their garden and field productions.

CRS Intern, Camille HOGAN, and DREBA Central Region Director, Yacouba NANGO, conducting an interview at a school in Kourwéogo with a headmaster and a teacher present.

APPENDIX

A). Appendix M of DAP (2004-2009): Phase-out Plan for School Feeding Program

Background

CRS/BF initiated its School Feeding Program (SFP) phase-out plan, known as the "graduation process," in 1998, ending Title II support to 11 of Burkina Faso's 45 provinces, in order to comply with FFP demands. CRS/BF developed criteria to classify the country's provinces into three zones: low-priority, medium-priority and high-priority. To "graduate" from the SFP, provinces had to meet benchmarks defined by certain criteria: food security, student enrollment and literacy. CRS/BF continued to phase-out of the SFP, eliminating an additional 11 provinces- 803 schools and 154,393 children- from the program following the 2001-2002 school year so that only 23 provinces currently remain beneficiaries of the SFP.

One lesson learned from the FY1997-2001 DAP Final Evaluation was that Title II food-assisted education phase-out strategies should be in1plemented gradually, in order to allow sufficient time for communities to develop strategies for coping with the change. During the next six-year DAP period, CRS/BF intends to implement a more gradual phase-out of Title II food assistance to 16 additional SFP provinces, transferring control of school canteen management to the GoBF and communities. Due to severe food insecurity and low educational opportunity in seven of the 23 provinces, CRS/BF anticipates requesting continued support for these provinces beyond the life of the DAP 2004-2009 so as not to lose important gains made in food security and education.

The goal of the proposed phase-out plan is to promote the sustainability of school canteens by increasing contributions of the GoBF and communities as FFP resources gradually decline. School canteens are critical to maintaining and improving access to and attendance in school, as well as achieving education for all school-aged children. By providing income transfer to parents of school children, school canteens ensure that children not only come to school, but receive nutritious daily meals. *No other education intervention in Burkina Faso has had such a significant impact on educational opportunity.* CRS/BF's goal of promoting indigenous canteens echoes that of the GoBF, which states that existing and future canteens currently supported by FFP resources must evolve into "indigenous" canteens, self-sufficient and self-managed by Burkinabe communities and assisted by the GOBF. 2

CRS/BF, in collaboration with the GoBF, has developed a gradual phase-out strategy building upon lessons learned from studies conducted by the World Food Program (WFP) on phase-out of FAE in four countries3. Like Burkina Faso, the countries involved in th6:'study suffer from high food insecurity, exacerbated by poverty, illiteracy and malnutrition. CRS/BF drew upon the following lessons learned to develop a responsible, sound phase-out strategy for Title II food assistance:

- ✓ The implementing agency must be rigorous in its attention to sustainability and encourage active government commitment to the self-sufficiency of the school feeding program by building the government's capacity to respond to phase-out.

- ✓ Clear communication and management transparency in school feeding programs is critical to promoting government and community understanding of the phase-out strategy.
- ✓ If the school feeding program is to be sustainable, the implementing agency must foster and encourage parent and community participation in the management of school canteens.

Phase-Out Activities

The GoBF has shown its commitment not only by developing an action plan for the national school canteen program, but by slightly increasing its financial and food contributions to indigenous canteens. However, the Government still lacks sufficient financial and technical capacity to effectively manage and support canteens. To assist the GoBF in promoting the sustainability of school canteens, CRS/BF proposes the following activities:

- **National and regional forums:** CRS/BF will organize a national forum to assist GoBF officials in further developing and communicating their national school feeding policy, which guides GoBF efforts to ensure that existing and future canteens evolve into indigenous canteens, which function without Title II support. The forum will also serve to link the national school canteen program with the Government's long-term development plans. CRS/BF will also organize regional forums to help provincial-level AME/ APEs understand the policy, the proposed phase-out of the SFP and their role in supporting indigenous canteens. By reaching out to AME/ APEs, CRS/BF intends to increase community awareness of the importance of school canteens in increasing educational opportunity and thus promote the mobilization of community resources.

- **School feeding manual:** CRS/BF will provide technical support by producing a school feeding manual, which the GoBF will use as a guide for the appropriate and effective management of indigenous canteens. Teachers, controllers, AME/ APE members and MEBA provincial officials will receive training in the use of the manual, which may provide them with increased capacity to effectively manage indigenous canteens.

WFP studies in Swaziland pointed to parents' and communities' participation in and contributions to school canteens as "the single most important reason for continuity of school feeding programs4." To ensure communities have improved capacity to effectively manage and sustain indigenous canteens, the proposed phase-out of the SFP requires an integrated approach. CRS/BF has identified three points of integration:

- **School gardens/fields in Kourweogo and/ or Oubritenga Provinces:** With the guidance of trained controllers, 100 pilot communities will develop action plans to propose strategies for coping with and responding to the reduction of Title II food. The community/school action plans will guide CRS/BF in determining community preparedness for pilot school-based agricultural activities in 10schools in Kourweogo and/o). Oubritenga Provinces based on community capacity and interest and the availability of water and land. The community/school action plans will also serve to highlight unmet needs of communities and potential areas of intervention for CRS/BF. CRS will also strive to help communities access support from other organizations that have the appropriate expertise and capacity to help these communities implement their elaborated action plans. The school gardens and school fields proposed by CRS/BF will

lead to increased food production and income for the indigenous canteens, which school management teams will use to improve the quality and quantity of food for the canteens.

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- **Sustainable agriculture and microfinance activities in Gnagna Province:** Due to high levels of food insecurity and poor educational statistics, the Province of Gnagna is a priority for CRS/BF and the GoBF. During the DAP period, this province will benefit from CRS/BF interventions in education, microfinance and agriculture. Integration of these sectors' activities will occur in close proximity to targeted schools. Women belonging to AMEs in select communities of Gnagna Province will benefit from CRS/BF microfinance services to increase revenues, thus encouraging investment in family health, children's education and household nutritional needs. Sustainable agriculture activities will enable fanners in the same comminutes to increase crop yields and thus the availability of food for households. Increased agricultural production , along with increased revenue will not only enhance household food security but may help increase communities' local cash and food contributions to school canteens, which may contribute to the success of indigenous canteens.

- **Market gardens in Sanmatenga Province:** CRS/BF's previous experience with market gardening in Burkinabe provinces has demonstrated that market gardening can be a sustainable and successful method of increasing income, thereby increasing food access. Through Information-Education-Communication (IEC) campaigns, the Agriculture and Education Departments will work with communities in Sanmatenga to encourage the contribution of a portion of increased production or income to the maintenance of indigenous canteens.

Through local radio and animations, CRS/BF will conduct IEC campaigns to reach out to all provinces to not only raise awareness of the proposed phase-out plan, but also, help schools and communities understand their growing responsibility to contribute to the sustainability of indigenous canteens. Parent and community knowledge of the phase-out plan and their involvement in, maintaining school canteens are critical to their sustainability.

To promote greater communication and support among communities affected by phase-out of Title II resources, trained MEBA controllers will facilitate exchange visits between APE/ AME members. Such exchanges will allow communities benefiting from pilot interventions to share success stories, lessons learned and recommendations for improved management of school canteens.

The synergy of education, agriculture and microfinance activities and improved communication between education stakeholders aim to help the government and communities better respond to diminishing FFP resources *by* strengthening their capacity to contribute to indigenous canteens, while responding to the multidimensional nature of food insecurity.

CRS/BF and the GoBF share the vision of "one canteen-one schoo1." However, the best method for achieving this goal, particularly within the context of Title II phase-out, remains unclear. While the GoBF has developed an action plan for sustaining indigenous canteens without Title II food assistance, the Government has inadequate financial and technical capacity to manage indigenous canteens. Furthermore, faced with sociocultural obstacles to food security and

continued rural poverty, communities do not have the full capacity to contribute to the maintenance of indigenous canteens. For these reasons, CRS/BF will try to build the capacity of the GoBF through technical assistance and communities through integrated education, agriculture and microfinance activities.

While the WFP study recommended that food aid be connected with agricultural and other community development projects to foster sustainability, the proposed school garden/fields, microfinance activities and market gardening are simply one potential strategy of helping communities cope with the gradual reduction in Title II resources, Therefore, CRS/BF will monitor the progress of these activities throughout the life of the, DAP, as well as evaluate the impact of these integrated activities in the DAP final evaluation, CRS/BF will also consider how the 90 communities who developed action plans, but did not benefit from school-based agricultural activities, responded to phase-out, in order to better assess community approaches to phase-out. Results of this evaluation will help CRS/BF determine the best strategy for helping communities meet the needs of indigenous canteens and will further serve to guide CRS/BF in refining activities to promote community contribution to indigenous canteens. The Education, Agriculture and Microfinance Departments will meet annually to discuss the progress of integrated approaches in Sanmatenga and Gnogna Provinces. In addition, CRS/BF will consult with other partners within the education sector, such as the European Union, to learn lessons from previous pilots of indigenous canteens, many of which have had limited success In Burkina Faso. CRS/BF will draw upon these lessons to contribute to its longer-term strategy development for support to these canteens.

Criteria for Phase-Out

CRS/BF developed a phase-out strategy, determining that the process would follow a two-fold approach: 1)gradual reduction in the number of provinces receiving Title II food during the DAP period, and 2) annual reduction in the quantity of food being provided to 16 of the 23 provinces. by the end of the DAP, only seven of the 23 provinces will receive 100% of Title II food contributions from FFP. The following criteria were developed to determine the degree to which three distinct groups- Tier One, Tier Two and Tier Three- would receive FFP resources during the SFP phase-out:

- Degree of food insecurity (see Appendix I, *Food Security Map of Burkina Faso);*
- Primary school enrollment rates for girls;
- Provinces identified as priority by MEBA in its 10-Year Basic Education Plan; and
- Concentration of other CRS/BF agriculture and microfinance interventions.

The chosen criteria led to three tiers of phase-out provinces, each distinct in the amount of food and
type of support received during the DAP period:

- **Tier One: Gradual phase-out with MEBA takeover**

  Eight provinces will experience an immediate annual reduction of 15%in Title II food6, CRS/BF selected these provinces as Tier One due to moderate to high rates of food insecurity, MEBA regards provinces in this tier as priorities for its 10-Year Basic Education

Plan (PDDEB), For this reason, MEBA will respond to the reduction in Title II food by contributing resources to ensure the continuation of school canteens.

Table 1: Number of Schools and Students in Tier One Provinces Benefiting from SFP

Province	Number of Schools	Number of Students
Gancourgou	113	16,139
Gourma	63	8,630
Kompienga	19	3,624
Koulpelogo	54	10,919
Oudalan	46	5,496
Seno	44	7,178
Yagha	39	3,412
Ziro	57	7,707
Total	**435**	**63,106**

- **TierTwo: Gradual phase-out with community takeover**

Eight provinces will experience an immediate annual reduction of 10% in Title II food7, Due to moderate rates of food security and school enrollment, these provinces, in comparison to provinces ill Tiers One and Three, have greater capacity to make contributions to the school canteens in response to reductions in FFP resources, Because Tier Two provinces are not among MEBA's stated priority provinces, the community, rather than the GoBF, will be the most important source of support for indigenous canteens. Oubritenga and/or Kourweogo Provinces will benefit from the noted school-based agricultural activities of school gardens/fields.

Table 2: Number of Schools and Students in Tier Two Provinces Benefiting from SFP

Province	Number of Schools	Number of Students
Bam	45	8,778
Boulgou	128	32,827
Kouritenga	93	18,083
Kourweogo	68	10,367
Oubritenga	98	16,481
Passore	139	26,513
Yatenga	142	24,344
Zondoma	47	7,856
Total	**760**	**145,250**

- **Tier Three: Coptinued Title II support**

Seven provinces will continue to receive Title II food due to low rates of food security and school enrollment. Because levels of poverty are severe in these provinces and the communities have far less capacity to support indigenous canteens, provinces in Tier Three will not experience any reduction in Title II food assistance. For the reasons stated, Tier Three provinces will need continued support after the completion of the DAP 2004-2009. Without continued Tide II support and CRS/BF education interventions, CRS/BF fears that

gains made in education and food security will be reversed. Gnagna Province will benefit from the integration of microfinance, agriculture and education activities, and communities in Sanmatenga Province will participate in market-gardening activities.

Table 3: Number of schools and students in Tier Three Provinces Benefiting from SFP

Province	Number of Schools	Number of Students
Gnagna	82	11,535
Komondjari	13	715
Loroum	32	5,581
Namentenga	99	13,632
Sanmatenga	187	30,571
Soum	80	10,274
Tapoa	66	11,535
Total	**559**	**83,051**

Chart 1: Title II Food Contribution to Provinces in Tiers One, Two, and Three

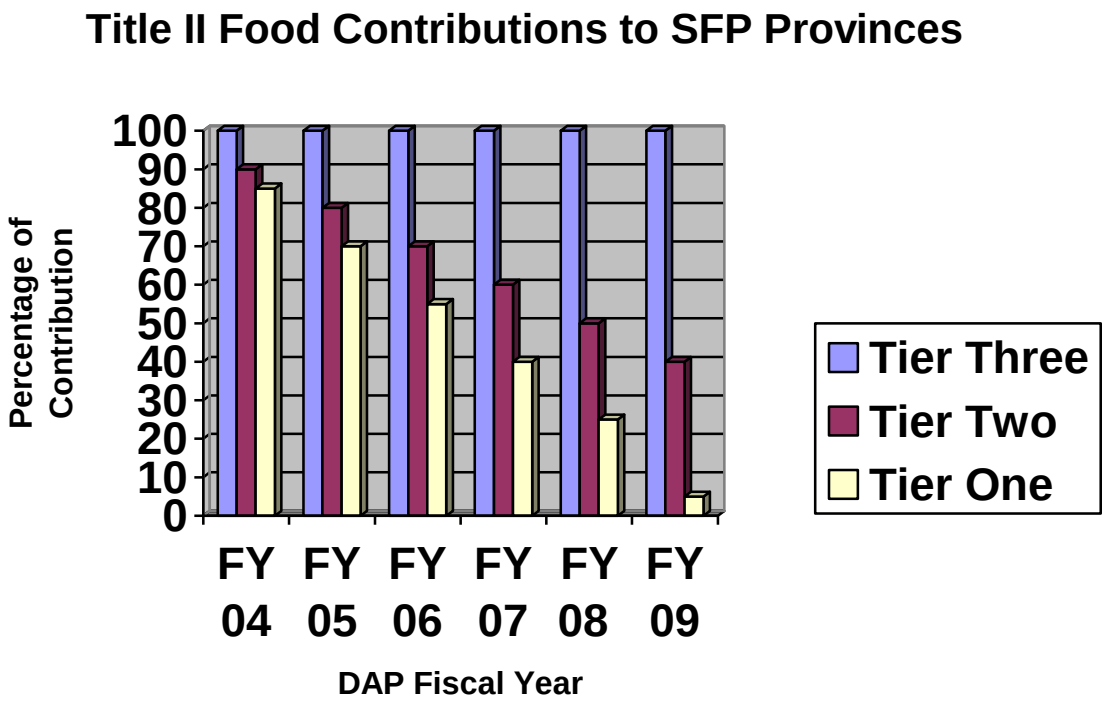

Table 4: Percentage of food provided by Title II, Government and Communities

	FY 04	FY 05	FY 06	FY 07	FY 08	FY 09
Tier One						
Title II	85%	70%	55%	40%	25%	0%

MEBA	15%	30%	45%	60%	75%	100%
Tier Two						
Title II	90%	80%	70%	60%	50%	40%
Community	10%	20%	30%	40%	50%	60%
Tier Three						
Title II	100%	100%	100%	100%	100%	100%

CRS/BF, in compliance with FFP requests, has proposed and will implement gradual phase-out of the SFP in Burkina Faso. However, CRS/BF believes that education is a critical determinant of *food* security and thus remains committed to promoting sustainable and viable indigenous canteens as an essential strategy *for* increasing educational opportunity *for* children in rural, food insecure areas of Burkina Faso. For this reason, CRS/BF will undertake activities to increase the capacity of the GoBF and communities to respond to the reduction in Title II food. As mentioned, results *from* these pilot activities and *from* this phase-out will be monitored and widely shared in order to learn lessons regarding successful interventions, which may contribute to longer-term strategies *for* increasing community contributions to and participation in indigenous canteens.

1. CRS/BF, "DAP 1997-2001 Final Evaluation, Annex 1: The Government (,f Burkina Faso's School Lunch Program Retargeting Plan," Burkina Faso (2001).
2. Ibid.
3. WFP, "Phase-Out Studies from Four Countries: Paraguay. Cape Verde, Swaziland, and Jamaica."
4. Ibid. Swaziland, p. 16.
5. WFP, "Phase-out Studies,"

B) Table I : Tools Given to Each School

Province	OUBRITENGA					KOURWEOGO					TOTAL
Region	Loumbila	Ziniaré IV	Zitenga			Boussé	Laye	Niou	Sourgoubila		
School	Daguilma	Koassanga	Bissiga	Lallé	Nioniopalgo	Guesna	Yactenga	Goabga	Guèla	Gonsin	
Type of Material											
Cart	2	2	1	1	2	2	4	4	3	2	23
Wheelbarrow	3	4	2	2	3	3	7	8	8	5	45
Donkey Plow	0	0	0	0	0	3	4	3	0	0	10
Cow Plow	1	1	1	2	1	0	1	2	4	2	15
Weeding Hoe	20	20	20	20	20	20	30	30	30	20	230
Traditional Sow Pick	10	10	10	10	10	10	15	15	15	10	115
Pitchfork	2	3	2	2	3	3	4	4	4	3	30
Tree Knife	5	5	5	5	5	5	5	5	5	5	50
Shovel	4	5	5	5	6	6	10	11	11	7	70
Knives	10	10	10	10	10	10	10	10	10	10	100
Row Maker	2	3	3	3	2	2	8	7	7	3	40
Standard Level	1	1	1	1	1	1	1	1	1	1	10
Rake	5	6	5	5	6	6	6	9	9	9	66
Empty Sack	3	3	3	3	3	3	3	3	3	3	30
Spray	1	1	0	0	1	1	1	1	1	1	8
5 x 5 Chain Link Fence 25m	4	6	0	0	6	6	6	6	8	8	50
Corner Post	21	37	0	0	37	37	37	37	48	48	302
Attaching Iron	1	1	0	0	1	1	1	1	2	2	10
Wire Fence	200	0	0	0	0	0	0	0	0	0	200
Pressure Regulator	10	18	0	0	18	18	18	18	26	26	152
Gate	1	1	0	0	1	1	1	1	1	1	8
Alluminum Watering Can	10	15	0	0	15	15	15	15	20	20	125
Plastic Watering Can	6	7	15	15	7	8	8	7	10	10	93
Picks	5	5	3	3	5	5	10	10	10	10	66
Hoes	5	5	0	0	5	5	5	5	10	10	60
Buckets	20	20	10	10	20	20	20	20	30	30	200
String	1	1	1	1	1	1	1	1	1	1	10

Tape Measure	1	1	1	1	1	1	1	1	1	1	10
Polytank 3 cubic m	0	0	0	0	0	1	0	1	0	0	2
Motorized pump KAMA 75	0	0	0	0	0	1	0	1	0	0	2

Note: The Goabga school was given a polytank by CRS, but for unknown reasons, it was blown over by the wind and broke. As a result, the school was unable to produce a garden. Below is a picture of its broken polytank.

C) <u>Survey Questionnaire:</u>

Question Addressed to School District Administrators :

1. CRS will discontinue its services in the schools in the coming years. Has the government prepared something to secure food for the students after CRS leaves?

Questions Addressed to Teachers and Headmasters at Each School:

1. Your school is a beneficiary of the project of garden and field production in the schools. Tell us how the teaching staff has organized the production activities with the communities.

2. Two years later, what are the difficulties that you have encountered?

3. What solutions do you propose?

4. Do you think that these activities can continue after the project?

Questions addressed to the PTAs:

1. CRS will leave in the following years. What activities have you put in place for the indigenous canteens in your village?

2. Does everyone participate in the activities? If no, why not?

3. What are the quantities that you have produced in the past and this year?

4. After two years, do you think these activities have been sufficient enough allow for the students to take complete charge of the gardens during the entire school year? If no, what do you propose to improve the situation?

5. What are your major difficulties?

6. What solutions do you propose?

7. In order to have gardens, water is needed. Do you have problems with water?

8. Is your water source used by other people?

9. Do you use improved seeds to increase your production? If yes, which ones?

10. Do you use organic fertilizer in the school fields to increase your production? If no, why not?

11. Do you have other things to add?

Questions Addressed to both the Teachers, Headmasters, and the PTAs:

1. How are the productions utilized? Are they cooked for the students to eat or are they sold?

2. Who decides how to use the products, the PTA or the teaching staff?

D) Additional Data on Production Quantities in the Schools

Table I : Production Estimations 2007 (Part I)

School	Sorghum			Millet			Corn		
	Sup (ha)	**Prod (kg)**	**Rdt (kg/ha)**	**Sup (ha)**	**Prod (kg)**	**Rdt (kg/ha)**	**Sup (ha)**	**Prod (kg)**	**Rdt (kg/ha)**
Kourwéogo									
Goabga	2	85	42,5	0	0	0	0,125	15	120
Gonsin	1	0	0	-	-	-	0,3	130	433
Guèla	-	-	-	-	-	-	0,25	170	680
Guesna	-	-	-	0,8	0	0	0,125	12	96
Yactenga	-	-	-	1,7	120	70,6	0,125	90	720
Subtotal	***3***	***85***	***42,5***	***2,5***	**120**	***48***	***0,925***	***417***	***450,8***
Oubritenga									
Bissiga	-	-	-	1,2	100	83,3	-	-	-
Daguilma	1	220	220	-	-	-	0,04	0	0
Koassanga	1	24	24	-	-	0	0,125	0	0
Lallé	1	106	106	-	-	-	-	-	-
Nioniopalgo	-	-	-	1,5	50	33,3	0,04	33	825
Subtotal	***3***	***350***	***116,7***	***2,7***	***150***	***58,3***	***0,205***	***33***	***825***
TOTAL	**6**	**435**	**79,6**	**5,2**	**270**	**53,1**	**1,13**	**450**	**637,9**

(Chart continues on the next page)

Table II : Production Estimations 2007 (Part II)

	Beans			Peanuts			Sesmae			TOTAL PRODUCTION IN KG
Schools	**Sup (ha)**	**Prod (kg)**	**Rdt (kg/ha)**	**Sup (ha)**	**Prod (kg)**	**Rdt (kg/ha)**	**Sup (ha)**	**Prod (kg)**	**Rdt (kg/ha)**	
Kourwéogo										
Goabga	0,75	0	0	-	-	-	1,5	32	21,3	132
Gonsin	-	-	-	-	-	-	-	-	-	130
Guèla	3,3	120	36,4	-	-	-	-	-	-	290
Guesna	0,6	100	167	-	-	-	-	-	-	112
Yactenga	0,4	60	150	-	-	-	0,45	3	6,7	273
Subtotal	***5,05***	***280***	***88,3***	***-***	***-***	***-***	***1,95***	***35***	***17,9***	***937***
Oubritenga										
Bissiga	0,12	0	0	0,6	50	83,3	-	-	0	150
Daguilma	0,3	80	267	-	-	-	0	0	0	300
Koassanga	0,1	15	150	-	-	-	0	0	0	39
Lallé	1,5	75	50	-	-	-	-	-	-	181
Nioniopalgo	1	60	60	-	-	-	0,5	10	20	153
Subtotal	***3,02***	***230***	***105,4***	***0,6***	***50***	***83,3***	***0,45***	***10***	***20***	***823***
TOTAL	**8,07**	**510**	**96,85**	**0,6**	**50**	**83,3**	**2,45**	**45**	**18,3**	**1760**

Table III: Local Collection 2007

Tableau 2: Situation des collectes 2007-2008 en kg

Schools	**Sorghum**	**Millet**	**Corn**	**Bean**	**Peanut**	**Sesame**	**Voadzou**	**Others**	**TOTAL**
Kourwéogo									
Goabga	0	0	0	0	0	0	0	0	0
Gonsin	650	100	0	0	0	0	0	0	750
Guèla	960	0	0	0	0	0	0	0	960
Guesna	0	618	0	618	360	0	0	0	1596
Yactenga	250	250	0	0	0	0	0	0	500
Subtotal	***1860***	***968***	***0***	***618***	***360***	***0***	***0***	***0***	***3806***
Oubritenga									
Bissiga	330	600	0	0	0	0	0	0	930
Daguilma	0	0	0	0	0	0	0	0	0
Koassanga	0	0	0	0	0	0	0	0	0
Lallé	288	0	0	135	0	0	0	0	423
Nioniopalgo	0	750	0	0	0	0	0	0	750
Subtotal	***618***	***1350***	***0***	***135***	***0***	***0***	***0***	**0**	***2103***
TOTAL	**2478**	**2318**	**0**	**753**	**360**	**0**	**0**	**0**	**5909**

Note: Gathering of the collection occurred in February and harvest was three months earlier in November.

Table IV:

Food Commodities Given to Each School by CRS/BF's Title II Program

							Quantity in kg			
Province	Region	School	Code	Nº BL	Number of Pupils	Date Food Left the Store	Lentils	Veg. Oil	SF Bulgur Wheat	Total
OUBRITENGA	ZITENGA	BISSIGA/ZITENGA	OSFP001822	541406	305	19/11/2007	400	220	1,650	2,321
OUBRITENGA	LOUMBILA	DAGUILMA	OSFP001777	541366	396	23/11/2007	550	287	2,150	3,054
OUBRITENGA	ZINIARE	KOASSANGA	OSFP001793	541382	450	05/12/2007	600	331	2,450	3,457
OUBRITENGA	ZITENGA	LALLE	OSFP015924	541519	207	19/11/2007	300	154	1,100	1,589
OUBRITENGA	ZITENGA	NIONIOPALOGO	OSFP001828	541412	235	19/11/2007	300	176	1,250	1,765
TOTAL OUBRITENGA							**2,150**	**1,168**	**8,600**	**12,186**
KOURWEOGO	NIOU	GOABGA	OSFP003199	541547	385	06/12/2007	500	287	2,100	2,952
KOURWEOGO	SOURGOUBILA	GUELA	OSFP003221	541568	400	30/11/2007	550	309	2,150	3,077
KOURWEOGO	LAYE	GUESNA	OSFP011367	541603	206	29/11/2007	300	154	1,100	1,589
KOURWEOGO	LAYE	YACTENGA	OSFP003735	541581	177	30/11/2007	250	132	950	1,362
KOURWEOGO	SOURGOUBILA	GONSIN/SOURGOUBILA	OSFP003217	541564	490	30/11/2007	650	375	2,650	3,758
TOTAL KOURWEOGO							**2,250**	**1,257**	**8,950**	**12,738**
GENERAL TOTAL							**4,400**	**2,425**	**17,550**	**24,924**