
Efico Fund for the support of the sustainable development of coffee producing countries

corporate fund managed by the King Baudouin Foundation
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APPLICATION FORM

Project: KACHALU COFFEE: SUSTAINABLE EDUCATION FOR DEVELOPMENT (Escuela & Café (School & Coffee))

Location: Colombia – Santander – Kachalù.

Sector(s): Education, child nutrition (food security)



Submitted to tender May 15, 2006

APPLICATION FORM

A. INFORMATION ON THE APPLICANT AND PROJECT (1 page)

Note: The project is submitted by Federacion Nacional de Cafeteros de Colombia in an alliance with Colruyt, please notice an extended explanation in point 18.

CANDIDATE ORGANISATION

Federación Nacional de Cafeteros de Colombia – Comité Departamental de Cafeteros de Santander.

Legal status: NGO **Founding date:** 27-06-1927

Usual activities of the organization: Has the aim to promote the Colombian coffee industry. Advocates for the welfare of the population in the coffee regions through mechanisms of collaboration, innovation, and participation.

Family name, first name and title of legal **representative of the organization:** Luís Genaro Muñoz

Address:

Calle 72 N° 7-82 Piso 3

City: Bogotá Country: Colombia

Tel.: +57 1 3136600 Fax: +57 1 2171021 Website: www.cafedecolombia.org

IBAN and BIC codes: . The iban and BIC codes can only be provided once the project has been approved. Since it is necessary to open an specific account for transparency and tracability purposes.

CONTACT PERSON

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Coordinator Education Programs

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PROJECT (please make sure this part is filled out correctly and completely)

NAME/TITLE OF PROJECT:

KACHALU COFFEE: SUSTAINABLE EDUCATION FOR DEVELOPMENT (Escuela & Café (School & Coffee))

SUMMARY OF PROJECT (max. 5 lines):

This project is part of an educational strategy being implemented in the rural schools of coffee - growing regions. It aims to the formation of the new generation of coffee growers. It includes participatory mechanisms where various sectors in the community (children, youth, parents, teachers, etc.) are involved, generating a communal sense of ownership, responsibility, collaboration and compromise with the decision making process of their own development.

**FINANCIAL SUPPORT REQUESTED FROM THE FUND
(IN EUROS):**

23.686,44 Euros/year

B. PROJECT

1. What is the exact aim of the project?

The project is designed to generate a reform in rural education programs of coffee growing regions, where the future generation of coffee growers are raised as such. Children will acquire, from their early stages, key technical knowledge about coffee production and the necessary skills to manage their business. It will also include basic bilingual education (Spanish-English)

The methodology includes a coherent participatory scheme that ensures a sense of appropriation of the productive process, thus guaranteeing sustainable production and food security for the community. It promotes local food production and its local distribution, generating a stronger local economy.

It is expected that the students will be able to share this experience with other communities at the regional level, national, and international levels by acquiring information technology knowledge.

2. Who is the project aimed at? Please give all details of the target group (age, sex, geographic area covered by the project (local, municipal, provincial, regional, etc.), estimate of number who will benefit, etc.).

This project will take place in the Kachalù Coffee producing region, in the Pinchote municipality, in the Santander Department. El Bosque School will be the direct beneficiary institution. It is located 10 kilometers away from the urban center of the Pinchote Municipality.

Girls and boys from different areas of the municipality (La Rehoya Alta, La Rehoya Baja, El Bosque de Páramo, and Socorro) attend this institution. The direct beneficiaries are 63 students (26 girls and 37 boys), and the indirect beneficiaries will be an additional 61 students that attend neighboring schools and who will have exchange programs with El Bosque school.

The area of influence of the school includes 378 hectares of coffee producing land owned by 108 families whose income is coffee-dependent. (The attached table presents student's age and tuitions)

C. TIMETABLE

3. What is the total duration of the project (from start to finish)?

The first stage of the project, for which funds are being applied for, will have a duration of 12 months (1 year). The total project (with a duration of 2 years) will be composed of the following phases:

4. Describe the various phases of your project.

1. *Community Workshop to Raise Awareness (1 day):*

The attendants to this workshop will be all the stakeholders' involved. The objectives and the activities of the project will be described as well as the working methodology of the "Escuela & Café" Program. An expert technician will be responsible for conducting the workshop. It will take place in El Bosque School.

2. *Training Workshop: "Escuela & Café" Methodology:*

There will be a total of 5 workshops. Each one has duration of two (2) days, eight (8) hours per day. The attendants to these workshops will be the teachers of various rural schools in the region. The responsible for this training will be expert technicians from the Federacion Nacional de Cafeteros. Training will take place according to the contents of the Institutional Educational Project and the "Escuela & Café" guidelines. The workshops contain theory and practice and include field trips to demonstrating farms. Methodology includes environmental education and sustainable management of natural resources. The following table briefly describes the contents of each workshop:

Focus Subjects: Training of Teachers

- Workshop 1: Culture and Identity of the Coffee Growing Region and Industry
- Workshop 2: Coffee Nurseries, and establishment of coffee plantation
- Workshop 3: Sustaining the land during unproductive periods. Productive projects for food security.
- Workshop 4: Integrated Broca management – let's defend our produce.
- Workshop 5: Harvests, benefits and quality.

During Year 1 the first two (2) workshops will take place. During year 2 (not included in this application) the following three (3) workshops will take place.

3. *Training Workshop: Food Security*

Two additional workshops will be implemented to reinforce training in food security issues. The attendants will be the same as the ones in Phase 1. Each workshop will have duration of 3 days. The following subjects will be dealt with:

- Importance of Food and Nutrition
- Taking advantage of our farms to produce food.
- Ecological production = healthy product
- Planning, Organization and Participation

4. *Regional Forum: Achievements*

This forum will take place during the second year of the project's implementation. It will a one day activity in which the beneficiaries of the project will have a space to share and communicate significant achievements obtained (as well as obstacles and difficulties in the process) to the rest of the community (official educational authorities, social organizations, other rural schools, entrepreneurs, government agencies and the press

5. *Supply of Educational Materials: Escuela & Café*

Once the Escuela & Café methodology is incorporated into the Institutional Education Project (PEI), its methodology will be included in each of the rural schools. Trained teachers will be supplied with educational materials composed of the following:

- 1 set of 4 Escuela & Café guidelines destined for a group of 3-4 students.
- 1 set of 6 guidelines, per student, about food security .
- 1 Escuela & Café library that includes books and guidelines related to educational materials for coffee production in the region.
- 1 Escuela & Café Videotheque that includes audiovisual material
- 5 videos about Food Security

6. *Development of a educational project for production and food security:*

In order to diffuse practical knowledge to students, 23 supervised projects on production and food security and 1 conducted project on coffee and food security will be implemented. The characteristics of these two types of projects are:

1 Conducted project on Coffee and Food Security

This project will take place in school and consists of developing productive gardens in an approximate area of 0.1 hectares. Coffee and other types of crops for food will be harvested. This garden will serve as a tool for trained teachers to transmit practical knowledge to students, and other local teachers, about technical issues on production. A multiplying effect will take place regarding the efficient and sustainable ways of production, considering best environmental practices. These will improve the rural sector in general and the coffee growing sector in particular. Students will also be knowledge diffusers in their socializing process with family and community.

23 Supervised projects on Production and Food Security

This project will take place with children in family farms and consists of developing productive gardens in an approximate area of 0.1 hectares.

Through this type of projects students will include basic productive and administrative concepts in their own family-owned farms. These projects will not only be related to coffee growing but also to food production for sustained auto consumption in order to provide food security for them and their families. If parents do not own land, it is possible for students to group with other families who do own. This type of project aims to create awareness about the importance of the family-nucleus autosustainability in food production. This not only improves nutrition but also promotes family cohesion.

These projects will be periodically visited by trained teachers and will be monitored and assessed by agricultural experts from the Coffee Growers Committee (Comité de Cafeteros).

These projects will have a supply hens and chickens, as well as of seeds including beans, corn, and other vegetables. This is necessary to combat the urgent lack of appropriate nutrition that affects the vast majority of beneficiaries.

5. How far has the project progressed so far?

Escuela & Café is a project designed by the National Federation of Coffee Growers – Caldas Comité and has been diffused in 16 Colombian departments where coffee is produced. In the Santander department a few initiatives have taken place but in the region where Café Kachalù is produced it is just being initiated.

D. BUDGET AND FINANCING (in euros)

6. What is the total budget necessary for the project?

The amount needed to fund the first stage of this project is **30.612,50 Euros**

7. Please give a detailed description of the various budget items as a function of the different phases of the project.

CONCEPT	TOTAL in Euros
Workshop Community Awareness	203,39
Workshop to train Teachers in the “Escuela & Café” Methodology	508,47
Workshop on Food Security Training	508,47
Technical visits and support in schools.	813,56
Technical visits and support in family farms.	3.254,24
Supplies (educational and productive)	18.398,31
TOTAL	23.686,44

8. What amount are you requesting from the Fund?

We are requesting an amount of **23.686,44 Euros**

9. What costs will this amount cover?

This amount will cover the costs described in the table above. Training teachers, workshop logistics, supply of educational materials, computers and computer room implementation, and agricultural inputs for productive and food security projects.

See Annex 1: Detailed budget.

10. What other financing sources do you have? Please give a detailed description and Specify their contribution.

The Departmental Secretary of Education will co-finance with 6 teacher’s salaries that will spend 30% of their monthly time in the implementation of these projects, in training activities and in knowledge diffusion to students. This contribution will be of **5,657 Euros**.

Financial plan

<i>Organization</i>	<i>Contribution Euros</i>	<i>%</i>	<i>Status</i>
Efico FUND	23.686,44	80,72	Requested in tender.
Departmental Secretary of Education (Santander)*	5.657	19,28	Agreed
Total Contributions	29.343,44	100	

11. Have you made an application for this project in the framework of another campaign (with or outside the Foundation). If so, which one(s)?

The project has not been presented to another campaign.

E. SPECIFICS OF THE PROJECT

•Added value of the project for society

12. To which extend does your project respond to the various elements of continuity, in terms of Social, ecologic and economic criteria?

The project will contribute on the long run to the sustainability of the social and cultural characteristics of the population of this region, which produce Kachalù Coffee, by strengthening social ties and solidarity. Additionally it will have a positive and enduring effect on the educational sector of the region.

Kachalù Coffee production entails best environmental and production practices, thus enforcing the conservation of the natural ecosystems. The importance of water sources and the need to manage wastes is of great consideration.

It is expected that the population with higher levels of education and resources will be more competitive and will therefore reinvest their income in the region.

13. How will your target be involved in the project, both in the preparation and implementation of the project?

The Escuela & Café methodology includes a constant participatory mechanism for the target community in all phases of implementation. Every stakeholder is involved during the project's activities. Technical experts are responsible for training teachers, who in turn are responsible of diffusing knowledge to other teachers, students and their families. Students on the other hand also diffuse knowledge to their families and communities. Parents participate by supporting the activity in their family farms. The methodology of this type of project has proved successful in other regions and the objective is to implement its successful results in the Kachalù Coffee region.

14. To which extent does your project apply the multi-stakeholder model, as developed in the UN Global Compact?

This project demands community-wide participation. The NGO's technical experts will provide technical assistance by visits to family farms and schools and by training teachers who in turn transfer knowledge to students. Parents will provide support in the supply of a small parcel of land to develop a productive garden. Government will be involved through the Secretary of Education who will be co-financing the project through teacher's salaries and observing the development of the project.

The project also contributes to the achievement of the United Nations Millennium Development Goals, especially Goal No. 2 (Achieve universal primary education), by increasing the quality and pertinence of the education, which should promote the enrolment and permanence of children in the basic education system and increase literacy.

With the qualification the youngsters and diffusion of environmental friendly practices, a concrete contribution to Goals No. 1 (Eradicate extreme poverty and hunger) and No. 7 (Ensure environmental sustainability) will be made.

15. What impact will your project have on the short term?

The project will enable a social cohesion process that starts in schools and that will involve parents and the community in general. This initial cohesion process is key for future productive developments and strengthening of solidarity bonds amongst the community. Additionally it will decrease the rate of malnutrition by the implementation of the food security productive projects.

16. What impact will your project have on the long term?

The impact in the long term will consist of the following:

A new trained generation of coffee growers will be formed based on best practices of sustainable production and better management skills.

Generating community compromises ensures the permanence of the project.

The Institutional Education Program will be adjusted to include local educational necessities.

Required basic education for the new generation will be ensured for its transfer to higher levels of education.

17. How will the continuity of the project be guaranteed in the future?

The continuity of the project is guaranteed by including participatory mechanisms in the projects methodology and the generation of community compromises through the conservation and sustainable production of a common good: Kachalù Coffee.

Focusing the project in a particular school helps to institutionalize the school as a center for development where not only students but the community in general can reach. There is great common interest in positioning the Kachalù Coffee in the international market.

•Quality of the implementation of the project

18. How did the idea of the project materialize? (as a result of a feasibility study, survey, etc.)

The idea is materialized through two simultaneous ways. The community's awareness of the necessity of investing in education of the future generations with an emphasis on the local conditions of production and the need for food security, while promoting their coffee internationally; and the methodology of Escuela & Café promoted by the National Federation of Coffee Growers that tackles this specific community necessity.

This KACHALU project is the logical continuation of what COLRUYT has realized over the past 2 years in Colombia in cooperation with FNC and EFICO. Therefore, the proposal is the result of an alliance to strength education in Kachalù region.

COLRUYT sells the KACHALU coffee in the COLLIBRI range, and 5% of the sales price is paid back into projects for education and training in the regions of origin.

COLRUYT guarantees that it will transfer at least 20 000 Euro to the EFICO FOUNDATION each year for the next 2 years. This way a long-lasting bond will grow between the coffee farmers in Colombia, the coffee federations, the EFICO FOUNDATION, the distributor COLRUYT and the customers of COLRUYT.

All the information about this project is available in all transparency and openness on the website of COLRUYT and that of COLLIBRI (www.collibri.be).

19. What possible obstacles can threaten the success of your project and how can these obstacles be overcome?

No major obstacles are foreseen. In fact the need of such an initiative is so clear to the community that its commitment reduces risks.

20. When and how will the project be evaluated?

The project will be evaluated through a methodology –part of Escuela & Café- that has already been implemented in other similar experiences in other regions. The evaluation will consist of measuring the following goals:

Number of Rural Schools involved in the project.	1
Number of girls, boys and youngsters involved in the project	63
Number of trained teachers	6
Number of Workshops to train Teachers in Escuela & Café methodology.	2
Number of workshops to train teachers in Food Security	2
Conducted project on Coffee and Food Security implemented in school	1
Supervised projects on Coffee Production implemented in family farms	23
Supervised projects on Food Security implemented in family farms	23

The responsible entity for the project's implementation will be the Departmental Comité of coffee Growers of Santander. The project's evaluation will be conducted on the basis of the attainment of the previously mentioned goals, and the achievements pre-established in the Escuela & Café methodology that include:

- Inclusion of the Escuela & Café methodology in the Institutional Education Program. (PEI)
- Parent and Community participation in the project.
- Evaluation of the achievements of the boys and girls participating in the project.

F. ADDITIONAL DOCUMENTS

Please make the following documents available in case we request them. Therefore, please do not send them with your application form:

- Activity report for 2004 - 2005
- Approved income and spending status on 31 December 2004
- Balance on 31 December 2004
- Budget 2005

- Documents sent with the application form will not be returned.

G. EVALUATION OF OUR COMMUNICATION

- How did you learn about this call?

from the press

from the website

from another media: Direct contact to the EFICO Foundation

- How did you obtain this application form?

downloaded from the website

request from the King Baudouin Foundation's contact centre

- Was the information you received complete or did you have additional questions after going through the file? Please specify:

- We would suggest presenting the application files in Word format and not PDF, as it is better to work with.