

# PROJECT PRESENTATION

# CONTENT

01

Summary

02

Goals & Objectives

03

Our Impact

04

Our Team

05

Chronology & Activity

06

Appendices

# Summary

**Our objective at Colombes du Faso is to build an educational institution in rural Burkina Faso composed of a school complex for 600 students and a permaculture farm.**

**Our mission is to not only increase access to education for the youth of this region but also to offer a paradigm-shifting model where...**

- **the quality of learning is dramatically increased via a pedagogy based on solidarity and kindness,**
- **the gender gap in access to education is bridged and women are empowered,**
- **best practices in agroecology are shared and improved upon to encourage food sovereignty, resilience, and the ecosystem's restoration.**

**We are a French-registered association led by a Burkinabe bi-national with strong ties to the community. Our international team is based in Burkina Faso and France.**

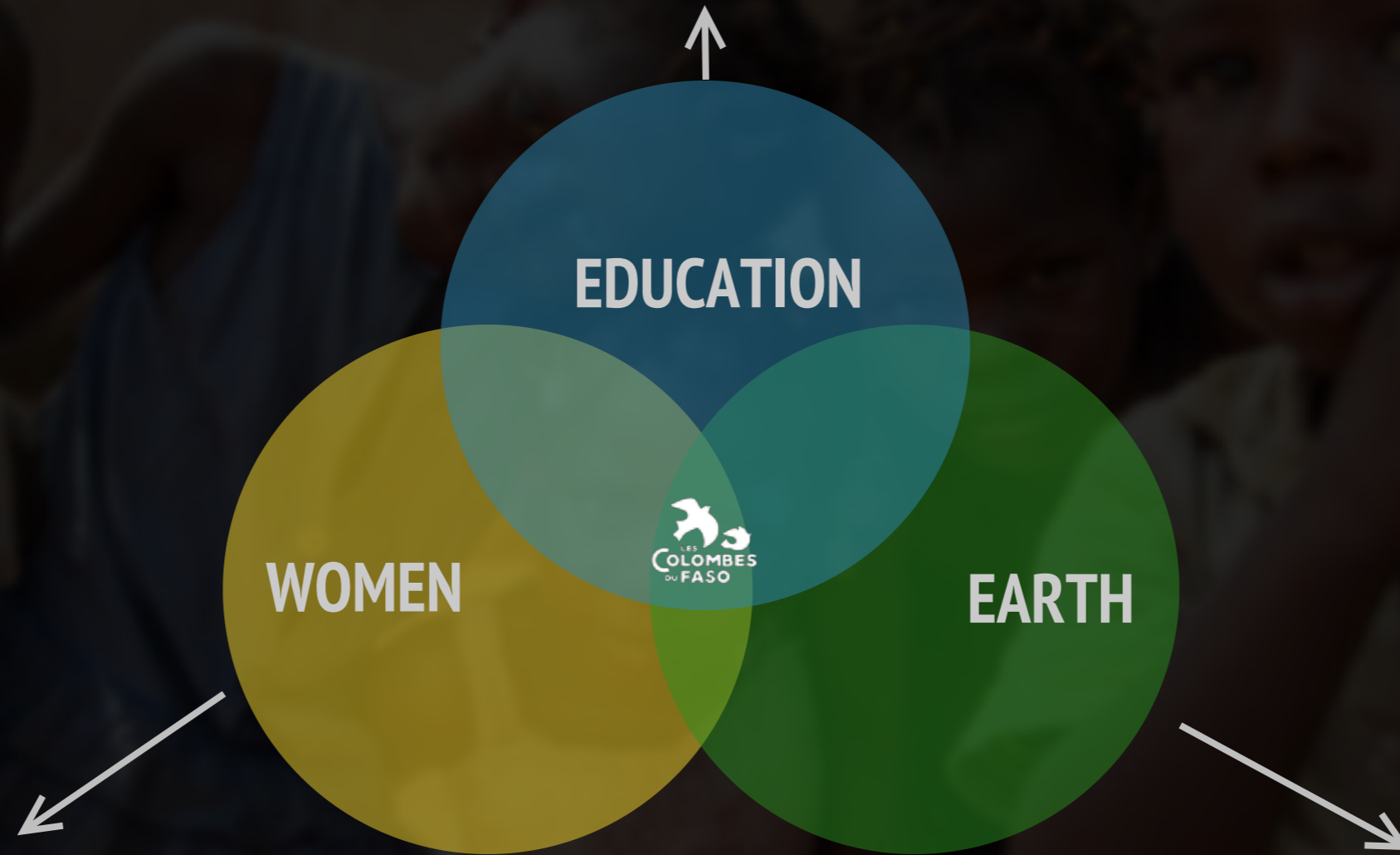


A person is seen from the chest up, sitting and reading an open book. The person is wearing a light-colored t-shirt and a patterned beanie. The background is a library with bookshelves filled with books. The entire image is covered with a semi-transparent green filter. The text 'GOALS & OBJECTIVES' is overlaid in the center-left area in a bold, orange, sans-serif font.

# GOALS & OBJECTIVES

# OUR THREE PILLARS

1. Increase access to high-quality education in rural Upper Bassin region in Burkina Faso, sub-Saharan Africa



2. Bridge the gender gap of access to education and contribute to eradicating women social & cultural determinism

3. Promote food sovereignty and regenerative agriculture in the region

# Goal 1 Increase access to high-quality education in rural Upper Bassin region in Burkina Faso, sub-Saharan Africa

## Facts

75%

of the households have access to a primary school at less than 30min\*

Upper Bassin, 2018

46%

of the households have access to a secondary school at less than 30min\*

Upper Bassin, 2018

38%

Literacy rate amongst the 15 yo+\*

Upper Bassin, 2018

## Objectives

1

Our school complex will eventually welcome 600 students aged 3 to 20 in a high-quality educational framework based on benevolence, excellence, self-expression and personal development.

We will increase access to vocational training, meeting local needs and aiming to fuel entrepreneurship post-graduation (stage 1: sewing, agro-ecology, eco-construction, animal farming).

2

3

We will increase literacy rates among the adult population with evening programs.

## KPIs

Graduation rate, Literacy rates, Primary & secondary school completion rates.

# Goal 2 Bridge gender-gap of access to education and contribute to eradicating women social & cultural determinism

## Facts

Only 16% of young women go to secondary school. The women literacy rate is 40% lower than that of men<sup>^</sup>. Low access to modern contraception lead to a high birth rate (6 children on average). Forced marriage & genital mutilation are existing practices that affect many girls. **Women's schooling is too often prematurely interrupted.** Women participate less in decision-making and the economical and political activity of the community. Their potential is undermined.

## Objectives

1

Plan for gender parity and provide a safe environment for the schooling of girls and young women

Via strategic partnerships, engage with the community to break cultural & traditional conditioning leading to an under-representation of women in school.

2

3

Provide sexual health education programs including sensitisation around the problematics of forced marriages and unwanted pregnancies.

## KPIs

Student gender parity, all education KPIs above looked at women vs men, number of unwanted pregnancies.

# Goal 3 Promote food sovereignty and regenerative agriculture in the region by creating a paradigm-shifting example

**Facts** The principal activity of the region is agriculture. Inadequate farming practices have impoverished the topsoil and contributed to the spread of the desert. Biodiversity, productive soils and water resources are growing scarce. Farmworkers are exposed to toxic pesticides daily. The reliance on imported foods, seeds and chemicals leaves the community vulnerable.

## Objectives

1

Create a resilient community fed by a garden system built according to principles of regenerative agriculture, achieving near-complete self-sufficiency within 7 years. Neutral carbon footprint using solar panels & rainwater harvesting systems.

Using innovative reforestation and farming techniques, create an oasis where life can sustain droughts and extreme weather events. Protect old indigenous seeds. Create an energy-neutral sustainable community with ambitious recycling programs.

2

3

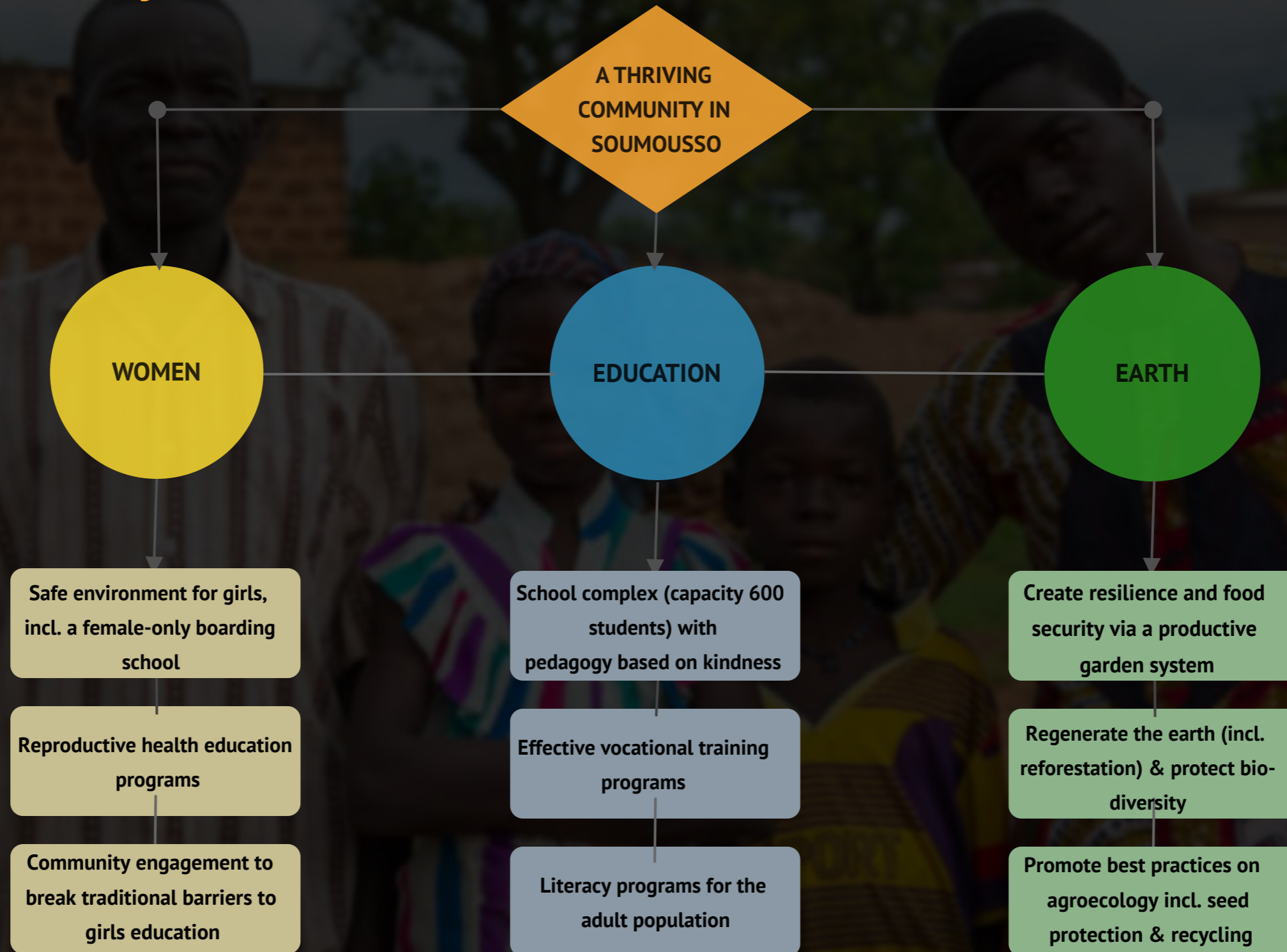
Promote regenerative agriculture within the region through our vocational training programs.

## KPIs

Food purchased vs food grown %, # of old indigenous seeds kept, % of non-recycled waste, carbon footprint, # of graduates from the program.



# Summary of our objectives



A photograph of a classroom with several students sitting at wooden desks. The image is overlaid with a semi-transparent green filter. The text "OUR IMPACT" is centered in a bold, orange, sans-serif font. The students are focused on their work, with some looking at papers and others at their desks. The background shows a window with blinds and a whiteboard.

# OUR IMPACT



**A resilient, educated and thriving community  
where women are empowered & the earth is  
continually regenerated.**

# OUR TEAM

The image features a group of people walking away from the camera on a dirt path through a lush, green forest. The scene is heavily tinted with a vibrant green color. In the center, the words "OUR TEAM" are written in a bold, orange, sans-serif font. The background shows tall grasses on the left and dense trees on the right, with a bright sky visible through the canopy.

# Our Team

EDUCATION



## Maminata Nana, Director

23 years of experience in Education, she has worked as an Executive Secretary, Principal Education Advisor, Tutor, Trainer, and Highschool Deputy Principal since 2015. Maminata spent the first 30 years of her life in Burkina Faso before moving to France in the 1980s. She maintains strong ties with the local community. She speaks the two main languages, understands the culture, the traditions and the challenges. She wants to return to her country of origin to help improve living conditions.



## Stéphane Granado

34 years of experience in Education. He began his career as a supervisor in a general technological high school, then became Principal Education Advisor in 1998. He worked in priority education colleges and vocational high schools. For 2 years, he was the coordinator of Priority Education Networks, which includes primary schools and a college. All his educational philosophy is based on two pillars: exigence and benevolence. Stéphane will live in Burkina Faso to work in our School.

OPERATION



## Stéphanie Sajady

Business school graduate with a specialization in entrepreneurship and management of innovative projects. 9 years of experience in the management of small businesses. 3 years of experience in franchise network development. Assisted entrepreneurs in the development of their start-ups. Has extensive experience in all aspects of business creation and management.



## Reine Vanwaelscappel

10 years experience in operation and finance in small and large businesses. Has been working as a buyer since 2016 in a corporate environment, managing portfolios of brands generating \$55+ million annually. Therefore has extensive experience in project management, financial planning, marketing, communication, legal and strategy.

AGROECOLOGY



## Nico Barish

After working on large scale reforestation projects in Italy and India, his permaculture studies took him to Granada, the Amazon rainforest and Guatemala to work with local communities on their path to food sovereignty. His expertise includes permaculture eco-social design, syntropic, bio-intensive & biodynamic farming, reforestation, water projects, JADAM and recycling systems.

### Extensive experience in...

- ✓ School management, incl. hiring, training & developing curriculums
- ✓ Project management, budgets, marketing & communication
- ✓ Regenerative agriculture, food systems & reforestation

# CHRONOLOGY OF ACTIVITIES



# Chronology of past activities

May 2017

Creation of Les Colombes du Faso, an association of the 1901 law type in France

Nov 2017

Association obtain authorization to practice by the Ministry in charge of the Public liberties in Burkina Faso

Jan 2018

Association begins administrative procedures to officially own and operate on the land of 6 hectares in Soumousso

Jan 2019

The village chief of Baré (the town adjacent to Soumousso), in support of the project, gives to the Asso a land of 3 hectares which will be an annex to the school

Jul 2019

Nubian Vault specialist Architect begins architectural study. Due date of the first proposal: 1st May 2022

Dec 2021

Association joins “NGOs and Active Associations in Basic Education in Burkina Faso Consultation Framework” (CCEB)

Dec 2021

GoFundMe campaign goes live

Dec 2021

Association Director, Maminata Nana, retires her high school Deputy Principal career in France to relocate to Burkina Faso. The association enters its most active phase to date

# Chronology of future activities

Jan 22 - Sep 22	<ul style="list-style-type: none"><li>• Finalise architectural study</li><li>• Finalise permaculture farm initial designs</li><li>• Finalise administrative procedures &amp; initial land work (fence &amp; well drilling) in Soumousso (6 ha) &amp; Baré (3 ha)</li><li>• Fundraising continue (crowdfunding &amp; grants)</li></ul>
Oct 22 - Aug 25	<ul style="list-style-type: none"><li>• Land work, reforestation and development of the permaculture farm begin</li><li>• Construction of the school buildings + procurement and installation of equipment</li><li>• Hiring and training of the first generation of teachers</li><li>• Communication in the community &amp; surrounding towns and villages</li></ul>
Sep 25	<ul style="list-style-type: none"><li>• First classes open. 50 students start their schooling.</li></ul>
Oct 25 - Future	<ul style="list-style-type: none"><li>• The school grows each year to welcome more students (600 students in Year 6)</li><li>• Development and execution of vocational training programs</li><li>• Development of sponsor program: individuals can finance school tuition of a student</li><li>• Reforestation, regeneration of land and exploitation of garden systems continue. The community has attained near self-sufficiency at Y7</li><li>• When gardens systems are productive: creation &amp; development of alumni-led businesses for reselling of products (raw &amp; transformed)</li></ul>



# Conclusion - A note from our President



*"I remember from Pierre Rabhi the story of the hummingbird who does his part to put out a fire by going back and forth to the river with a drop of water in his beak.*

*At Les Colombes du Faso, we are doing our part by turning the wheel of transmission with the education of children, taking care of the Earth and People in order to create abundance to be shared for many generations. By supporting Les Colombes du Faso, you are helping to create the conditions for a better world."*

***"Small streams make great rivers".***

*We thank you wholeheartedly for your support.*

*Maminata NANA - President*

# APPENDICES

# Location & demographic data

## Geographic location



Our school complex will be built in the town of Soumouso, with an annex in Baré, rural Upper Bassin region.

## Demographic Data of the Upper Bassin region\*

- 1.47 million inhabitants, 60% living in a rural area
- Life expectancy: 59.7 years old (2006)
- **55% of the population is less than 20 years old**
- **Gross schooling rate (primary): only 47% in rural areas vs 100% in urban areas**
- **Gross schooling rate (secondary): only 8% in rural areas vs 56% in urban areas**

The data show a large proportion of the population in school-age yet out of school, particularly in rural areas where huge investments are needed. When children do go to school, it is common to see overcrowded **classrooms with more than 100 students.**

Source of all statistics in the document:

\*INSD 2019, National Institute of statistics & demography

^Autonomisation des Femmes et Dividende Démographique au Sahel (SWEDD) by UNFPA, United Nations Population Fund

# What we will build

## SCHOOL

- 15 classrooms: 1 class of max 40 students for pre-primary, primary, post-primary and secondary level
- Preprimary facility
- 4 additional rooms for workshops & vocational training - sewing, animal farming, eco-construction, regenerative agriculture/permaculture
- Computer room
- Female-only boarding school for 80
- Sports fields
- Library
- Teachers room
- Reception
- Infirmary + rehabilitation rooms
- Storage rooms
- Cafeteria & kitchen
- Toilet (compost) & Showers

## COMMUNITY

- Projection room
- Maloka for outdoor gatherings & activities
- Recycling centre "Repair-café"
- Accommodations for school personnel incl. security guards
- Accommodations for volunteers

### ENERGY SOURCE:

- Solar panels
- Rainwater harvesting system

## GARDENS

- Food forest system
- Bio-intensive beds of vegetables
- Medicinal plant garden
- Zen Garden
- Reforestation zone of wilderness
- System of 4 ponds incl. greywater recycling + cistern
- water channels & irrigation system
- Toolshed
- Greenhouse & nursery
- Storage for seeds
- Fungi lab
- Chicken & Henhouse
- Cow paddock
- Compost system