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# SCHOOL FEEDING RESPONSE ACTIVITY– SFRA ANNUAL REPORT

September 2018– September 2019

DISCLAIMER The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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## ABBREVIATIONS AND ACRONYMS

APS	Alimentación Preparada en sitio (Food prepared on-site)
CTE	Certified Territorial Entities
GIFMM	Grupo Interagencial de Flujos Migratorios Mixtos (Interagency Group for Mixed Migratory Flows)
GPM	Good Practice Manufacturing
IR	Industrialized Ration
MOE	Ministry of Education
NRC	Norwegian Refugee Council
PAE	Programa de Alimentación Escolar (School Feeding National Program)
RFP	Request for Proposals
SIMAT	Sistema Integrado de Matriculas (Integrated Enrollment System)
SMP	School Meals Program
IRISO	Sub-Office
TOR	Terms of Reference
UN	United Nations
UTAC	Unión Temporal Alimentar Cúcuta 2019
WFP	World Food Program

This report covers the progress made by USAID’s school feeding response activity (SFRA) between September 2018 and September 2019. The annual report describes key results by intermediate (IR) and sub-intermediate (Sub-IR) result, and a general financial report. Finally, details the challenges encountered during this period and the priorities for the next quarter and a couple of stories.

## EXECUTIVE SUMMARY

**TABLE I: ACTIVITY INFORMATION**

IMPLEMENTING ORGANIZATION:	World Food Program: The UN WFP (Mission in Colombia)
PROJECT DURATION:	August 30, 2018 – November 30, 2020
KEY PROGRAM PARTNER	Municipal Education Secretaries
REPORTING PERIOD:	September 1, 2018 – September 30, 2019
FUNDS COMMITTED	USD\$ 4,988,075.58
FUNDS OBLIGATED	USD\$ 4,988,075.58

### SFRA OBJECTIVE

The strategic objective of the school feeding response activity (SFRA) is to support the efforts of the government of Colombia’s (GOC) to provide nutritional food sources for vulnerable Venezuelan children, Colombian returnee children and host communities through a school feeding strategy. Additionally, the activity will strengthen the national school feeding program through new methodologies and/or strategies that will be piloted and transferred to the GOC.

### ANNUAL PROGRESS

#### Context

The number of Venezuelan refugees and migrants that fled Venezuela reached about 4,5 million by mid-2019, and according to Migración Colombia, as of June 2019, over 1,4 million Venezuelan were in Colombia, which corresponds to 2.8% of the Colombian population projected for 2019. This figure could reach 2,2 million at the end of 2019 according to Migración Colombia, as neighboring countries have decided to restrict borders. Every day about 1,600 Venezuelans enter Colombia. According with the official figures Venezuela students enrolled in Colombian schools are around 186.556 in August 2019.

47.1% of the migrant population is concentrated in three departments: Bogotá, Norte de Santander and La Guajira.

## **Intermediate Result 1: Increase school retention, academic advancement and dietary diversity**

- Provision of school meals to Venezuelan boys, girls and adolescents began on February 4, in Riohacha, on April 22 in Cúcuta, on July 8 in Santa Marta and on July 10 in Barranquilla.
- **5.491** students have been provided with school meal through this activity. **415** of these children have received, at least once, a meal at school.
- A total of **5.076** Venezuelan boys, girls and adolescents were provided with school meals every day as follows: **1.469** in Riohacha; **1.811** students in Cúcuta; **851** in Barranquilla; and **945** in Santa Marta.
- A satisfaction survey was carried out in La Guajira among **9.381** school meals beneficiaries in June 2019, of which **884** are covered by the SFRA USAID. The survey shows positive results as most students are satisfied with the taste, quantity and presentation of the food. It also includes suggestions about specific meals and the environment of the school canteens.
- Helpline findings have been monitored and followed.
- Nutrifami is an e-learning tracking application designed to help communities on good nutrition and healthy eating habits. WFP has committed to providing better nutritional education to vulnerable communities across Colombia and with a platform such as NutriFami can achieve large scale reach. In the School Feeding Activity, **131** people in La Guajira and **31** people in Cucuta was trained in Nutrifami, **22** of which were CTE's supervisors, who will act as Nutrifami multipliers in the program.
- In Barranquilla and Santa Marta, a targeting exercise was conducted to increase the coverage for the next quarter.

## **Intermediate Result 2: Strengthen national and local governments capacities to implement efficient School Meals Program**

- Characterization of good practices and innovative experiences was carried out in Barranquilla and Magdalena ETCs, where secondary information sources were reviewed and complemented with information reported by key territorial actors.
- The PAE models used in rural areas were reviewed and characterized in Cauca, Boyacá, Cesar and Norte de Santander using the 5 approaches of School Feeding: 1. territorial management, 2. financing, 3. transparency, 4. coverage and 5. quality
- The consultancy identified local and national actors common to the PAE, based on the perspective of the key officials in the territories of Barranquilla, Bogotá, Boyacá, Cesar and Magdalena. This was complemented by the identification of influence configurations for each of the actors, according to matching power and interests.

### Intermediate Result 3: Encourage community integration and prevent discrimination, xenophobia and violence

- Universidad del Atlántico carried about and finished a diagnosis (baseline) of Riohacha situation of xenophobia, violence and discrimination in the school environment.
- Universidad del Atlántico started diagnosis (baseline) of Cúcuta situation of xenophobia, violence and discrimination in the school environment.
- Creative agency Bidding process finished by September 30, 2019

## PROGRESS REPORT

### COMPONENT 1: NUTRITIOUS SCHOOL MEALS FOR EXCLUDED MIGRANT CHILDREN

#### TABLE NO. 1 INTERMEDIATE RESULT 1: INCREASE SCHOOL RETENTION, ACADEMIC ADVANCEMENT AND DIETARY DIVERSITY

##### PROGRESS BY SUB-IR RESULT

**Sub-Intermediate Result 1.1:** Enhanced SMP in targeted schools through nutritious food items

- **5.491 students attended:** 5.076 students' daily quotas plus 415 students that rotated (meaning that 415 children left the school and their quotas in the school meals program were replaced). **2.755 girls and 2.736 boys.** Children under five: 9,5%. According to the categories for the weight of the ration, the distribution is as follows: Children between 4-6 years old 12%. Between 7-12 years old 55%. Between 13-17 years old 31%, 18 years old or older less than 2%.

**Sub-Intermediate Result 1.2:** Enhanced coverage of SMP for Venezuela, indigenous and Colombia returnees' students

- **1.469 children assisted in Riohacha; 1.811 in Cucuta; 851 in Barranquilla; and 945 in Santa Marta.** 42 (0.8%) indigenous students. 50 Colombian returnees, representing 0.9% of the attendees. (Annex 25) This low percentage is due to the Venezuelan students has not recognized their self as indigenous.

**Sub-Intermediate Result 1.3:** Enhanced coverage of SMP for limited coverage up to 10% Colombia students in the schools targeting.

- **187 Colombian children covered** cover, representing the **3%**

**Sub-Intermediate Result 1.4:** Increased involvement of communities in the implementation

- WFP monitors the school feeding committees in order to verify community involvement

## Process:

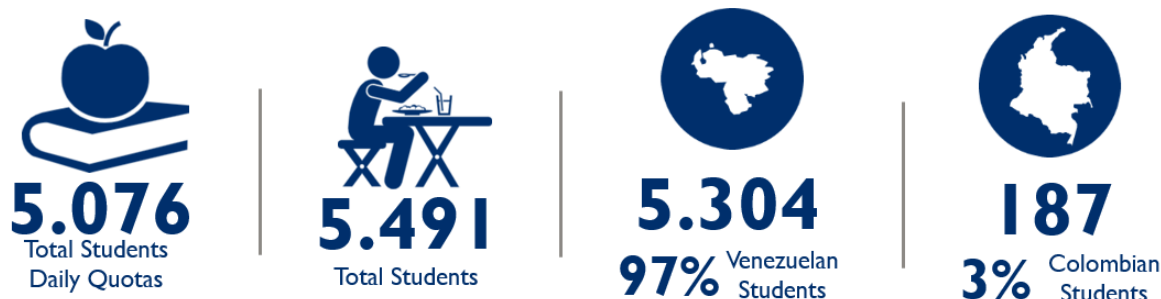


In La Guajira, WFP implements the School Feeding activities directly, taking advantage that WFP is also implementing the National School Meals Program in the Department. In the rest of the regions, WFP implements hiring operators through the framework agreed between the Certified Territorial Entity (CTE) and the municipality.

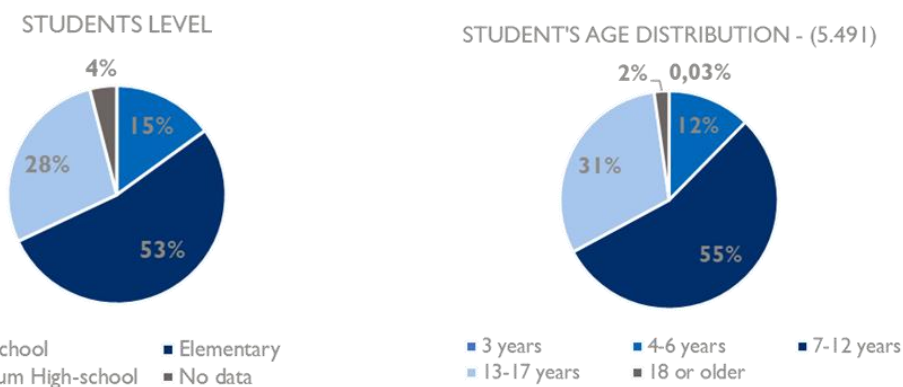
The implementation timing in Cucuta, Santa Marta and Barranquilla was tied to the competitive public bidding which defined the start date in each region. The team carried out an on-site assessment in every school to evaluate the conditions of the schools and the operator's ability to provide a good quality service and to identify areas for improvement. This information constitutes the conditions baseline over which the follow-up has been done.

The implementation in guajira started in February 4, Cucuta's in April 22, and Santa Marta and Barranquilla in July 8 and 10. Since the beginning of the implementation the monitoring process started. SIMAT baseline was review, and a random on-site verification of the accuracy of the CTE information was made. Using the information of the monitoring process, WFP aims to improve the quality conditions of the service in every territory.

## Results



## Figures



Over a total of 5,491 students, 835 (15%) are in pre-school, 2,910 (53%) elementary school and 1,540 (28%) are in medium – high school, no data 206 (4%). The age distribution of the students covered by the activity is distributed like this: 2 children are 3 years old, 678 are between 4 and 6 years old, 3,005 are between 7-12 years old, 1,685 are between 13 and 17 years old and 121 are 18 or older.

### Number of Rations Delivered

City-Operator/Month	February	March	April	May	June	July	August	September
Cucuta	-	-	10.800	32.266	14.236	29.123	32.961	35.056
Riohacha	16.439	17.439	24.136	26.494	16.709	17.771	24.345	30.950
Barranquilla						12.372	14.871	16.637
Santa Marta						12.649	16.732	18.716
<b>Total</b>	<b>16.439</b>	<b>17.439</b>	<b>34.936</b>	<b>58.760</b>	<b>30.945</b>	<b>71.915</b>	<b>88.909</b>	<b>101.359</b>

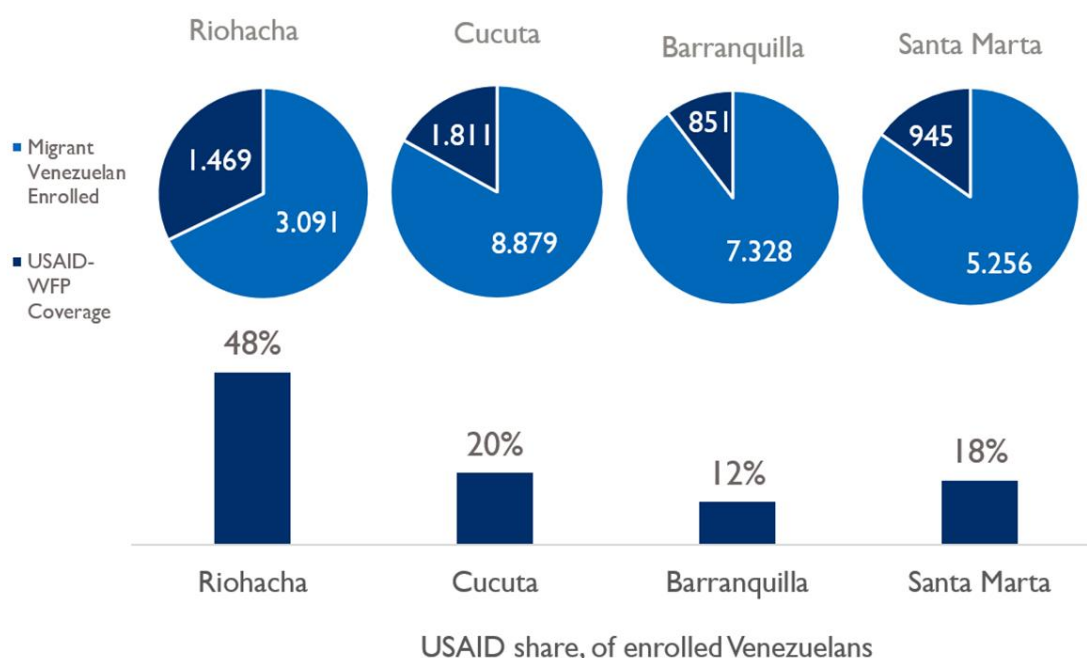
Source: Implementation Finance Report

Since the beginning of the operation the project has delivered 420,702 school meal rations. The operations have been rolled out gradually, with the first region being Riohacha to leverage the fact that WFP has been implementing directly the national school feeding program in the department of La Guajira since 2017.

The variations of rations delivered in each city showed in the chart above are caused by the changes of delivery days (for example, Easter takes place in April and consequently fewer rations were delivered that month, in June there is a period of vacations). Public schools also experienced teacher’s strikes, interruptions to the city’s water supply, school planning events and other activities which interrupted normal school attendance.

### USAID Share in Migrant Student’s School Feeding

Number of Students covered by USAID over the total of Venezuelan students enrolled in the City





According to data by Migración Colombia, as of August 2019, there were around 24.544 migrant children enrolled in the cities where the project is implemented. Through this activity USAID is assisting around 22,3% of the total migrant's children population with school feeding services in 4 cities. Including the other emergency school feeding activities implemented by WFP through other funds, the total coverage reaches around 69,9% of Venezuelan students enrolled in the targeted cities.

## RIOHACHA CONTEXT AND PROGRESS

### School meals Implementation

The implementation of the school meals program started on February 4th. Currently, in Riohacha, capital of La Guajira, 1.469 migrant students out of the total 3.091 enrolled are assisted with the national school meals program USAID activity daily in 56 schools. A total of 174.283 rations were distributed in Riohacha from February to September, of which 84% are complements prepared on site, 9% catering and 7% are industrialized complement.

### Capacity Building

During the activity implementation, the monitors visit schools around 437 times, normally, each school is visit at least once a month.

Also, the team lead capacity building meetings, events, workshops and trainings:

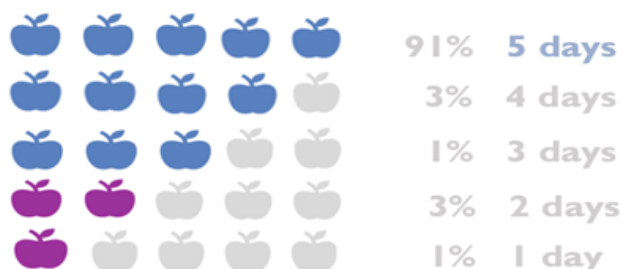
- Training in Nutrifami to 130 cooks in healthy food habits, healthy food combination, adequate handling of food and breastfeeding and pregnancy modules.
- Meetings with Temporal Administration to define focalization and share findings in implementation.

### Satisfaction survey results

In order to get feedback regarding the assistance provided, 884 Venezuelan migrants and Colombian returnees who receive school meals were included in a satisfaction survey conducted between June and July 2019. As WFP implements PAE with not only USAID resources, the survey also included students who received assistance through other funds.

The survey established that there is a high level of satisfaction in the canteens and that the lunches or complements are an important part of the total food intake for Venezuelan students. The survey found that 91% of students eat 5 days a week at school. Annex 35.

#### Number of days per week that students eat in the school



Among the benefits identified, the main findings are that the children receive better nutrition and provision of meals that they are not able to have at home. On the question about what school meals represents in your day, 8% of the students state that the meal at school is the main source of energy, for 13% school meal replaced missing home meals and for 36% of the students the school meal represents a better nutrition meal, because of its nutritional components.

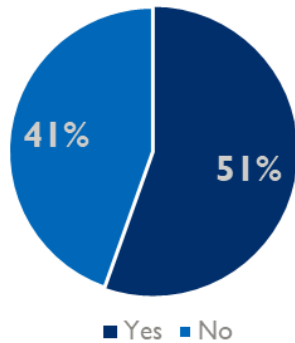


In relation to the meals' characteristics, 95% of the surveyed students said that the food tastes good and looks good and 97% is satisfied with the diversity of the menu.

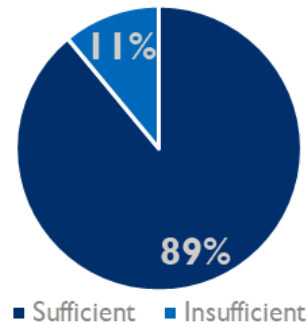


89% of the migrant students surveyed consider that the amount of food served at the canteens is sufficient while for the 11% it is not. 41% of targeted students do not eat anything before arriving at school.

Percentage of students take meals at home before school

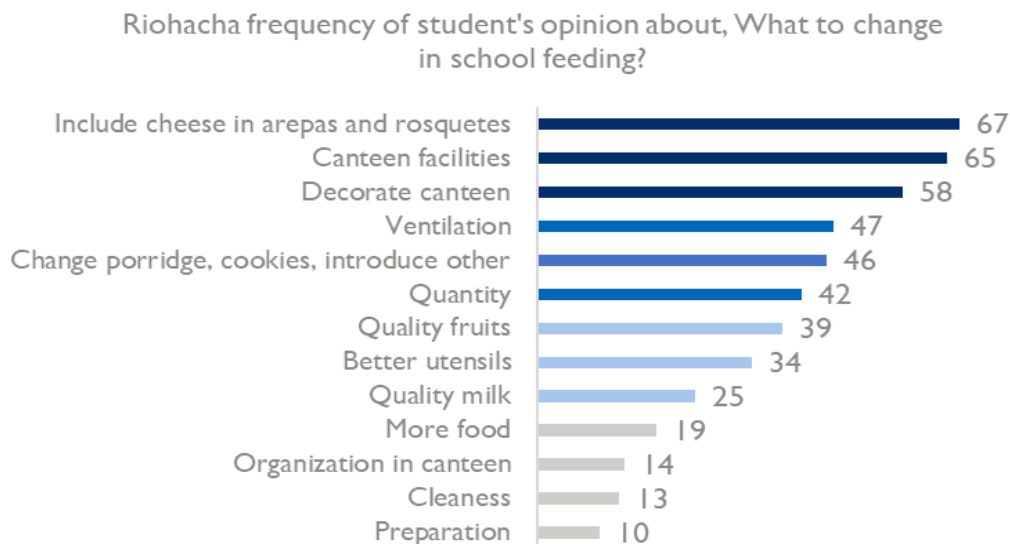


Percentage of students that perceive if the quantity of food in the dish is enough



**Opinions about what to change in the menu are describe in the chart.**

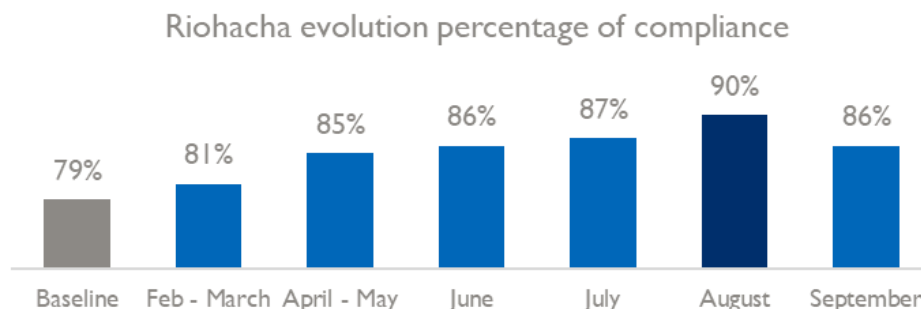
One of the questions was about the changes that students would do to the school feeding program. It was an open question. In the chart are the more frequent opinions about what to change. The number here represents the absolutely frequency for the most common answers. Then, aspects as preparation, infrastructure are the most commented.



**Standard Compliance (Resolution 29452, December 2017, MoEI)**

Resolution 29452, December 2017, established the technical and administrative lines, and minimum standards and conditions of National School Meals Programs- SMP. To show how the activity impact the operation of PAE, and the capacity strengthening process contributes to the programmed, the quality compliance evolution from baseline to September shows an evolution from 79% compliance to 86% compliance.

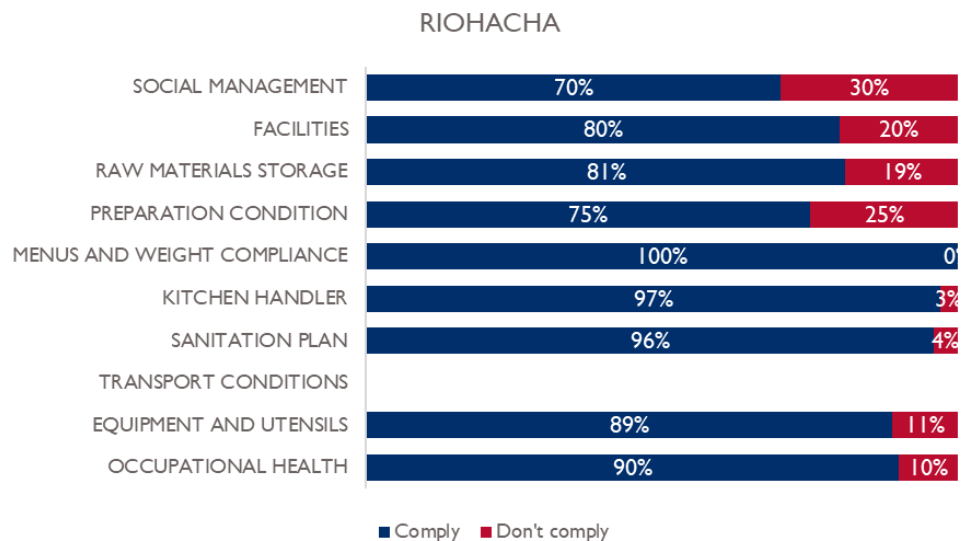
The graphic shows month-to-month quality improvement in the conditions over which WFP implementation has control over. It is observed that the menu creation, transport, storage and the facilities score high, although there are shortcomings in physical installations, occupational health and management. An improvement in compliance with quality standards since the beginning of the implementation is clearly visible. Some aspects of the resolution depend on infrastructure and utensils dotation, that are not part of the activity scope.



As observed in the exhibit, steady growth from the first month has occurred, because of the continuous efforts in infrastructure, supply management, training in good practices, utensils acquisition between other strategies, achieving on site preparation capacities in several schools. During September, the score got the 86% of compliance showing and apparently declining in the August mark that was 90%. During September, some changes in the menu was carried out, among the allowed by the resolution. For example, between week 37 and week 39, there were a problem with the meat supplier, that is the reason why was necessary to supply chicken or pork instead of meat, some schools demanded the change in Riohacha because of “quality problems”, this decision was reported to the Temporary Administration. The situation affected food preparation,

### Percentage of Compliance with Regulatory Standards

The chart below shows the percentage of the compliance with quality standards by subject in September. There is a limit to this evaluation since there are items such as infrastructure that must be upgraded by the schools directly, which often don't have budget to invest in facilities like kitchen and canteens. During this period transport conditions were a not observable, next period would be observed.



Occupational Health refers to aspects related to fire extinguishers and first aid kit; Equipment and Utensils refers to adequate equipment, quantity of utensils, temperature controls, and manuals and register of preventive and corrective maintenance; transportation conditions refers to how to transport the food and the use of sanitaria materials and the staff in charge of the process have certifications; Sanitization Plan refers to have the sanitization plan established in a proper document, the food clean and disinfected before preparation, infrastructure free of pests, waste management and recycle process; Kitchen Handler refers to dotation, amount of cooks for the service, personal presentation and medical certification and training; Menu and Weight Compliance refers compliance of the planification of menu and weight of portion according to normative; Preparation Conditions refers to hygienic, cleaning and conservation in preparation to avoid contamination.

## CUCUTA CONTEXT AND PROGRESS

### School meals Implementation

The implementation of the school meals program started in April 22th. Currently, in Cucuta, capital of Norte de Santander, 1.811 migrant students out of the total 8.879 enrolled are assisted with the national school meals program USAID activity daily in 17 schools. A total of 154.442 rations were distributed in Cucuta from February to September of which 100% are lunch prepared on site.

### Capacity Building

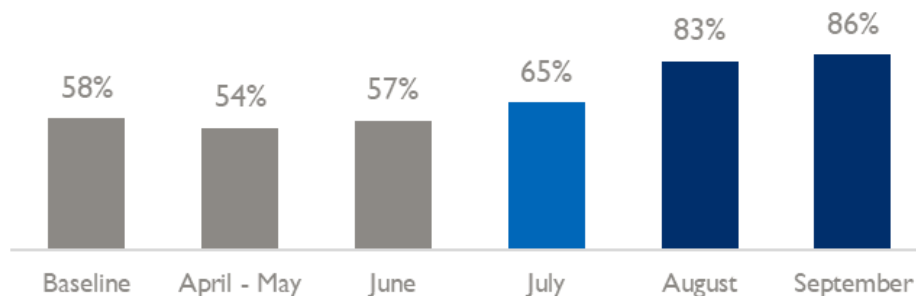
- During the activity implementation, the monitors visit schools around 63 times, normally, each school is visited at least once a month.
- Also, the team lead capacity building meetings, events, workshops and trainings:
- Training in Nutrifami to 31 supervisors of the ETC in healthy food habits, healthy food combination, adequate handling of food and breastfeeding and pregnancy modules.
- Training sessions for PAE supervisors of the Municipal Secretary of Education, operators, to train them as facilitators in the use and management of the Nutrifami app
- WFP promoted alignment of the local PAE bakery and meat suppliers with Colombian food regulations, as part of the agreement established with the ETC (Annex I-13)
- Training for cooks in good manufacturing practices in 17 schools to 31 cooks USAID.
- Training to operator to identify and close findings in the implementation.

### Standard Compliance (Resolution 29452, December 2017, MoE2)

Resolution 29452, December 2017, established the technical and administrative lines, and minimum standards and conditions of National School Meals Programs- SMP. To show how the activity impact the operation of PAE, and the capacity strengthening process contributes to the programmed, the quality compliance evolution from baseline to September shows an evolution from 58% compliance to 86% compliance.

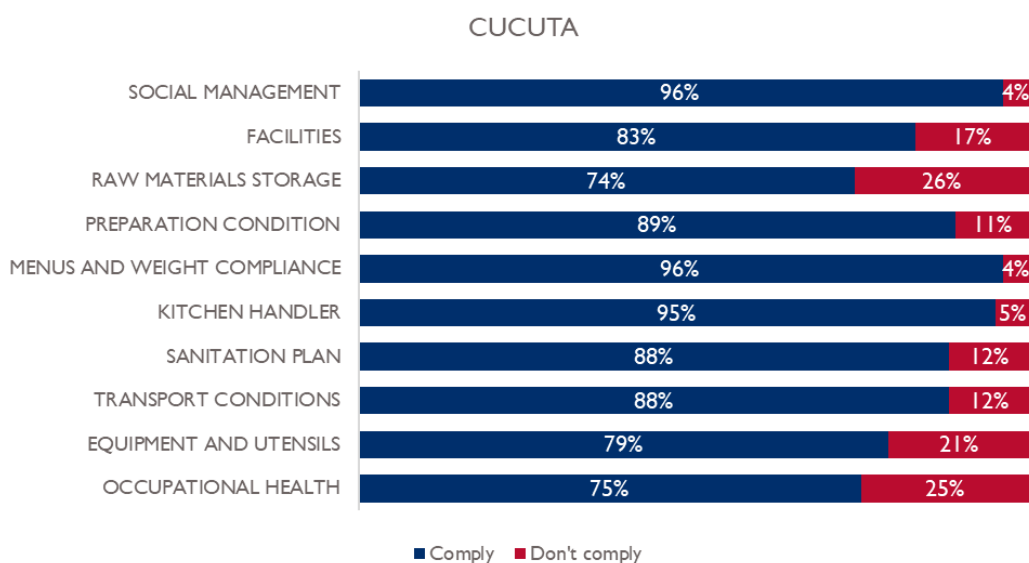
The graphic below shows month-to-month quality improvement in the conditions over which WFP implementation has control over. It is observed that the menu creation, transport, storage and the facilities score high, although there are shortcomings in physical installations, occupational health and management. An improvement in compliance with quality standards since the beginning of the implementation is clearly visible. Some aspects of the resolution depend on infrastructure and utensils dotation, that are not part of the activity scope.

### Cucuta evolution percentage of compliance



### Percentage of Compliance with Regulatory Standards

The chart below shows the percentage of the compliance with quality standards by subject during September. There is a limit to this evaluation since there are items such as infrastructure that must be upgraded by the schools directly, which often don't have budget to invest in facilities like kitchen and canteens.



### BARRANQUILLA CONTEXT AND PROGRESS

#### School meals Implementation

The implementation of the school meals program started in July 10th. Currently, in Barranquilla, capital of Atlántico, 851 migrant students out of the total 7.328 enrolled are assisted with the national school meals program USAID activity daily in 25 schools. A total of 43.880 rations were distributed in Barranquilla from July to September, of which 76% are lunch prepared on site and 24% industrialized ration.

Two operators were contracted through a public tender where Alimentando por un Futuro joint venture was chosen together with the Semillas de Prosperidad foundation (FUNSEP). An initial assessment was conducted between April 8-10. In May, WFP established an office in Barranquilla to cover Barranquilla and Santa Marta's operations. The office is located in the UNHCR office.

WFP planned to start the USAID school feeding supply, at the same time as the regular implementation. However, due to the length of the initial assessment this was not possible. This assessment is a requirement to verify the compliance with national regulation regarding hygienic aspects, safety, quality, and processes among others.

A meeting was held in September to increase the coverage by additional 1,000 quotas in schools across Barranquilla and include 171 children from the UNICEF learning circles. The starting date planned is 1 October 2019. The Barranquilla team assessed the learning circles, reviewing the context and conditions for handing out industrial rations for 171 children, and showing themselves as suitable environments for handing out food. Unicef started to operate flexible and non-formal education model called “learning circles”, that seeks to integrate children into schools, and upgrading students or levelling them, especially in areas where migration has the largest impact on the education system. Learning circles are designed as in schools as in communitarian places. The meals in these places are provided as industrial rations supporting the education of these children.

### **Capacity Building**

During the activity implementation, the monitors visit schools around 60 times, normally, each school is visited at least once a month.

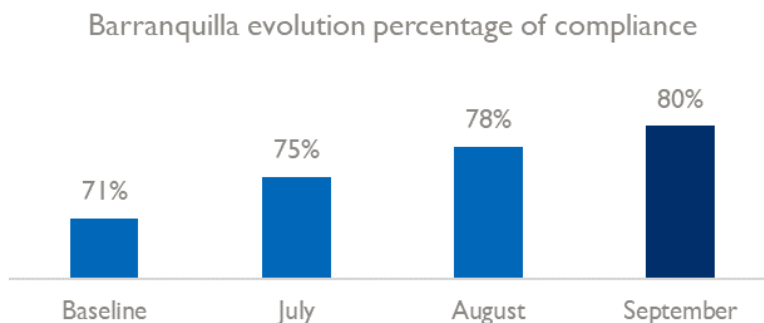
Also, the team lead capacity building meetings, events, workshops and trainings:

- Presentation of Monitoring system to the Barranquilla team. 16 August
- Dissemination of the monitoring findings with FUNSEP, UT Alimentando por un future, School Meals Program and WFP. 28 August
- Training in Nutrifami to 79 cooks in healthy food habits, healthy food combination, adequate handling of food and breastfeeding and pregnancy modules.
- Socialization of the increasing of the quotas in Barranquilla during October with Secretary of Education.
- A breastfeeding workshop was carried out targeting pregnant and lactating schoolgirls and teachers with the support of the Ministry of Health and ICBF in Barranquilla.
- Training for strategic partners’ food handling personnel of the operators: UT ALIMENTANDO POR UN FUTURO and FUNSEP who supply rations in the district of Barranquilla.
- Training UNICEF’s Learning Circle tutors in receiving, and the storage and distribution of industrialized rations. Annex 19

## Standard Compliance (Resolution 29452, December 2017, MoE3)

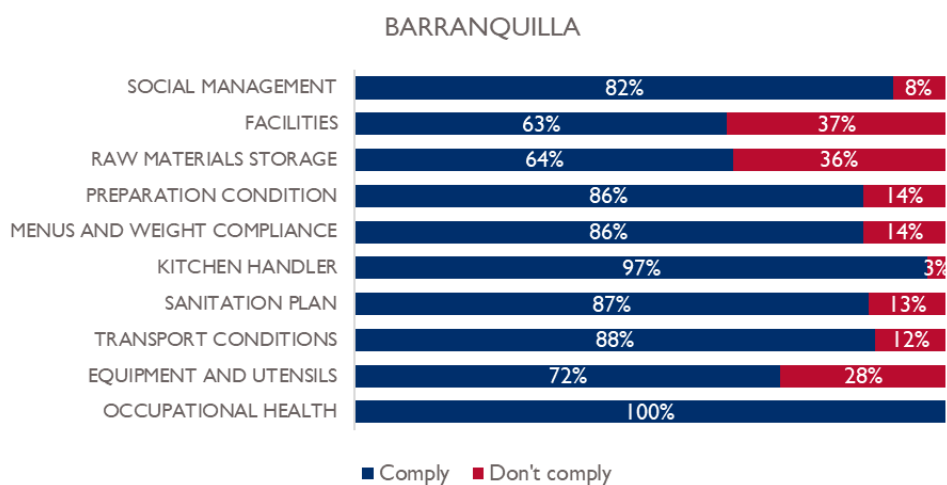
Resolution 29452, December 2017, established the technical and administrative lines, and minimum standards and conditions of National School Meals Programs- SMP. To show how the activity impact the operation of PAE, and the capacity strengthening process contributes to the programmed, the quality compliance evolution from baseline to September shows an evolution from 71% compliance to 82% compliance.

The graphic shows month-to-month quality improvement in the conditions over which WFP implementation has control over. It is observed that the menu creation, transport, storage and the facilities score high, although there are shortcomings in physical installations, occupational health and management. An improvement in compliance with quality standards since the beginning of the implementation is clearly visible. Some aspects of the resolution depend on infrastructure and utensils dotation, that are not part of the activity scope.



## Percentage of Compliance with Regulatory Standards

The chart below shows the percentage of the compliance with quality standards by subject during September. There is a limit to this evaluation since there are items such as infrastructure that must be upgraded by the schools directly, which often don't have budget to invest in facilities like kitchen and canteens



<sup>3</sup> [https://www.mineducacion.gov.co/1759/articles-358483\\_recurso\\_2.pdf](https://www.mineducacion.gov.co/1759/articles-358483_recurso_2.pdf)



## SANTA MARTA CONTEXT AND PROGRESS

### School meals Implementation

The implementation of the school meals program started in July 8th. Currently, in Santa Marta, capital of Magdalena, 945 migrant students out of the total 5.246 enrolled are assisted with the national school meals program USAID activity daily in 16 schools. A total of 48.097 rations were distributed in Barranquilla from July to September of which 100% are lunch prepared on site.

ESCOALIMENTAR 2019 operator was contracted through a public tender. An initial assessment was conducted between April 11-12. WFP planned to start the USAID school feeding supply, at the same time as the regular implementation. However, due to the length of the initial assessment this was not possible. This assessment is a requirement to verify the compliance with national regulation regarding hygienic aspects, safety, quality, and processes among others.

A meeting was held in September to increase the coverage by additional 1,000 quotas in schools across Santa Marta. The starting date planned is 1 October 2019.

### Capacity Building

During the activity implementation, the monitors visit schools around 39 times, normally, each school is visited at least once a month.

Also, the team lead capacity building meetings, events, workshops and trainings:

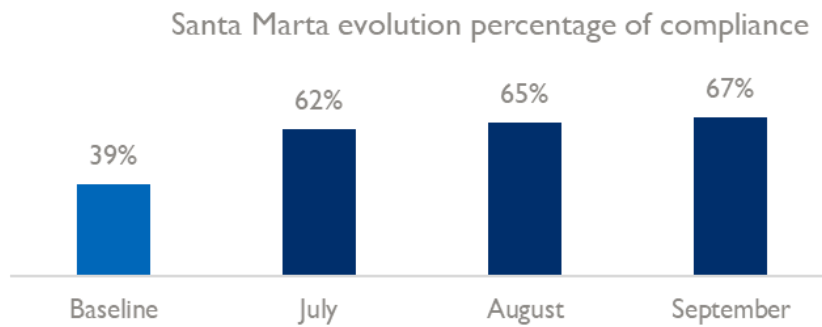
- Disseminate the most representative monitoring findings in July to the targeted schools
- A breastfeeding workshop was carried out targeting pregnant and lactating schoolgirls and teachers with the support of the Ministry of Health and ICBF in Santa Marta.
- Training to ESCOALIMENTAR 281 Kitchen Handlers, to the School Meals Team in Santa Marta during 21/09

### Standard Compliance (Resolution 29452, December 2017, MoE4)

Resolution 29452, December 2017, established the technical and administrative lines, and minimum standards and conditions of National School Meals Programs- SMP. To show how the activity impact the operation of PAE, and the capacity strengthening process contributes to the programmed, the quality compliance evolution from baseline to September shows an evolution from 39% compliance to 65% compliance.

The graphic shows month-to-month quality improvement in the conditions over which WFP implementation has control over. It is observed that the menu creation, transport, storage and the facilities score high, although there are shortcomings in physical installations, occupational health and management. An improvement in compliance with quality standards since the beginning of the implementation is clearly

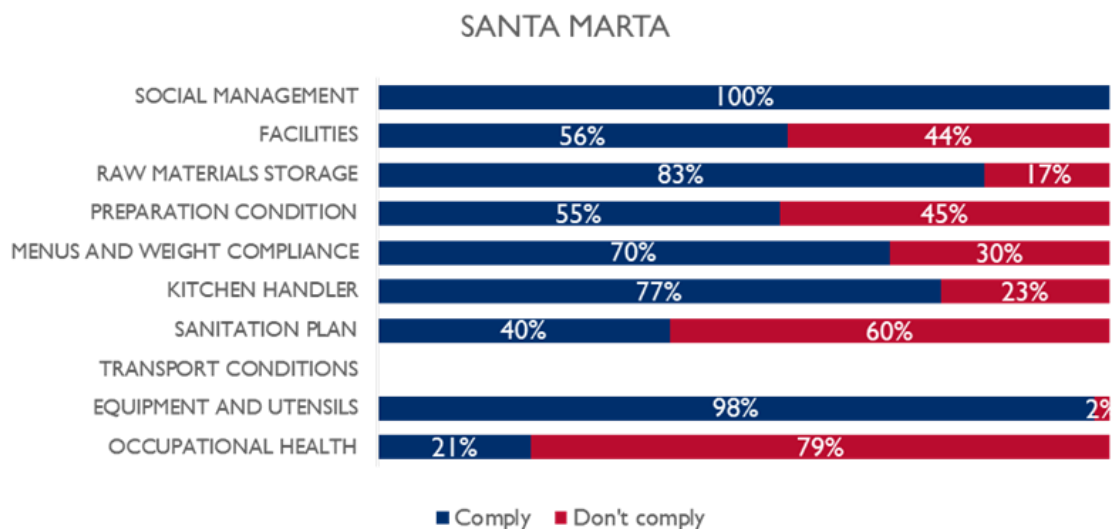
visible. Some aspects of the resolution depend on infrastructure and utensils dotation, that are not part of the activity scope.



The Low scores in Santa Marta shows first of all difficulties with some aspects of the operator, related with a very low compliance in the aspects of Occupational Health, with just 21% of compliance, and the sanitation conditions with 40% and preparation conditions with 55%. In the other hand, facilities has problems and just got a mark of 56% of compliance. It is necessary to review the initial action plan that allows the growth of compliance from 39% to 62%, but there is still a path to walk with the operator and with the secretary of education and schools regarding the infrastructure.

### Percentage of Compliance with Regulatory Standards

The chart below shows the percentage of the compliance with quality standards by subject. There is a limit to this evaluation since there are items such as infrastructure that must be upgraded by the schools directly, which often don't have budget to invest in facilities like kitchen and canteens.



## COMPONENT 2: CAPACITY STRENGTHENING OF NATIONAL AND LOCAL INSTITUTIONS TO ENSURE THAT THE SCHOOL MEALS PROGRAM ARE INCLUSIVE, TRANSPARENT AND EFFICIENT, INCLUDING COMMUNITY-BASED SCHOOL MEALS MODELS

**TABLE NO. 2**  
**INTERMEDIATE RESULT 2: STRENGTHEN NATIONAL AND LOCAL GOVERNMENTS CAPACITIES TO IMPLEMENT EFFICIENT SCHOOL MEALS PROGRAM.**

PROGRESS BY SUB-IR

<p><b>Sub-Intermediate Result 2.1:</b> SMP Policy inputs provided at the national level</p> <ul style="list-style-type: none"> <li>Recommendations of the consultancy accepted by the Ministry of Education to be included in the national policy draft.</li> <li>There will be a policy recommendations draft to be presented to de Policymakers in Ministry of Education</li> </ul>
<p><b>Sub-Intermediate Result 2.2:</b> SMP Policy inputs provided at the local level</p> <ul style="list-style-type: none"> <li>Increased knowledge to support the formulation of an SMP policy</li> <li>Inputs for School Feeding Public Policy: .1. Innovation experiences 2. School feeding rural models' characterization. 3. Stakeholder map. 4. Latin America Policy building Experiences.</li> </ul>
<p><b>Sub-Intermediate Result 2.3:</b> Increased knowledge to support the formulation of SMP policy</p> <ul style="list-style-type: none"> <li>Capacity strengthened at local level to ensure transparency and monitoring.</li> <li>The coordinator in Cucuta developed workshops to share monitoring tools with CTE school feeding supervisors and to strengthen administrative skills with operators.</li> </ul>
<p><b>Sub-Intermediate Result 2.4:</b> Capacity strengthened at the local level to ensure transparency and monitoring</p> <ul style="list-style-type: none"> <li>Inclusive and participatory consultation from civil society ensured in inputs.</li> <li>The methodology was validated.</li> </ul>

**Process:**



This strategic result aims to improve the inclusion, transparency and efficiency of the School Feeding Program. The scope of this result was changed from the initial agreement to a more focused activity to generate and include recommendations in the new School feeding Public Policy.

To this aim, an external consultancy oversees the completion of different activities that will systematize the different processes of the operation, identify standards, and characterize methodologies and best practices. The objective of this consultancy is to develop inputs and recommendations for the school feeding public policy, according to the proprieties of the Ministry of Education.

The consultancy will deliver the following products with recommendations:

1. Innovation experiences in Barranquilla and Magdalena. Annex 29
2. Characterization of rural School Feeding models. Annex 30
3. Stakeholder map. Annex 31
4. Latin American policy building experiences Annex 32
5. Public consultation and seminar
6. Policy scenarios of articulation and harmonization with another related policy.

In this period, the draft of products 1, 2, 3 and 4 were received. The main recommendations are summarized below. These products, still in a preliminary version, attached to the report.

## PRODUCT 1: CHARACTERIZATION OF INNOVATIVE EXPERIENCES AND GOOD MANAGEMENT OF PAE IN BARRANQUILLA AND MAGDALENA

### **Territorial Management**

Recommendation 1. design a contracting guide that allows to measure the operative and financial real capacity of the operators under National School Meals Program requirements.

Recommendation 2. Establish with CTE, mechanisms to identify cases of major vulnerability to target. Also, transfer to School Feeding Committee, a daily follow up activity of the dynamics in school to identify students that don't require complement.

Recommendation 3. From the central level, it is necessary to work with other Ministries and entities in the national order, since the beginning of the public policy formulation and the NSMP guidelines, to structure a school meals program aligned with actions and responsibilities, guaranteeing the spreading and downloading of decisions to the local level in every CTE's in the country.

### **Funding**

Recommendation 4. Use different scenarios as a planification management tool, to contribute to the effectivity of the intervention. It requires more empowerment and support of the local and departmental authorities.

Recommendation 5. Central level should manage resources in front these scenarios and distribute it to the CTE according with vulnerability criterion, economic and social context, population dispersion in respect to schools between others.

### **Transparency**

Recommendation 6. Design an information, communication and education strategy around the program, to spread it to every territory, with special emphasis and the community's empowerment, not only as observers but as responsible of the wellness of their children. School Meals Program should be visible to the community, because is administrated with public resources.

## Coverage

Recommendation 7. In the frame of the community's empowerment, it is necessary the responsibilities transference to the school principals who could incorporate the program administration in the frame of the daily management activities. It's important that SMP could be incorporated into the education quality package.

Recommendation 8. The NSMP teams of the CTE could aim the efforts to the continues improvement and the joint work, more than to the finding identifications and the planning generations in the improvement plans with operator that already have operational capacities.

Recommendation 9. Design and implement mechanism from the positive reinforcement, it means to generate no monetary incentives, as free trainings, which highlight the stakeholders and schools according with the best management of NSMP.

## PRODUCTO 2: REVIEW AND CHARACTERIZATION OF PAE MODELS IMPLEMENTED IN THE RURAL AREAS OF CAUCA, NORTH OF SANTANDER, BOYACÁ AND CESAR

Recommendation 1. To strengthen ethnic and cultural approach in the NSMP in rural schools. Taking in account indigenous authorities and to advance similar mechanisms in Afro-Colombian, farmers and indigenous communities. To apply Resolution 018858, December 11/2018 "By which the Technical-Administrative Guidelines, Standards and Minimum Conditions of the School Feeding Program-PAE for Indigenous Peoples are issued".

Recommendation 2. The Public Food Policy must contemplate the configuration of permanent work tables with authorities and organizations in rural areas and the definition of a work plan that allows the construction of a new process together with the peasant, Afro-Colombian and indigenous communities.

Recommendation 3. It is necessary that in the construction of the School Meals Program Public Policy, as well as its institutional design foreseen in the National Plan 2018 - 2022, the implementation of work tables with the health sector, INVIMA, and ICONTEC be defined and all entities get involved in the issuance of sanitary standards, which allow generating food handling requirements according to the context in which the rural SAP is currently developed, taking into account the means of transport present in the paths, climate, culture, inaccessibility or absence of basic public services, dispersion of educational institutions, among others

Recommendation 4. Through the School Meals Public Policy, it's important to invest and allocate resources for the improvement of the infrastructure of the rural school canteens, which ensures the minimum conditions for the preparation, storage and consumption of food and to move more schools to prepared on site meals capacities.

Recommendation 5. Promote local purchases of raw materials, supplies and implements required for the School Meals Program and, in addition, to carry out more frequent advice on this issue by the relevant entities The administrative and documentation processes should be more flexible to achieve greater involvement of primary producers. the Policy should regulate more clearly the process for local purchases and allowing improvement of local.

Recommendation 6. The Policy must be to think as a rural school feeding under the modality of lunch for all Educational Institutions and managing a double benefit by adding the supply of AM complement, which addresses the needs of children and the caloric waste when they come to school walking long distances.

Recommendation 7. The elaboration of the minutes and menu cycles should be a consensus between the eating habits and practices of the rural population and the technical requirements demanded by the Ministry of Education.

Recommendation 8. Cooks must have the right to access adequate working conditions and a fair remuneration according to the activities carried out daily. The biggest challenge is to establish or guarantee that there is a fixed payment and that it complies with the Laboral Law.

Recommendation 9. School Meals Public Policy must formalize and organize all the resources coming from the MOE, General System of Participation (Act 715), municipalities and other sources of funding, forming a single fund in the Department budget. It must be stated directly and precisely that the departments must have their own resources to provide universal coverage throughout the school calendar for rural educational institutions. In addition, the administration of these resources should be decentralized to the municipalities to generate an effective execution of the program and respond to the needs of the rural population in a timely manner.

### PRODUCT 3: MAPPING OF NATIONAL AND TERRITORIAL ACTORS OF THE SCHOOL MEAL PROGRAM - PAE

Key actors in the formulation of the policy are diverse, however, they are mainly represented in public and non-governmental actors with a precarious presence of private actors, due to the mislead of coordinated activities of some Certified Territorial Entities.

Stakeholders has a natural affiliation with the School Meals Program from their mission, however, many of them were not identified as an ally, therefore, they have a technical capacity to contribute to the program. Promote scenarios with a clear link between the School Meals Program and other social programs.

Recommendation 1. The Ministry of Education should lead of a national inter-institutional work table on School Meals Program, which brings together representatives of the stakeholders identified in the mapping process and to define opportunities for joint work.

Recommendation 2. Look for alliances with the private sector, taking advantage of the actions in terms of corporate social responsibility.

Recommendation 3. Establish a municipal School Meals Program monitoring committee not only with the stakeholders that until now have been directly involved with the program but with all the stakeholders, where the articulation with other sectors be promoted.

Although the influence configurations show an important group of stakeholders with power and interest in the Program, these networks are not active working based on the continuous improvement of the School Meals Program in the territories.

Recommendation 4. From the MOE, must be developed a work agenda with these stakeholders to open the Program to these interventions, since the experiences of the territories addressed through alliances

with other territorial entities, this action could lead the program to a broader level, beyond the food assistance.

It was also possible to identify a group of stakeholders with a passive role in the framework of the program, since they have high power, but low interest in having a positive impact on its development. They are even stakeholders which could take a stand against the School Meals Program due to misinformation.

Recommendation 5. As a complement to an information, communication and education strategy regarding public school feeding public policy, it is necessary to open the dialogue with these stakeholders, to identify their real position towards the program, as well as, their needs and expectations in terms of being involved and participation in the territories.

The exercise of mapping of actors and configurations of influence of the School Meals Program, gives indications regarding the work to be done and the fronts to be strengthened regarding the institutional relationship between the Ministry of National Education and the rest of the public and social stakeholders in the territories.

Recommendation 6. An action plan and a work agenda with stakeholders that could be a complement with national and territorial events could give greater visibility the program and to generate Sense of belonging, beyond the frontiers of the Ministry of Education and The Secretaries of Education in the territories.

#### **PRODUCT 4: REVIEW AND DOCUMENT THE CONSTRUCTION, IMPLEMENTATION AND EVALUATION EXPERIENCES OF SCHOOL MEAL POLICIES/PLANS/PROGRAMS IN OTHER LATIN AMERICAN AND CARIBBEAN COUNTRIES – ANNEX 32**

The exercise based on the review of secondary information and especially, the availability of the information and the analysis of the study prepared by World Food Programme in 2017 “Nutrition the Future School Feeding Programs Sensitive to Nutrition in Latin America and the Caribbean A Study of 16 Countries ”, we share the findings, as well as the conclusions and recommendations, which we resume here in a general way, from a reading, for the Colombian case: (WFP, 2017)

- However, from the perspective of Quality (United Nations, 2004), it must move towards “nutrition sensitive” programs in such a way that they incorporate at least 4 elements that have been identified: the nutritional quality and safety of the food supplied; the promotion of complementary health and nutrition procedures in schools, such as deworming, nutritional surveillance, recognizing with special attention the particular needs of adolescents, as well as preschool-level children; linking to food and nutrition in schools with school gardens, small agriculture and local food systems.
- In the region, more and more school meals program approaches linked to local production, are being applied, with the aim of promoting more diversified school meals that use fresh production, supporting small producers and local economies.
- During the last decade, strong political commitment to school meals programs has been a common story in the region. In the current country context, it is a priority to review and adjust the norms and guidelines especially for dispersed rural areas and ethnic and peasant villages, based on an intercultural approach.
- Governments have also demonstrated a strong financial commitment to school meals programs, making enormous efforts to expand coverage. Most countries have adopted a rights-based approach to schoolchildren's attention and have reached or are near universal coverage in primary education. On the other hand, there are still few countries that are expanding their programs towards secondary

- The universal approach is, in fact, an element of success in LAC. However, universality can lead to imbalances in terms of costs and efficiency, since the constant increase in the number of beneficiaries could have partially compromised nutritional quality or, in some cases, the constant provision of school meals.
- A strategy that is being used more and more frequently in the region is to provide different baskets based on vulnerability criteria. For example, schoolchildren in areas particularly vulnerable to food and nutritional insecurity can receive baskets more suited to their needs. Similarly, in less vulnerable communities, the contribution of families with better economic conditions to cover a portion of the costs could be an option to consider.
- The implementation of strategies to reduce food waste and optimize resources, without affecting the universality of school feeding programs, was also identified as a common challenge in the region, and an area of investment in the future.
- Data collection, nutritional surveillance at the school level, as well as cost supervision by children and impact assessments, are priority elements for program improvement. These will require more attention both institutionally and technically. The development of internationally recognized indicators for monitoring the nutritional outcomes of children of school age is another important and undocumented area that requires the union of efforts by different stakeholders.
- Despite the recognition that school feeding is a key component of national social protection systems, only in some countries of the region are school meals programs systematically integrated into national social protection laws and policies.
- A deeper effort is necessary to frame, design and implement school feeding programs within national social protection systems. The creation of stronger links with other national social protection initiatives is key to optimizing their contribution to the different objectives, both social protection and nutrition.
- International cooperation partners, research institutions and the school feeding community play a fundamental role in accompanying governments in the analysis and strengthening of their national programs. This strongly contributes to optimize nutritional outcomes and achieving the Sustainable Development Goals by 2030.



## COMPONENT 3: COMMUNITY INTEGRATION AND PREVENTION OF DISCRIMINATION, XENOPHOBIA AND VIOLENCE, INCLUDING COMMUNITY-BASED SCHOOL MEALS MODELS

**TABLE NO. 3**  
**INTERMEDIATE RESULT 3: ENCOURAGE COMMUNITY INTEGRATION AND PREVENT DISCRIMINATION, XENOPHOBIA AND VIOLENCE.**

PROGRESS BY SUB-IR

<p><b>Sub-Intermediate Result 3.1:</b> Awareness at national levels on preventing discrimination and xenophobia through campaign and advocacy actions raised</p> <ul style="list-style-type: none"> <li>• Awareness at national level on preventing discrimination and xenophobia through campaigns and advocacy actions raised.</li> <li>• Diagnosis finished in Riohacha and Cucuta. Creative agency working in designing the strategy.</li> </ul>
<p><b>Sub-Intermediate Result 3.2:</b> School-based advocacy, attendance and protection actions promoted (awareness against recruitment, child labour)</p> <ul style="list-style-type: none"> <li>• Community-based sensitization actions regarding integration and protection promoted.</li> <li>• Stakeholder maps.</li> </ul>

**Process:**



As described in the graph above, different steps are necessary for the design and implementation of the Social-Behavioral Change Communication strategy (SBCC) aiming at achieving community integration, prevention of discrimination, xenophobia and violence. Most of the activities related to this result took place in July, August and September. A support mission from Panama regional office was also held in August to support the SBCC team.

The hiring process of the Universidad del Atlántico took place in July. The university is an implementing partner for diagnostic stage in the targeted schools of Riohacha, Cúcuta, Santa Marta and Barranquilla. Prior to starting the contract, the World Food Program’s Gender Policy was sent and socialized. It is worth highlighting that WFP is committed to applying high protection standards to all its activities and an informed consent form was designed to be provided with all interviews and surveys provided to Colombian and Venezuelan adolescents, for parents to sign. Information and WFP helpline was also used to anticipate any communal concerns regarding the social diagnosis for component 3’s campaign.

The data collection tool for the design of SBCC activities was formulated by WFP in collaboration with the University. It comprised of four different questionnaires: for Colombian and Venezuelan students; Colombian and Venezuelan parents; school personnel such as cooks and teachers or counselors.

Another point worth mentioning is the participation of the Community Action Boards in Riohacha and Cucuta (JAC) of the neighborhood or district where activities are implemented to represent community leadership at the institutional level. In Riohacha SBCC involved the Community Council of Afro Communities of Cascajalito, because the ethno-educational schools targeted by the SBCC's strategy are in these territories recognized through resolution of the Ministry of Interior of Colombia, it is important to duly inform delegates of said council about the process. Such involvement is key to promote the integration of migrant population into host communities, related to the school environment.

Both the Riohacha and Cúcuta draft reports are part of this quarterly report to USAID Annex 34. The information was analyzed using bi-variable and multivariable statistical procedures, whose purpose was to describe the most relevant aspects of the object under study.

The activities in Santa and Barranquilla will start first week of October and they will be mentioned in the following report.

**Inter-agency relationship: During May** The tools and questionnaires that both WFP and UNICEF will use in the diagnostic phase, were discussed with UNICEF, and in June the WFP questionnaire were reviewed with UNICEF. On May 27<sup>th</sup> in a meeting UNCHR presented to WFP the campaign “Somos Panas” strategy and the possible approaches with school feeding USAID.

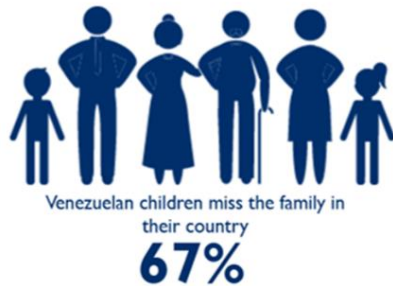
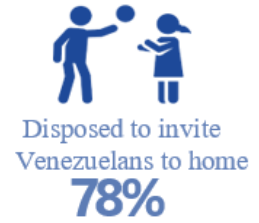
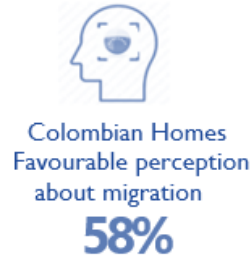
In July WFP started coordination with an USAID Activity at IOM to coordinate and build SBCC indicators, jointly. Results of the diagnostic phase will be also socialized with IOM. The project was also socialized in the Inter-Agency working group on children protection where the baseline sample of the diagnostic. WFP has coordinated since the beginning of the activity, the strategy with UNCHR with share of information, and UNICEF.

### **Riohacha Survey's Results**

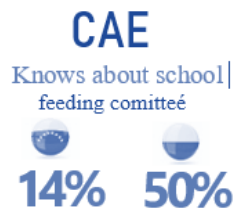
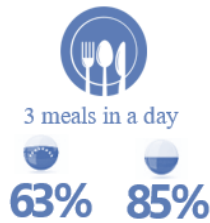
187 people involved in the diagnosis research process: 68 migrant children, 77 Colombian children, 22 migrant parents and 20 Colombian parents. 30 interviews and 80 people participating in focal groups.

### **Talking with students about Venezuelan inclusion**

Here are some of the results of the SBCC survey in Riohacha. 67% of the Venezuelan children surveyed stated that what miss the most is their extended family, for some of them any of their parents, for the rest it includes, grand parents, siblings, cousins and so forth on. In front of adaptation related with the change of country and a new culture, 94% stated that they feel welcome. 75% of the Colombian Students don't matter the nationality, In the 58% of the Colombian Children homes, there is a favorable perception about Venezuelan migration. 67% of Venezuelan children and 57% of Colombian children hadn't suffer or hadn't been witness of aggression in school, the rest has suffered or has witnessed aggression in schools, mainly related to the physical appearance. 78% of Colombian children would feel comfortable inviting their Venezuelan friends to their home.



### Talking with parents



### Cucuta Survey's Results

145 people involved in the diagnosis research process: 61 migrant children, 56 Colombian children, 15 migrant parents and 13 Colombian parents. 30 interviews and 70 participants in focal groups.

At the moment of this report, the document is still in revision, nevertheless some of the results are very descriptive. For instance, the perception of migrations in Colombian children homes, is positive for just 50%. 97% of Venezuelan boys feel that they are good received. But in the case of the girls is a few different, 93,2% of the girls perceive that they are welcome.

Despite of this answer, 51,4% of Venezuelan students stated examples of verbal aggressions, 12,8% physical aggressions and examples of psychologic aggression as exclusion and isolation. The type of abuse that has seen in school is about 20,6% because of physic characteristics, 12,8% because of nationality, 8% because of racial differences.

46,4% of the Colombian children has been victim or has been witness of aggressions, 52,5% of the Venezuelan Children has been victim or has been witness of aggressions.

75% of the Venezuelan Children want to stay in Colombia, 25% don't want.

### **SBCC Design, Targeting and Creation stage process (Creative Agency):**

From July to September, WFP conducted a to hire a creative agency for the campaign's design. The process with the Creative Agency will be described in the following quarterly report.

## **MONITORING, EVALUATION AND LEARNING**

The aim of monitoring, evaluation and the management of knowledge is to provide feedback on how the activities are performing; to generate inputs for decision-making by managing information, analyzing data, and reporting findings; and to encourage learning among the teams and users of the support service. Field monitors collect information directly, give feedback and provide technical assistance to stakeholders. For this task WFP deploys a team of 8 field monitors, 2 assistants, 1 specialist and 1 associate.

The monitoring team fulfills two main functions: to oversee execution and to support the implementation through improvement plans and technical assistance. All this aims to ensure that the program operates within the quality standards required to provide an adequate service.

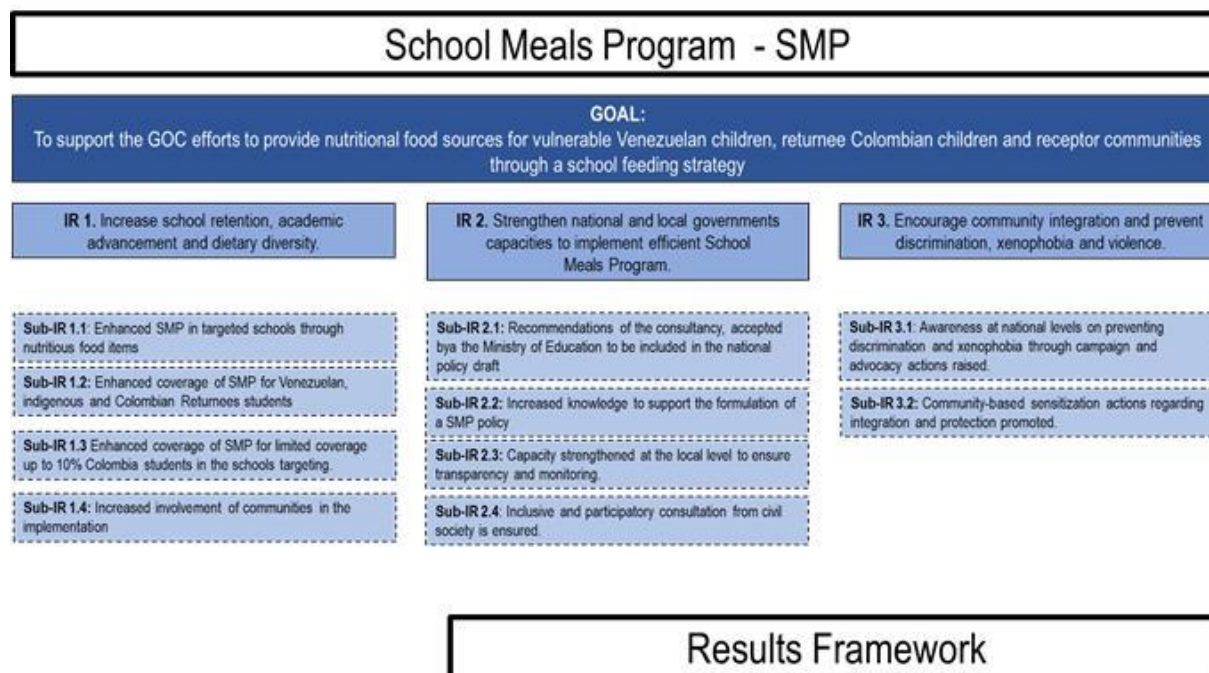
The role of the field monitors is twofold and involves simultaneously carrying out supervision and providing technical assistance. They are specialists in compliance with sanitary requirements and some are experts in the SMP system. The field monitors carry out a work plan that has been agreed with the regional coordinators; they make visits to each educational center at least once per month. In doing so they support the implementation of strategies and strengthen local capacities in the implementation of the SMP. They also act as the public face of the project and keep direct contact with the handlers and the school SMP support staff. All on-site observations are recorded on an online monitoring platform (Kobo). In the second part of the visit they produce recommendations that are recorded in a report. In the technical committees the operator, the school, the ETC and the education secretary are provided with feedback on the findings and recommendations regarding the school feeding service. The objective is to increase the rate of compliance with the requirements of Resolution 29452 that is recorded in Kobo.

### **Baseline**

During the implementation, the monitoring challenges were centered on the stabilization of the child-to-child baseline, the establishment of the information registry and restarting the SIMAT verification cycles in the face of changes and revisions in the ETCs and the Education Secretariats' targeting, in order to have certainty and precision regarding students served and achieving the desired result.

The monitoring tools have been developed in Kobo for the assessments and the monthly monitoring revision. Online training in monitoring was also provided to field coordinators and monitors, based on the same WFP work methodologies in La Guajira's regular school feeding program.

## MEL: Plan and Monitoring Tool Design



There was a constant work with implementation to obtain a battery of indicator that best reflects how the activities have been developed.

The instruments for collecting indicators were reviewed in this quarter with USAID and some adjustments in the agreement are being discussed with the USAID contracts office, in a monitoring and implementation meeting, some changes in the indicators were confirmed, to be uploaded in the monitoring tool (Monitor).

Four activity sheets relating to the IR I result were recorded in Monitor during the first days of May (one sheet per region).

<b>INDICATOR</b>
SFRA-01. Number of Venezuela and Colombian students receiving daily meals in school.
SFRA-02. Change in Retention rate in targeted migrants students lists.
SFRA-03. Number of food rations delivered to beneficiaries.
SFRA-04. Number of the people "Nutrifami" certified.
SFRA-05. Number of smallholder farmers organizations supported (HomeGSF).
SFRA-06. Number of technical assistance activities delivered.
SFRA-07. Percentage of recommendations accepted by the Ministry of Education to be included on the policy draft.
SFRA-08. Number of people who represents consulted in the public workshops.
SFRA-09. Change in discriminatory, xenophobic and violent perceptions regarding migrants.
SFRA-10. Number of people sensitized through events.

## Training

- Training in Monitor (the USAID system) was provided in April.
- A virtual training to the team and the coordinators takes place in May.
- In September 13, a workshop was held with the region coordinators.
- There has been a continuous feedback with the coordinators and to attend specific cases with the monitors.
- There were 3 visits in the field to review progress in La Guajira and to support the assessment in the new schools in Barranquilla financed with L2 to complement USAID quotas.

## Beneficiary Feedback Mechanism (BFM)

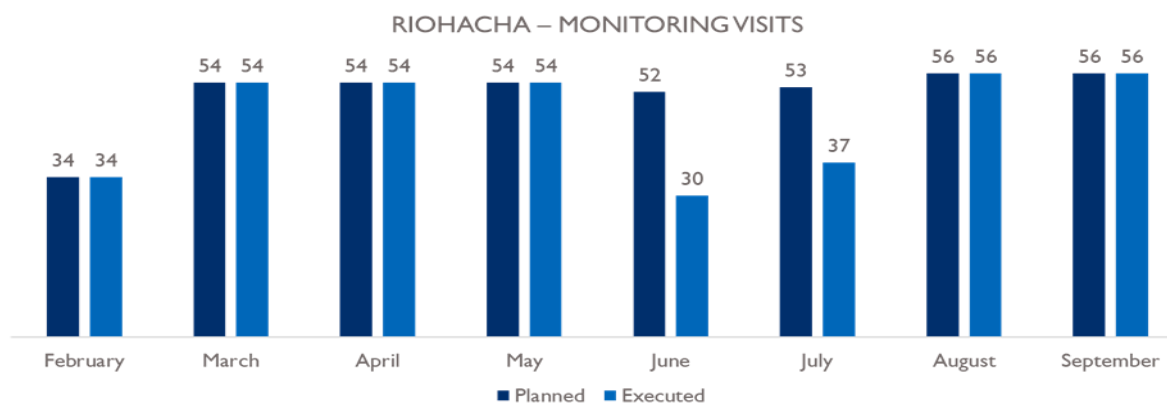
During this period, the set of USAID questions and answers and the material to raise awareness of the existence of the WFP helpline were designed. The helpline is a beneficiary feedback mechanism that is available for beneficiaries who need more information or have concerns regarding the school feeding program. The helpline process starts with a call or e-mail from a beneficiary, whose feedback is recorded in the BFM mechanism. Following this, a local focal point makes a check and action is taken based on the feedback provided. The process ends when the case is closed, and the programs are improved.

The satisfaction survey in La Guajira was carried out until June 2019 and was analyzed to do feedback to measure the satisfaction and to evaluate some adjusts.

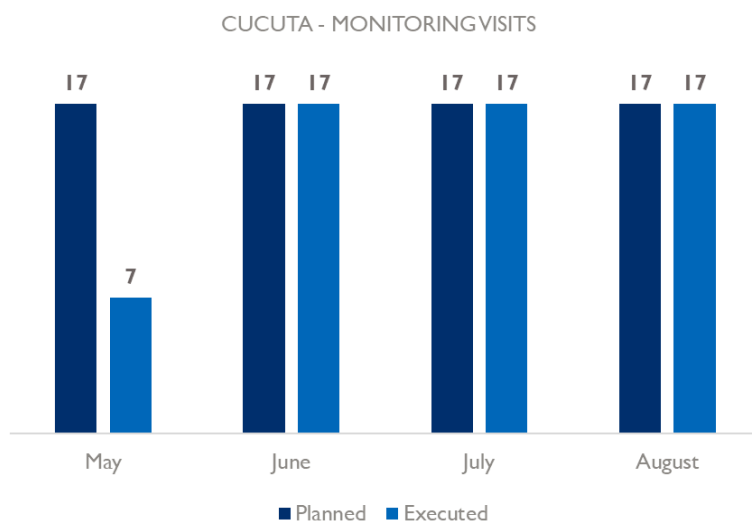
## Designing Activity Plans for Field Monitors

A monitoring plan is implemented every month to monitor and advise the headquarters, so that each school is visited at least once a month. Compliance with the visits can be affected by events such as there suspend school classes, non-provision of the service because of unexpected or scheduled school events.

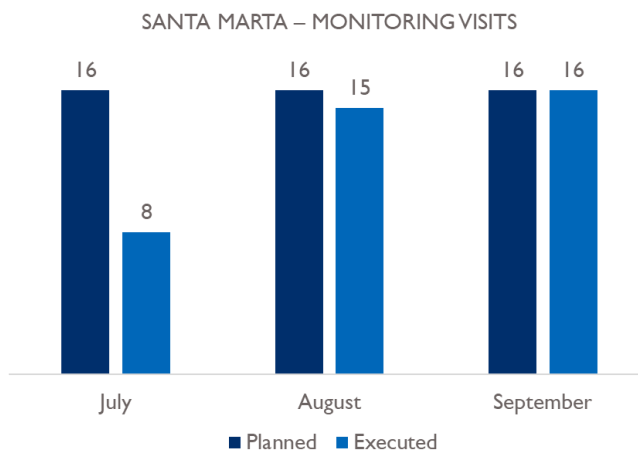
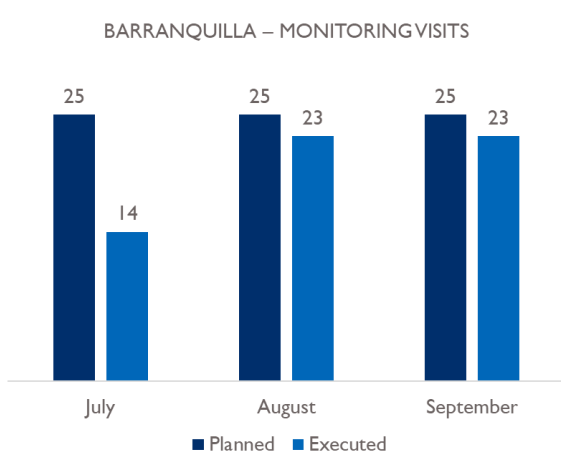
The monitoring in La Guajira is much broader since it covers the entire value chain, as WFP implements the activities directly, it is necessary to monitor from the supply to storage. The team also participates in resolving the findings, therefore formal monitoring sometimes does not have the expected compliance. Work is being done to separate the monitoring and implementation functions in Riohacha.



In Cucuta, monitoring visits were made at least once a month and on occasions had been planned for more than once per month.



In Barranquilla, in September there were SBCC activities that did permit the desired number visits. There have been a series of events in Santa Marta, especially strikes that did not allow planning to be 100% fulfilled.



## LESSONS LEARNED AND STORIES

### Lessons learned

- a. **There are benefits when the attendance lists are updated.** Field monitors has developed strategies to work with the SIMAT lists to ensure the real attendance in the school are checked. Because sometimes SIMAT lists, provided by the Ministry of Education, are not updated which provides a limited control. Once a month, monitors verify the attendance list given by the operator and compare it with the coordinators observations to identify the changes and rotation, especially important in the migratory phenomenon.

- b. **Technological tools as Nutrifami allows better training**, standardize modules increase the access to Nutrifami from any device. This makes the training replicable in the National School Feeding structure. For instance, 22 supervisors in Cucuta were trained and they at the same time would become trainers of trainers for the tool. To prevent technological difficulties, trainers used public computer rooms to carry out the activity. This way, the training was assisted and enriched by the facilitator. Spreading the tool and methodology among the operator and supervisors allow that this team to share the knowledge.
- c. **To invest in equipment and to train in good manufacturing practice, contributed directly in the improvement of preparation.** In Cucuta, with the provision of thermometers and scales, the food preparation improved. This kind of utensils were acquired when the regional coordinator promoted and coordinated this objective.
- d. **The support of students and parents at the time of the meals, allow better service and better control.** In some cases, like in Barranquilla exemplify this statement. Students of grades 10 and 11 in the IED Jesus Misericordioso and Manuel Elkin Patarroyo in Barranquilla, fulfill their social work in the dining hall by tidying up the school, improving delivery timings and efficiency. The IED Ciudadela 20 de Julio of Barranquilla has the support of principals and parents in providing lunches for children from 4 to 8 years of age and extra support is provided by families at the end of the service by helping clean up the canteen.
- e. **To disseminate didactical material about good practices in the kitchen improve quality assurance.** Cucuta developed a good practices templates that have allowed the cooks to remember concepts about good practices. Even when the operator leaves some materials, it could be old or maybe it is not visible. To renew the material helps the handlers to remember concepts and increase the probability of application.



stories

## Mrs. Narquis



NARQUIS JUMEDYS, 35 years old. Venezuelan Kitchen Handler.  
Club de Leones sede principal.

Mrs. Narquis was born in Venezuela, 35 years ago. As her mother is Colombian, she and her little daughter obtained Colombian nationality. She migrated to Colombia 3 years ago with her mother and sister. Some relatives still live in Venezuela and they come twice in a week to bring few and small things to move gradually to Colombia.

Before having the decision about migrating, she worked as maid in family homes and she oversaw a lotto place. But the money was not enough, just to pay her girl kinder garden, and there wasn't transport and she had to walk long distances.

She is working with the School Feeding Activity as kitchen handler.

She dreams returning to her country when the situation gets better. Because there she has a house and the resto f her belongings. Nevertheless, she considers the possibility of stablishing in Colombia, definitively.

stories

## Angels



ANGELICA MICHEL (6 AÑOS), ANGELO JOSE (9 AÑOS) Y JUAN ANGEL (12 AÑOS)  
Enrolled in School Club de Leones de Cucuta

Angelica Michel 6 – Preschool, Angelo José – 1<sup>st</sup> grade and Juan Angel 12- 5<sup>th</sup> grade, were born in Venezuela and their mother is Colombian.

They feel comfortable in the school, and they just recognize differences because mates call them “Venecos”, and we think - “it’s normal because we are Venezuelan”.

They like lentils caraota, beans and rice. Juan says - “Once in a time we just ate canned sardines and boiled salted potatoes, all the time, because we struggled to get food, and these were the cheapest thing to buy”. Angel told – “when we had nothing to eat, we were to get mangoes from the tree, and we ate mangos as breakfast, lunch and dinner”.

Three siblings agreed they like to be more in Cucuta and Angelita said “because here I am safer”. They are happy for having food in school. Irma Flores the nanny of the family also came from Venezuela. She said- “Sometimes we had money but there was not food available.

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At the beginning they were calling me “Veneca”



**BRISNEY DANIELA.** 14 años.  
Estudiante grado 703. Sede Principal  
Club de Leones.

She lives 12 years in Caracas with all her family. She arrived in Colombia 2 years ago, where she lives with her two brothers, mother and her step father- She said her mother is Colombian.

She is beneficiary of School Feeding Activity, she said the food is tasty and, in the school, have been taught to the students about good habits. “The food is sacred” she said. In her home they don’t use to eat soup cream, and in the school, it turns out difficult to eat.

The most she misses is her family, her home and his classmates in Venezuela, but at the time she is comfortable in Cucuta because she feels empathy with Colombian classmates. At first time they called me “Veneca” she clarifies to her classmates that her name was Brisney, but she didn’t take that as an offense.

School Feeding Program in Venezuela has given breakfast. Her mother was a housewife and the stepfather work in construction. The mother decided the family should move to Cucuta to have better opportunities, now her mother works as a manicurist and her stepfather as a barber.

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“Kitchen is not only for women, it is for who loves it”.



**PEDRO LEÓN.** Edad 26 años.  
Colombiano  
Manipulador de alimentos Sede  
Santa Ana N 1.

He is graduated as a cooker, he has 2 years of experience and in School Feeding has 6 months.

The first day of his job, the school coordinator in charge didn’t let him enter the kitchen, because “the handlers should be women”. He felt discrimination when he goes to a training with handler women, but in his kitchen his fellows told him that he is a good element in the job.

His family has a fruits retail in Cenabastos where he works in the weekend. He says, “Kitchen is not only for women it is for who loves it”.

He felt empathy with children. He says.” I tried to teach them, -don’t leave school and don’t waste their younhood”.

He wants to travel to know different flavours to prepare food, he wants to know the diversity of Colombian food and to learn new techniques abroad and to put in practice all the learning.

## IMPLEMENTATION CHALLENGES

CHALLENGES	MITIGATION ACTIONS
The strategy is based on local operators and changes in local government.	Develop capacities in operators and strengthen relations with new governments after local elections.
The operation has been implemented within the public-school feeding structure. The USAID migrant school feeding program only represents a small percentage of these operations. There are some difficulties related to how important the program is to the operator, and another way to collect data that involves additional efforts needs to be established.	WFP works closely with operators to support them achieving the normative, building awareness, supporting technical processes and assisting them in monitoring processes.
The infrastructure problems such as bathrooms, enclosures, railings, lighting and dining hall capacity are structural.	The scope of the project is to report the issue and put it to the committee to resolve it.
Weak operators from a technical and administrative perspective, the strengthening process takes time.	WFP does Capacity building to strengthen technical and administrative knowledge to operator.
With the new Ministry of Education, there are new needs, which is also reflected in the methodology to be applied by the consultancy.	To coordinate closely with the MoE. Isegoría is taking in account the changes in the new policy.
UNICEF/ACNUR/IOM inter-agency work takes time, decision-making (decrease operating level, availability of funds).	To agree those action lines, and features for every agency. To develop and share the indicators set for the emergency with IOM and ACNUR. Including those of USAID projects related in other agencies.
One of the main difficulties when assistance began was to identify the “child to child register” because schools only have the Ministry of Education’s SIMAT database, which could contain inconsistencies, and the list of the Venezuelan enrolled in the school. It was then necessary to check the individuals on the list one by one in the field. Local registration of	Monitoring process are visiting the schools at least once in a month. Field monitors will review the assistance list in front of children in the school canteen. Several database sources will be compared and harmonized.

children is weak and even more so for migrants, which hinders individual monitoring.	
For 2020, the local authorities will change.	Build a relationship with the new local authorities since the beginning of the year, to give continuity to the School feeding Activity.
For 2020, new operators will be implementing every territory	Start process to hire new operators according to the contract process times of new ETC

## **PRIORITIES FOR NEXT QUARTER**

### **COMPONENT 1: NUTRITIOUS SCHOOL MEALS FOR EXCLUDED MIGRANT CHILDREN**

- To develop a route to solve the issues found; one for facilities issues, one for issues with kitchen utensils and one to improve practices.
- Introduce some adaptations in the school meals according with the feedback received in the surveys.
- Provide training for operators, especially regarding the monitoring process.
- Closing of school year with every operator
- Start process of TORs for new operators.

### **COMPONENT 2: CAPACITY STRENGTHENING OF NATIONAL AND LOCAL INSTITUTIONS TO ENSURE THAT THE SCHOOL MEALS PROGRAM IS INCLUSIVE, TRANSPARENT AND EFFICIENT, INCLUDING COMMUNITY-BASED SCHOOL MEALS MODELS**

- Participate in the MoE public policy working groups.
- Carry out a public consultation.
- Seminar, 2 workshops
- Hire consultant for public policy draft

### **COMPONENT 3: COMMUNITY INTEGRATION AND THE PREVENTION OF DISCRIMINATION, XENOPHOBIA AND VIOLENCE, INCLUDING COMMUNITY-BASED SCHOOL MEALS MODELS.**

- Design the campaign.
- Develop the materials and pieces.
- Start the implementation.
- Define and coordinate joint actions with other UN agencies.

## GENDER

- Create awareness within the activity team about gender considerations.
- Include gender aspects in the communications campaign to prevent xenophobia, violence and discrimination and begin implementing it.

## MONITORING AND EVALUATION

- Align the procedure for monitoring direct and indirect operations.
- Provide feedback on performance to the coordinators and monitors.
- Close findings at school year

## FINANCIAL REPORTING

USD\$1.119.292,65 of the total budget of USD\$4,988,076 have been executed during the implementation of the project, representing 22,4% of available resources. USD\$599.483,53 were implemented in Q4.

According to the plan, a spending rate USD\$603.533 will be implemented in the following quarter. In 2020, will increase the number of beneficiaries.

### Quarterly Projections (USD\$)

Budget Projection			
SUB IR	Classification	Q1 FY20	Q2 FY20
SUB IR1	Increase school retention, academic advancement and dietary diversity. Meals Program.	\$ 299.745,8	\$ 462.802,59
SUB IR2	Strengthen national and local governments capacities to implement efficient School	\$ 37.272,5	\$ 85.738,1
SUB IR3	Promote community integration and prevent discrimination, xenophobia and violence	\$ 75.500,0	\$ 92.000,0
	Total Salaries and Wages, Travel, Transportation & Per Diem, Indirect Charges and Overhead	\$ 191.014,9	\$ 141.759,3
	Total	\$ 603.533	\$ 782.300

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