



## DEVELOPMENT EMERGENCY MODALITY

### Joint Programme 2022 Annual Progress Report

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#### Cover Page

**UNCT/MCO:** Venezuela (Bolivarian Rep. of)

**Reporting Period:** 1 January - 31 December 2022

**JP title:** Development of resilient local food systems through a school-based feeding social protection programme approach

**Thematic SDG Areas:** Food systems transformation; Transforming education; SDG localization;

**PUNOS:** FAO, UNICEF, WFP

**Stakeholder partner:** National Government; Sub-national Governments; Civil Society Organizations; Humanitarian actors;

**Gender Marker:** Gender-responsive (for example, the JP aimed to respond to specific gendered needs, such as linking social assistance with GBV response services or maternal health support)

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#### Annual Progress

**Overall JP self-assessment of 2022 progress:**

On-track (expected annual results-achieved)

##### Overall Progress

Outcome 1 - Output 1.1: 100% achieved.

The development of the productive recovery activities of the two selected, consisted in improving the productive capacity, which consisted in rehabilitating the agricultural and poultry productive infrastructure of each ETA, as well as generating technical capacities in agricultural production for teachers, students, workers, administrative personnel, representatives and the community in general.

Thus, more than 5 hectares of land were reactivated in both ETAs, including irrigation systems, tools and seeds, for the production of leguminous plants, cereals, fruits, vegetables and greens, and the sheds for egg production were recovered, 157 people (66% women) were trained in sustainable agricultural and poultry production, and technical support was provided to generate the capacity to produce at least 216 tons of food per harvest and around 38,000 eggs per month, enough to supplement approximately 116,000 meals served with fresh food and protein.

Outcome 1 - Output 1.2: 100% achieved.

The availability of fresh food in schools has been improved through the establishment of 23 educational school gardens consisting of the establishment of a small productive space that serves mainly to familiarize students with food production activities and to raise awareness of the importance of a good, healthy and diverse diet. In addition, the small production of these gardens, estimated at about 21 120 kg of vegetables per harvest, is enough to supplement the lunch of 3153 students with salads and dressings. In addition, 54 members of the educational community (74% women) were trained in food and nutrition.

Outcome 2 - Output 2.1: 80% achieved.

The ETAs have been supported to establish production management plans and marketing linkages. Market opportunities include

local food vendors, community members, or school staff, but the most significant is the one generated with WFP through which the latter would buy fresh food from the ETAs and the Local Producers Association in order to incorporate it into the school feeding program carried out in the 23 targeted CEIs. This market link requires compliance with a series of quality and food safety standards for which the ETAs were not previously prepared. Therefore, two quality control rooms were built and equipped, and personnel were trained in food quality and safety management, aligned with market requirements and specifically with WFP's requirements. Outcome 2 - Output 2.2: 100% achieved.

The JP has provided school meals through take-home rations to children under the age of six enrolled in pre-primary schools as well as school personnel to contribute to the diversification of the family diet. Furthermore, the JP implemented nutrition-sensitive activities such as the provision of Super Cereal Plus to children under the age of three and nutrition education sessions for school employees. School feeding programmes contribute to increase school attendance as parents tend to send their children to school to ensure, at least, one nutritious meal a day. Additionally, ETA Jesús Chávez has established an agreement with six early education centers to distribute part of the food produced, delivering 400 eggs per week. In this way, the 180 students of these CEIs have been guaranteed the consumption of at least 2 eggs per week, complementing their school menu. The intention is to make the same type of agreement for the delivery of vegetables from the next harvest.

Output 3.1 - Output 3.1: 100% achieved.

5 school kitchens and WASH infrastructure in 8 CEIs and 2 ETAs has been rehabilitated, and 17 WASH brigades and 17 school committees have been formed, 34 school WASH kits have been delivered, and 2,120 teachers, mothers and representatives have been trained in sensitive care, improved behavior and nutrition and hygiene practices, among others. 120 teachers, mothers and representatives in sensitive care, behavioral improvement and nutrition and hygiene practices.

### **SDG Acceleration progress towards the SDGs, focusing on the main SDG targets**

The JP based on the local production and short supply chain model associated with school feeding programs contributes to SDGs #1, #2, #3, #4, #4, #6, #8 and #11:

SDG #1: No poverty

The JP contributes to reduce rural poverty through the dynamization of local markets and economy.

SDG #2: Zero hunger

The JP contributes to improve Food Security and Nutrition through the promotion of sustainable agricultural models and the increase of fresh food availability in local markets and schools and economic access of the families to it.

SDG #3: Good health and well-being

The JP contributes to improve children health through the promotion of healthy and diversify diets as well as the improvement of WASH infrastructure and practices at school.

SDG #4: Quality education

The JP contributes to better education through the improvement of school services and infrastructure such as the school feeding programmes or wash access, which encourages parents to send their children to school.

SDG #6: Clean water and sanitation

The JP facilitate children their access to clean water and sanitation at school.

SDG #8: Decent work and economic growth

The JP promotes inclusive and sustainable economic growth through the reactivation of local economy and productive self-employment.

SDG #11: Sustainable cities and communities

The JP contributes to the reinforcement of the community resilience and sustainability through all previously mentioned SDG contributions.

In addition, the JP has served as a showcase for other donors who could potentially contribute financially to its expansion. A multi-donor mission was organized in January to see on the ground the activities developed by the three agencies. So far the intervention has attracted general government and donor interest and it is hoped that it could lead to the expansion of the model to other states, continuing the work of accelerating progress towards achieving the SDGs.

### **Constraints that were encountered and any adjustments that were made to strengthen the relevance and effectiveness of the JP and the coherence and coordination of UN system support.**

Challenges and lessons learned:

Logistics:

Constant power outages and the limited availability of telecommunications signals hinder production processes as well as technical support and timely communication. These barriers must be taken into account when planning interventions. One alternative is the installation of solar panels with all the necessary electronic devices. This has been the option taken to accompany chick hatcheries, which cannot be left for a long time without electricity, but there are also other similar examples. Alternative energies must always

be considered in this type of environment.

Elements that had not been considered in the planning were also identified, such as the need to have a more efficient cold room than the planned storage room, since the frequency of collection of fresh food cannot be very high due to increased logistics costs, and the food may spend several days in the schools until it is picked up by the buyer. This is therefore a key element to be considered in future interventions.

**Administrative:**

A certain degree of administrative complexity was identified in the food purchase processes that require some adaptations of the internal regulations of the purchasing bodies.

It is also necessary to undertake the administrative procedures in force in the country for the registration of ETAs as a legal entity with the power to carry out economic transactions. These requirements must not be underestimated in terms of time and effort, and they must be reflected in some way in the planning times so as not to incur delays.

**Next steps, scaling and sustainability [up to half a page]**

The project activities generated capacity building in the ETAS, early education centers, producers and the community in general through an ecological agriculture approach, as well as training in food security and nutrition. The production of eggs for consumption and vegetable food in the ETAS has improved the availability of nutritious food on the menu of school food services. The two targeted ETAS have established marketing mechanisms for surplus egg production that will allow them to maintain the economic sustainability of the project, by allocating a percentage of sales to the purchase of agricultural inputs and poultry maintenance. In addition, the capacities of the ETAS and the initial education centers have been strengthened to generate sustainable production plans and disseminate knowledge in the surrounding communities, which will enable them to develop food security processes.

The project ended on December 31, 2022. Since then, activities continue to be closely monitored, especially those agencies that maintain their operations in the area with other sources of funding.

## **Strategic Partnerships and Communications**

**Explain how diverse stakeholders were engaged with the JP**

For the development of the project it was necessary to coordinate actions with the National Government through the Ministry of Popular Power for Education, specifically the Directorates of Secondary-Technical Education, Early Education and the Foundation for Educational Buildings and Equipment - FEDE. The Sub-national Government also joined the project, through the Single Education Authority of the state of Falcón, which is the office in charge of all educational matters in the state, and provided support through the Directorates of Secondary-Technical Education, Early Education and the "All Hands to Planting" Program for the accompaniment and follow-up of the implementation of productive and training activities, the recovery of productive and educational spaces and the strengthening of the School Meals Program. Similarly, civil society organizations such as the Foundation for Sustainable Development FUNDESOS and the Popular Training Center Reborn Together CEPORJUN contributed to capacity building and strengthened their structures in the municipalities of Falcón and Zamora in the state of Falcón, thanks to the implementation of actions for the production of fresh food and the distribution of baskets in the school meals program, respectively. On the other hand, humanitarian actors such as World Vision and the Agency for Technical Cooperation and Development Acted, participated as implementing partners for the formation of student brigades and school community WASH committees. Other important actors in the implementation of the JP were the Military Community Brigades for Health and Education - Bricomiles who provided valuable support for the rehabilitation of the school kitchens.

**Key meetings and events organized**

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JP steering committee/ Strategic partners/ donors Kick-off meeting  
programme board meetingevent

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## Priority Cross-cutting Issues

### Cross-cutting results/issues

The JP has been developed in one of the areas with the highest malnutrition rates in the country and high levels of food insecurity, and it has been demonstrated that women and children are particularly vulnerable in these contexts.

The focus of the JP's activities, which are aimed at vulnerable communities, places special emphasis on these two population groups being prioritized and benefiting directly from the results. Priority was given to the inclusion of women farmers in the productive and training processes, as well as mothers/representatives, teachers, caregivers and mothers who handle food in school canteens in the training processes in schools.

The data have been disaggregated by sex, and indicate that more than 80% of the participation in the training actions, both in agricultural productive activities and in the management of food and nutritional knowledge, were received by women belonging to the communities near the schools, producers and teachers, operational personnel and students of the selected schools, and that 80% of the teaching staff are women, who led the implementation of the project together with the three agencies.

In addition, several JP activities are aimed at young people studying in the ETAs, such as technical training on agro-ecology or life skills training, contributing to their academic and professional training for a better future.

### How did the JP apply the Gender Marker

The JP is Gender-responsive (for example, the JP aimed to respond to specific gendered needs, such as linking social assistance with GBV response services or maternal health support). Capacity development (e.g. training of social workers, local governments, local communities);

### JP address the below cross-cutting issues and principles of leaving no one behind

Human Rights	Persons with disabilities	Youth	Environmental and social standards
Yes	No	Yes	Yes

### Contribution to enhancing SDG Financing

Drafted a bill, strategy, and/or approved a law increasing the fiscal space for the policy in focus	Produced financing, costing, diagnostic and feasibility analyses as a basis to invest or increase spending on the SDGs	Improved efficiency (cost savings) in the management of programmes/schemes	Improved effectiveness (value for money; i.e. social impact of \$1 spent) of spending	Drafted policies/regulatory frameworks or developed tools to incentivize private sector investment on the SDGs	Structured new financial instruments (public, private or blended) to leverage additional funding
No	No	Yes	Yes	No	Yes

### How and in which area your JP contributed to enhancing SDG financing

Both the implementation process and the results have proven to be very useful in identifying and correcting the most critical points of the model, necessary for its construction and for improving the development of new scaling proposals. These results demonstrate the virtues of the model and the relevance of replicating it in other ETAs and early education centers, in order to generate virtuous circles of sustainable economic, social and environmental development of the most vulnerable communities, around educational spaces.

For this reason, the pilot has been presented to the government agencies in charge of developing public procurement policies and school feeding programs so that the production, purchase and short distribution chain model can be adopted and scaled up nationwide. These agencies have visited the production zones and shown interest in the model and are currently advocating for its adoption.