MONITORING AND EVALUATION REPORT – GROWING HOPE

CULTIVANDO LA ESPERANZA

FUNDAEC
FUNDACIÓN PARA LA APLICACIÓN Y ENSEÑANZA DE LA CIENCIA

EXECUTIVE SUMMARY

The Growing Hope project, led by FUNDAEC in northern Cauca (Colombia), seeks to transform the physical and social environment through regenerative agriculture, strengthening food security/sovereignty and community relationships. Over two years, work was carried out with four communities to establish a sustainable local food system through various strategies. These included the creation of a comprehensive demonstration farm for regenerative agriculture, technical training for small-scale producers and farmers in the region, the development of satellite farms associated with the main farm to replicate productive units, collaboration with two educational institutions, and the establishment of a Seed Fund to provide financial support for infrastructure, the development of productive units, and the support of community groups and organizations.

Key achievements include:

- **Training and adoption of agroecological practices:** 94% of the trained farmers implemented sustainable practices. 98% reported an increase in agricultural knowledge, and 96% saw improvements in their family's nutrition.
- **Economic and social impact:** 55% of the farmers generated income through their productive units. There was evidence of strengthened community cohesion, healthier eating habits, and increased family empowerment.
- **Work with educational institutions:** Two schools (Ruhí Arbab and Mixto Mingo) implemented school gardens, improved their school stores, trained teachers, and developed 50 productive units with the participation of parents and teachers. 96% of students actively participated.
- **Seed Fund:** Over COP 185 million were invested in infrastructure, training, productive units, and support for community organizations, improving local sustainability and autonomy.
- **Strategic partnerships:** Relationships were established with more than 20 local and national organizations, promoting leadership, local economies, environmental education, and a stronger social fabric.

GROWING HOPE PROJECT

The purpose of the Growing Hope project is to design and implement food and regenerative agriculture initiatives that contribute to the shared goal of achieving food security/sovereignty by transforming the physical and social environment to foster healthy relationships—among individuals, between individuals and the community, and between communities and their physical surroundings. The project seeks to build trust and capacity among small-scale food producers, farmers, youth, and families in northern Cauca, Colombia, to regenerate and rebuild their

community-based food system from the ground up, drawing upon the wisdom of elders and ancestors as well as the systematic learning gained from agroecological practices researched and taught by FUNDAEC.T

Over the course of two years, FUNDAEC has supported four communities in their transition toward regenerative agriculture, contributing to food sovereignty in the region. Its main areas of action include:

- **Establishment of a comprehensive regenerative agriculture demonstration farm** in the village of Perico Negro, designed to serve as a learning center for the region.
- **Delivery of a series of theoretical and practical courses** for small-scale farmers. Examples of course topics include: Agriculture and Climate Change, Food Sovereignty and Food Systems, Biological Soil Reconstruction, Regenerative Agriculture Production Systems, High-Efficiency Diversified

Plots (DAE), Solid and Liquid Organic Fertilizers, Pest Management and the Preparation of Organic Insecticides and Fungicides, Alternative Feed for Small Livestock, Learning About Gardens, Crop Planning, and Soil as a Living Organism.

- **Integration of small farms as "satellite farms"** connected to the demonstration farm, which received additional follow-up and on-site training in four communities.
- **Establishment of a Seed Fund** for the Community Food System.
- **Collaborative work with two educational institutions** to develop their own agricultural projects, linking them to improved school nutrition.

From the outset, the project included a plan for monitoring and evaluating the proposed activities. The activities monitored were:

1. Satellite Farms
2. Educational Institutions
3. Seed Fund
4. Partnerships with Organizations

SATELLITE FARMS

During project implementation, significant progress was made in strengthening agricultural production and promoting social inclusion within the community. A total of 80 farmers began applying the knowledge acquired, diversifying their plots with new techniques and crops. In the community of Alegrías, 40 productive home gardens were established in collaboration with FHAREPDI, promoting food security and local development. An economic contribution of COP $30 million was allocated to support crop cultivation and poultry farming, benefiting several families.

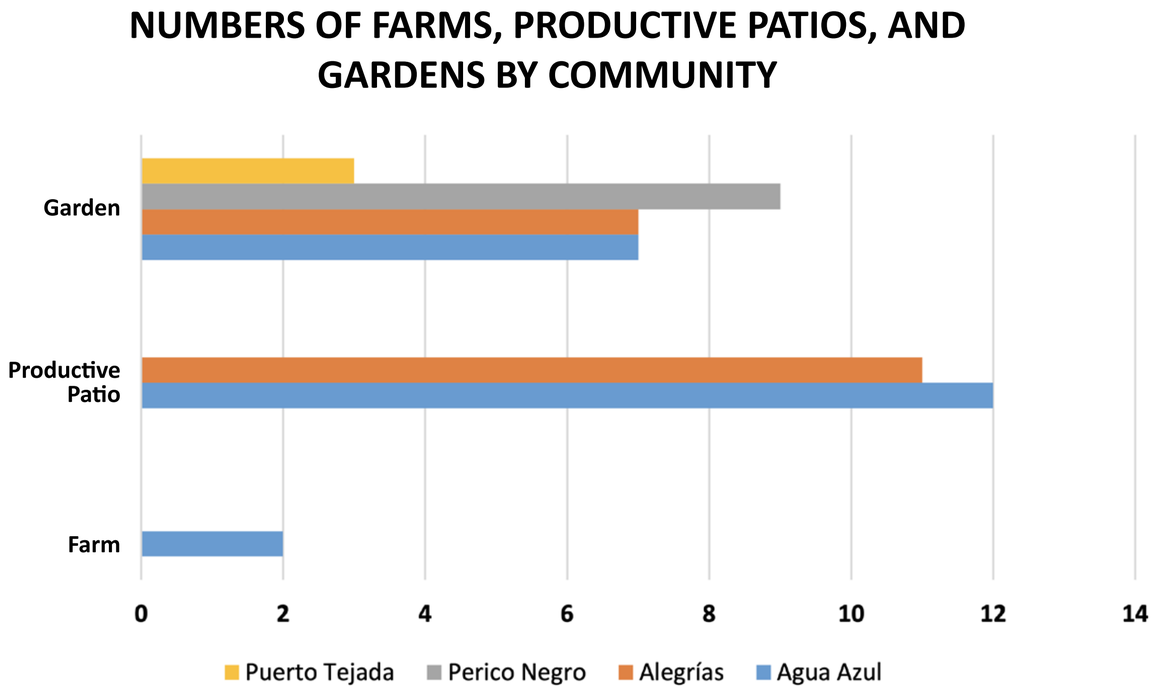
In addition, training and productive initiatives were promoted for households with people with disabilities, fostering autonomy and inclusion. As part of the "Transforming the Environment" project, 3,000 trees were distributed to support reforestation and environmental care. The demonstration farm's nursery will serve as a foundation for training in sustainable production techniques.

To monitor and evaluate the impact on the 80 farmers involved, a sample of 51 was selected to complete a survey assessing aspects such as farming practices, awareness, economic impact, and community-based activities. The main communities involved in the development of the satellite farms were Agua Azul, Alegrías, Perico Negro, and Puerto Tejada.

The sample distribution was as follows: 21 from Agua Azul, 18 from Alegrías, 9 from Perico Negro, and 3 from Puerto Tejada. Each farmer was classified into one or more of the following three categories based on land size:

- Farm: over 1,600 m2
- Productive backyard: between 400 and 1,500 m2
- Home garden: less than 400 m2

This selection was made based on the proportional presence of each category within the total number of participants.

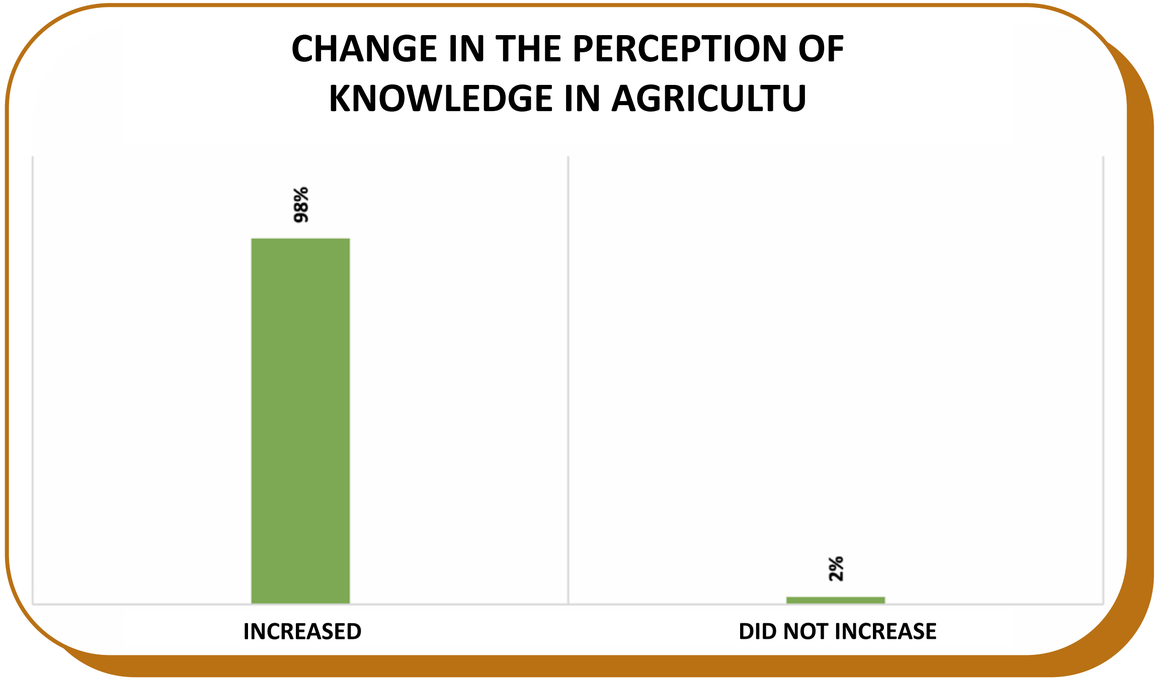


Data collected showed a clear shift in farming practices. Among the farmers surveyed who participated in the training, 94% reported implementing practices taught by FUNDAEC, including: High-Efficiency Diversified Plots (DAE), use of solid organic fertilizers, use of liquid organic fertilizers, use of organic insecticides, alternative feed for small livestock, tree planting and management, and the establishment of gardens.

Among these practices, the highest-rated ones (on a scale from 1 to 5, with 5 being the highest) were:

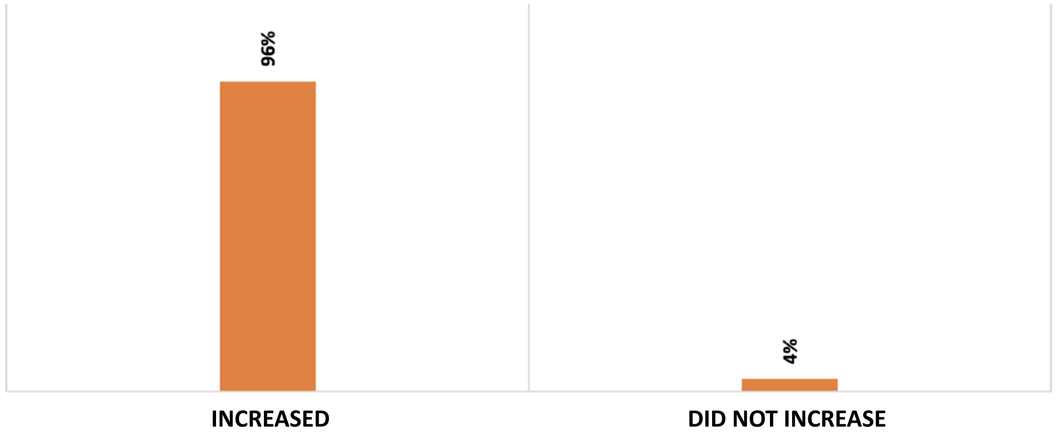
1. Tree planting and management: 62.65%
2. Solid organic fertilizers: 56.86%
3. Garden creation: 54.9%
4. High-Efficiency Diversified Plots (DAE): 35.7%

Additionally, 98% of the farmers reported an increase in their agricultural knowledge.



The project aimed to transform not only the training around nutrition but also the way farmers and their families distributed their harvests. A 96% perception of improved nutrition was reported among participants.

PERCEPTION OF IMPROVED NUTRITION IN FARMERS' HOUSEHOLDS

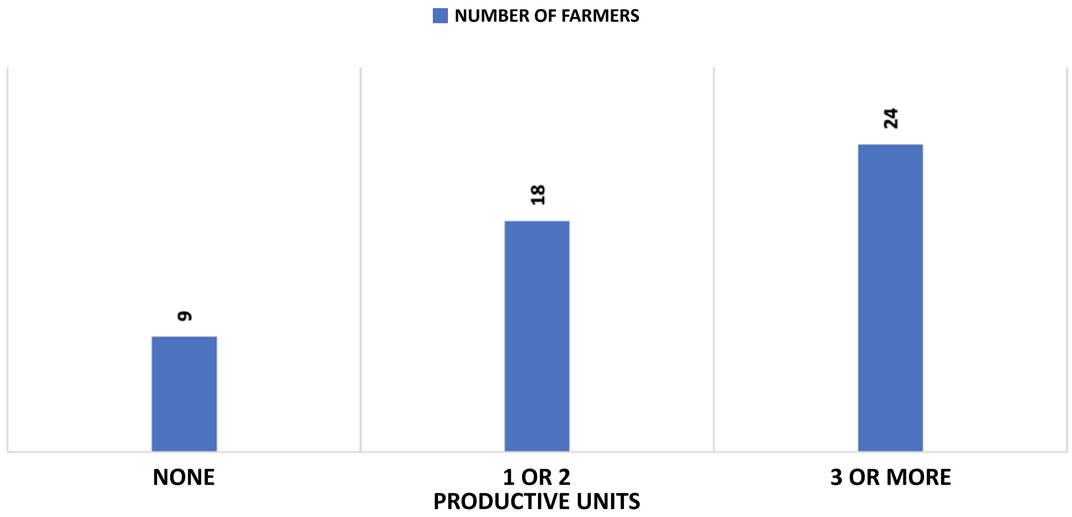


The main methods used to distribute their crops included:

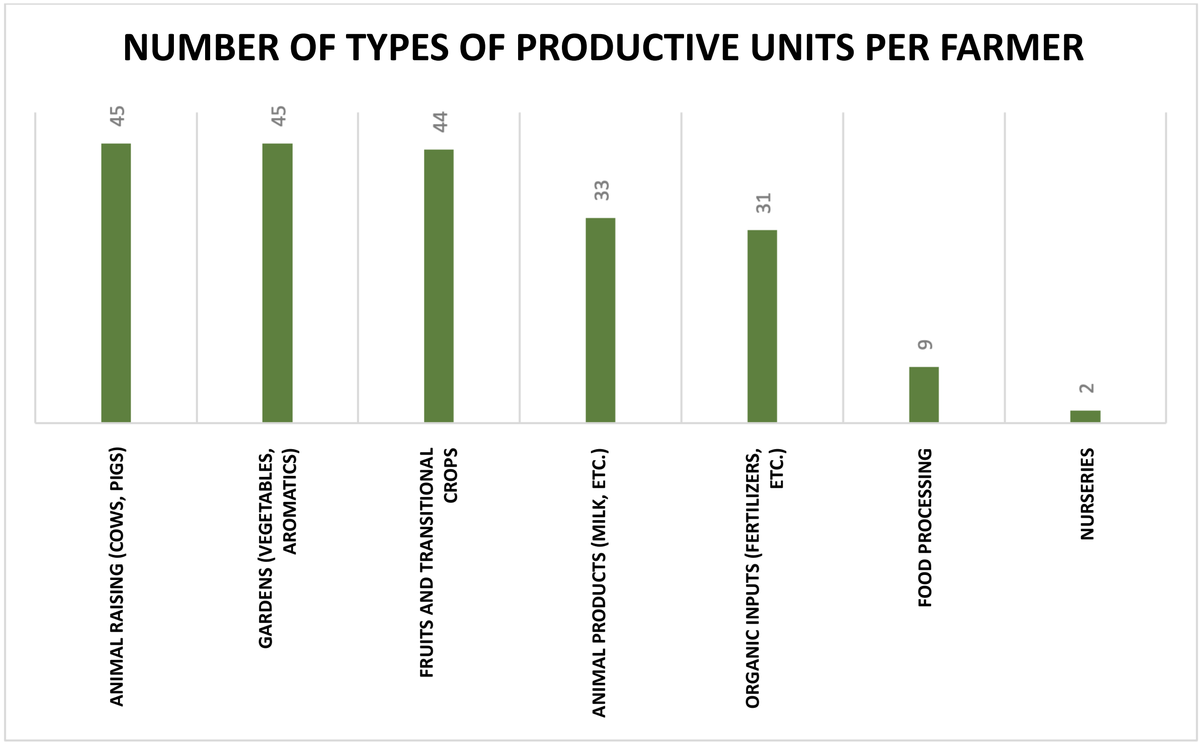
1. Family consumption: 45 farmers
2. Sales in local markets: 23 farmers
3. Sales through intermediaries: 22 farmers
4. Product exchange with other farmers: 22 farmers

Each farmer had a productive unit, defined as a small family-run business that provides economic, environmental, and community benefits, intended to support the local economy in an environmentally conscious way. These units are small-scale and easily replicable. Some farmers have more than one productive unit.

NUMBER OF PRODUCTIVE UNITS PER FARMER

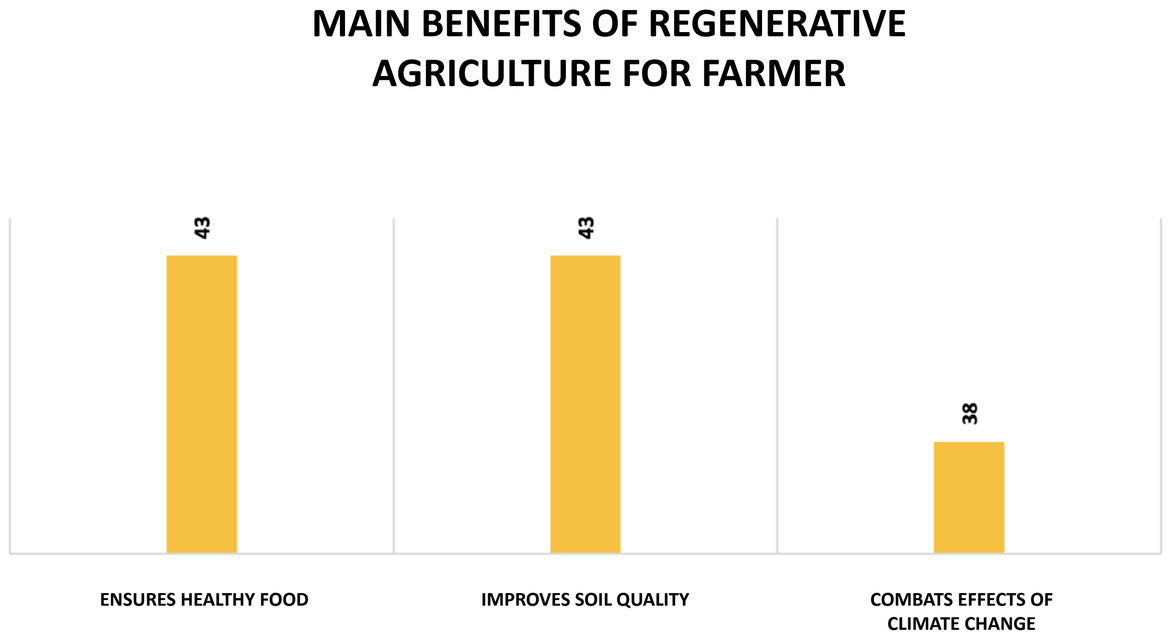


The following chart presents the types of productive units established by each farmer. It is important to note that while the project provided inputs for one productive unit per participant, many farmers applied what they learned to establish two or more productive units on their own. The chart accounts for all units they currently maintain.



Farmers were also asked whether their productive units generated income. The results showed that 55% of farmers were earning income from their units, while 45% were not yet generating income.

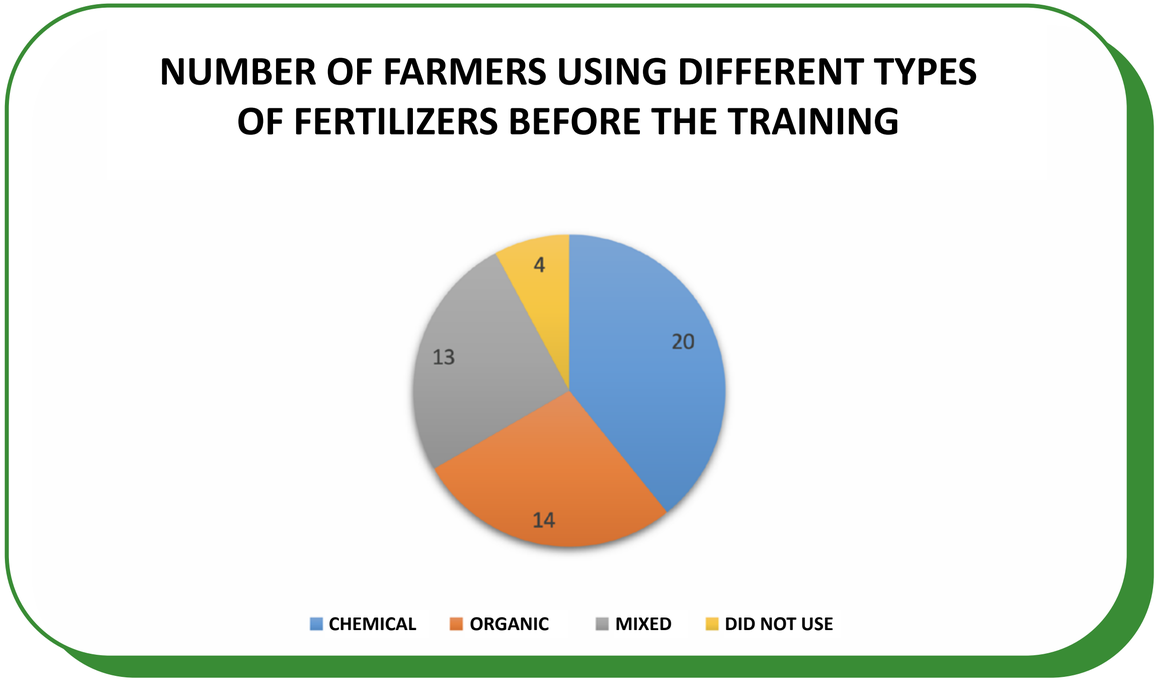
Lastly, farmers were asked about the project's impact on their communities. The main perceived benefits of regenerative agriculture were:

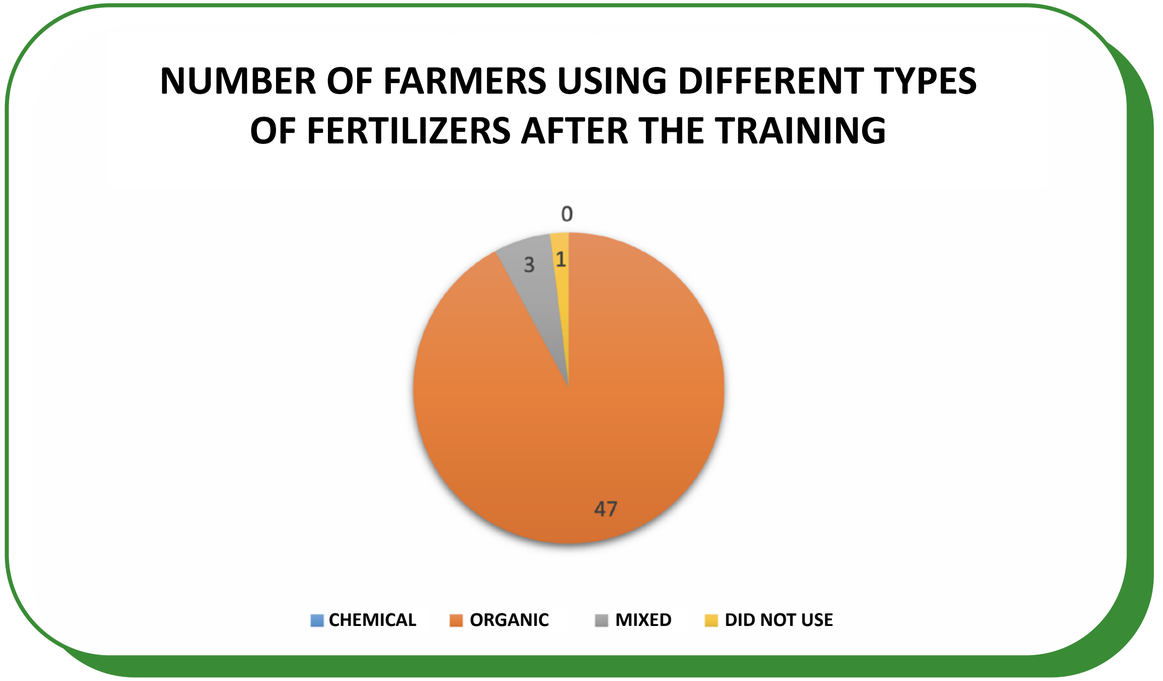


All farmers received training to raise awareness about the use and management of different types of organic fertilizers. In the Cauca region, intensive use of chemical fertilizers has had serious environmental and health impacts. These chemicals contaminate water sources, degrade the soil, and reduce its natural fertility. They have also caused health issues such as allergies, respiratory diseases, and skin conditions—especially among farmers applying them without proper protection. Additionally, they affect long-term productivity and endanger local food security.

In contrast, organic fertilizers—made from natural waste such as worm compost, traditional compost, or plant residues—offer a sustainable alternative. They improve soil structure and fertility, conserve biodiversity, and do not pollute water or air. Being safer for people and the environment, they promote healthier, more autonomous farming practices for rural families in Cauca.

The following charts illustrate the shift toward the use of organic fertilizers by farmers after the training.

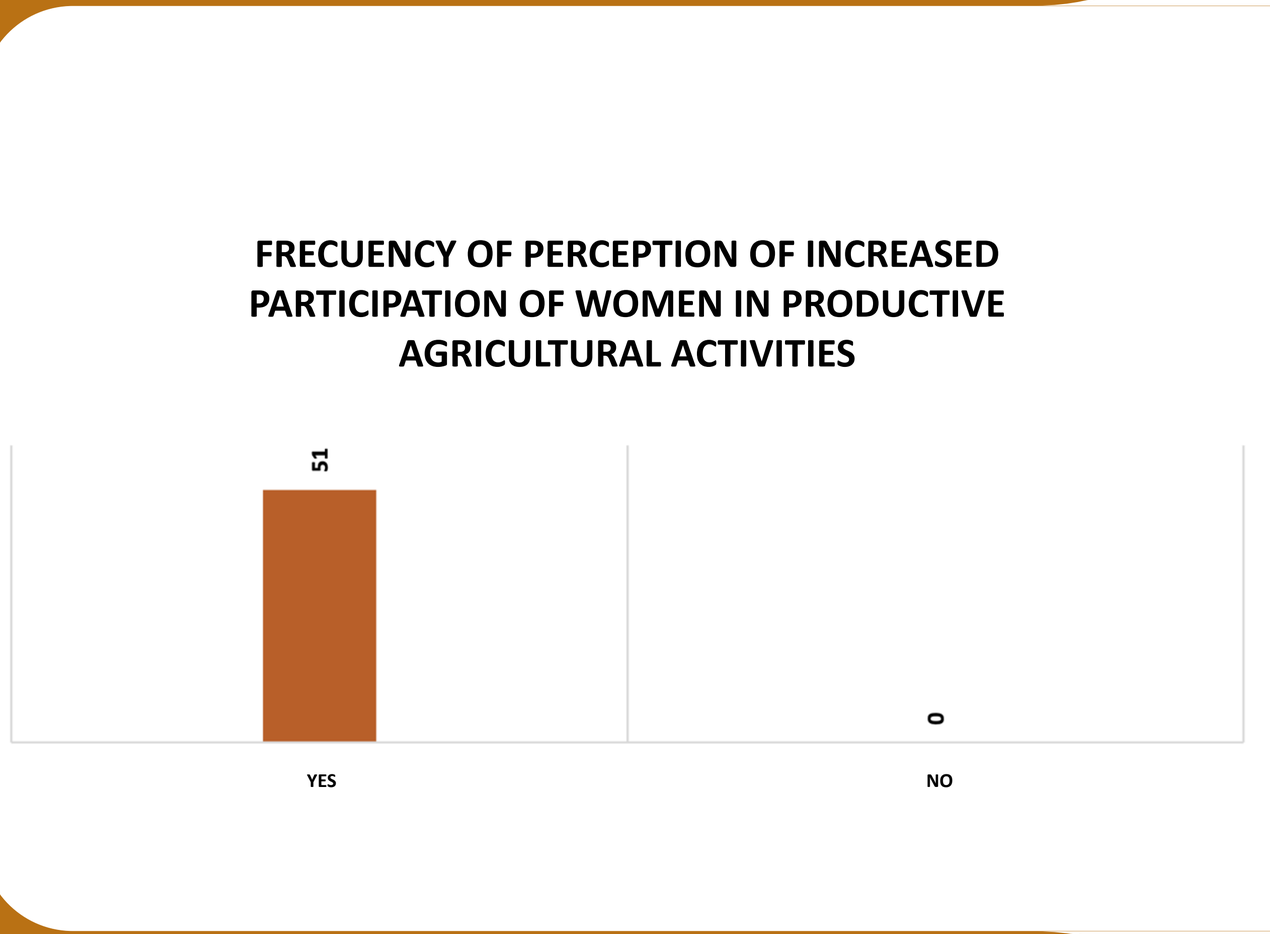




Farmers were also asked about their change in awareness regarding the productive use of available land. Fifty farmers reported a positive change in their mindset, while only one did not perceive such a change. Additionally, all 51 surveyed farmers observed stronger social relationships in their communities, which could be categorized into six main areas:

1. Improvements in nutrition and health
2. Community cohesion and strengthening
3. Product exchange and circulation
4. Learning and knowledge appropriation
5. Family and gender empowerment
6. Productivity and economic improvement

Lastly, the project observed an increase in women's participation. For this reason, farmers were specifically asked about women's involvement in productive farm activities, and the responses showed 100% agreement in perceiving a positive shift.



EDUCATIONAL INSTITUTIONS

As part of the project, work was carried out with two educational institutions: Colegio Ruhí Arbab (a private school) and the rural branch Mixto Mingo of the Ecological Educational Institution Veredas Unidas Barragán de Guachené (a public school). The objective of this component was to improve students' nutrition and dietary habits through teacher training and engagement with selected groups of students.

At Colegio Ruhí Arbab, 19 teachers were trained and 395 students benefited through various lines of action. Practical school agriculture activities were implemented, such as planting 125 trees and establishing a school garden with 12 raised beds in the DHE plot and an additional 6 beds in the elementary area. These activities helped students gain knowledge about sustainability, the environment, and healthy food production.

Simultaneously, healthy eating habits were promoted through participatory research and workshops on wellness and nutrition, directed at both students and parents. The school store was also improved by introducing more nutritious food options—many of which came directly from the school garden. Finally, technical and financial support was provided to create 20 family-run productive units involving both parents and teachers, thereby strengthening household economies and promoting regenerative agricultural practices within the community.

At the Mixto Mingo branch of the Ecological Educational Institution Veredas Unidas Barragán de Guachené, efforts focused on strengthening nutrition, environmental awareness, and family economy. This involved training 8 teachers and the active participation of 73 students. Key activities included the distribution of 274 trees to families in the community as part of a reforestation and environmental education strategy. A school garden was established with 6 raised beds, allowing for the integration of pedagogical content with sustainable agricultural practices. Additionally, a nutritional supplement was provided to the school cafeteria a nutritional supplement was provided to the school cafeteria, improving the quality of student meals. Healthy eating habits were promoted through

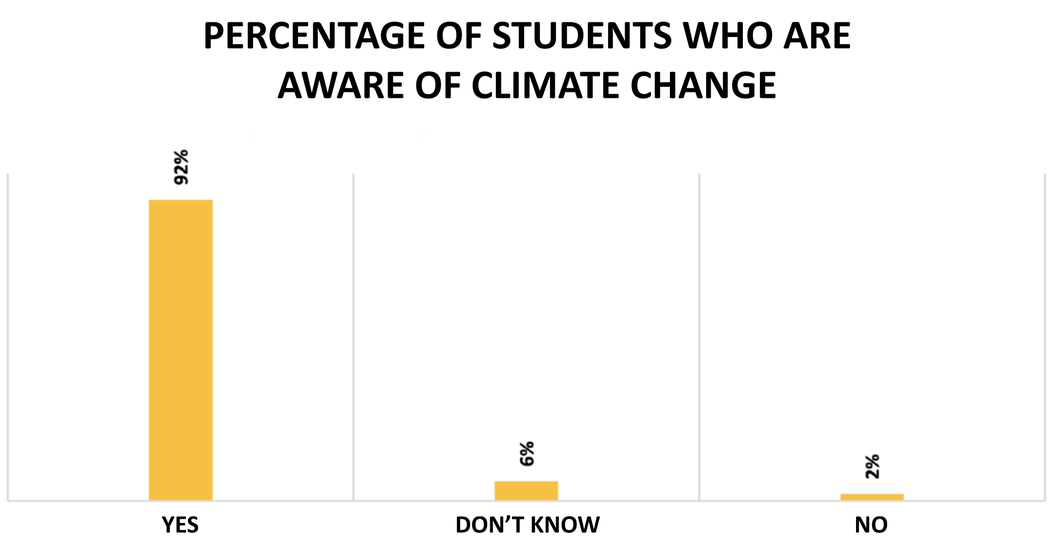
workshops aimed at students and families, encouraging overall wellbeing. Finally, 30 productive units were established with the participation of parents and teachers, supported with technical and financial assistance, as a strategy to enhance family economies and promote regenerative agriculture in the rural setting.

For the monitoring and evaluation of this component, a sample of 48 students from grades 8, 9, and 11 at Colegio Ruhí Arbab was selected, as those were the grades directly involved in project activities. This approach was taken because students at Mingo School were younger children and there were no appropriate tools available to apply a survey suited to their developmental level.

Students from the three grades participated in garden planting activities at the school, and the participation rate was 98%. In addition, educational and awareness workshops were held on topics such as planting, garden establishment, healthy foods, and the importance of sleep. The participation rate in these workshops was 96%, and the main areas where students reported the most learning were:

1. Healthy eating and overall wellbeing
2. Agricultural knowledge and sustainable practices
3. Environmental care and ecological awareness
4. Community education and participation
5. Knowledge appropriation and personal motivation

After the workshops, the percentage of students with knowledge about climate change was also measured.



Some of the definitions of climate change shared by students included:

1. **Climate change and agriculture:** Some students expressed that climate change directly affects crops, seeds, and food production by altering necessary conditions for planting and harvesting. Excessive rain, droughts, or extreme heat can damage land and impact farmers' work.

2. **Extreme weather and climate variability:** Others referred to strong or unexpected changes in weather, such as when it's very sunny and suddenly it rains or there are abrupt temperature shifts. These phenomena may manifest as heatwaves, intense storms, droughts, or off-season rainfall.

3. **Climate change as an environmental phenomenon:** Some students described it as a climate transformation process that affects the environment in general. It changes the planet's temperature, the atmosphere, ecosystems, and how we live on Earth.

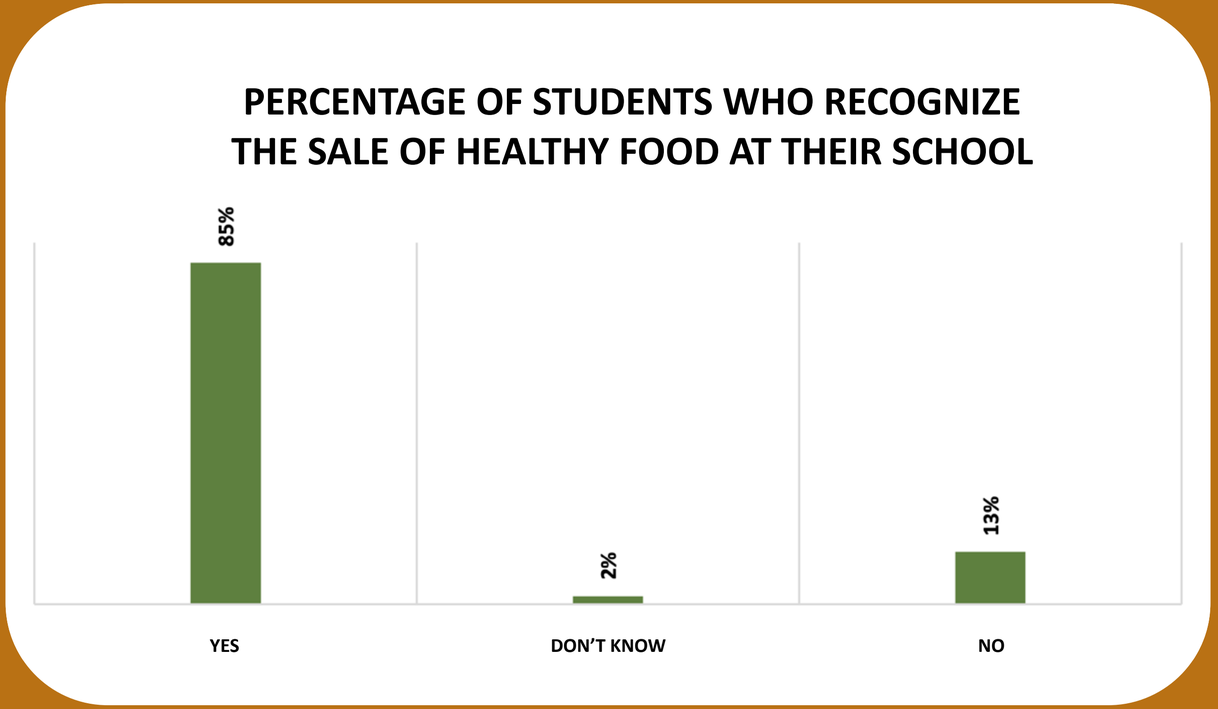
4. **Human causes of climate change:** Others linked it to human actions. Pollution, the misuse of natural resources,

and the practices of certain companies have damaged nature, leading to rising temperatures and changes in climate patterns.

5. Climate perceptions: Some understood it as any change in weather or seasons, or associated it only with rain or heat. While these phenomena are part of the climate, climate change is a broader process caused by many factors with long-term effects.

6. Awareness and responsibility: Others interpreted it as a consequence of our collective decisions. We are responsible for either protecting or harming the planet, and our actions can have both negative and positive effects on nature and future generations.

In addition, an awareness campaign was carried out at the school around the foods students were consuming. Students were asked about the availability of healthy food options at the school store.



Each student was asked to name some of the healthy foods they saw in the store. Their responses led to the following categories:

Most frequently mentioned fruits:

- Watermelon (most common)
- Pineapple

- Banana
- Mango
- Papaya

Healthy preparations:

- Natural juices
- Natural yogurt
- Squash cake
- Corn cakes

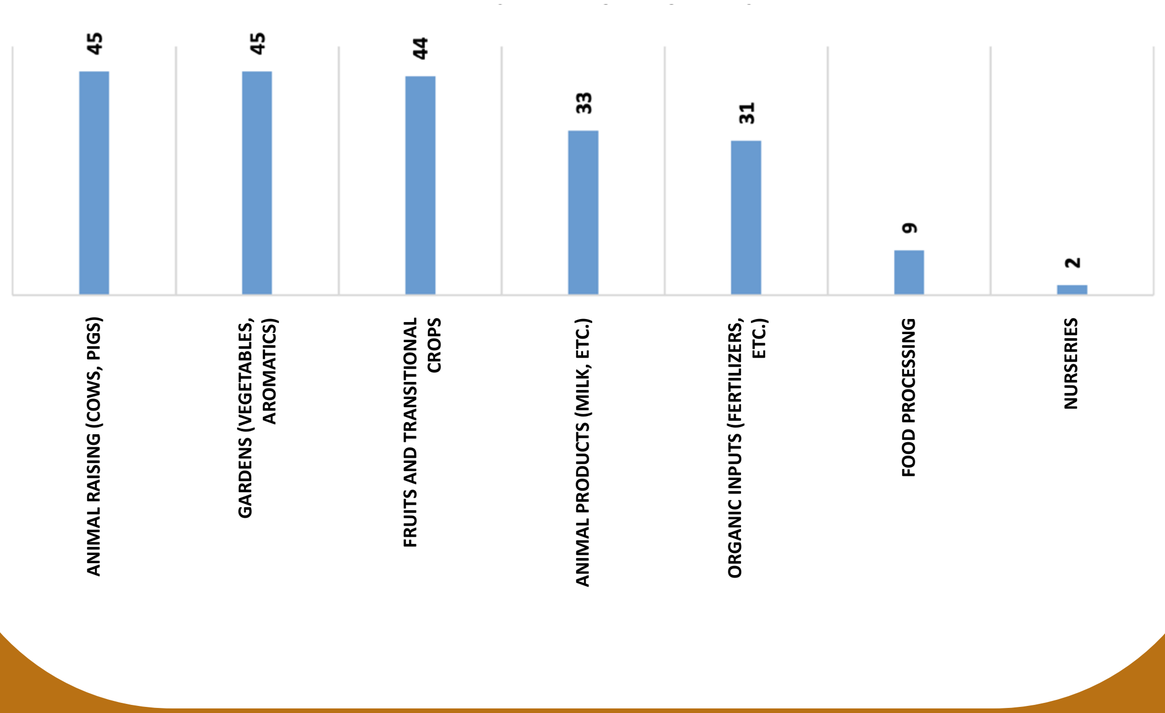
Traditional or local foods:

- Cassava
- Beans

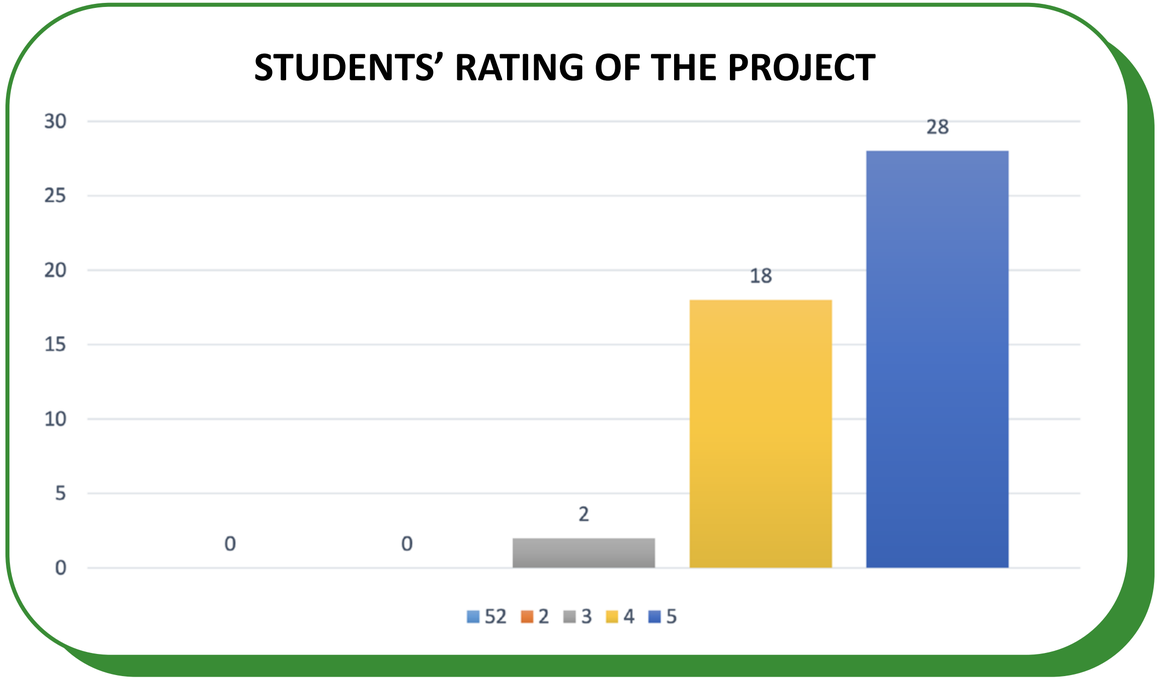
Community-sourced foods:

- Foods harvested from the garden

The students were also asked which lessons from the project they had started applying in their daily lives. (The corresponding chart shows how often certain practices were adopted.)



Finally, students evaluated the activities and lessons delivered through the project on a scale from 1 to 5, where 5 was the highest score and 1 the lowest.



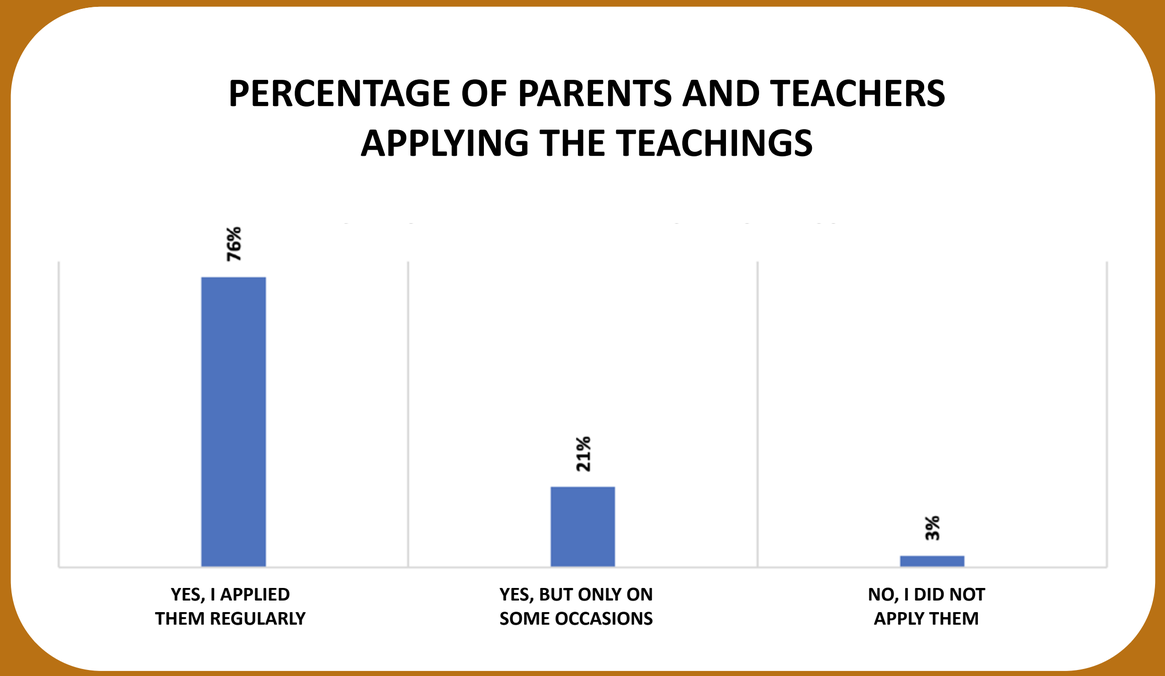
In this component, teachers and parents were also involved through activities such as training sessions, theoretical and practical workshops. A unified survey was conducted for both parents and teachers, with a sample of 45 parents and 23 teachers from both educational institutions.

Workshop participation table (summary):

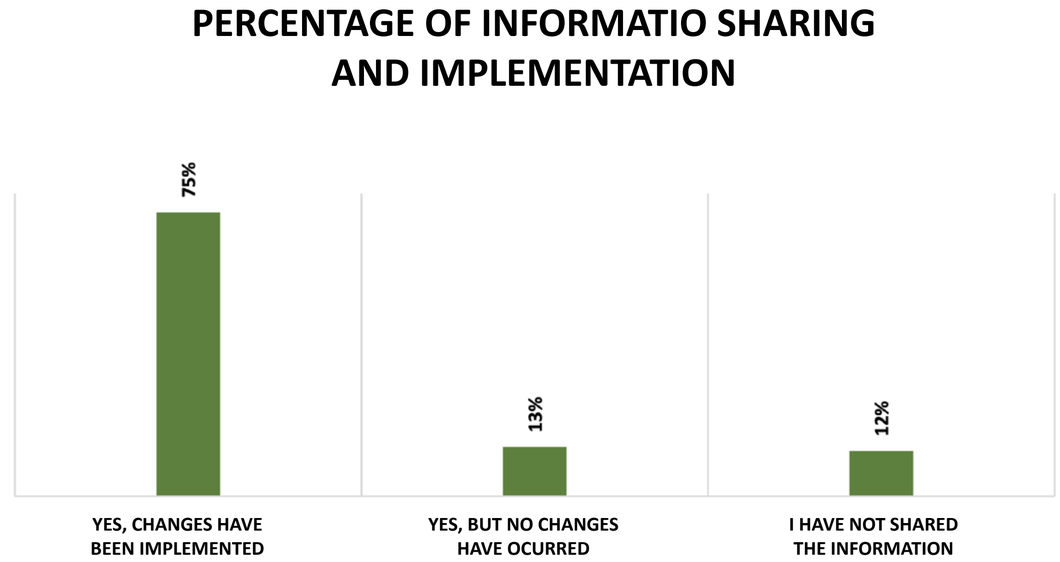
Activities, Trainings, and Workshops	Sum of Parents	Sum of Teachers
Training on the Fundamentals of Moral Leadership	2	9
Training on Forging a Path of Development	1	5
Training on Action Research in the Field of Education: The Teacher as an Action Researcher	2	21
Training on Productive Projects	23	12
Garden Training	23	18
Family Festival at the FUNDAEC Farm in Perico Negro	14	5
I have no	3	1
Week for the Traditional Farm	1	1
Workshop on Nutrition and Health	1	5
Tree Planting Workshop	20	7
Workshop on Sleep and Holistic Well-being	3	6

Most parents and teachers recognized the usefulness of training in regenerative agriculture, gardening, and food harvesting, with a 97% approval rate. Furthermore, training sessions aimed at transitioning to healthier diets received a 100% rating in terms of usefulness.

A follow-up chart (not shown here) illustrated how the acquired knowledge was applied in daily life or teaching practices by parents and teachers.



The project's impact on the school community was also assessed by analyzing the number of changes implemented in households or communities by parents and teachers.



Additionally, parents and teachers were asked whether they would like the project to continue in a next phase. 87% responded "yes," and 13% said they wanted it to continue with some adjustments. Suggestions included:

Community participation and inclusion:

- Increase participation across all grades, especially in primary school
- Involve all teaching staff
- Greater participation of parents in school gardens and training sessions
- Support for families with farms or productive systems (training and personalized technical assistance)

Strengthening the school store and dietary habits

- Improve the school store in terms of product variety and healthy food options
- Ensure continuity in planting cycles (staggered gardens and DAE plots)
- Involve new students and teachers in knowledge related to nutrition and cultivation

Educational infrastructure

- Improve the physical structure of the school

Training and capacity building

- More regular training sessions on nutrition, cultivation, and good agricultural practices
- Strengthen the connection between the project and technical learning (such as the focus on traditional farming)

SEED FUND

The purpose of the Seed Fund is to facilitate consultative decision-making processes and support the monitoring and financing of local community food initiatives in the selected communities. This fund not only enables the implementation of concrete activities but also helps strengthen local capacities, promoting long-term sustainability of the projects.

A total of COP $185,033,230 (one hundred eighty-five million thirty-three thousand two hundred thirty Colombian pesos) was executed.

A table was prepared to illustrate how the funds were distributed and used across each of the supported initiatives.

SEED FUND COMPONENT		
Description	**Lines of Action**	**Development / Impact / Progress**
The Seed Fund facilitated decision-making, monitoring, and the financing of local community food initiatives in selected communities, helping to develop capacity for the long-term sustainability of the Project.	**Community Infrastructure Needs**	A community kiosk was built in the village of Perico Negro, intended to function as a center for community activities.
		The community center in the village of Alegrías was remodeled, in collaboration with local organizations.
		The school store of the Ruhí Arbab School was renovated, including the installation of metal security shutters, and was equipped with tables and chairs.
	Small Farmers	Training sessions were held with farmers on topics such as environment, agriculture, soil, and food sovereignty.
		25 productive units were developed with participating farmers, including the raising of small animals (chickens, pigs, hens, fish), tree cultivation, and the strengthening of planting systems on farms.
	Work in Educational Institutions	**Ruhí Arbab School** -Training materials (Fundaec textbooks) -Donation of 125 trees for planting within the school -Construction of 12 beds for high school, 6 beds for primary, and one DAE plot -Development of 20 productive units with parents and teachers (chickens, pigs, hens) **Mixto Mingo School** -Training materials (Fundaec textbooks) -Donation of 274 trees delivered to families for planting on their plots and farms -Construction of 6 beds for the development of the school garden -Development of 30 productive units with parents and teachers (chickens, pigs, hens)
	Support to Organizations with Shared Objectives and Community Groups	Supported the development of the Diploma in Leadership and Management in Popular Economies of Northern Cauca (2 cohorts) with 57 participants.
		Supported two editions of the Annual Traditional Farm Week, which gathered about 150 farmers in spaces of dialogue and learning through thematic tables focused on environment, regenerative agriculture, nutrition, and health. These events included active community participation through communal cooking, music, and various artistic expressions.
		Supported the Foundation for the Enabling and Rehabilitation of People with Disabilities (FHAREPDI) in the development of productive patios and productive units with farmers from the Alegrías community.
		Three (3) muralism activities were carried out (in Padilla, Puerto Tejada, and Perico Negro) about the importance of agriculture and food sovereignty.

PARTNER ORGANIZATIONS

To strengthen the integral development of communities in northern Cauca, partnerships have been established with various organizations. Through these collaborations, joint efforts have been promoted and cooperative relationships formed with community leaders, grassroots organizations, and institutions in the region. This coordination has made it possible to build a collective movement in which all actors are engaged and committed these alliances are focused on the common good. Below is a table detailing the organizations with which partnerships were formed, a description of each organization, and the activities carried out collaboratively.

PARTNER ORGANIZATIONS		
Organization	**Overview**	**Relationship with FUNDAEC**
Committee for the Defense of the Afro-Northern-Cauca Territory, composed of 5 organizations	Composed of the national organization Corporación Grupo Semillas and local organizations: Corporación Colombia Joven, Red de Mujeres del Norte del Cauca, Consejo Comunitario Quebrada Tabla, and Colectivo Sabor Ancestral	**Diploma in Leadership and Management in Popular Economies of Northern Cauca:** Two cohorts were held with a total of 57 community leaders from different municipalities in northern Cauca and Cali. The training process led to the creation of the Market Committee, responsible for policy formulation for the local market, in coordination with the Market Board, made up of regional farmers. These initiatives led to the Afro-Northern-Cauca Market, held every 15 days in the village of Perico Negro, promoting healthy food consumption and strengthening the local economy. Also held annually is the Traditional Farm Week, with participation of about 150 farmers in training spaces, dialogue, and cultural activities such as community muralism, communal cooking, and local markets in Villa Rica. These actions have strengthened support networks and collective planning, consolidating a community movement for food sovereignty and local development.
Corporación Grupo Semillas	Grupo Semillas is an environmental and rural organization in Colombia, created in 1994. It supports Indigenous, Afro-descendant, and peasant communities in the protection of territory, biodiversity, and food sovereignty. It works in alliance with social and community organizations nationally and internationally. Mission: To strengthen the autonomy of these communities through conceptual and technical tools to defend their territories, common goods, and sustainable livelihoods.	
Corporación Colombia Joven - CCJ	CCJ is a nonprofit community organization founded in 1992 in Villa Rica, Cauca.	
Red de Mujeres del Norte del Cauca - REDMUNORCA	REDMUNORCA is a grassroots community organization founded in 1994 in the village of Agua Azul, Villa Rica. It emerged from the Asociación Cultural Casa del Niño (ACCN). Mission: An inclusive network of Afro-descendant, Indigenous, and mestiza women from northern Cauca that promotes processes with a differential, rights-based, territorial, and environmental approach. It encourages the transformation of gender stereotypes, organizational strengthening, purposeful leadership, and peacebuilding through interculturality, intersectionality, and ancestral practices.	
Consejo Comunitario Quebrada Tabla	An ethno-territorial organization that defends the rights of Black communities in the municipality of Villa Rica.	
Colectivo Sabor Ancestral	A local organization from Villa Rica, Cauca, led by women, which works to preserve ancestral practices related to traditional cooking, peasant farming, and native seeds as a way to strengthen cultural identity and food sovereignty in the territory.	
Fundación FHAREPDI	The Foundation for the Enabling and Rehabilitation of People with Disabilities (FHAREPDI) is a community organization that promotes the inclusion and development of people with disabilities and their families, especially in rural areas. It uses art, health, education, culture, and the environment as therapeutic and transformative tools, fostering autonomy and development without people having to leave their territory. It believes in the right of everyone to have a dignified, autonomous, and happy life, regardless of their condition.	A consultative, supportive, and joint monitoring relationship was established between the foundation and the project team. As part of this process, consultation spaces were organized to define and coordinate the lines and areas of work within the project, including the development of productive patios and units, and training for farmers and the community in environmental and agroecological topics.

Colegio Ruhí Arbab - Puerto Tejada	The Ruhí Arbab School was created in 1995 to develop, directly or through contracts with the private or public sector, the planning, design, development, management, and execution of plans, programs, projects, and pedagogical strategies aimed at promoting and providing formal education at all levels (preschool, primary, and secondary), as well as non-formal and informal education throughout the department of Cauca. Currently, the school is located in the municipality of Puerto Tejada, department of Cauca. It has a student population of 370, served by a staff of 21 teachers and administrators. It offers preschool, primary, and secondary education.	A relationship of consultation, support, and joint monitoring was established between the school and the project team, allowing for effective coordination in the implementation of planned activities. An institutional team was formed to ensure continuity of the process. Through collaborative consultation spaces, the lines and areas of work were defined, achieving significant progress, including: Training of 19 teachers on topics such as health, nutrition, productive projects, and the role of the teacher as researcher. • Planting of 125 trees within the school, strengthening environmental education. • Implementation of 12 productive beds and one DAE plot for pedagogical and agricultural practices. • Nutrition and wellness workshops for students and parents, strengthening the school-community bond. • School research projects with 7th, 8th, and 11th-grade students, promoting critical thinking about their environment. • Improvement of the school store as a strategy for food education and economic sustainability. • Creation of 20 productive units managed by parents and teachers, promoting family economy and collaborative work.
Colectivo Huellas, Villa Rica	A youth organization committed to social transformation and environmental protection, promoting the active participation of young people in sustainable change processes within their communities.	Within the framework of the project *"Transforming the Environment",* consultation and training activities were carried out, along with the planting of 51 trees, in collaboration with the organization **Palenque Ambiental.**
Fundación Manitas con mucho amor	An organization that works with children with disabilities, focusing on their inclusion in school life and the construction of educational environments that are accessible, respectful, and inclusive.	Relationships of consultation, training, and joint work were established with the school in Mingo.
COASI	The Corporación Artística y Social Ideoformus – COASI was created to design and promote activities, projects, and programs aimed at charity, common interest or utility, and the improvement of quality of life and community well-being through artistic, cultural, social, and psycho-environmental expressions.	In collaboration with this organization, a group from the Preparation for Social Action (PAS) program of FUNDAEC was formed in Puerto Tejada.
Community Action Board of the village Perico Negro, Puerto Tejada	The Community Action Board is a civic, community-based nonprofit organization, voluntarily formed by the inhabitants of a neighborhood, village, or sector, with the goal of promoting the comprehensive development of their community and strengthening citizen participation. These organizations are overseen by municipal ombudsmen and must be registered with the Mayor's Office or the relevant Government Secretariat.	Relationships of consultation and experience exchange were established with the community. Additionally, the community kiosk of the village was built, and together with the whole community, the Perico Negro mural was created, highlighting agriculture and social work as key elements of local identity and development.

Community Action Board of the neighborhood Los Sauces, Puerto Tejada		Relationships of consultation and close collaboration were established with the pre-youth group of the neighborhood, with whom a tree planting activity was carried out, strengthening environmental commitment and youth participation.
Community Action Board of the neighborhood Granada, Puerto Tejada		Relationships of consultation were established, and a tree planting was conducted around the neighborhood's sports field with the participation of families and community leaders.
Asociación Cultural Casa del Niño - ACCN	The Asociación Cultural Casa del Niño (ACCN) is a non-governmental, nonprofit organization founded in 1989 that promotes the social, economic, political, cultural, and environmental development of communities in northern Cauca. Mission: To promote participatory community processes for the construction of a social movement, through plans and projects in areas such as agricultural production, gender, health, environment, childhood, youth, education, and culture, strengthening ethnic identity, coexistence, and the integral development of the population.	Relationships of consultation and exchange of experiences were established between organizations, with the aim of sharing initiatives and mutually learning about the work carried out with communities. These spaces have facilitated the identification of common interests, the strengthening of interinstitutional coordination, and the promotion of collaborative work, enriching territorial actions with a comprehensive approach to community development.
Community Action Board of the village Alegrías, Santander de Quilichao		Relationships of consultation and joint activities were developed with the Community Action Board, notably the adaptation and remodeling of the Community House of Alegrías. The board actively participated in project implementation, mobilizing resources and strengthening community ties. This collaborative work highlights the value of cooperation between the community and institutions to promote collective well-being and consolidate spaces for local organization and encounter.
CORPOPALO	The Corporation for the Sustainability of the Palo River Sub-basin (CORPOPALO) is an environmental protection organization for the sub-basins of the Cauca region.	Relationships of consultation and joint work were established with CORPOPALO to develop environmental and protection training sessions. As part of this process, a workshop was held with 138 students from grades six to nine, focused on topics such as solid waste management, water pollution, climate change, deforestation, wildlife protection, and soil conservation. The goal was to raise environmental awareness by identifying problems, their effects, and possible solutions, fostering an active and responsible attitude toward the environmental challenges of the territory.
PROPAL	A Colombian company of the Carvajal Group S.A., with more than 60 years of experience in producing pulp and paper for printing, writing, and packaging. They have two plants located in Yumbo (Valle del Cauca) and Guachené (Cauca), employ over 1,200 people, and generate annual revenues exceeding COP $1.163 trillion (2023 figure).	Relationships of consultation and experience exchange were established to share initiatives developed by each organization and mutually learn about work with communities. Within this framework, work was carried out with the Mingo School through the Cocineritos program, sharing experiences related to nutrition and school health.
CARVAJAL	The Carvajal Organization is committed to building sustainable relationships and to the defense, respect, and protection of Human Rights, in line with its adherence to the United Nations Global Compact and its guiding principles.	Relationships of consultation were established, and a visit to the Integral Regenerative Agriculture Farm was carried out. Joint work is expected to be developed in training processes related to local productive projects.
ASOCIACIÓN MADRES COMUNITARIAS CALOTO	A community mothers association is a legally constituted nonprofit entity made up of women who provide or have provided early childhood care services in modalities such as Community Welfare Homes, FAMI (Family, Women, and Early Childhood), or others, mainly promoted by the Colombian Institute of Family Welfare (ICBF).	Relationships of consultation were established, and a visit to the Integral Regenerative Agriculture Farm was made. As a result, a collaboration plan was defined to develop and establish home gardens with community mothers and families linked to the Caloto Association, promoting food security and the strengthening of agroecological practices in the territory.

CONCLUSIONS

The project proved to be a successful example of comprehensive transformation that promotes sustainable community development through regenerative agriculture.

The agroecological practices taught were effectively adopted by the majority of participants, demonstrating the relevance and impact of the training processes implemented.

Community ties were strengthened, and inclusion, family empowerment, health improvements, and local economic development were promoted—with active participation from women, youth, and people with disabilities.

The work in educational institutions raised environmental awareness, increased student participation, and transformed eating habits, strengthening the bond between school, family, and community.

The Seed Fund played a key role in supporting local initiatives and strengthening capacities, ensuring the sustainability and autonomy of community-led actions.

Inter-institutional partnerships enriched the project's impact, fostering territorial coordination and building a collective movement for food sovereignty.

There is broad interest among beneficiaries to continue the project. They suggest including more school grades, improving infrastructure, and expanding training offerings, thereby laying a solid foundation for a second phase of implementation.

Opportunities for Improvement

Financial monitoring tools for the Seed Fund: Although standardized formats exist for tracking the executed budget, there is a need to strengthen and adapt these formats, as well as to ensure their systematic use through training sessions, implementation schedules, and regular reporting that includes mechanisms for community participation and accountability.

Coverage and participation: It is essential to expand the project's reach, involve more community stakeholders, and provide personalized support, especially to family-based productive units, in order to ensure their sustainability.

Documentation and digitization of processes: There is a clear need to improve the systematic documentation and archiving of project progress. Introducing simple digital tools for monitoring and evaluation can enhance knowledge management and decision-making.

Future Projections

Strengthening the monitoring and evaluation strategy: Making the monitoring and evaluation system more robust—by including a baseline, a data collection schedule, participatory tools, and ongoing analysis—will ensure increasingly accurate impact measurement.

Expanding local and regional networks and partnerships: Strengthening collaboration with more grassroots organizations, educational institutions, and local authorities will enhance the sustainability of the project by integrating it into territorial development agendas and public policies.

Promoting continued training and technical support: Providing ongoing training cycles and technical advisory visits will strengthen the capacities of farmers and teachers and allow productive units to evolve into self-sustaining models.

Increasing educational impact: Expanding the educational component to include more school grades, more teachers, and improved school infrastructure will ensure that more students, families, and communities benefit from learning about nutrition, sustainability, and regenerative production.

Incorporating appropriate technologies: Using simple technological tools for garden management, production tracking, virtual training, and participatory monitoring can support the scalability and long-term sustainability of the project.