

**The Global Effort to Reduce Child Hunger
and
Increase School Attendance**



**McGovern-Dole International Food for Education and
Child Nutrition Program**

**Report to the United States Congress
Fiscal Year 2016**

Cover Photo Caption and Credit: Students eating their lunch at their primary school in Sumbaria community in Koinadugu District, Sierra Leone. At the school, volunteer parents prepare and serve warm, nutritious meals for students each day. Photo by Michael Stulman, courtesy of Catholic Relief Services.

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LIST OF ABBREVIATIONS

CFP	Cochran Fellowship Program
CPI	Counterpart International
CRS	Catholic Relief Services
CSB	Corn-Soy Blend
CSB +	Corn-Soy Blend Plus
CSB++	Corn-Soy Blend Plus Plus
FAS	Foreign Agricultural Service
FFE	Food for Education
FBF	Fortified Blended Foods
FSA	Farm Service Agency
FY	Fiscal Year
ICS	Integrated Country Strategy
IRD	International Relief and Development
KSU	Kansas State University
LRP	Local and Regional Procurement Program
MFFAPP	Micronutrient Fortified Food Aid Products Pilot
MOU	Memorandum of Understanding
MT	Metric Tons
NSLP	National School Lunch Program
NGO	Non-Governmental Organization
PCI	Project Concern International
PTA	Parent-Teacher Association
PVO	Private Voluntary Organization
ROM	Results Oriented Management
SC	Save the Children
USAID	United States Agency for International Development
USDA	United States Department of Agriculture
WISHH	World Initiative for Soy in Human Health
WFP	World Food Programme

PREFACE

The governing legislation of the McGovern-Dole International Food for Education and Child Nutrition Program, states in Section 3107(l)(2) of the Farm Security and Rural Investment Act of 2002 (7 U.S.C. 17360–1(l)(2)), amended and reauthorized in the Agricultural Act of 2014 (P.L. 113-79, Feb 7, 2014), outlines the requirement for the “procurement of agricultural commodities and the provision of financial and technical assistance to carry out—

- (1) preschool and school food for education programs in foreign countries to improve food security, reduce the incidence of hunger, and improve literacy and primary education, particularly with respect to girls; and
- (2) maternal, infant, and child nutrition programs for pregnant women, nursing mothers, infants, and children who are five years of age or younger.”

The legislation also states that the Secretary of Agriculture “shall annually submit to the Committee on International Relations and the Committee on Agriculture of the House of Representatives and the Committee on Agriculture, Nutrition, and Forestry of the Senate a report on the commitments and activities of governments including the United States government, in the global effort to reduce child hunger and increase school attendance.”

This report is the Secretary of Agriculture’s submission for Fiscal Year (FY) 2016. It describes activities undertaken and funds committed under the McGovern-Dole International Food for Education and Child Nutrition Program, hereinafter referred to as McGovern-Dole, in FY 2016. The Foreign Agricultural Service (FAS) of the United States Department of Agriculture (USDA) administers McGovern-Dole.

EXECUTIVE SUMMARY

Since its inception in 2002, McGovern-Dole has provided benefits to more than 31 million vulnerable infants, children, mothers, and families. During FY 2016, 43 McGovern-Dole projects delivered school meals in 24 countries, benefitting more than 4.6 million children, pregnant and nursing women, and families. McGovern-Dole projects funded in FY 2016, and prior, purchased 64,650 metric tons (MT) of U.S. commodities (including nearly 15,870 MT of rice, 26,480 MT of fortified blended foods, and 5,700 MT of vegetable oil). In FY 2016, 60 percent of all McGovern-Dole procured cargoes were transported on U.S.-flag vessels.

McGovern-Dole focuses on school children while supporting maternal and child nutrition, including for preschoolers. McGovern-Dole's authorizing legislation specifically aims to help girls in the developing world, who often face sociocultural and political barriers to their education and wellbeing, ranging from early marriage and violence, to the burden of household chores. A USDA-commissioned meta-analysis shows a connection between school meals activities and improved learning outcomes, particularly for girls.¹

The founding legislation names graduation as a fundamental component of McGovern-Dole programs. World Food Programme (WFP) research has concluded that school meals programs need both institutionalized national policies and committed, engaged local communities for the program to become sustainable. Complementary water, sanitation, and health and hygiene measures that are common in school meals programs, like de-worming and malaria prevention, can also have an enhancing effect on school meals by reducing health-related absences.² In McGovern-Dole projects around the world, implementing partners design activities to increase the use of preventative health and dietary practices among school-aged children in order to reduce health-related absences.

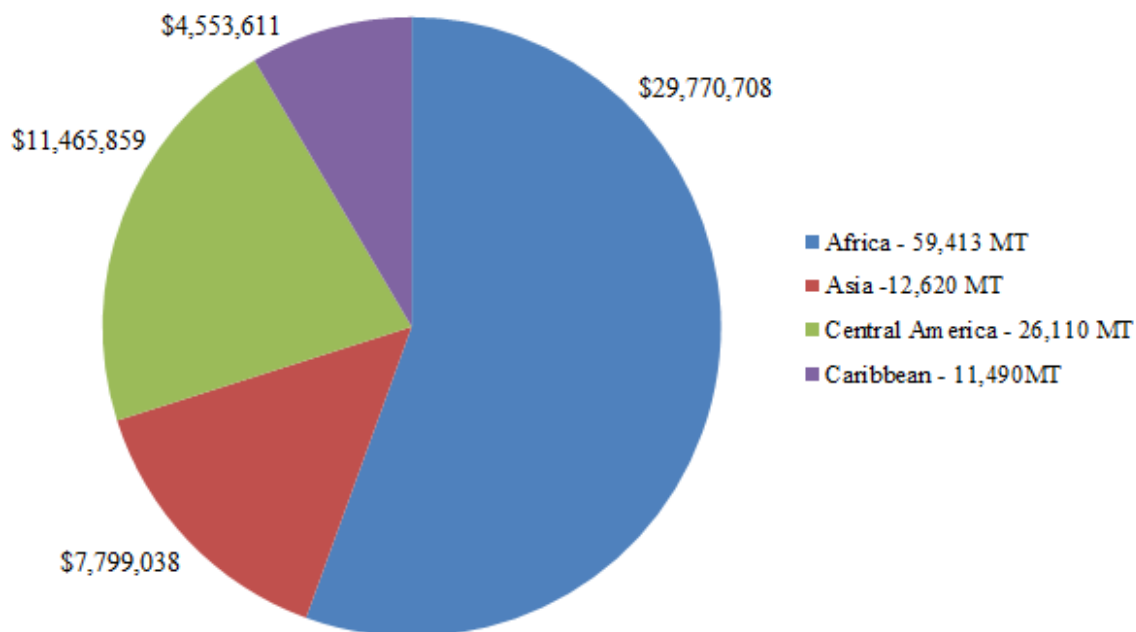
¹ Rassas, B, Ariza-Nino, E., Peterson, K. The QED Group. School Feeding and Educational Outcomes in Developing Countries: A Systematic Review and Meta-Analysis, 2016.

² Bundy, D et al. Rethinking School Feeding: Social Safety Nets, Child Development, and the Education Sector. World Bank Publications, 2009.

I. MCGOVERN-DOLE PROGRAM OVERVIEW FOR FISCAL YEAR 2016

Each fiscal year, USDA announces in the *Federal Register* a list of the McGovern-Dole priority countries for funding considerations based on criteria that include per-capita income, national literacy, and malnutrition rates. Proposal review processes and selection criteria are outlined in detail in Appendix III. In response to the McGovern-Dole 2016 Notice of Funding Opportunity, USDA received seventeen proposals exceeding a half a billion U.S. dollars. Twelve proposals were submitted by private voluntary organizations (PVOs) and five by the WFP. After a rigorous proposal review process, USDA selected and funded eight proposals and three amendments for a total of \$226 million dollars.³ The following figure (Figure 1) is a breakdown of the total value and tonnage of commodities *allocated* under the FY 2016 agreements and amendments. The greatest number of countries selected for funding in FY 2016 were located in Africa (Tanzania, Malawi, Kenya, Guinea Bissau, and Ethiopia), while countries in Central America, Asia, and the Caribbean were also well-represented.

FIGURE 1: TOTAL VALUE OF COMMODITIES ALLOCATED BY REGION UNDER FY 2016 PROGRAMS



³ McGovern-Dole funds can carry-over from fiscal year to fiscal year and unused or returned funds can be reapportioned to USDA from the Office of Management and Budget. USDA awarded WFP \$42 million in FY 2016 to fund programs in Haiti, Ethiopia, and Guinea Bissau to address acute food insecurity. These were existing agreements from previous fiscal years that were amended.

TABLE 1: COST BREAKDOWN BY COMMODITY OF FUNDING ALLOCATIONS IN FY 2016

Country and Awardee	Commodity	Metric Tons (MT)	Commodity Cost	Freight	Financial Assistance ⁴	Total Cost Over Life of the Project
AFRICA						
Guinea Bissau⁵ World Food Programme	Milled Rice	9,894	\$4,699,650	\$3,707,426		
	Pinto Beans	1,957	\$1,546,030	\$733,317		
	Vegetable Oil	732	\$899,686	\$274,291		
	Total	12,583	\$7,145,366	\$4,715,034	\$8,139,600	\$20,000,000
Ethiopia⁶ World Food Programme	Corn Soy Blend+	6,110	\$2,841,150	\$2,633,650		
	Vegetable oil	2,200	\$2,431,000	\$ 948,290		
	Total	8,310	\$5,272,150	\$3,581,940	\$3,145,880	\$11,999,970
Kenya World Food Programme	Bulgur	16,500	\$5,284,582	\$4,943,486		
	Green Split Peas	4,670	\$2,685,210	\$1,399,156		
	Vegetable Oil	580	\$696,000	\$176,766		
	Total	21,750	\$8,665,792	\$6,519,408	\$12,814,800	\$28,000,000
Malawi World Food Programme	Corn Soy Blend+	10,570	\$4,915,050	\$3,669,500		
	Total	10,570	\$4,915,050	\$3,669,500	\$6,415,450	\$15,000,000
Tanzania Project Concern International	Pinto Beans	1,350	\$978,750	\$405,000		
	Sunflower Seed Oil	290	\$696,450	\$87,000		
	Well Milled Long Grain Rice	4,560	\$2,097,150	\$1,368,000		
	Total	6,200	\$3,772,350	\$1,860,000	\$27,367,650	\$33,000,000
Africa Total		59,413	\$29,770,708	\$20,345,882	\$57,883,380	\$107,999,970
ASIA						
Cambodia World Food Programme	Fortified Milled Rice	5,900	\$2,891,000	\$1,475,000		
	Vegetable Oil	330	\$ 396,000	\$ 82,500		
	Total	6,230	\$3,287,000	\$1,557,500	\$10,368,198	\$15,212,698
Laos Catholic Relief Services	Lentils	1,080	\$1,467,838	\$ 286,591		
	Milled Rice	4,670	\$2,148,200	\$1,239,240		
	Vegetable Oil	640	\$ 896,000	\$ 169,832		
	Total	6,390	\$4,512,038	\$1,695,662	\$21,144,072	\$27,351,772
East Asia Total		12,620	\$7,799,038	\$3,253,162	\$31,512,270	\$42,564,470
CENTRAL AMERICA						

⁴ Financial Assistance covers all McGovern-Dole programming and activities, internal transportation, storage and handling of U.S. donated commodities, project evaluations, and other overhead administration needs. Activities covered under Financial Assistance differ between agreements, but all compliment the school feeding commodities and contribute to the objectives of the McGovern-Dole program and capacity building for sustainability. Source: Web-Based Supply Chain Management (WBSCM)

⁵ The FY2015 Agreement to Guinea Bissau was amended using FY2016 funds. This amendment added an additional \$20 million dollars to the agreement and purchased an additional 12,583 MT of Commodities.

⁶ The FY2013 Agreement to Ethiopia was amended using FY2016 funds. This amendment added an additional \$11,999,970 to the agreement and purchased an additional 8,310 MT of commodities.

Country and Awardee	Commodity	Metric Tons (MT)	Commodity Cost	Freight	Financial Assistance ⁴	Total Cost Over Life of the Project
Guatemala Catholic Relief Services	Black Beans	1,660	\$1,205,399	\$456,500		
	Cord Soy Blend+	1,470	\$658,500	\$404,250		
	Milled Rice	2,390	\$1,079,500	\$657,250		
	Soybean Meal	12,840	\$4,108,800	\$1,286,000		
	Textured Soy Protein	940	\$750,000	\$258,500		
	Vegetable Oil	580	\$649,250	\$159,500		
	Total	19,880	\$8,451,449	\$3,222,000	\$15,326,551	\$27,000,000
Guatemala Project Concern International	Black Beans	1,060	\$795,000	\$291,500		
	CSB +	360	\$167,400	\$ 99,000		
	Milled Rice	1,060	\$498,200	\$291,500		
	Soybean Meal	3,600	\$1,373,810	\$360,000		
	Vegetable Oil	150	\$ 180,000	\$ 41,250		
	Total	6,230	\$3,014,410	\$1,083,250	\$20,293,251	\$24,390,911
Central America Total		26,110	\$11,465,859	\$4,305,250	\$35,619,802	\$51,390,911
CARIBBEAN						
Haiti⁷ World Food Programme	Bulgur	3,600	\$1,224,000	\$900,900		
	Peas	940	\$634,500	\$234,500		
	Peanuts	1,180	\$0	\$300,000		
	Vegetable Oil	330	\$369,600	\$84,300		
	Total	6,050	\$2,228,100	\$1,519,700	\$6,252,200	\$10,000,000
Haiti World Food Programme	Bulgur	4,080	\$1,407,600	\$784,490		
	Whole Green Peas	1,020	\$ 510,000	\$196,126		
	Vegetable Oil	340	\$ 407,911	\$ 65,374		
	Total	5,440	\$2,325,511	\$1,045,990	\$10,628,499	\$14,000,000
Caribbean Total		11,490	\$4,553,611	\$2,565,690	\$16,880,699	\$24,000,000
Worldwide Total						\$225,955,350

⁷ The FY2015 Agreement to Haiti was amended using FY2016 funds. This amendment added an additional \$10 million dollars to the agreement and purchased an additional 6,050 MT of Commodities.

In FY 2016, USDA purchased 64,650 MT of U.S. agricultural commodities from suppliers in fourteen states and transported through nine U.S. sea ports (see Figure 2 below). In the bidding process, the final offer was made to the lowest commodity and freight bidder, while incorporating U.S. cargo preference and port selection considerations. After USDA announced selections, the commodity suppliers had eight weeks to ensure commodities arrived at the designated U.S. load port. Once at the discharge port, the commodities were unloaded and transported to a designated warehouse. Figure 2 (below) demonstrates the breakout of the different commodities purchased for all the active agreements during FY 2016 year.

FIGURE 2: TOTAL QUANTITY AND VALUE OF U.S. COMMODITIES PURCHASED UNDER MCGOVERN-DOLE IN FY 2016

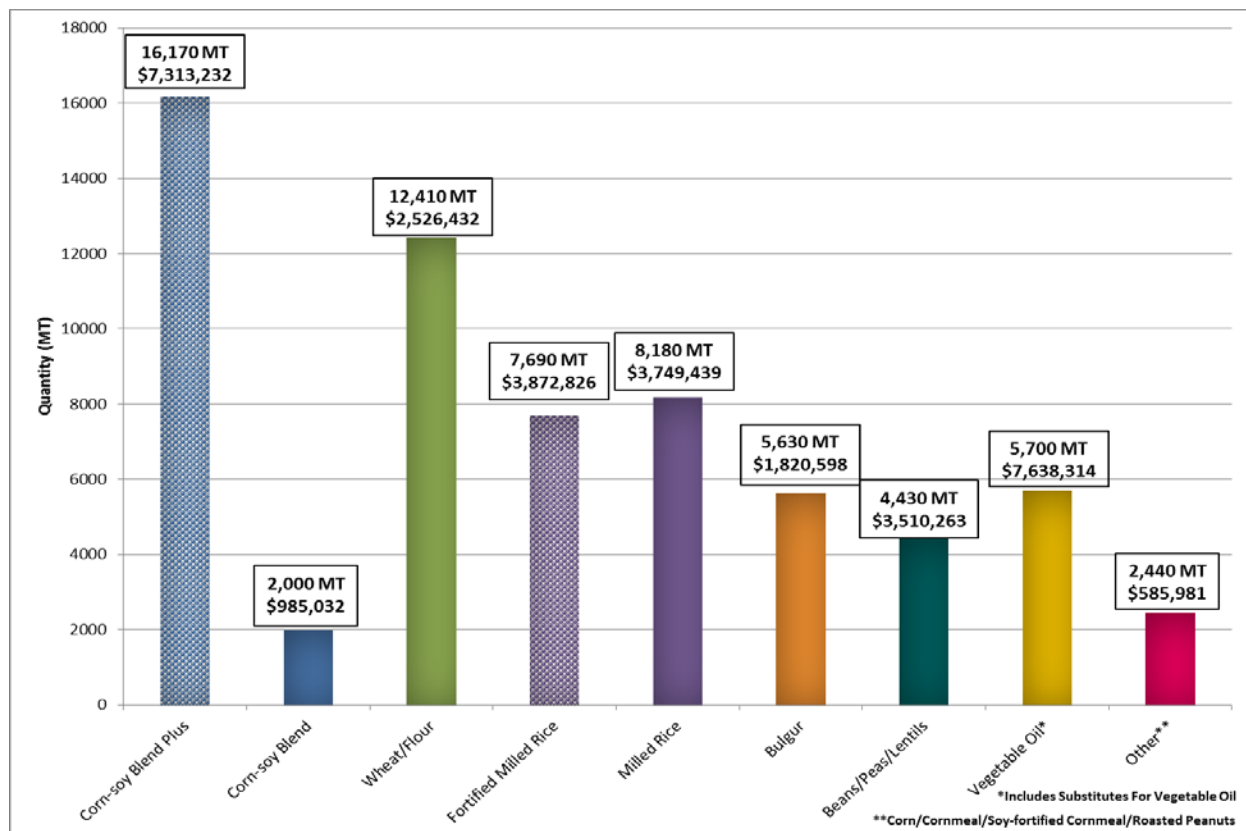
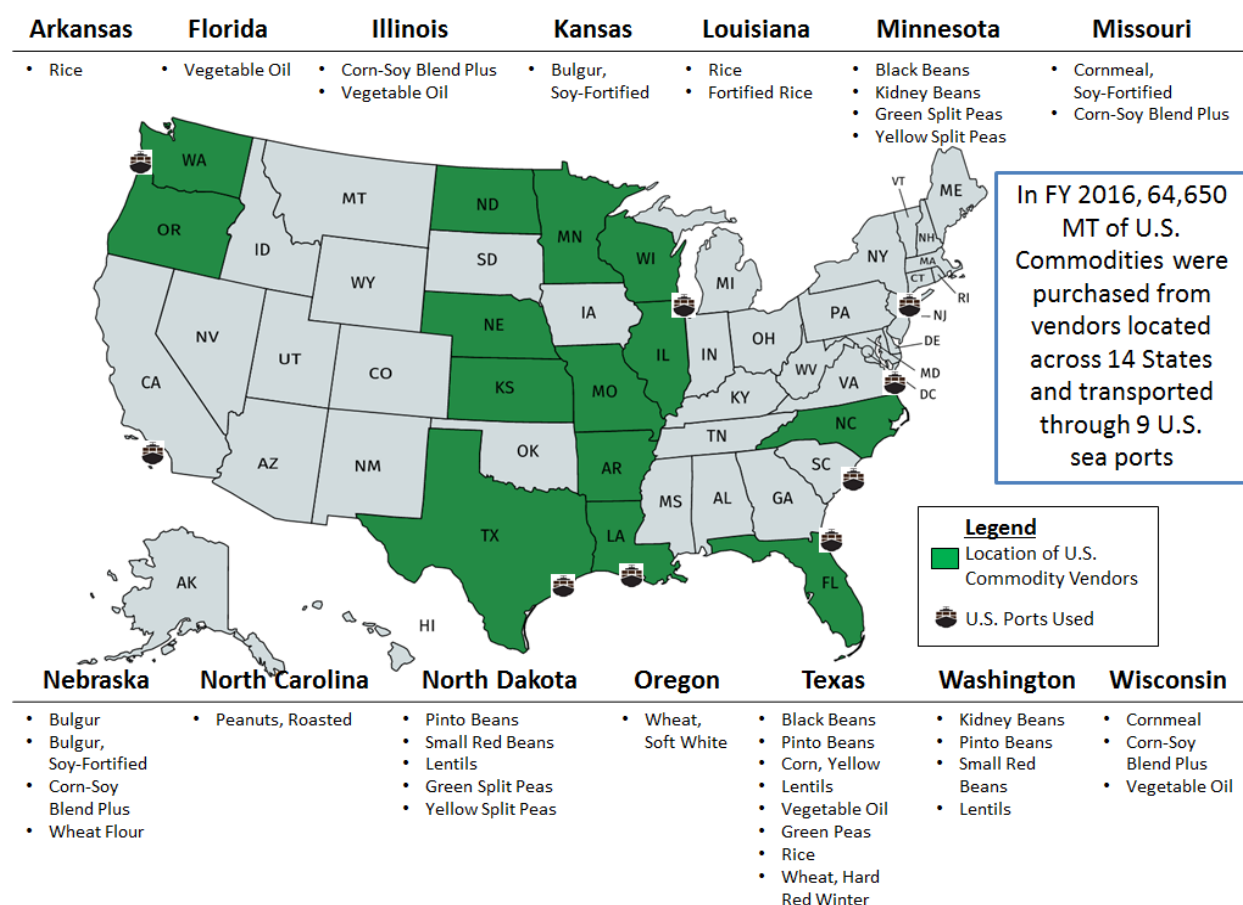


FIGURE 3: U.S. STATES CONTRIBUTING COMMODITIES TO U.S. FOOD AID THROUGH MCGOVERN-DOLE



A. Food Security

McGovern-Dole school meal programs have the ability to improve household food security by providing food to the family both from the school meal and the take home ration. The donated U.S. food can represent as much as 10 percent of household income. In addition, school meals programs can also become part of a longer-term strategy to address the needs of a country's most vulnerable people by reinforcing broader social protection measures. School meals are often scaled up in crises to avert food security disasters or to prevent them from worsening. A survey of 77 countries found that 33 of them had scaled up their school meals programs to address food security shocks; because they are food-based social safety nets, they are more direct and predictable in their ability to support the food security and resiliency of the most vulnerable.⁸ School meals primarily function as a social safety net in the face of national food insecurity, and secondarily endeavor to increase school attendance, educational attainment, nutrition and health outcomes, for children for a better future.⁹ Through food aid interventions like McGovern-Dole,

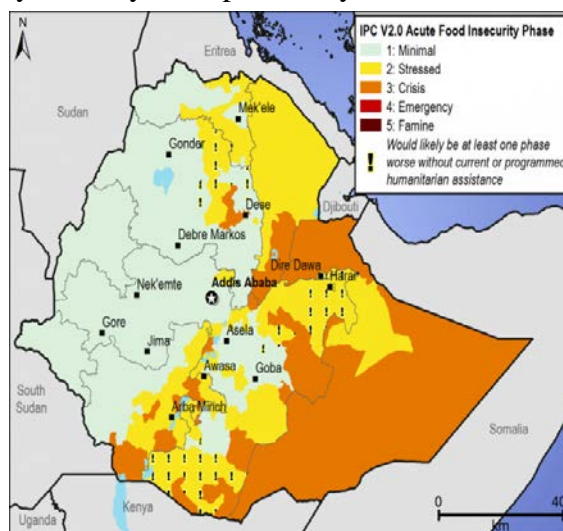
⁸ World Food Programme. State of School Feeding Worldwide 2013. Rome: World Food Programme.

⁹ Bundy, D.A.P., C. Burbano, M. Grosh, A. Gelli, M. Jukes, and L. Drake (2009). 'Rethinking School Feeding: Social Safety Nets, Child Development, and the Education Sector'. World Bank.

widespread hunger among school children, particularly in conflict-adjacent and politically unstable regions of the world, may be reduced and the larger issues of food security tackled.

Ethiopia: Strengthening School Children's Food Security and Household Resilience during the Drought under McGovern-Dole

After three consecutive annual harvests in Ethiopia failed, 2016 brought to Ethiopia the worst drought recorded in the last 50 years.¹⁰ The country's ability to respond fully to the nation's food security crisis underscored the role programs such as McGovern-Dole play. Under the umbrella of a national social protection framework that helped avert famine in 2016, McGovern-Dole provided a mid-morning meal consisting of USDA-donated corn-soy blend plus (CSB+) and vitamin A-fortified vegetable oil to approximately 289,000 school children in 590 primary schools in the Afar and Somali regions of Ethiopia, two of the regions most affected by drought and acute food insecurity. In the effort to strengthen household resilience against the adverse effects of drought and resultant food insecurity, WFP installed school gardens to enhance nutritional value of the meals and boost local, poor farmer incomes.



Mali: Enhancing Social Cohesion and Learning Opportunities in Conflict-Adjacent Regions

Using USDA-donated fortified rice, lentils, and green split peas, Catholic Relief Services (CRS) has been providing a daily McGovern-Dole school meal to nearly 72,000 students in 264 schools in districts adjacent to conflict-prone areas of northern Mali. Despite the challenges of nearby conflict and roaming presence of Al Qaeda of the Islamic Maghreb armed groups, McGovern-Dole schools receive learning materials with accompanying training for teachers to help ensure that Malian children continue to receive a quality education and a daily meal in a food-insecure area. CRS also works with parents and local leaders to create structures that integrate education and school meals into the communities. At Indell Primary School in Mopti Region, the school and surrounding community have come together to voluntarily contribute additional commodities to school meals, demonstrating the value that local leaders and the community place on school children's learning opportunities. As a testament to social cohesion, parents



Students at school in the region of Koulikoro, Mali, master French spelling through the new teaching techniques supported by McGovern-Dole Programming. Photo courtesy of CRS.

¹⁰ The Telegraph 2016. <http://www.telegraph.co.uk/news/2016/04/23/ethiopia-struggles-with-worst-drought-for-50-years-leaving-18-mi/>

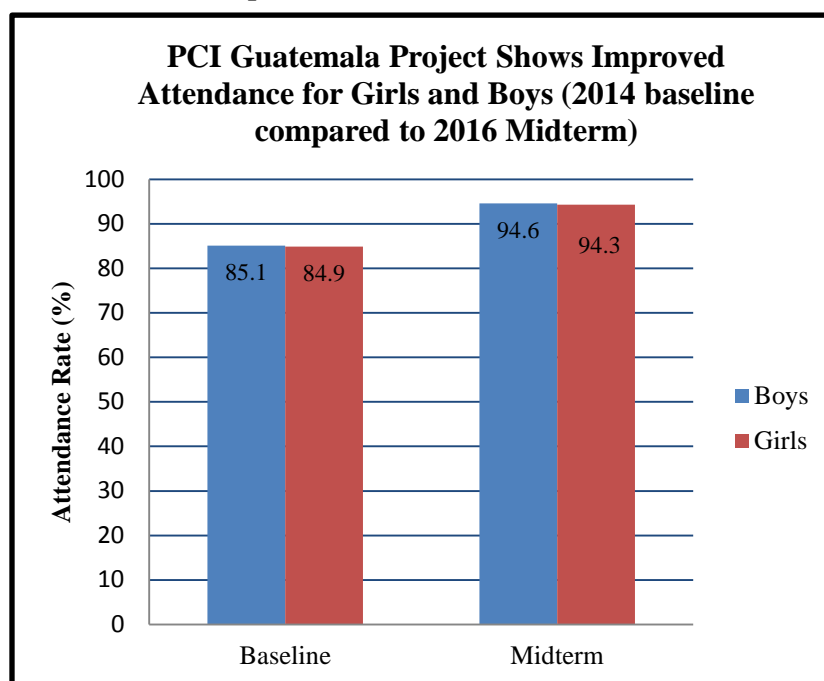
have volunteered their time and effort to tend to the school garden, providing vegetables for the hot school meal that they prepare each day.

B. Increasing School Attendance

A 2007 Food and Nutrition Bulletin study showed that children attend school more regularly with the incentive of a daily school meal, and that families face reduced opportunity costs when they send their children to school as opposed to taking their children out of school to perform other work.¹¹ The individual and household gains from increased school attendance, as linked to school meals and take-home rations, have been especially remarkable for girls who are more likely than boys to be taken out of school when families have limited resources¹².

Guatemala: McGovern-Dole School Meals Improve School Attendance

In FY 2013, Project Concern International (PCI) began implementing the second phase of its McGovern-Dole school feeding project in the Department of Huehuetenango in the Western Highlands of Guatemala. PCI has been providing a daily breakfast at school to approximately 40,000 pre-primary and primary school students in 290 schools. The daily school meal consists of USDA-donated all-purpose flour, black beans, corn-soy blend, rice, and



Vitamin-A fortified vegetable oil. Guatemalan primary school boys and girls in grades four through six improved their school attendance over a two-year period. Between the baseline data collection at the beginning of the 2014 school year and the mid-project data collection in 2016, girls' school attendance had risen by nearly ten percent and boys' nine percent. In addition to improving attendance through school meals, PCI conducted a qualitative study under this award to identify barriers to education to inform program design. A significant finding from this study was that students were often unable to register formally for school due to a lack of proper personal documentation such as official birth certificates. Within the USDA-funded project, PCI worked with municipal governments to issue birth certificates to children in order to overcome this barrier to enrollment, further ensuring the impact of the project on improved enrollment and attendance.

¹¹ Gelli, A et al. Does provision of food in school increase girls' enrollment? Evidence from schools in sub-Saharan Africa. Food and Nutrition Bulletin, Vol. 28, No. 2, 2007.

¹² Ibid.

School Meals and Take-Home Rations in Côte d'Ivoire: Positively Impacting Student Attendance and Retention Rates

Using U.S.-donated commodities, including fortified rice, split yellow peas, and Vitamin-A fortified vegetable oil, WFP provides 125,000 children in over 600 schools in northern Côte d'Ivoire with a daily hot meal. Girls in fifth and sixth grades who achieve at least 80 percent monthly attendance also receive a take home ration of 50 kilograms of rice three times a year. This school feeding and take-home ration program receives strong support from the Ivoirian Government including the Ministry of National Education's Directorate of School Canteens (DCS) taking the lead on carrying out cooking demonstrations in schools on U.S. donated split peas, which complements the government's own commitment to improve student attendance and access to schooling, and to reducing absences and dropouts. In 2017, the DCS created a documentary outlining the benefits of the McGovern-Dole program, specifically aimed at demonstrating the activities that keep young girls in school.

C. School Meals Lead to Improved Learning Impacts, Especially for Girls

According to school meals research findings, school meals can significantly impact school test score results, in both developed and less developed countries.¹³ In 2009, in response to rapidly increasing global demand for school meals programs as a social protection platform, the World Bank and WFP (the world's largest school feeding implementer and McGovern-Dole's largest implementing partner) carried out a review of the global evidence base for school feeding. Among the numerous factors reviewed, this review included how well providing school meals can lead to increases in classroom attentiveness and cognition, supporting improved learning. Under McGovern-Dole, evidence also pointed in the same direction, supporting the connections between access to school meals and improved learning outcomes. In particular, McGovern-Dole projects have demonstrated that daily school meals, accompanied by take-home rations and gender-sensitive activities, can have a positive impact on the academic experience of girls.¹⁴ A recent meta-analysis of rigorous studies from programs other than McGovern-Dole found that both language arts and attendance outcomes improved by 4.5 per cent overall as a result of school feeding programs.¹⁵ McGovern-Dole funded projects highlight the role of school meals on girls' education, especially in less-developed countries where the prevailing cultures do not to place value on girls' education, despite evidence that female education and literacy is fundamental to economic and social development.¹⁶

¹³ Figlio, David N. and Joshua Winicki. "Food For Thought: The Effects Of School Accountability Plans On School Nutrition," *Journal of Public Economics*, 2005, Vol. 89 (February), 381-394. Frisvold, A. Nutrition and Cognitive Achievement: An Evaluation of the School Breakfast Program. *J Public Econ*. 2015 April 1; 124: 91-104. doi:10.1016/j.jpubeco.2014.12.003. Scott A. Imberman and Adriana D. Kugler. The Effect of Providing Breakfast in Class on Student Performance. *Journal of Policy Analysis and Management* Volume 33, Issue 3, pages 669-699, Summer 2014.

¹⁴ Gelli, A et al. Does provision of food in school increase girls' enrollment? Evidence from schools in sub-Saharan Africa. *Food and Nutrition Bulletin*, Vol. 28, No. 2, 2007.

¹⁵ Sniltsteit, B, Stevenson, J, Menon, R, Phillips, D, Gallagher, E, Geleen, M, Jobse, H, Schmidt, T and Jimenez, E, 2016. The impact of education programmes on learning and school participation in low- and middle-income countries: a systematic review summary report, 3ie Systematic Review Summary 7. London: International Initiative for Impact Evaluation (3ie).

¹⁶ World Bank (2013). 'Fast-tracking girl's education: a progress report by the education for all-fast track initiative' Washington, DC: World Bank. <http://documents.worldbank.org/curated/en/657341468322472979/Fast-tracking-girls-education-a-progress-report-by-the-education-for-all-fast-track-initiative>

McGovern-Dole Take-Home Rations and School Meals Program Improve Girls' Academic Performance in Burkina Faso

In 2014, USDA awarded Catholic Relief Services (CRS) a \$23 million grant that included providing soy-fortified bulgur, lentils, cornmeal, and Vitamin A-fortified vegetable oil for school meals and take-home rations, benefiting almost 270,000 students, of which more than half, or about 127,000 are female. In Burkina Faso, female literacy and academic participation is extremely low; only about 44 percent of females aged 15-24 are literate.¹⁷ Under McGovern-Dole, CRS is providing a mentoring activity alongside school meals and take-home rations for girls to encourage girls to regularly attend and complete primary school. Through the McGovern-Dole Program, CRS trains adult women “mentors” on how to keep young girls in school and improve their academic performance. At present, the mentoring program includes more than 765 female mentors and benefits approximately 5,500 female students. Through these joint activities, girls are regularly attending schools, and the percent of girls that demonstrate they can read and understand the meaning of grade-level text has increased from 17 percent at the baseline evaluation to 32 percent at the midterm evaluation.



Community mentor assisting schoolgirl with her homework. Photo courtesy of CRS.

D. Nutrition

McGovern-Dole’s authorizing legislation directs FAS to provide nutritious meals and take home rations to primary school-aged children, pre-school children, and pregnant and nursing women. Often, a school meal is the only one for poor children in developing countries.¹⁸ School-aged children are often left out of most global nutrition programs, which typically target pregnant and nursing women and children under 24 months, or children under five years old. Because of this, school meals programs are an important platform to support the nutritional needs of older children, who are still undergoing important physical and cognitive development.

McGovern-Dole addresses the nutrition directive in a variety of ways. McGovern-Dole purchases U.S.-donated foods that are fortified with micronutrients, such as corn-soy blend plus (CSB+), and are formulated to address common nutrient gaps in developing country diets, such as iron and zinc. Many implementing partners include kitchen gardens at the schools, to grow local fruit or vegetables on site that can be used to supplement the U.S.-donated commodities. In fact, some communities often contribute their own locally grown fruit and vegetables to enhancing the nutritional quality of the school meal. USDA also can include directives on nutrition during the competitive procurement process. Additionally, USDA works with the private sector, universities and implementing partners to develop new fortified products that will be culturally acceptable. One such example is listed below.

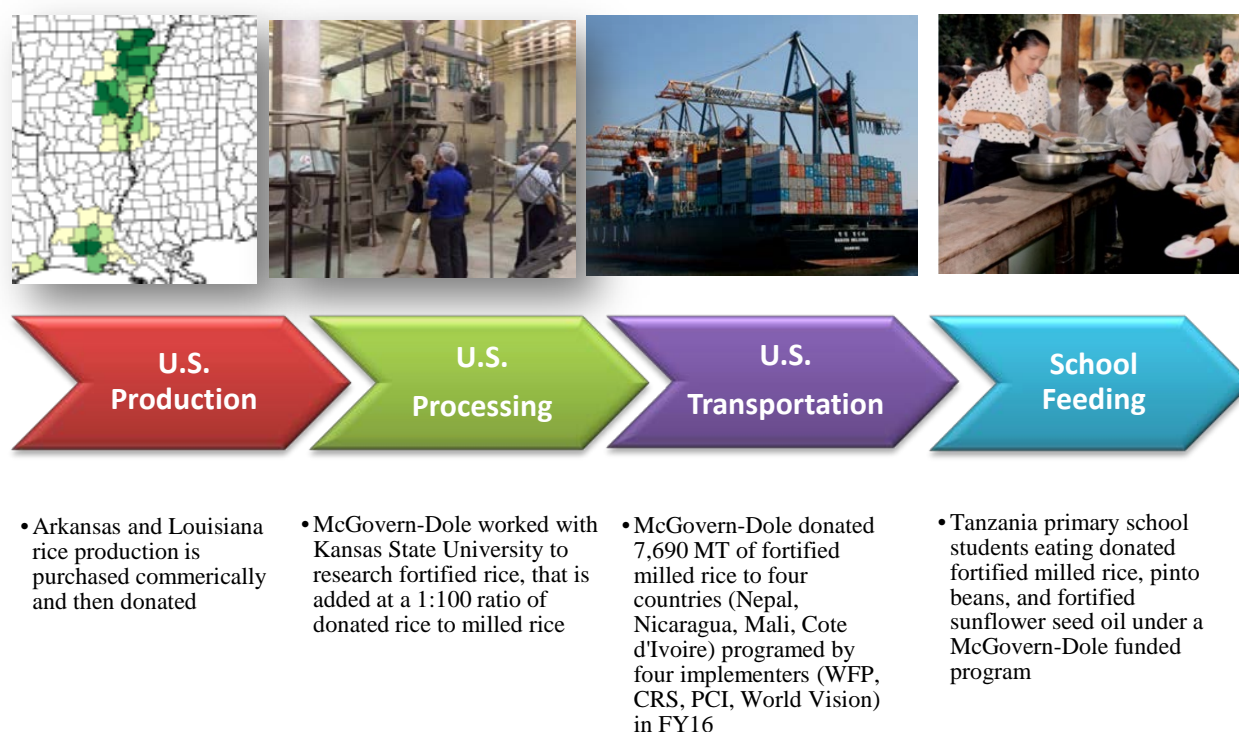
¹⁷ UNESCO, 2014. <http://uis.unesco.org/en/country/BF>

¹⁸ <http://www.wfp.org/school-meals>

Public-Private Partnership Develops Fortified Rice for School Meals

With McGovern-Dole funding, USDA collaborated with Kansas State University (KSU), a Washington State-based PVO called Program for Appropriate Technology in Health (PATH), and Illinois-based Abbott Laboratories to develop an effective and low-cost technology for the large-scale production of fortified rice. Illinois-based Heartland Harvest then adopted this technology, and is now a commercial U.S. supplier of fortified rice kernels. As a direct result of this collaboration, fortified rice was added in FY 2016 as a permanent commodity for programming under McGovern-Dole. USDA and implementing partners programed fortified milled rice, along with normal milled rice, in six countries in FY 2016: Cambodia, Haiti, Laos, Guatemala, Guinea Bissau and Tanzania, totaling 28,474 MT valued at \$13.4 million. Also in FY 2016, awards from previous years made amendments to their agreements leading to the actual purchase of 7,690 MT of fortified rice for projects in Nepal, Nicaragua, Mali, and Cote d'Ivoire, valued at \$3.8 million.

FIGURE 4: THE U.S. RICE VALUE CHAIN SUPPORTS MCGOVERN-DOLE SCHOOL MEALS



Deworming as an Essential Activity Component in School Meals

McGovern- Dole projects include activities to increase the use of preventative health and dietary practices among school aged children, which can reduce health related absences. According to the World Health Organization, more than 600 million school-aged children globally are at risk of soil-transmitted helminth infection, which can adversely affect a child's ability to absorb nutrition, compromise health and lead to lower attendance at school. Regular treatment of school-aged children with safe and effective deworming medication can reduce the helminth burden at a low cost. In response to data that demonstrated that up to two-thirds of students were

infected with parasitic worms,¹⁹ International Relief and Development, Inc. (IRD) worked in FY 2016 in collaboration with the Ministries of Health and Education Youth and Sports to distribute deworming medication to nearly 31,800 students in over 130 McGovern-Dole schools. On a biannual basis, IRD received deworming medication from the Ministry of Health and conducted health campaigns with McGovern-Dole schools on best practices for deworming and implementing treatment plans. IRD also collaborated with regional health centers to provide training on soil-transmitted helminth infection prevention to nearly 31,800 students in advance of medication distribution.



Kirisovannavong Primary School, Kompong Chhang Province, Cambodia: following completion of the pre-requisite training, 635 students take their de-worming medication. Photo courtesy of IRD.



Kov Tkov Primary School, Kompong Chhang, Cambodia: 336 students attend a training session on parasites prior to receiving their de-worming medicine. Photo courtesy of IRD.

E. Promoting Graduation to Sustainable, Nationally-Owned, School Feeding Programs

The founding legislation requires that agreements with implementing parties include provisions to sustain the benefits of McGovern-Dole projects upon completion. In assessing the readiness for graduation from McGovern-Dole funding, implementers need to evaluate the capability of their host country to sustain school feeding beyond the life of the project. A number of studies have concluded that sustainable school meals programs need institutionalized national-level policies and capacity building to enhance program effectiveness.²⁰ Others point to the community's role in creating sustainable school meals programs; the strongest and most sustainable programs are those that respond to an identified community need, are locally-owned, and incorporate some form of parental or community involvement.²¹ USDA and its partner organizations work to ensure that the host government or the schools and the communities served by the program are sufficiently equipped to graduate and take-over the sponsored activities. McGovern-Dole prepares school meals programs for graduation by allocating funds towards capacity-building activities. These include joint implementer-host country (government) school

¹⁹ World Health Organization, <http://www.who.int/mediacentre/news/releases/2004/pr46/en/>

²⁰ The findings also show that the institutionalization of structures for partner participation and capacity building enhances program effectiveness. <http://www.fao.org/in-action/program-brazil-fao/projects/school-feeding/sustainable-schools/en/>

²¹ World Bank 2016. <http://www.worldbank.org/en/news/press-release/2016/06/09/no-one-size-fits-all-solution-to-sustainable-school-feeding-programs>

feeding monitoring, evaluation and policymaking, strengthening of parent-teacher associations, school and food management committees and local development partners, and government institutionalization of a national school meal program and related education and nutrition interventions.

To achieve sustainability of a national school feeding program, often considered a multi-sectoral policy tool, research states that such programs should be “comprehensive” so that it can do much more than deliver food to children.^{22, 23} McGovern-Dole meets this objective by supporting literacy, nutrition, and other enrichment activities beyond school meals to create a comprehensive foundation to graduate its school feeding programs from external support to country ownership. Two examples of McGovern-Dole school meals’ projects which are transitioning from implementer- to- government ownership are discussed below.

Kyrgyz Republic: McGovern-Dole Funded Kindergartens Transition to the Government

In partnership with Mercy Corps, USDA provided school feeding and capacity building activities to the Kyrgyz Republic. From 2010 to 2016, the Government of the Kyrgyz Republic assumed ownership of distributing daily school meals for 57,400 children in over 515 rural kindergartens in all seven sub-national regions formerly served by McGovern-Dole in Kyrgyz Republic. Local communities and government are now doubling the government’s official cash allotment of \$0.15 per child per day for the daily school meal with supplemental income. Parents are also contributing produce as an in-kind donation. When the final project evaluation was conducted in December 2015, 90 percent of the schools were continuing to provide a daily school meal through funds collected from the local government and students’ parents. The recent evaluation also found that students were receiving greater diversity in the daily school meal as result of the transition to locally-run school feeding.



A kindergartener enjoys her daily school meal consisting of U.S.-donated yellow split peas, rice and sunflower oil, with bread made from U.S. flour. Photo courtesy of Mercy Corps.



Government of Honduras: On the Path to a Sustainable National School Feeding Program

As of 2016, McGovern-Dole has handed over implementation of school feedings to the government for

²² <http://www.fao.org/in-action/program-brazil-fao/projects/school-feeding/sustainable-schools/en/>

²³ Gelli, A., A. Cavallero, L. Minervini, M. Mirabile, L. Molinas, and M. Regnault de la Mothe (2011). ‘New Benchmarks for Costs and Cost-Efficiency for Food Provision in Schools in Food Insecure Areas’. Food and Nutrition Bulletin, 32(4): 324-32.

19,544 pre-school and primary school children in 457 schools in nine municipalities. Aided by the technical support provided under McGovern-Dole, the Government of Honduras established its own National School Feeding Program (NSFP) which currently supports more than 1.5 million children across 20,000 public schools.

The NSFP is the largest social safety-net program in Honduras, and has improved enrollment, attendance, and retention among primary school children.²⁴ In 2012, the Government of Honduras demonstrated commitment toward continued ownership of the NSFP and had made a financial commitment of more than \$51 million dollars over two years. Because of the NSFP's broad reach, the need for McGovern-Dole interventions in Honduras is now minimal and the remaining McGovern-Dole interventions target the most rural and isolated populations within the Department of Intibuca. The 17 municipalities within the Intibuca covered by McGovern-Dole are not covered under the NSFP. In addition, ongoing McGovern-Dole activities in Intibuca are conducted in close coordination with the Secretariat of Education to strengthen their capacity to manage and monitor an integrated school feeding program encompassing schools meals, literacy and nutrition activities, particularly among these underserved populations.

II. Monitoring and Evaluation System for McGovern-Dole

USDA continues its commitment to evidence-based school feeding program design, funding, and implementation in FY 2016. Monitoring and evaluation plays an important role in each step of the project process, beginning with the pre-award negotiations and ending with a final evaluation of the project after it is closed out. During the solicitation process, before any award is made, proposals are scored on their performance measurement plans, which must adhere to the Results Frameworks (see Appendix III). Also, every project activity must be linked to the achievement of a result. Proposals selected for McGovern-Dole funding must demonstrate, in their logic and program design, that activities are appropriate for the country context and contribute to the two strategic objectives. Together, monitoring and evaluation, and performance management, are worth eighteen percent of the total proposal score. In addition, no less than three percent of the value of the entire project must be dedicated to monitoring and evaluation. Finally, each project must have a baseline, midterm and final evaluation by an independent third party entity. These evaluations are in addition to regular onsite evaluations that USDA program staff conduct to evaluate the project implementation, and USDA compliance staff conduct to ensure the project's financial management.

Implementing partners submit semi-annual reports on performance metrics, and it is the quantitative data that allows USDA to track high-level results such as the attendance rate improvements and literacy gains for girls offered earlier in this report.²⁵ In FY16, for example, McGovern Dole reported the following results into the interagency shared Feed the Future Monitoring System (FTFMS):

²⁴ World Food Programme <http://www.wfp.org/stories/universities-fighting-hunger-7th-summit-honduras>

²⁵ Please see pages 8 and 10 for data.

Indicator	2016 Actuals
McGovern Dole	
3.1.9(1): Number of people trained in child health and nutrition through USG-supported programs	48,308
3.3.3(15): Number of USG social assistance beneficiaries participating in productive safety nets	2,843,722
4.5.2(12): Number of public-private partnerships formed as a result of FTF assistance	48

USDA completed the school meals learning agenda in FY 2016, which compiles the known research on school meals, and lays out a road map for further research on literacy, nutrition and health that USDA and other school meals technical experts agree is critical to add to the body of knowledge about school meals. USDA developed an evaluation plan aligned with the learning agenda that prioritizes areas of research and outlines possible study designs.

In FY 2016, McGovern-Dole also began the process of improving the measurement of nutritional results as part of a broader focus on strengthening the critical nutrition aspect of school meals. Standard indicators in the Results Framework were updated in FY 2016, with an emphasis on measuring how beneficiaries would apply what they learned in nutrition, child health, and food safety training. The program-level results framework was also updated in FY 2016, to reflect the special importance placed on nutrition, emphasizing and affirming the role of nutrition in the program's theory of change. These updates were seen as first steps in an intensive process of investing in research on school feeding and nutrition and using the most up-to-date evidence base to revisit the program's nutrition results and measurements in the future.

Implementing partners submit semi-annual financial and performance reports. When targets are not met, USDA works with the partner to make needed changes to redirect the project toward success. For example, in 2015, based on issues with an implementing partner, USDA elected not to extend that partner's project but instead entered into a new agreement with a different partner which had a long-standing track record of high performance.

III. United State Government Coordination

In May 2014, USDA and USAID's Bureau for Economic Growth, Education and Environment signed a Memorandum of Understanding (MOU) to leverage each agency's respective strengths, experience, investments, and resources in the area of literacy. The MOU aims to maximize collaboration and ensure that programming is well-coordinated and complementary. In FY 2016, USDA McGovern-Dole signed agreements in Guatemala, Haiti, Kenya, and Malawi where McGovern-Dole projects use Early Grade Reading materials, teaching curriculums and methodologies developed by USAID, or co-locate McGovern-Dole schools, serving school meals in the same schools that USAID is implementing Early Grade Reading projects.

During FY 2016, USDA began working closely with USAID and other U.S. Government partners on a U.S. government-wide initiative to improve access to education for adolescent girls (ages 10-19), Let Girls Learn. USDA was announced as an official member of the Let Girls

Learn initiative inter-agency group on the International Day of the Girl Child in October 2016. Currently, USDA and USAID work in sixteen common countries across Central America, Sub-Saharan Africa and Asia. In Guatemala, for example, Catholic Relief Services signed a Letter of Understanding in October 2015 between USDA's "Learning for Life" project and USAID's "Read to Learn" project to share linguistic profiles, curriculum-based assessments, and Early Grade Reading Assessment tests for use in pilot studies and project implementation. In Mali, primary-school students and teachers in USDA McGovern-Dole-supported schools benefit from the effective Balanced Literacy Approach training and materials, developed by and aligned with USAID's early grade reading activities currently being implemented in Mali.

Kenya, Haiti, and Malawi: Co-locating McGovern-Dole School Meals and USAID Early Grade Reading Programs

As a result of close collaboration between USDA and USAID, there are three countries where McGovern-Dole projects have been providing school meals to the same students who are also benefitting from USAID-funded Early Grade Reading activities. USDA was able to leverage these opportunities through the USDA-USAID working group where identification exercises were undertaken. This includes mapping out areas of influence in each country to see where there is overlap and gathering lists of schools to specifically target schools where both USDA and USAID are working. These efforts are continuing in Washington, D.C. and at the country-level to ensure effective collaboration. Through co-location, both agencies avoid duplication of efforts and benefit from the leveraging and optimization of resources to effectively distribute school meals and deliver much-needed improvements to the quality of education available to a larger number of children.



Students at USDA-supported Lkuroto Primary School in Samburu County, Kenya, using materials from the USAID-supported national literacy program, Tusome. Photo courtesy of USDA.

In Kenya, WFP was the recipient of an FY 2016 McGovern-Dole award, valued at \$35 million, to provide daily school meals to 360,000 food insecure children in six northern arid counties. Students in Grades 1 and 2 (and soon to extend to Grade 3) in these counties have been benefitting from a USAID-funded Tusome ("Let's Read" in Kiswahili) Early Grade Reading activity.

USDA and USAID have partnered in Haiti to help improve early grade reading teaching tools and materials for Grades 1 to 3. Under a FY 2016 McGovern-Dole award, valued at \$14 million, WFP has been working closely with USAID to identify 40 public schools where WFP's provision of daily school meals could be co-located alongside USAID's Ann ALE ("Let's Go" in Haitian Creole) project wherein students can benefit from Creole and French early grade reading materials and teacher trainings.



McGovern-Dole Beneficiaries in a Malawian Primary school with improved literacy materials, provided through USAID-funded MERIT project. Photo courtesy of USDA.

In Malawi in FY 2016, WFP began implementing a \$15 million, two-year, McGovern-Dole program involving the daily provision of school meals to nearly 550,000 school-age children (approximately 10 percent of the school-aged population) in 456 schools across thirteen food-insecure districts. In partnership with USDA, WFP has been coordinating closely with USAID focusing on improving early grade reading instruction through the Malawi Early Grade Reading Improvement Activity (MERIT) project operating in all primary schools of the country. This program has trained 100,000 Malawian primary school teachers on improved pedagogical techniques, supported by the Ministry of Education, Science and Technology, and in the distribution of textbooks.

Senegal: McGovern-Dole and Peace Corps Volunteers Work Together to Provide School Meals Supplemented by Community Gardens

With support from USDA, CPI is providing nutritious meals to 45,070 students across 270 schools in the Saint Louis region of Northern Senegal as part of McGovern-Dole. In Senegal, through McGovern-Dole, Peace Corps and CPI are working together with local communities to conduct trainings and provide technical support for the planting and maintenance of moringa plants, a plant known for its nutritional value and ability to thrive in difficult landscapes, and the transformation of the leaves into a powdered food supplement for the school children. With the support of the regional branch of the Ministry of Water and Forestry, Peace Corps volunteers conducted a series of trainings for 210 teachers and parent teacher association members on moringa planting techniques. The volunteers also conducted public outreach campaigns aimed at education local communities on the ability of moringa leaves to provide healthy doses of Vitamin-A, iron, calcium, Vitamin-C, and proteins to the children and to their parents. Volunteers also trained 25 CPI facilitators on improved planting, maintenance and processing techniques of moringa.



U.S. Peace Corps volunteers in Senegal planting moringa trees. Photo courtesy of USDA.

IV. USDA Cooperator and University Coordination

In efforts to build a successful and sustainable handover of a nationally-owned school meals program to collaborating governments, the McGovern-Dole Program has partnered with USDA's Cochran Fellowship Program (CFP) offering two-week technical trainings to enhance the knowledge and skills of government officials, policy makers, and local civil society

organizations to own and implement their own school meals program and to understand the nutritional benefits of providing a daily school meal. In FY 2016, a total of 19 participants were trained in three trainings in the U.S. giving participants from Nicaragua, Guatemala, South Africa, and Egypt a strong overview of the U.S. National School Lunch Program. University of Minnesota and Minnesota State University each hosted training. The third training was hosted by World Initiative for Soy in Human Health (WISHH), which is part of the American Soy Association consortium. Training topics included the history of the U.S. National School Lunch Program, nutrition, and the division of responsibilities at the federal, state, and school level. As a result of the collaboration between McGovern-Dole, the Cochran Fellowship Program and WISHH, the Nicaraguan delegation has promoted the use corn-soy blend country-wide and the nutritional benefits of having a balance diet to combat child malnutrition. The Guatemalan delegation established a national school meals advisory group working to pass a national school feeding policy in the Guatemalan government.

Appendix I: McGovern-Dole Number of Direct Beneficiaries in FY 2016²⁶

Country	Participants	Beneficiaries in FY 2016 ²⁷
2012 Agreements		
Cambodia	International Relief and Development, Inc.	82,430
Cameroon	Counterpart International	171,479
Honduras	Catholic Relief Services	61,490
Kyrgyz Republic	Mercy Corps	38,546
Laos	Catholic Relief Services	49,847
Mozambique	Planet Aid International	9,972
Mozambique	World Vision, Inc.	61,900
Sierra Leone	Catholic Relief Services	35,008
2013 Agreements		
Cambodia	World Food Programme	215,315
Ethiopia ²⁸	World Food Programme	270,670
Guatemala	Catholic Relief Services	61,289
Guatemala	Project Concern International	57,376
Kenya	World Food Programme	620,924
Liberia	World Food Programme	273,444
Malawi	World Food Programme	692,667
Nicaragua	Project Concern International	101,808
Tanzania	Project Concern International	115,129
2014 Agreements		
Bangladesh	World Food Programme	172,776
Benin	Catholic Relief Services	53,078
Burkina Faso	Catholic Relief Services	193,617
Guatemala	Save the Children	45,468

²⁶ This table reflects what each organization reports in response to the standard indicator “Number of individuals benefitting directly from USDA-funded interventions.”

²⁷ This shows how many direct beneficiaries were reached in FY 2016 by any project that was open in FY 2016. These are actuals, not targets. And this includes all projects operating during the year we’re reporting on, not just new projects funded that year.

²⁸ FY 2013 Agreement to World Food Programme Ethiopia was amended in FY 2016 to add additional funds and extend the end date of the award.

Country	Participants	Beneficiaries in FY 2016²⁹
<i>2014 Agreements (continued)</i>		
Laos	World Food Programme	203,908
Nepal	World Food Programme	236,635
Nicaragua	World Vision	46,356
Republic of Senegal	Counterpart International	42,889
<i>2015 Agreements *</i>		
Cameroon	Nascent Solutions	34,197
Cote D'Ivoire ³⁰	World Food Programme	0
Guinea-Bissau ³¹	World Food Programme	104,101
Haiti ³²	World Food Programme	176,765
Honduras	Catholic Relief Services	69,529
Mali	Catholic Relief Services	65,875
Mozambique	Planet Aid International	79,226
Mozambique	World Vision	60,761
Rwanda	World Food Programme	84,027
Sierra Leone	Catholic Relief Services	35,118
<i>2016 Agreements *</i>		
Cambodia	World Food Programme	0
Guatemala	Catholic Relief Services	0
Guatemala	Project Concern International	0
Haiti	World Food Programme	0
Kenya	World Food Programme	0
Laos	Catholic Relief Services	0
Malawi	World Food Programme	0
Tanzania	Project Concern International	0
<i>FY 2016 TOTALS</i>		
24	43	4,623,620

**Note: All FY 2016-funded projects were new during FY 2016 and therefore did not yet reach any beneficiaries. This is to be expected due to variation in start-up time and funding cycles.*

²⁹ This shows how many direct beneficiaries were reached in FY 2016 by any project that was open in FY 2016. These are actuals, not targets. And this includes all projects operating during the year we're reporting on, not just new projects funded that year.

³⁰ Reported teacher strikes and elections occurred during the fiscal year and disrupted the normal running of primary schools activities. These social and political tensions interrupted McGovern-Dole project operations.

³¹ The FY 2015 agreement to WFP Guinea Bissau was awarded in FY 2015 however it was amended using FY 2016 funds.

³² The FY 2015 agreement to WFP Haiti was awarded in FY 2015 however it was amended using FY 2016 funds.

Appendix II: Contributions of All Countries and Other Donors to McGovern-Dole Funded School Feeding in FY 2016³³

Country	Country Program Description	USDA McGovern-Dole Contribution to school feeding (US dollars, millions) ³⁴	All Other Donor Contributions to school feeding (US dollars, millions)
Cambodia	<p>With USDA funding, WFP is implementing a three-year \$15,212,698 school feeding program that will reach 256,000 direct beneficiaries.</p> <p>HARVEST: Helping Address Rural Vulnerability and Environmental Stability was a \$56 million USAID funded program implemented by Fintrac that ended in 2016.</p> <p>Save the Children implements the \$16.3 million USAID funded NOURISH project, aiming to improve the nutritional status and well-being of women and children.</p>	\$15.2 ³⁵	\$11.5 ³⁶

³³ Information in the following table was gathered through a desk review. Country program description and all other donor contributions to school feeding in targeted country were obtained from implementer's website, directly from implementer, or FAS Post, and as such serve as approximate estimations.

³⁴ This shows the full USDA commitment level of multi-year grant awarded in FY 2016.

³⁵ This is the total McGovern-Dole award for FY 2016-2018. Note that school meals and take-home rations are covered for the first two and a half years; remaining funds are used for other complementary education activities including literacy, nutrition, sanitation and hygiene, and project evaluation.

³⁶ All other FY 2016-18 actual and forecasted government contributions (Australia, Cambodia, Japan) total \$8.49 million and other private sector donor ones (NGO Japan Forum for Peace, LDS, Michael Kors, Yum/KFC, Tencent, JAWFP) total \$3.01 million all of which primarily cover food and cash for meals, as well as scholarships.

Country	Country Program Description	USDA McGovern-Dole Contribution to school feeding (US dollars, millions) ³⁴	All Other Donor Contributions to school feeding (US dollars, millions)
Ethiopia	<p>With USDA funding, WFP is implementing a four-year, \$40.7 million school meals program that will reach over 289,000 students in the pastoralist regions of Afar and Somali.</p> <p>In addition to USDA, the Governments of Italy and Saudi Arabia and private donors contributed approximately \$907,000 USD to WFP's Country Program-funded school meals program in 2016.</p> <p>In response to the 2015/2016 drought, the Government of Ethiopia appropriated funds for an emergency school meals programs in severely affected areas. In 2016, the Government of Ethiopia appropriated approximately 600 million Ethiopian Birr (ETB; \$26.5 million USD) for the implementation of emergency feeding in schools in the regions of Afar, Amhara, Dire Dawa, Hararge, Oromia, Somali, and Tigray.</p>	\$12 ³⁷	\$27.4 ³⁸

³⁷ This is the total for the one-year, off-cycle extension that was awarded in FY 2016. This agreement was originally awarded in FY 2013.

³⁸ World Food Program, Standard Project Report, 2016, Ethiopia. <https://docs.wfp.org/api/documents/e6f36b2703664a2ca81a8573ed6872b0/download/>

Country	Country Program Description	USDA McGovern-Dole Contribution to school feeding (US dollars, millions) ³⁴	All Other Donor Contributions to school feeding (US dollars, millions)
Guatemala	<p>With USDA funding, CRS is implementing comprehensive school meals projects in the Western Highlands of Guatemala that will reach 45,890 students.</p> <p>With USDA funding, PCI is implementing comprehensive school meals projects in the Western Highlands of Guatemala for 36,000 students.</p> <p>USAID funded food security, nutrition, health, economic opportunities and emergency response projects in Guatemala for approximately \$90 million.</p> <p>The EU invested approximately \$25 million in food security, conflict resolution, peace and security, and competitiveness.</p> <p>The IDB committed over \$220 million in health and economic opportunities.</p> <p>UNDP has invested approximately \$41 million governance, climate change, food security, youth economic opportunities, and security/nonviolence for citizens.</p> <p>USAID investments in Guatemala are estimated at \$269.5m spanning agriculture, health, and governance projects.</p> <p>The European Commission supported a \$1.25 million natural resource project.</p> <p>The Government of Norway funded a \$1.9 million program to support underserved indigenous Mayan populations.</p> <p>The Government of Sweden invested \$12 million in resilience and rural development projects.</p>	\$51.4	\$660.6

Country	Country Program Description	USDA McGovern-Dole Contribution to school feeding (US dollars, millions) ³⁴	All Other Donor Contributions to school feeding (US dollars, millions)
Kenya	<p>With USDA funding, the WFP is implementing a program that will reach 358,000 students. Government support as per the WFP and Government Kenya agreement commitment is US \$2,886,560 million.</p> <p>Other partners that have provided complementary support include UNICEF, the State Department for Agriculture, and the Netherlands Development Organization (SNV). Contributions to the WFP Country Program-funded school meals program from multilateral funds and private donors total \$6.5 million.</p>	\$28	\$6.5 ³⁹
Laos	<p>With USDA funding, CRS is implementing a comprehensive school meals project for 91,833 children.</p> <p>Other donors to school-feeding in Laos include the World Bank, Australia, Cuba, European Commission, France, Japan, Luxembourg, private donors, the Association of Southeast Asian Nations, and other UN funds.</p>	\$27.4 ⁴⁰	\$38 ⁴¹
Malawi	<p>With USDA funding, WFP is implementing a 2-year, comprehensive school meals project for 548,639 students.</p> <p>Other donors to school feeding in Malawi include the governments of Belgium, Canada, Germany, Iceland, Ireland, Japan, Malawi, Norway, United Kingdom, and private donors.</p>	\$15	\$82 ⁴²

³⁹ World Food Program, Standard Project Report, 2016, Kenya. <https://docs.wfp.org/api/documents/2db538e3e3eb4c379601588668b252ee/download/>

⁴⁰ This figure is for a 5 year program. In addition to the FY16 CRS award, in FY16 WFP was implementing a three-year \$27 million FY14 McGovern-Dole program which reached 140,228 school children.

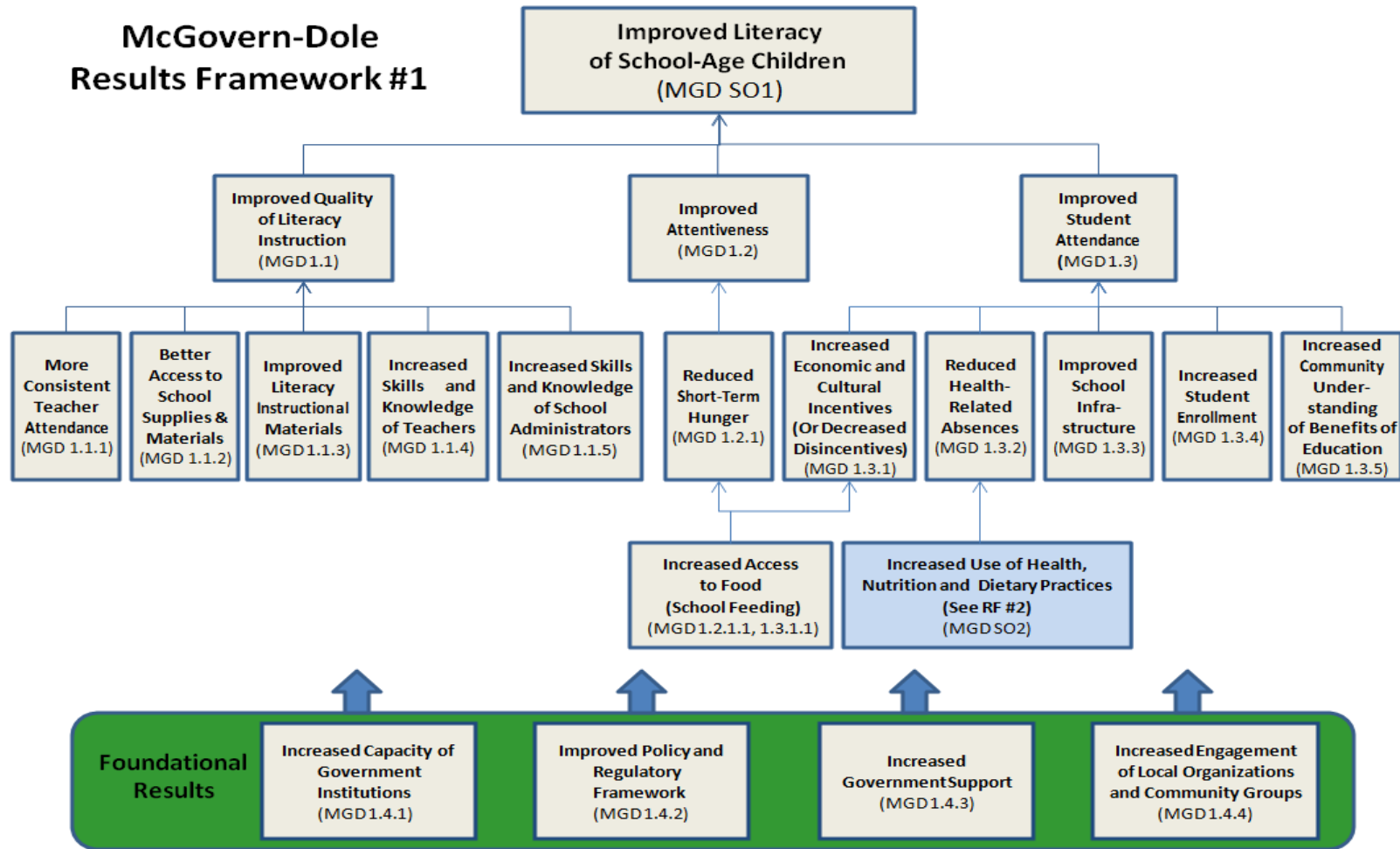
⁴¹ This figure includes \$8 million provided by the World Bank for school meals and \$32 million provided by other donors to WFP Country Programme from 2012-2016. These figures are multi-year funding, not only funding in FY16. http://one.wfp.org/operations/current_operations/ResUpdates/200242.pdf?_ga=2.257147531.1829553776.1517221796-863445451.1458429225

⁴² This figure shows contributions to the WFP Country Programme from 2012-2016. http://one.wfp.org/operations/current_operations/ResUpdates/200287.pdf?_ga=2.260738573.1829553776.1517221796-863445451.1458429225

Country	Country Program Description	USDA McGovern-Dole Contribution to school feeding (US dollars, millions) ³⁴	All Other Donor Contributions to school feeding (US dollars, millions)
Tanzania	<p>With USDA funding, PCI is implementing a comprehensive school meals project that will reach 141,174 students.</p> <p>WFP is also carrying out school feeding and nutrition activities, using contributions from donors to their Country Programme.</p>	\$33	\$30.2 ⁴³

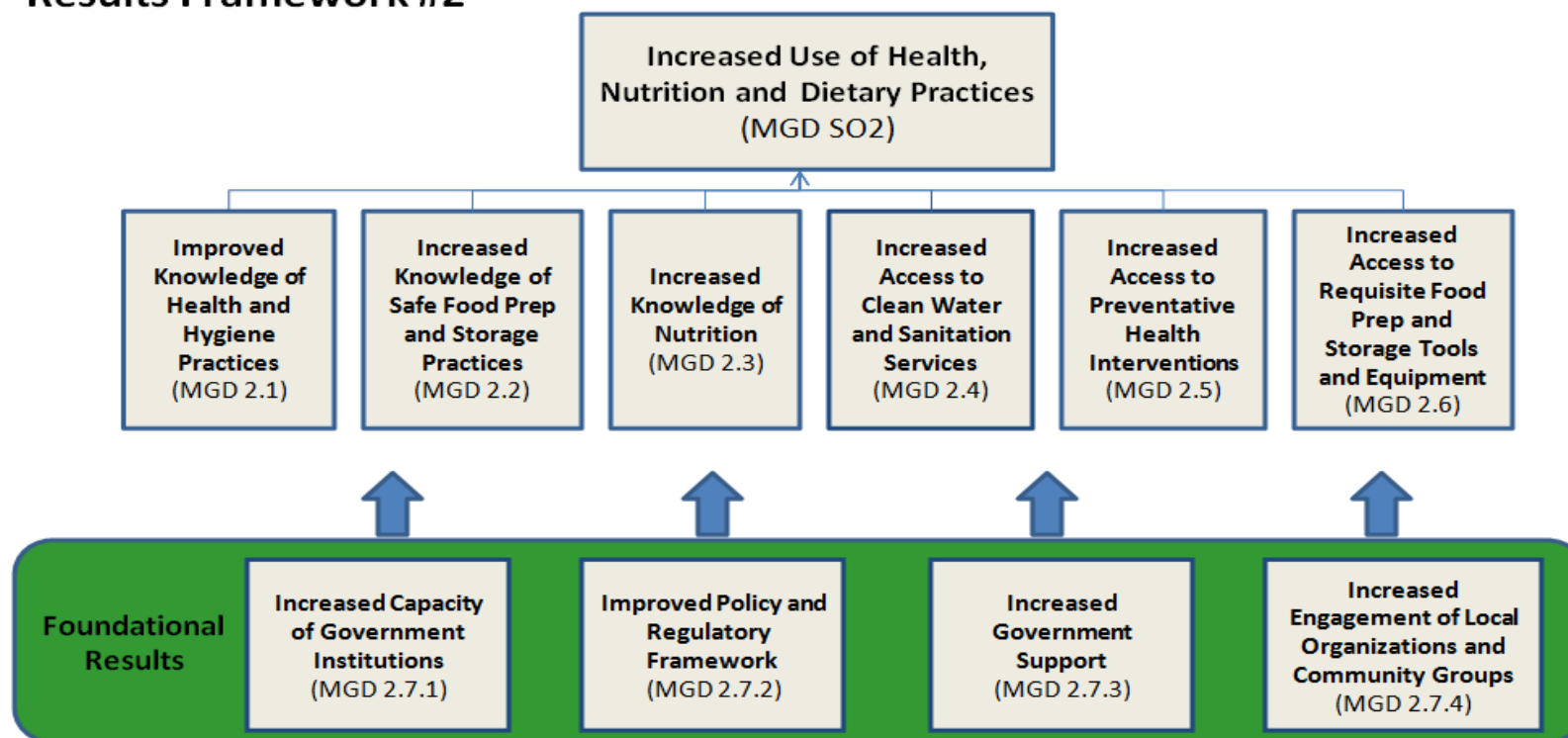
⁴³ This figure shows the combined Country Programme and Nutrition activities funding for WFP as of December 2016. <https://reliefweb.int/report/united-republic-tanzania/wfp-tanzania-country-brief-december-2016>

Appendix III: McGovern-Dole Results Frameworks



A Note on Foundational Results: These results can feed into one or more higher-level results. Causal relationships sometimes exist between foundational results.

McGovern-Dole Results Framework #2



A Note on Foundational Results: These results can feed into one or more higher-level results. Causal relationships sometimes exist between foundational results.

Appendix IV: McGovern-Dole Proposal Review and Selection Criteria

McGovern-Dole food assistance grants provide U.S. agricultural commodities and cash resources to program recipients, who are non-profit charitable organizations, cooperatives, the United Nations World Food Programme, and other international organizations, through a competitive grant approval process.

Project proposals must include:

- A comprehensive plan detailing who the beneficiaries are and how the U.S. food product will be provided to them;
- A detailed description of complementary activities, aligned with evidence-based approaches and best practices, to enhance school meals, and improve literacy, nutrition and health;
- Support from the local government, community, and/or national government;
- A plan to sustain the benefits of the project after U.S. intervention has ceased;
- Evidence of previous experience carrying out a similar type of project, either in the country of donation or in another country with a comparable social, political, and economic environment;
- An understanding of beneficiaries' needs and the corresponding social, economic, and political environment;
- Evidence of program activities being tailored to meet McGovern-Dole's Results Framework strategic goals;
- Evidence of measurable indicators that may be checked at baseline, midline, and at the end of the USDA program, documenting progress towards meeting these strategic goals.

Proposals are carefully evaluated and selected based on the following criteria:

- The implementing organization's prior experience with successfully administering school feeding and/or food assistance projects;
- Clarity of the intended project outcomes, objectives, and goals;
- Clarity of connection between proposed activities and the intended results as outlined in the McGovern-Dole Results Frameworks;
- The strength of the proposal's graduation and sustainability plan;
- A demonstrated coordination with national, regional, and local governments, U.S. Government agencies, and national plans; and
- Commodity appropriateness and distribution plan; and
- Justification of how the requested commodities and ration size helps address the identified nutritional deficiencies of the intended beneficiaries.

Commodities may be used in the country of donation in three ways:

- Direct distribution: As school snacks, hot meals and take-home rations;
- Food for work: The exchange of food rations or meals for work done by beneficiaries (cooks, storekeepers, etc.); and
- Value-added processing for distribution (barter): The commodity is processed to carry out the objectives of the food aid agreement (e.g. U.S.-donated wheat is processed into nutritious, high energy biscuits in Bangladesh for school feeding projects).