



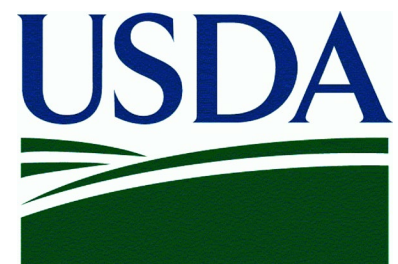
**McGovern-Dole International  
Food for Education and  
Child Nutrition Program**

## **Report to Congress**

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

**Fiscal Year 2017**

**United States Department of Agriculture**



## Preface

The authorizing legislation of the McGovern-Dole International Food for Education and Child Nutrition Program (McGovern-Dole), (7 U.S.C. 1736o–1) states 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.”

USDA’s objectives for its international food assistance programs align with the goals and objectives of the U.S. Global Food Security Strategy, 2017–2021 (“Feed the Future”). USDA implements these programs, including the McGovern-Dole International Food for Education and Child Nutrition Program (McGovern-Dole), in alignment with Feed the Future, where appropriate, including for undertaking McGovern-Dole programming in Feed the Future Target Countries and geographic zones of influence. USDA has also integrated the relevant Feed the Future standard indicators into the food aid division’s monitoring and evaluation system, ensuring that McGovern-Dole and other programs can report regularly on their contributions to food security.

This report focuses on activities undertaken in the McGovern-Dole Program in Fiscal Year (FY) 2017. McGovern-Dole’s authorizing legislation describes the program’s purpose and activities, including the “procurement of agricultural commodities and the provisions 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 5 years of age or younger.”

The Consolidated Appropriations Act, 2017, provided \$5 million of FY 2017 McGovern-Dole program funds to be used to conduct USDA Local and Regional Food Aid Procurement (LRP) (7 U.S.C. 1726c).

*Cover Photo: A student poses beside a poster for the McGovern-Dole school meals program at her school, which is administered by USDA and implemented by Save the Children in the highland region of Guatemala. U.S. commodities on the poster include rice, wheat flour, black beans, corn soy blend, and vegetable oil. All photos in this report are provided by and the property of USDA.*

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## List of Acronyms

BASES	Better Approaches for Sustainable Educational Services
CARS	USAID's Community Action for Reading and Security
CRS	Catholic Relief Services
EQUAL	Education Quality and Access in Liberia
FAD	Food Assistance Division
FAS	Foreign Agricultural Service
FFE	Food for Education
FY	Fiscal Year
G2G	Early Grade Reading Program
GoB	Government of Bangladesh's
HACCP	Hazard Analysis and Critical Control Points
HEBs	High Energy Biscuits
ICS	Integrated Country Strategy
IIEGR	Improving Early Grade Reading
IRD	International Relief and Development
ITSH	inland transportation, storage and handling
LRP	Local and Regional Procurement Program
MINEDUC	Guatemala's Ministry of Education
MOU	Memorandum of Understanding
MT	Metric Tons
NGO	Non-Governmental Organization
NSFPPA	National School Feeding in Poverty Prone Areas Program
PCI	Project Concern International
PTA	Parent-Teacher Association
PVO	Private Voluntary Organization
Read	Reading Enhancement for Advancing Development
ROM	Results Oriented Management
SC	Save the Children
SMCs	School Management Committees
USAID	United States Agency for International Development
USDA	United States Department of Agriculture
WFP	World Food Programme

## Executive Summary

McGovern-Dole uses high-quality food grown by American farmers to enhance food security; improve literacy (especially for girls); and promote the nutrition, health, and dietary practices of mothers, school-aged children, and younger siblings. This report provides a snapshot of the activities and impacts achieved in FY 2017, highlighting total commodities, funding, and major accomplishments. Case studies from Bangladesh, Guatemala, and Tanzania provide information about the impact of the McGovern-Dole funding on school attendance, literacy, and health and hygiene outcomes for school-age children.



A student in Tanzania eats a meal at school made possible with McGovern-Dole funding.

Since its inception in 2002, McGovern-Dole has directly benefited over 31 million food-insecure infants, children, mothers, and families. In FY 2017, USDA selected and funded eight proposals valued at \$192,998,376. A total of 60,000 metric tons (MT) of U.S. commodities will be provided over the term of these agreements and disbursed to countries in Africa, Asia, the Caribbean, and Central America. Including the eight projects awarded in FY 2017, McGovern-Dole has a total of 42 active projects in 25 countries valued at a total of \$819 million across the life of the programs (see Appendix 4 for detailed costs for each project).

The U.S. Congress established the USDA LRP (7 U.S.C. 1726c) through the Agricultural Act of 2014 (2014 Farm Bill). The 2014 Farm Bill provides USDA the authority to administer the program and authorizes annual appropriations through fiscal year (FY) 2018. Under USDA LRP, USDA is authorized to provide grants to, or enter into cooperative agreements with, private voluntary organizations, cooperatives, and the United Nations' World Food Programme to undertake the local and or regional procurement of commodities for distribution in developing countries. USDA LRP is building capacity to meet quality standards and product specifications to ensure food safety and nutritional content within each project and with its beneficiaries. USDA LRP worked with its recipients to improve the reliability and utility of market

intelligence in areas where the USDA LRP Program was implemented and sought to ensure that USDA LRP minimized potential adverse impacts on and maximized potential benefits to local food markets. In FY17, USDA funded three proposals valued at \$4.96 million, benefiting approximately 62,808 beneficiaries. A separate FY 2017 LRP Report to Congress was submitted in January 2018.

In FY 2017, McGovern-Dole projects:

- Directly benefited over 4.7 million children and community members;
- Fed nutritious meals to over 3.9 million food-insecure children every school day;
- Trained over 5,000 Parent Teacher Associations on how to champion education in their communities;
- Educated over 20,500 teachers, helping them to create dynamic classrooms and improve literacy; and
- Created or rehabilitated over 4,000 facilities including latrines, kitchens, handwashing stations, and classrooms to reduce student absenteeism.

To seek to sustain school meals programs long-term, McGovern-Dole promotes graduation of the programs and their benefits by building capacity at the local, regional, and national levels. This report highlights recent transitions in Bangladesh and Guatemala, through which USDA successfully handed over school meals projects to nationally administered programs, benefiting thousands of schools and ensuring the U.S. investment is sustained long-term.



Mothers of students in Guatemala work as volunteer cooks in kitchens equipped through McGovern-Dole funding.

This report focuses on examples of the positive results found in selected McGovern Dole projects, and caution must be taken in interpreting them. In the case of evaluations, the results of performance valuations show correlations with the McGovern-Dole program, while the results of impact evaluations provide evidence about causal relationships.



# I. Introduction

Since Congress authorized the McGovern-Dole program in 2002, activities have directly benefited more than 31 million food-insecure infants, children, mothers, and families by alleviating hunger, improving nutrition, and enhancing literacy. School meals are made possible through a combination of U.S. food commodities and technical assistance provided by qualified implementing partners to help each project achieve success. This report includes presents FY 2017 program-wide outputs and highlights stories from countries where school meals programs are demonstrating measurable results.

Following this brief introduction, this report is organized into five additional sections, as described below.

- **Section 2, Program Overview**, provides background on the McGovern-Dole legislation and discusses what indicators are used to guide its implementation. It then summarizes the pre-implementation logistical steps that precede every project. It discusses the ways American farmers participate in and benefit from the program. The overview concludes with a look at FY 2017 McGovern-Dole awards by the numbers to provide a snapshot of the program’s global reach.
- **Section 3, Key Partners**, describes the diverse array of partners that work alongside USDA and in-country partners to help McGovern-Dole projects succeed.
- **Section 4, Results Oriented Management**, describes the McGovern-Dole evaluation framework to assess the program’s achievements with respect to the aims of the authorizing legislation and results frameworks.
- **Section 5, Case Studies**, tells the story of McGovern-Dole activities during FY 2017 in three countries that are demonstrating noteworthy results: Bangladesh, Guatemala, and Tanzania. These stories are presented in the context of the two results frameworks and their associated strategic objectives to demonstrate how the authorizing legislation fuels projects that achieve meaningful results.
- **Section 6, Impact**, presents the FY 2017 McGovern-Dole data in the aggregate.
- **Section 7, Commitments and Activities of Other Governments** outlines the monetary contributions of other governments in the sector of school meals.



Girl receiving McGovern-Dole meal

## 2. Program Overview

McGovern-Dole projects are implemented in accordance with the authorizing legislation. The overview presented in this section describes and shows the relationship between the authorizing legislation, performance measures, and allowable activities. It explains the implementation steps of every McGovern-Dole program and follows U.S. produced commodities from American fields to McGovern-Dole schools around the globe. Before concluding with a snapshot of FY 2017 by the numbers, the overview makes note of the role of the American farmer.

### 2.1. Authorizing Legislation

McGovern-Dole is authorized by the Farm Security and Rural Investment Act of 2002, and directs that funds be used for the purchase of U.S.-produced commodities and for the provision of financial and technical assistance. McGovern-Dole will carry out “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 maternal, infant, and child nutrition programs for pregnant women, nursing mothers, infants, and children who are 5 years of age or younger.” Once commodities are purchased, they are distributed to recipient countries to improve food security for the program’s beneficiaries through school meals and maternal-child health programs. Key features of the legislation are outlined below.

- **Food security:** Countries are eligible for McGovern-Dole projects based on a combination of criteria, including food insecurity either regionally or throughout the country. McGovern-Dole aims to improve food security, which includes at a minimum: 1) the ready availability of nutritionally adequate and safe foods; and 2) and selection of culturally acceptable foods.
- **Improving literacy:** McGovern-Dole seeks to improve literacy through a combination of teacher training, supplies, and nutritional support to help children, especially girls, achieve their greatest learning potential.
- **Improving nutrition and reducing hunger:** With nutrient-rich, high-quality U.S. commodities produced by American farmers, McGovern-Dole seeks to improve nutrition and reduce hunger for direct beneficiaries through school meals; improves health, hygiene, and dietary practices to enhance food safety; and provides the necessary infrastructure to support behavior change.



Community cook at a McGovern-Dole School in Tanzania

- **Sustainability:** The objective of every McGovern-Dole project is to implement a sustainable school meal program with in-country partners building self-reliance and taking ownership of implementation efforts. Transition or handover plans from donor to recipient differ in each country. This report highlights the McGovern-Dole school meals projects that have successfully transitioned to recipient-country programs. The handover process to the respective government is intended to sustain long-term gains of the program provided that the governments can afford the annual programs costs over time.

## **2.2. Program Background and Objectives**

To advance the priorities outlined in the McGovern-Dole legislation, USDA has developed two results frameworks that are graphical representations of the program's theory of change. The first results framework is built around the strategic objective of improving literacy for school-aged children. Progress towards this objective is monitored through three key indicators:

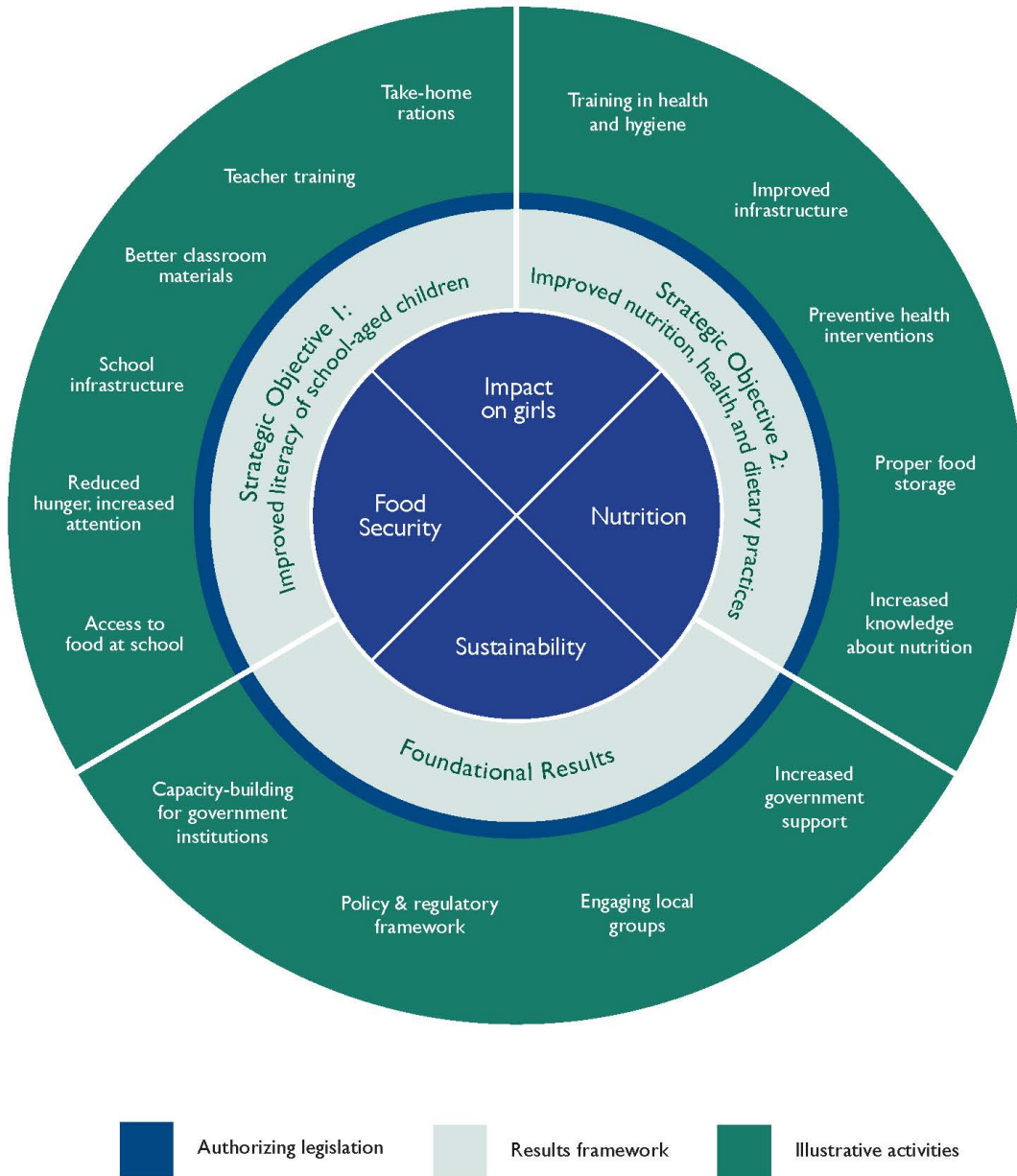
1. Improved attentiveness presumed to result from providing school children nutritious meals that are presumed both to be otherwise unavailable and to help them concentrate;
2. Improved student attendance that can result from implementing activities that decrease absenteeism such as preventing illness through hand-washing; and
3. Improved quality of instruction assumed to result from teacher training and enhancing the school environment.

McGovern-Dole's second results framework is built around the strategic objective of increasing use of health, nutrition, and dietary practices. Progress toward this objective is made through a combination of the following intermediate results:

1. Improved knowledge of health and hygiene practices;
2. Increased knowledge of safe food preparation and storage practices;
3. Increased knowledge of nutrition;
4. Increased access to clean water and sanitation;
5. Increased access to preventative health interventions; and
6. Increased access to requisite food preparation and storage tools and equipment.

The two results frameworks can be reviewed in their entirety in Appendix I. Figure I on the following page illustrates how the authorizing legislation creates the foundation and the results frameworks graphically represent the theory of change for projects to achieve measurable results across diverse implementing environments. The results framework does not evaluate the cost-effectiveness of these interventions to achieve food security and increase school attendance. The results discussed in case studies highlighted in Section 5 of this report are organized around the results frameworks.

**Figure I. Intersection of McGovern-Dole Legislation and Results Frameworks**



### 2.3. McGovern-Dole Program Pre-Implementation Steps

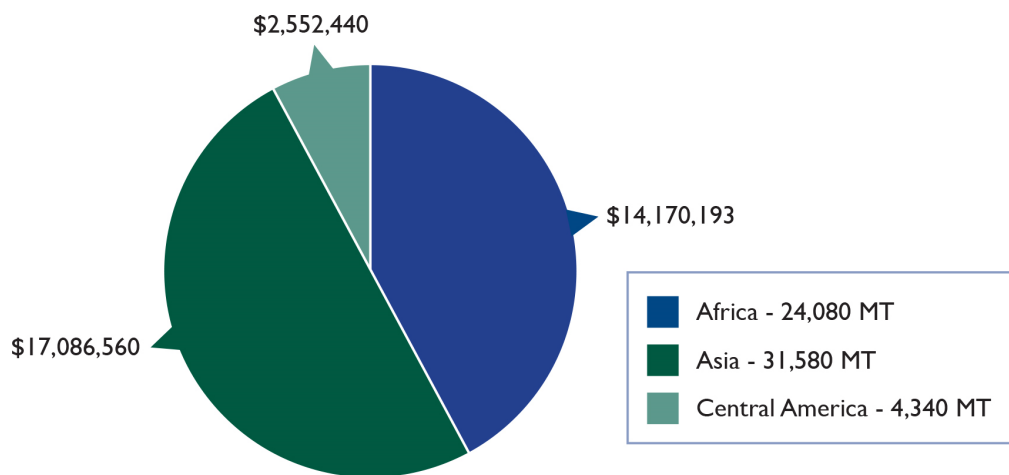
USDA oversees preliminary logistical steps before McGovern-Dole projects begin implementation. This section describes those steps, which include awarding funds, selecting commodities, and purchasing and shipping commodities.

#### Awarding Funds

McGovern-Dole projects are implemented through private voluntary organizations (PVO) and international organizations such as the World Food Programme (WFP). Every year, USDA announces a list of McGovern-Dole priority countries based on a range of criteria that includes per-capita income, national literacy rates, and rates of malnutrition. USDA then posts a Notice of Funding Opportunity that outlines proposal requirements and eligibility criteria. USDA funds organizations based on demonstrated experience, ambitious literacy and nutrition goals and outcomes, established capacity to coordinate with U.S. government agencies and local governments, detailed commodity distribution plans, and thorough graduation and sustainability plans. The funding guidelines are found in Appendix 2.

In FY 2017, USDA selected and funded eight proposals valued at total of \$192,998,376 to be funded with FY 2017 funding over the three to five-year term of the projects. A total of 60,000 metric tons (MT) of U.S. commodities has been allocated over the term of these eight agreements for disbursement to countries in Africa, Asia, and Central America as shown in Figure 2.

**Figure 2. Total Value of Commodities Allocated by Region Under FY 2017 Program**



#### Selecting Commodities

USDA develops the list of approved commodities for all food assistance programs in consultation with technical staff from the U.S. Agency for International Development (USAID). Currently, 60 commodities are approved for use. Before USDA makes awards under McGovern-Dole, implementing partners are required to propose the commodities they will use from the approved list and demonstrate why they selected each commodity for the target communities. Their justification includes the nutritional content and ration size for intended beneficiaries, as well as the cultural appropriateness of that commodity. They also must demonstrate their ability to manage the transportation of the commodities safely and effectively from the designated discharge port to the initial storage site, build the capacity of local community partners

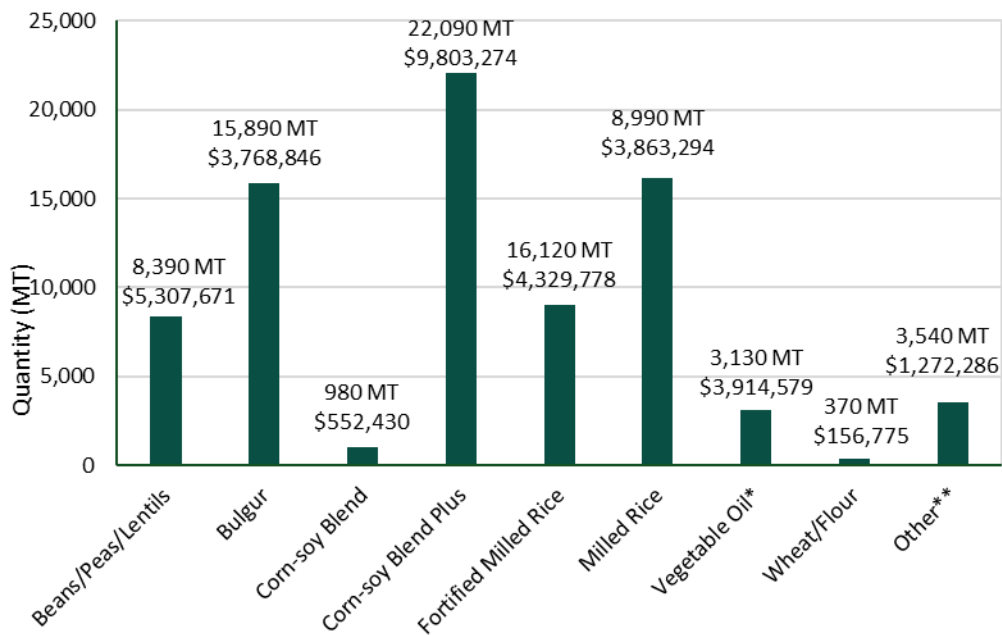
who will store the commodities, and ensure the food is stored properly so it is safe for consumption and secure from theft.

### Purchasing and Shipping

McGovern-Dole’s transparent commodity solicitation process leverages the same system that USDA uses for the National School Lunch Program. The final award is made to the lowest commodity and freight bid, with consideration given to the U.S. cargo preference and port selection. Once the award is announced, the U.S. commodity supplier has approximately eight weeks to ensure commodities arrive at the designated U.S. port where the commodities are discharged into a designated warehouse. Figure 3 illustrates the total quantity and value of U.S. commodities purchased under all McGovern-Dole agreements in FY 2017.

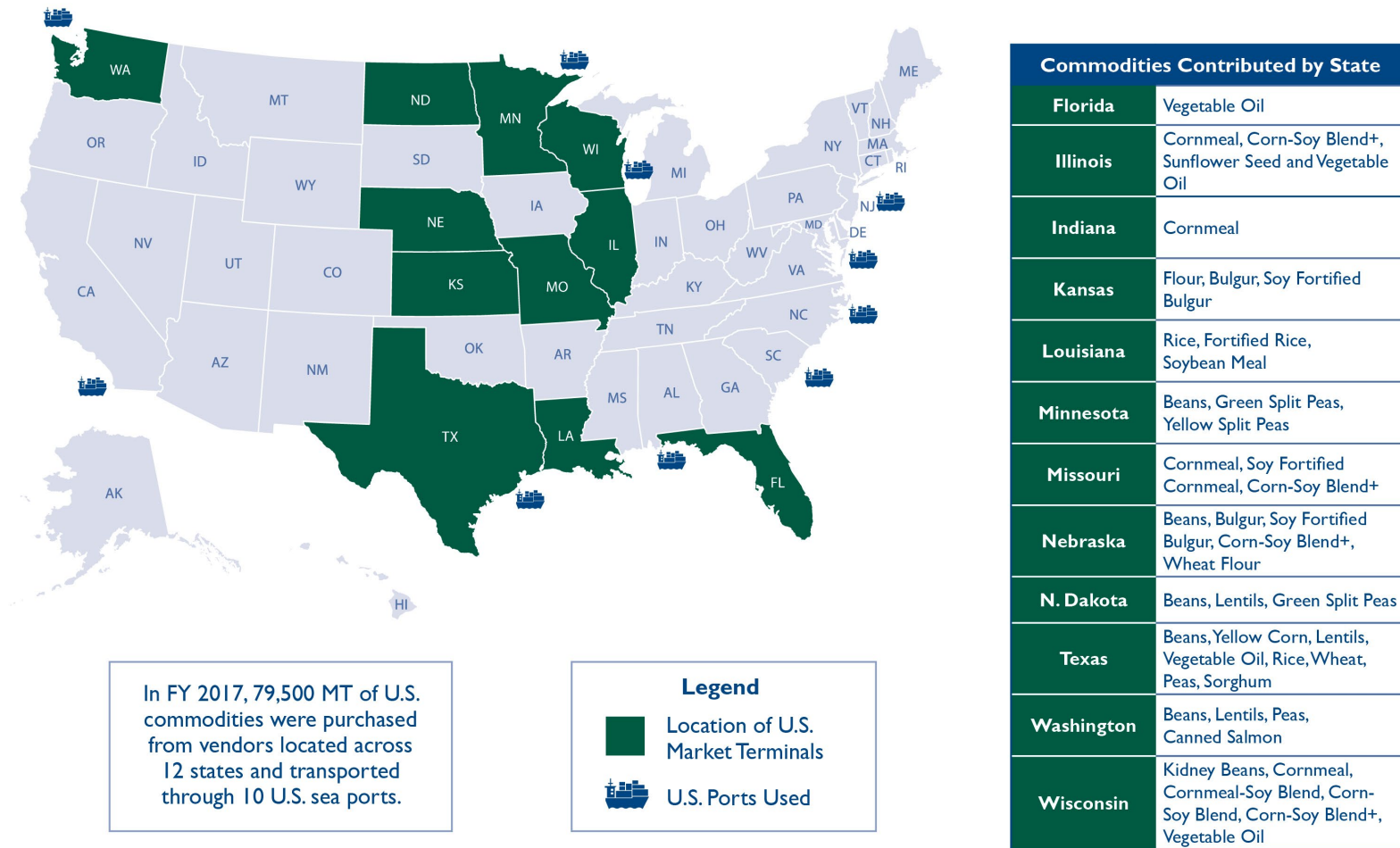
**Figure 3. Total Quantity and Value of U.S. Commodities Purchased Under All McGovern-Dole Agreements in FY 2017**

As shown in Figure 4 on the following page, in FY 2017 USDA purchased 79,500 MT of U.S. agricultural commodities from farmers for use in the 42 active McGovern-Dole projects.



\*Includes Substitutes for Vegetable Oil  
 \*\*Corn/Cornmeal/Soy-fortified Cornmeal

**Figure 4. U.S. Agricultural Commodities Purchased and Transported in FY 2017 for McGovern-Dole Agreements**



## 2.4. The Role of American Farmers in McGovern-Dole Programs

As Figure 4 illustrates, the success of McGovern-Dole originates with the American farmers who grow and harvest the commodities used in school meals. Their contributions create abundant, safe, nutritious food that is used to respond to food insecurity domestically and, through the McGovern-Dole program, internationally. With McGovern-Dole school meals, American farmers and ranchers have contributed to educating and nourishing children in developing countries, building local capacity, and teaching stakeholders how to leverage what they have to create lasting change. This report features how high-quality U.S. commodity crops improved the lives of millions of children, families, and entire communities in FY 2017.



U.S. rice served every day in Tanzania's school meals.

In FY 2017, USDA awarded eight 3- to 5- year McGovern-Dole projects, totaling 60,000 MT of U.S.-produced commodities. In FY 2017, USDA administered a total of 42 active projects in 25 countries, mainly including projects funded with prior-year appropriations. The value of these projects over their full 3- to 5-year terms total over \$819 million.

## 2.5. McGovern-Dole May Enhance Girls' Education and Literacy

Prioritizing girls' education is a primary focus of McGovern-Dole. In many countries, girls have less opportunity to go to school compared to their male peers. While increasing attendance does not necessarily translate into improved educational results, in principle educating girls creates a wide range of



Bangladeshi female students listening to the teacher's instruction.



A female student from Guatemala.



benefits, including improved economic growth and productivity,<sup>1</sup> reduced child and maternal mortality,<sup>2</sup> and increased investments in education. McGovern-Dole emphasizes the inclusion of girls to ensure gender-equity in education, as girls typically are excluded from access to education in many countries where McGovern-Dole is programed. Final evaluations for programs in FY 2017 show that attendance increased in schools with McGovern-Dole programs in certain countries. School feeding was offered to all students in all primary grades in the schools in McGovern-Dole programs. In Guatemala, a program awarded to CRS in FY 2013 saw pronounced increases in the attendance of 3<sup>rd</sup> and 6<sup>th</sup> grade girls at McGovern-Dole schools. Girls in both grades surpassed the final target of 85 percent attendance over at least 80 percent of the school year (in fact, both grades increased by over 10 percent since the midterm evaluations). An FY 2014 award in Benin found a 21 percent increase in positive attitudes amongst parents towards girls' education, which was accompanied by a 35 percentage point increase in the proportion of parent members of savings and lending community groups who reported using their savings to cover school expenses.

McGovern-Dole includes female community leaders in School Management Committees (SMCs), Parent Teacher Associations (PTAs), and other community groups, such as women's empowerment groups highlighted in this report (see section 5.4). Involving local women empowers them to influence not only how school meals are implemented and managed, but to also be champions of education.

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<sup>1</sup> Girls' Education. Last updated September 25, 2017. The World Bank online. Retrieved from <http://www.worldbank.org/en/topic/girlseducation>.

<sup>2</sup> "Education Counts Toward the Millennium Development Goals." (2010). UNESCO. Retrieved from <http://unesdoc.unesco.org/images/0019/001902/190214e.pdf>

## 2.6. Summary of FY 2017 Awards

Agreements awarded to countries in FY 2017 are valued at \$192 million and include Bangladesh,<sup>3</sup> Benin, Kyrgyz Republic, Laos, Liberia, Nepal, Nicaragua, and the Republic of Congo. Including the eight projects awarded in FY 2017, McGovern-Dole has a total of 42 active projects in 25 countries at various stages of completion, valued at a total of \$819 million across the full 3- to 5-year life of the projects. Together, these McGovern-Dole projects reached over 4.7 million children and community members directly in FY 2017 (see Appendix 3). Table 1 shows each awarded country in FY 2017, total commodities, and total project cost, including freight and financial assistance. More detail is available in Appendix 4.

**Table 1. Summary of FY 2017 Awards**

Country and Awardee	Metric Tons (MT) Over Life of the Project	Total Cost Over Life of the Project
Benin Catholic Relief Services	6,610 MT	\$21,350,686
Liberia Save the Children	7,520 MT	\$29,104,746
Republic of Congo World Food Programme	9,950 MT	\$30,022,053
Bangladesh World Food Programme	4,900 MT	\$17,119,720
Kyrgyz Republic Mercy Corps	2,290 MT	\$15,453,090
Laos World Food Programme	8,750 MT	\$27,400,078
Nepal World Food Programme	15,640 MT	\$29,300,000
Nicaragua Project Concern International	4,340 MT	\$23,248,002

<sup>3</sup> The FY 2017 award to Bangladesh is for school meals in new areas of Bangladesh where McGovern-Dole was not active in the past. The stories in this report are for the FY 2014 award that closed in FY 2017 in the Ghabianda region after the graduation process was complete.

### 3. Key Partners

To implement McGovern-Dole programs, USDA coordinates with a variety of partners. These partnerships leverage additional funding and support to increase the impact of McGovern-Dole investments. USAID and World Food Programme (WFP) are both frequent partners of USDA's school meals projects. USAID implements literacy programs that complement school meals and improve literacy outcomes for school-aged children. WFP supports both nutrition at the school level and capacity building at the national level to help recipient countries create and implement policies to transition USDA-funding school meals projects to national school meals programs (see Appendix 5).



School meals provided to Guatemalan school children.

## 4. Monitoring and Evaluation

USDA's work is grounded in Results Oriented Management (ROM) and uses the results frameworks to link every project activity to the achievement of a result. Each result contributes to one of two overarching strategic objectives, as shown in Figure 1 in Section 2.2. Underpinning these two objectives are the foundational results, which include local capacity building, government investments, and policy and regulatory environments that create the conditions for school meals programs to be sustained long-term.

Every funded project is required to submit a formal evaluation plan to USDA for review and approval. The evaluation plan for each project details the planned baseline, mid-term and final evaluations that will be conducted of the project by an independent third-party evaluator. It also describes how the project's internal monitoring system will function and identifies additional "special studies" or assessments planned to address specific research needs in the project. Impact evaluations using a counterfactual are not required of McGovern Dole projects, but are strongly encouraged when conditions are appropriate (i.e., a valid counterfactual exists). Both experimental impact evaluations and quasi-experimental impact evaluations are recognized by FAS as providing evidence of causality, per the government-specific<sup>4</sup> and broader program evaluation guidance<sup>5</sup> that shapes FAS' evaluation practice. Overall, fewer than half of planned evaluations of McGovern Dole projects are impact evaluations, and the majority of these impact evaluations use a quasi-experimental design. The remaining are performance evaluations. All final evaluations address these five dimensions of the project: relevance, effectiveness, efficiency, impact and sustainability, and each is defined in the Food Assistance Division's Monitoring and Evaluation Policy<sup>6</sup>.

Two common limitations of McGovern Dole project evaluations are reflected in their design. First, USDA recognizes that performance evaluations cannot, by definition, prove that measured changes are caused by project activities since they lack the comparison points established by an impact evaluation using a counterfactual. Establishing a valid counterfactual can be difficult where McGovern Dole projects operate for a variety of reasons, such as when similar interventions to improve education quality are being implemented, or were recently implemented, by other actors throughout the region, or when local governments don't readily agree to the repeated data collection needed from minor students who are not receiving benefits from the project. Performance evaluations remain valuable to the McGovern Dole program because they measure and document relevant changes, correlate them to project activities, and provide useful learning for the project being evaluated and for similar or future projects. USDA will continue to identify opportunities to conduct impact evaluations by establishing valid counterfactuals where feasible, since both the funding and the interest in building rigorous evidence are present. Second, while efficiency is defined in the Food Assistance Division's (FAD's) M&E policy as including a consideration of whether the same results could have been achieved with fewer resources, project evaluations typically do not include a robust cost-benefit or similar analysis that can conclusively provide insight on the economic efficiency of the project. If economic efficiency is prioritized as a concern by stakeholders, more robust cost analysis can be included in future evaluations.

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<sup>4</sup> FAS adheres to federal government-specific guidance such as OMB M-18-04, Monitoring and Evaluation Guidelines for Federal Departments and Agencies that Administer United States Foreign Assistance (2018), available at <https://www.whitehouse.gov/wp-content/uploads/2017/11/M-18-04-Final.pdf>.

<sup>5</sup> An example of broader program evaluation guidance that shapes FAS' evaluation practice is guidance provided by the American Evaluation Association (AEA), available at <https://www.eval.org/p/cm/ld/fid=95>.

<sup>6</sup> Policy available publicly here: <https://www.fas.usda.gov/programs/resources/monitoring-and-evaluation-policy>

In addition to project-level evaluations, USDA’s portfolio of monitoring and evaluation activities for the McGovern Dole program includes centrally managed evaluation and research activities that reflect program-level priorities that year. The School Meals Learning Agenda<sup>7</sup>, finalized in 2016, identifies program level knowledge gaps that USDA and other stakeholders in the school feeding community can then build evidence on for the improvement of school feeding programs. McGovern Dole uses its learning agenda as a strategic planning tool when identifying research and evaluation priorities. Based on the need to build evidence on the connection between school meals and literacy, FY 2016 program funds were used to begin an impact evaluation focused on literacy in Mozambique, where two McGovern Dole projects are operating. The baseline portion of the evaluation was conducted mainly in 2017, and the impact of the program on literacy in Mozambique is expected to be measured in the final evaluation in FY 2021.

In addition to evaluation plans, every funded project is also required to submit a performance monitoring plan, or PMP, to USDA for review and approval. The PMP describes data sources, collection methods, disaggregates and other key information for each indicator that the project is required to report on. USDA’s monitoring and evaluation team liaises with implementing partners to help them identify and use standard and custom performance measures and adhere to USDA’s monitoring and evaluation policy. Each project is required to use the standard indicators that are relevant to their expected results, and to use custom indicators to measure results where standard indicators aren’t available. Each project also establishes annual and life-of-project targets for every indicator in their cooperative agreement. Projects report on indicators semi-annually, and project-level targets are compared directly to reported actuals so that implementers and McGovern Dole analysts can identify differences in targets vs. actuals and make adjustments to activity implementation as needed. Project-level results reported against standard indicators are aggregated and regularly shared in annual congressional reports and as part of USDA’s engagement with interagency initiatives such as Feed the Future.

USDA publishes Guidance on Food Aid Program Standard Indicators that includes definitions, rationale for each measure, frequency of reporting, and indicator level for each standard indicator. Standard indicators include both output and outcome indicators, and a table of all available standard indicators is included in Appendix 7. USDA uses standard indicators to track attendance and enrollment in McGovern-Dole projects, amongst other results.. For example, the attendance indicator tracks the number of students who regularly attend USDA supported classrooms and/or schools, and defines “regular” attendance as attending “at least 80%... during normal school operating hours during the school year”. The “normal school operating hours” and the number of school days that students *could* have attended are context specific (not standard across all countries). Enrollment refers to students “formally enrolled in school”, and is typically collected at the start of a school term. Enrollment is considered a precursor to attendance, as children usually must be formally enrolled in order to attend class. While implementers are required to track the applicable standard indicators for their project using the guidance, not all desired results of McGovern Dole projects align with a standard indicator. Implementers also create custom indicators to track results. For example, projects that aim to increase attentiveness use custom indicators because there is no standard measures for attentiveness. Some measures rely on teacher’s feedback, while others directly measure students’ attentiveness in the classroom using observation tools.

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<sup>7</sup> School Meals Learning Agenda publicly available here: <https://www.fas.usda.gov/programs/resources/school-meals-learning-agenda>

The indicator data and evaluation reports submitted to USDA by implementing partners help USDA meet its monitoring and evaluation objectives to manage public resources thoughtfully, to ensure accountability and transparency, and to drive program improvements using evidence.



New library in in Tanzania lets students practice their literacy skills.

## 5. Case Studies

This section of the report will showcase three countries where McGovern-Dole projects were active in FY 2017: Bangladesh, Guatemala, and Tanzania. After presenting an overview of each country's current challenges and the activities being implemented under McGovern-Dole, this section features stories that demonstrate progress in relation to the results frameworks. First Strategic Objective stories focus on efforts to improve attendance and attentiveness as well as instructional quality. Second Strategic Objective stories will highlight health and hygiene improvements. This section concludes with stories of Foundational Results, with a focus on sustaining McGovern-Dole investments.

### 5.1. Overview of Featured Countries

This section provides an overview of each country featured in this report, including information about the McGovern-Dole project, implementing partner(s), key activities, and broad impact.

#### 5.1.1. Overview of McGovern-Dole in Bangladesh

The People's Republic of Bangladesh is one of the most densely populated countries in the world. It is a highly natural disaster-prone country, facing regular earthquakes, flooding, droughts, and hurricanes. An estimated 28 million people live in extreme poverty; they have high rates of food insecurity and under-nutrition. Child malnutrition, stunting, and wasting rates are also elevated.

Gaibandha, a remote northern district in Bangladesh, is one of the poorest regions in the country, with approximately half of the population living below the poverty line. Educational performance and completion rates that are well below the national average contribute to this high poverty rate. While national literacy rates are just above 50 percent, in the Sundarganj and Fulchari sub-districts of Gaibandha, only 25 percent of primary students are fluent readers.

In FY 2017, USDA concluded a 3-year award of \$26 million to the World Food Programme (WFP) that commenced in FY 2014. Under the FY 2014 award, 21,740 metric tons (MT) of soft white wheat was donated to support local production of vitamin-fortified, high energy biscuits (HEBs). The biscuits made with this wheat are an innovative approach to Bangladesh's school meals approach and could be replicated in other countries.



Students at a school in Bangladesh line up for the school day with their books in hand.

HEBs provide about two-thirds of the daily recommended intake of micronutrients and are used to feed primary school children. In total, they benefit approximately 163,000 students per year. Each child receives a 75-gram packet of HEBs every day they attend school (approximately 240 days per year).

In addition to the HEB distribution, McGovern-Dole funded the following essential activities:

1. Training on safe food preparation and storage practices for biscuit manufacturers, ministry officials, school administrators, and teachers;
2. Organizing and training school administrators and PTAs to manage HEBs and support education generally;
3. Training teachers on improved health and nutrition practices;
4. Training teachers in techniques and methods to improve literacy of primary school students; and
5. Creating and integrating reading corners to promote literacy.

McGovern-Dole's goal at the end of the 3-year implementation period was to transition school meals to the Government of Bangladesh. At the end of FY 2017, 1,204 schools were officially handed over to the government. A total of 3,050 schools have successfully transitioned from USDA support since 2012, when WFP began tracking handover rates. At present, the Government of Bangladesh is paying for biscuits that continue to be purchased and distributed in all of the 3,050 former USDA schools.

### 5.1.2. Overview of McGovern-Dole in Guatemala

High rates of malnutrition and food insecurity make Totonicapán, Quiché, and Huehuetenango Departments located in the Western Highlands of Guatemala eligible for McGovern-Dole funding. The Western Highlands' unique geography consists of a series of high valleys surrounded by mountains, which contribute to these departments' isolation and geographic remoteness.



Guatemalan schoolgirls eat their daily lunch made possible with McGovern-Dole funding.

The impoverished Western Highlands region is primarily populated by indigenous Mayan communities. Factors including prolonged drought, small landholder plot size, and lack of economic opportunity contribute to entrenched poverty and some of the highest rates of chronic child malnutrition in the world. In some highlands communities, as many as 92 percent of children are malnourished. According to the WFP, stunting rates among children under five are as high as 90 percent here, making this region the most affected in Latin America and among the highest on the globe.<sup>8</sup> In response to this demonstrated need, McGovern-Dole has been active in the region since 2003. In FY 2017, five McGovern-Dole projects were underway, implemented by three PVO partners:

1. Project Concern International (PCI), in Huehuetenango Department, completed a Phase II Food for Education (FFE) project that began in FY 2013, and launched Phase III to run from FY 2016 to FY 2022.
2. Catholic Relief Services (CRS), in Totonicapán Department, similarly completed a 5-year Phase I FFE project and launched a Phase II project to run from FY 2016 to FY 2021.
3. Save the Children (Save), working in Quiché Department, was in the midst of a 5-year FFE project running from FY 2014 to FY 2019.

<sup>8</sup> <https://www1.wfp.org/countries/guatemala>



During FY 2017, the active McGovern-Dole projects in Guatemala served over 154,000 direct beneficiaries, most of whom were children, and more than 514,000 indirect beneficiaries, mainly family members. USDA resources provided to the projects totaled 4,170 MT of black beans, milled rice, vegetable oil, corn-soy blend plus, flour, corn, and pinto beans.

PCI, CRS, and Save the Children each bring a set of customized school meals, education, nutrition and other school-enhancing activities to the McGovern-Dole project in Guatemala. Each partner works in a different department of the Western Highlands, addressing the distinct needs in its service region. While PCI, CRS, and Save the Children independently implement and administer their projects at the school level, their collaborative efforts at the regional and national levels leverage each partner's expertise to achieve the highest level of quality and broadest results. Their core implementation strategies include:

- Serving a nutrient-rich hot meal to students daily;
- Improving school facilities by building infrastructure like kitchens, bathrooms or latrines, and water systems;
- Training teachers in bilingual literacy (Spanish-Mayan) education techniques;
- Integrating health and hygiene education and practices;
- Developing school gardens; and
- Building the capacity of PTAs.

Final performance evaluation reports completed in FY 2017 for the PCI and CRS projects demonstrate notable achievements in literacy correlated with project implementation. Grade-level reading proficiency was measured at baseline and final evaluation in project schools. Both implementing partners achieved improvements for boys and girls, as Table 2 illustrates below.

**Table 2. Literacy Achievements in Grade-Level Reading Proficiency**

Measure	FY 2014 (baseline)	Sample Size FY 2014	FY 2017 (progress)	Sample Size FY 2017 <sup>9</sup>
PCI	9 percent (girls) 3 percent (boys)	104 students	52 percent (girls) 46 percent (boys)	121 students
CRS	25 percent (girls) 24 percent (boys)	2,387 students in 69 schools	34 percent (girls) 33 percent (boys)	120 schools

### 5.1.3. Overview of McGovern-Dole in Tanzania

In Tanzania, the percentage of undernourished and malnourished people is particularly distinct in rural areas, including the northwest Mara region near Lake Victoria, where a McGovern-Dole program is currently being implemented. According to reports released by the World Bank, only 45.5 percent of rural Tanzanians have access to improved water sources (meaning safe and free from contamination), just 15 percent have access to electrical power, and a mere 8 percent have access to adequate sanitation facilities.

<sup>9</sup> The CRS FY14 and FY17 evaluation was based on two representative samples from the same four municipalities. However, the schools and students included in each sample are not the same. The final evaluation did not report results separately for the schools sampled in both time periods.

In FY 2016, USDA made a \$33.6 million award over five years to PCI, which included the cost of 6,200 MT of fortified milled rice, pinto beans, and sunflower seed oil. During FY 2017, McGovern-Dole funding directly benefited over 114,000 Tanzanian individuals with school meals and other activities implemented in 156 schools.

To achieve McGovern-Dole's two strategic objectives, PCI implements complementary activities. To date, McGovern-Dole funding in Tanzania has accomplished the following:

- Provided school meals to over 107,000 school children;
- Trained over 1,000 school administrators with new techniques and tools to manage school meals projects;
- Supported 231 PTAs and school governance structures to champion primary education in their communities;
- Built or rehabilitated kitchens in 50 schools; and
- Improved water and sanitation facilities in 30 schools, benefiting a total of 18,360 children.



Tanzanian school children receive school meals every school day with the help of McGovern-Dole funding.

## **5.2. Strategic Objective 1: Improving Literacy of School-aged Children**

McGovern-Dole's first Strategic Objective is to improve literacy of school-aged children. Progress toward this objective is made through a combination of activities not limited to school feeding that:

- Improve student attentiveness;
- Increase student attendance; and

- Improve the quality of literacy instruction.

The case studies, stories, and photographs that follow demonstrate the ways that McGovern-Dole programs in Bangladesh, Guatemala, and Tanzania improved literacy of school-aged children in FY 2017 through these types of activities. While the indicators improved in these case studies, caution must be taken in interpreting the results, which show correlations with the McGovern-Dole program and do not demonstrate causality.

### 5.2.1. Attendance and Attentiveness

McGovern-Dole projects increase students' attendance and may improve attentiveness by providing daily school meals that improve students' food security and nutrition and reduce hunger. Three case studies help illustrate how.

- In the Mara Region of Tanzania, although students must walk long distances to come to class, school meals have had a dramatic impact on attendance and may have affected attentiveness.
- In Bangladesh, school meals are provided in the form of nutrient-dense biscuits, which require no preparation and minimal logistics to distribute.
- In the remote Western Highlands in Guatemala, school meals may have resulted in improvements in attentiveness for boys and girls.

#### Tanzania: “Food Comes First”

Students from Tanzania's Mara region walk between 30 minutes and 2 hours to come to school and participate in an 8-hour school day. Before McGovern-Dole, many schools could not provide meals, so students were given an hour break to walk home, eat, and return to class. Since this amount of time is insufficient for so many students to arrive home, eat lunch, and walk back to school, it was tempting for students not to return, or to not bother coming to school at all. McGovern-Dole school meals have gone a long way to changing that.

To ensure students in the Mara region are nourished and able to learn, in FY 2017, USDA supplied 203 MT of long grain rice, 12 MT of sunflower seed oil, and 45 MT of pinto beans. The project directly benefited over 110,000 school children in 156 schools.



Tanzanian children arrive to school hungry after a long journey on foot.

Bunda District Commissioner Lydia Bupilipili reflected:

Despite the long distances, of the over 114,000 students supported with McGovern-Dole school meals, more than 101,000 of them achieved 80 percent attendance or greater, according to data from FY 2017. Teachers report that because they are assured a meal, students arrive on time and stay for the whole day.

Serving meals every day is making a difference in attendance at McGovern-Dole schools, such as Sanzate Primary School. Jackson Kemenya, a member of Sanzate’s school management committee said:

“Prior to McGovern-Dole, this school was very poor. After USDA came, this school started to improve. Students perform better on exams. In the past, government leaders came to see what was wrong with our school. Now they come to see what we are doing right and bring others to learn from us.”

Kemenya’s observations correlate to quantifiable improvements to academic performance as well as attendance and reading comprehension. In 2014, Sanzate Primary School ranked last at the district and regional levels for student academic performance. In 2016, the school ranked eight out of 171 schools in the Bunda district. In 2017, the school ranked two out of 836 in the Mara Region. As shown in Table 3, enrollment and grade-level proficiency in reading improved for all students, with girls demonstrating the greatest improvement in grade-level reading proficiency compared with baseline data.

**Table 3. Student Enrollment and Grade Level Reading Proficiency in Tanzania**

Grade Level Proficiency	FY 2014 (baseline)	Sample size FY 2014	FY 2017 (progress)	Sample size FY 2017
Reading at Grade Level	11.9 percent (boys) 9.3 percent (girls)	600	64 percent (boys) 67 percent (girls)	600

Sanzate Primary is not the only school served through McGovern-Dole in the Mara Region showing vastly improved performance. Karubugu Primary has shown similar improvements since initiating school meals. The Head Teacher, Shilinde Nyanda reported that prior to McGovern-Dole, this school was also among the weakest in terms of academic performance. Now it is among the best in the country and is recognized by the Tanzanian government as a top performer. Two plaques congratulating the school on recent academic performance and improvement hang in Mr. Nyanda’s office.

PCI reported primary school attendance for McGovern-Dole-supported schools across the country increased from 75 percent in 2010 to 91.4 percent in 2017.



Karubugu Primary School Head Teacher Shilinde Nyanda has seen his school's performance transform from one of Tanzania’s weakest to one of its top performers since McGovern-Dole began.

## The School Above the White Ravine in Guatemala

It is a several-hour journey on bumpy, windy mountain roads through Guatemala's Western Highlands to reach the remote Chuizacasiguan School. Felipe Garcia is the principal here, at the "School Above the White Ravine." He is also the only teacher at this remote, one-room school house in Totonicapán. He sleeps four nights a week in his office, as it is too far from his own home to commute daily, and jokes he is the school's "everything" before adding, "I love it...the need draws me here. If I were to go, not many other teachers would come."

Chuizacasiguan School first began receiving support from the McGovern-Dole program in 2014. The school has 39 students and there are 23 families in the community. The PTA reports every child of primary school age in the community now attends regularly. Hot meals, cooked daily by two rotating volunteer mothers, motivate children to attend. Chuizacasiguan School, like all McGovern-Dole schools in Guatemala, receives several U.S. commodities (black beans, rice, vegetable oil, and corn-soy blend) to provide daily meals. Through an additional contribution of approximately \$0.13 USD per student per day provided by the national government and donations by local families, these commodities are supplemented with salt, sugar, spices, and occasional fresh fruits and vegetables.

McGovern-Dole funds are also used to purchase materials to support the bilingual Spanish/K'iche' curricula for project schools, which draws students to attend and fully participate. Principal Garcia observes:

"In the past the students didn't want to speak their mother-tongue of K'iche'; they thought it was useless. But now seeing books written in their native language is empowering. It has given our students a new source of cultural pride."



Children in Guatemala's Western Highlands improve their attendance and may improve their attentiveness because of McGovern Dole.



The data from project schools in Guatemala support the impact of McGovern-Dole in increasing school attendance and possibly attentiveness. CRS reported substantial increases in attendance for the students in their evaluation sample (third and sixth-grade girls) in their project as Table 5 illustrates.

**Table 4. Percentage of Students Attending 80 percent or Higher in Guatemala (CRS)**

Percentage of students attending 80 percent or higher	Midterm	Midterm standard deviation	FY 2017 (progress)	Sample size, midterm and FY2017
3 <sup>rd</sup> grade girls	75.1 percent	38.9 percent	90.6 percent	120 schools
6 <sup>th</sup> grade girls	73.0 percent	38.9 percent	87.1 percent	120 schools

Teachers described a dramatic increase in class attentiveness under McGovern-Dole, attributing the change to the school meals, bilingual curricula, and new teacher training in literacy techniques. Attentiveness was assessed via a range of indicators such as children’s ability to follow teacher instructions, alertness in class, and demonstrated concentration as noted through visual observation. Both PCI and CRS reported substantial progress in attentiveness from baseline to the FY 2017 final evaluation as Table 6 shows. Nutritious school meals address short-term hunger may have contributed to improving students’ ability to concentrate and learn.

**Table 5. Improvements in Attentiveness**

Percentage of students assessed by teachers as “attentive”	FY 2014 (baseline)	Sample size FY 2014*	FY 2017 (progress)	Sample size FY 2017 <sup>10</sup>
PCI	40 percent	75 students	66 percent	558 students
CRS	27 percent	69 schools	85 percent	120 schools

<sup>10</sup>The CRS FY14 and FY17 evaluation was based on two representative samples from the same four municipalities. However, the schools and students included in each sample are not the same. The final evaluation did not report results separately for the schools sampled in both time periods.

## 5.2.2. Improving Instruction Quality

McGovern-Dole improves instruction quality by improving access to school supplies and materials, improving literacy instructional materials, and increasing school administrators' skills and knowledge to support educational outcomes. Case studies report improved instruction quality, from teacher training in Tanzania, to “Literacy Boost” in Guatemala, and school libraries across all three countries.

### In Tanzania, the Walls are Talking

In FY 2017, the USDA addressed two of the biggest challenges that teachers in the Mara region of Tanzania reported: lack of training and lack of materials. Godfrey Jonathan and Safina Haruna were among over 300 teachers trained at 231 schools as part of the McGovern-Dole program in FY 2017, and their schools benefited from the over 26,000 textbooks and other teaching materials supplied to classrooms across the program.

Godfrey Jonathan is a first-grade teacher at Sanzate Primary School. When he was hired to teach in Sanzate, he was given a bare room with nothing but desks and a dirt floor, which is extremely common in the Mara region. Today, his classroom walls are covered in drawings, charts, illustrations, and bright objects inspired by literacy instruction trainings given in FY. He asks visitors, “Do you see how the walls are talking?”



Teachers at Sanzate Primary School in Tanzania have equipped their classrooms with new visual aids.

On the opposite side of the Mara region, Safina Haruna is a second grade literacy teacher at Karubugu Primary School. Despite inherent challenges created by the average ratio of one teacher to every 150 kids at this school, her love of teaching is clear. She uses homemade literacy aids and play-based learning strategies that were also inspired by McGovern-Dole trainings she attended in FY 2017.



Haruna participated in literacy training to learn new techniques to support students' success.

Haruna learned to make alphabet letters out of mud and to use maize stalks for counting games. She said:

“Literacy training helped me know how to use the local materials and how to improvise from local sources, like clay, cups, and manila paper.”



Haruna uses everyday resources to create hands-on teaching tools.

Haruna brought her new knowledge back to her school to inspire her fellow teachers to do the same. She organized work parties where she and the other teachers created teaching tools together and shared strategies for helping their students learn.



## Guatemalan Children Get a “Literacy Boost”

The first-grade students were quick to pass along the many leafed paper “cabbage” from hand-to-hand before the teacher stopped knocking on her desk, halting its progress. The student left holding the cabbage pulled out a leaf and handed it to the teacher, who read the question written on it out loud: “Name an animal that is dangerous.”



A teacher in Guatemala puts her new training into action in the classroom.

“Snakes!” came the student’s correct reply, and the children resumed passing the cabbage from hand to hand until the teacher stopped knocking again. This activity was just one of the interactive literacy games taking place at Chiul Primary School in Quiché Department in FY 2017. These students use animal-based questions and answers to focus on the vocalization of vowels in both Spanish and their local Mayan dialect of *Ixil*. McGovern-Dole funding provides these teachers with comprehensive literacy training made possible through collaboration with implementing partner Save the Children, an agency with a strong literacy background, the University of San Carlos in Guatemala City, and the Guatemalan Ministry of Education at the departmental level. The use of interactive games, songs, and group reading, along with colorful images of words and letters on the walls, are just some of the many techniques applied by Chiul School teachers. According to Pedro Bisente, a representative from the Ministry of Education in Quiché Department, Save the Children plays a central role on the Educational Network of approximately 20 organizations that develop, coordinate, and implement training initiatives in alignment with national level standards and requirements.

Known as “Literacy Boost,” the training consists of four workshops spanning two days each for teachers of first through third grades, followed by in-class demonstrations and application of the literacy instruction

techniques. During FY 2017, 842 teachers from all six municipalities served by McGovern-Dole in Quiché earned the literacy certification, with another 772 in process to be certified in the first half of 2018. The training focuses on techniques and resources for letter identification and phonemes. Teachers also learn how to implement bilingual curricula effectively, use visual aids, and integrate interactive activities to engage and maintain student attention and maximize learning. These activities are supported using student learning materials that have been contextualized to the local areas.

The other Guatemalan McGovern-Dole projects implemented similar teacher training activities in FY 2017. From creating reading camps, to applying participatory reading methods, to launching school libraries, in FY 2017 hundreds of teachers in the Save the Children, PCI, and CRS projects began employing a range of strategies centered upon the integration of bilingual curricula and interactive techniques to raise literacy rates.

Data show teachers are applying what they learn. For example, CRS found in the FY 2017 final evaluation of their project that 99 percent of teachers demonstrated the use of one or more new and innovative teaching techniques in their classrooms, well above the 65 percent at the baseline assessment and surpassing the target of 80 percent. The evaluation of this project shows a correlation between improved teaching techniques and improved literacy.



Training boosts teachers' skills to get kids learning in a dynamic way.

### **5.3. Strategic Objective 2: Increased Use of Health, Nutrition, and Dietary Practices**

McGovern-Dole's second Strategic Objective is to increase the use of health, nutrition, and dietary practices. Progress toward this objective is monitored through a combination of the following indicators:

- Improved knowledge of health and hygiene practices;
- Increased knowledge of safe food preparation and storage practices;
- Increased knowledge of nutrition;
- Increased access to clean water and sanitation;
- Increased access to preventative health interventions; and
- Increased access to requisite food preparation and storage tools and equipment.

The case studies, stories, and photographs that follow demonstrate the ways that McGovern-Dole programs in Bangladesh, Guatemala, and Tanzania increased participating schools' use of health, nutrition, and dietary practices in FY 2017.

### 5.3.1. Clean Water, Proper Sanitation, and Health and Hygiene Practices

This section of the report features examples of how McGovern-Dole projects reduce absenteeism for primary school students through a combination of infrastructure improvements and behavior changes that improve student health and reduce absenteeism due to illness.

- In Tanzania, McGovern-Dole increased access to potable water. It also improved sanitation and health and hygiene practices for students. Together, these activities may have helped cut absenteeism in half.
- In Guatemala, student absenteeism due to illness has reduced dramatically in some schools; in FY 2017, students missed less than one day of school per month due to illness which suggests a possible correlation with the introduction of McGovern-Dole investments in improved school infrastructure (such as latrines, handwashing stations, potable water, etc.) and training (handwashing, food safety, etc.).

#### Reducing Absenteeism for Primary Students in Tanzania

In the remote Mara region of Tanzania, water is precious. Every day, people haul buckets of water from any location they can find. Before McGovern-Dole funding, murky pond water shared with wildlife and livestock was one of the only water sources for miles. Children walk to these ponds to fetch water for school, carrying five-gallon buckets in their hands or on their heads. The process takes over an hour and wears out children before school even starts. At home, families use the same muddy water for personal hygiene, cooking, and laundry needs. The scarcity and impurity of water leads to poor health and hygiene outcomes.

USDA's involvement in the Mara region has improved access to clean water sources, which is fundamental to food safety. Since FY 2010, McGovern-Dole funding has built 86 new rainwater harvesting tanks that allow schools to store and use water from annual rains. With clean water available, McGovern-Dole funding also helped 53 schools build 192 handwashing stations on school campuses.

In the past, the vast majority of schools in the Mara Region also had no latrines. The project funded 108 new school latrines, increasing access to proper sanitation for students and teachers.



Before rainwater tanks were constructed through McGovern-Dole infrastructure funding, students carried muddy pond water for handwashing and drinking.

Sanzate Primary School was one of the schools that benefited from USDA-funded infrastructure improvements. Before becoming a part of the McGovern-Dole school meals project, the school had only five pit latrines to serve almost 700 students, teachers, and staff. None of these latrines had roofs, which are essential to proper sanitation, as they prevent flies from transmitting fecal matter to food. Jumanne Mkaka Mmenyi, a Sanzate village leader, shared how infrastructure improvements have helped, stating, “Now it is better. We have our new latrine. The children are happy to take turns keeping it clean.” Community members have also been inspired to begin building their own outhouses after seeing the construction of school latrines.



Above: Sanzate Primary School's old latrine was unsanitary.

Infrastructure alone will not necessarily lead to behavior change. PCI used McGovern-Dole funding in FY 2017 to train 569 teachers and administrators in health and hygiene practices. These trainings increased the capacity of teachers to educate students, teaching behaviors such as handwashing before meals and after using the latrine, and how these behaviors can lead to improved health. For many children, effective and consistent handwashing is not taught or practiced at home. As children adopt these behaviors, their parents report their children have fewer illnesses. Parents say they are grateful for handwashing education at school because they have seen how it can improve their child's health.



Sanzate Primary School's latrine after McGovern-Dole can help keep students, teachers, and administrators healthy.

In addition to teaching students about the importance of hand washing, teachers also lead health clubs with the assistance of volunteer students. These clubs allow students to teach their younger peers about a variety of behaviors that can protect their health. Key topics include life skills, hygiene, hand washing, sexual and reproductive health, risk behavior avoidance, and preventing diseases like HIV/AIDS. This approach of having students teach each other reduces the taboo that sometimes exists around these topics.

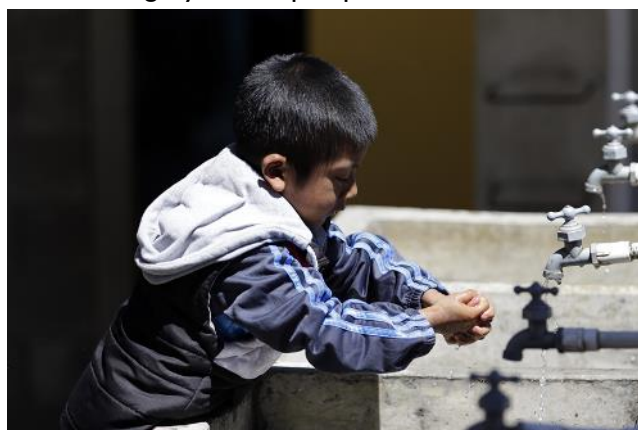
An evaluation report produced by PCI in FY 2017 showed that the number of days per month that students missed due to illness dropped by half since the baseline measure was taken in FY 2016, from 2.28 to 1.01. By improving infrastructure, creating the habit of hand washing, and educating students to make

informed decisions about their health, McGovern-Dole projects promote behaviors to support the lifelong health and well-being of Tanzanians.

### Reducing Absenteeism Gives Guatemalan Children Opportunities to Learn

Wells run dry in the Guatemalan Western Highlands during the dry season of November to April. During this time of year, access to water across the region becomes a critical issue. Even when wells have water, disrepair or lack of distribution infrastructure in the schools makes basic hygiene difficult if not impossible. When implementing partners CRS and PCI began their projects in Guatemala, they both found approximately 30 percent of project schools did not have water resources; Save the Children found that same percentage had no water during the summer months.

With McGovern-Dole investments, implementing partners addressed this challenge by supporting schools to purchase or construct basic water infrastructure including hydraulic pumps, water collection and storage systems, water filters, and sink facilities. With water now available year-round, teachers have made progress integrating hygiene curricula into students' daily routines. From washing hands after a visit to the latrine, to washing utensils and dishes, to brushing teeth after meals, improved hygiene practices are now a regular part of the day in schools supported by the McGovern-Dole program.



Handwashing is now a regular part of Guatemalan children's school day.

Parents report students are bringing these new habits home, asking to wash their hands after using the toilet and teaching their younger siblings the importance of good hygiene practices. Teachers and parents alike say these new habits support better health and contribute to improvements in students' attendance because students experience far fewer absences as a result of preventable illnesses. Implementing partners documented declines in health-related school absences using slightly different approaches. CRS measured the average number of school days missed per month due to illness, while PCI measured the percentage of students absent as a result of illness. Table 7 shows that both partners documented declines in school absences due to illness.

**Table 6. School Absences Due to Illness**

Measure	FY 2014 (baseline)	Sample size FY2014*	FY 2017 (progress)	Sample size FY 2017 <sup>11</sup>
CRS	4.1 days missed per month due to illness	69 schools	0.6 days missed per month due to illness	120 schools
PCI	20 percent absent due to illness	358 students	9 percent absent due to illness	359 students

<sup>11</sup>The CRS FY14 and FY17 evaluation samples are drawn from the same four municipalities. However, the schools and students are not the same. The final evaluation did not report results separately for the schools sampled in both time periods.

### 5.3.2. Nutrition, Safe Food Preparation, Storage, and Equipment

McGovern-Dole funding has improved direct beneficiaries' knowledge about nutrition and safe food preparation and increased access to food storage and preparation equipment in participating schools. Together, these activities and investments help primary students and communities improve the health, nutrition, and dietary practices that McGovern-Dole funding aims to achieve. Three case studies demonstrate these improvements.

- In Tanzania, rehabilitated kitchens with improved stoves reduce the daily amount of firewood needed to cook school meals, increase the space for safe food preparation, and give school cooks protection from the weather so they can prepare food, rain or shine.
- In Bangladesh, rigorous quality control standards and ongoing technical assistance ensure factories produce nutritious, safe, high-quality HEBs.
- In Guatemala, one school's investment in a wall protects the school from theft, vandalism, and damage to help ensure McGovern-Dole investments will have a lasting impact.

McGovern-Dole is guided in this work by food safety standards such as Codex Alimentarius, which creates a set of standards, guidelines, and codes designed to protect food quality and safety for consumers.

#### Tanzania Kitchens

The large number of primary school students in the Mara region means serving a hot meal to every school child takes a great deal of planning and logistics. Local cooks prepare meals using U.S.-produced long-grain rice, pinto beans, and sunflower seed oil to feed 107,000 children three times per week.

Prior to McGovern-Dole, cooking school meals was very labor intensive, often taking up to nine hours a day. Cooks were required to gather firewood and enough water for cooking. McGovern-Dole funds make it possible for schools to purchase energy-efficient stoves and build new kitchens or renovate existing facilities. These kitchens create the conditions for safer food preparation and give school cooks a setting to prepare meals more efficiently. Sabina, a cook at Bwai A Primary School said, "Now I only have to use two pots with much less wood. The two stoves are in my new enclosed kitchen, so I can cook in any weather." By the end of FY 2017, 156 schools in Tanzania had improved, more efficient kitchens as a result of McGovern-Dole funding.



A volunteer cook by her new stove and enclosed kitchen, which helps her cook and serve school meals more efficiently to hungry students.

## Bangladesh – Biscuit Factory

Producing sufficient biscuits for all eligible primary school students in Bangladesh is a major undertaking. The process begins when U.S. wheat is shipped to a specialized berth with a grain silo jetty in Chittagong, Bangladesh's busiest port. Local workers oversee the safe movement of that wheat roughly four miles along a grain conveyer belt to massive cement silos, where it is safely stored under constant surveillance until it is ready to be bagged and shipped via truck, train, cart, or rail to biscuit factories. These factories are Hazard Analysis and Critical Control Points (HACCP)-compliant, based on USDA-funded training and regulations. One of these factories is the New Olympia Biscuit Factory, where up to 250 people are employed with a manufacturing cycle that runs 24 hours a day, 6 days a week. To ensure the school meal program meets nutrition indicators, WFP used McGovern-Dole funds to provide technical assistance to factory owners and laboratory technicians, to arrange awareness trainings for staff members who handle food and commodities, and to appoint third-party inspectors. Biscuit samples are tested multiple times in laboratories before batches can be released to schools. They are tested for ash, fiber, fat, protein, iron, sugar, micronutrients, and moisture percentages. Biscuits that do not meet rigid standards are rejected and repurposed for uses such as fish feed. After testing is complete, factory workers hygienically seal and box biscuits to safeguard them until they reach the school storerooms.



Workers at a biscuit factory at the New Olympia Biscuit Factory oversee hygienic production of hundreds of thousands of biscuits each week so schoolchildren will have a nutritious packet of HEBs each day at school.

In FY 2017, WFP's three-year award concluded, and WFP successfully transitioned their schools over to the Government of Bangladesh. The Government of Bangladesh has continued to distribute the HEBs produced by these factories to all schools formerly supported by McGovern-Dole.

## **5.4. Foundational Results in FY 2017**

Both of McGovern-Dole's Strategic Objectives are underpinned by four foundational results that lay the groundwork for achieving the objectives. These foundational results include:

- Increased capacity of government institutions;
- Improved policy and regulatory framework;
- Increased government support; and
- Increased engagement of local organizations and community groups.

The case studies, stories, and photographs that follow demonstrate the ways that McGovern-Dole programs in Bangladesh, Guatemala, and Tanzania engage local communities and recipient governments to achieve these four foundational results.

### **5.4.1. Transitioning School Meals: Increased Capacity and Government Support, and Improved Policy and Regulatory Framework Are Essential**

The aim of McGovern-Dole is that projects successfully transition from USDA funding to national, regional, and local school meals programs. The case studies that follow describe the key activities that supported these successful school meals transitions in FY 2017.

- In Bangladesh, the McGovern-Dole school meals project has transitioned to the Government of Bangladesh's (GoB) National School Feeding in Poverty Prone Areas Program.
- In Guatemala, McGovern-Dole school meals are phasing-out, but the Government of Guatemala is expected to continue the program under the National School Meals Law.

#### **Bangladesh: National School Meals Handover - Steps Toward Sustainability**

In an achievement for USDA in FY 2017, the GoB formally assumed responsibility for administering the daily school snack in Gaibandah. After 11 years of involvement and a USDA investment of \$87.7 million, over 668,000 direct beneficiaries transitioned from McGovern-Dole support to the GoB.

Graduating from U.S. support to self-sufficiency is an extensive undertaking that requires local, regional, and national participation and commitment. The national government monitors biscuit production, enforces the new school feeding law, and funds the entire program. Regional government monitors the distribution of biscuits to schools, ensures safe storage, and selects school management committees. Local communities must also build their capability to manage and distribute school meals and ensure local commitment to education and nutrition. In Bangladesh, the process started in 2006, when McGovern-Dole originally funded the World Food Programme (WFP) to implement a school meals program in poverty-prone regions of Bangladesh. Capacity-building activities at a local level included organizing school management committees and training school administrators. On a regional level, government officials were recruited to join awareness raising campaigns and monitor biscuit distribution. On a national level, policy changes were developed to fund the transition to Bangladeshi ownership of school meals.

In FY 2015, the GoB allocated two percent of the country's national social security budget to create funding for school meals. While this allocation was a necessary step towards advancing Bangladesh's full ownership, it lacked clear guidance for implementing the program. Worried that this lack of clarity had the potential to threaten a successful transition, in FY 2017 WFP helped draft and test a policy for use of



the funding, known as the National School Feeding in Poverty Prone Areas Program (NSFPPA). WFP supported the development of this new policy in the following ways:

- WFP provided technical assistance to representatives from the Ministry of Agriculture, Food and Health, and the Ministry of Primary and Mass Education during the initial development of the policy to ensure relevance to the poverty-prone areas.
- WFP delegates visited school meals programs across south and southwest Asia and sponsored travel for Bangladeshi government officials to attend the Global Child Nutrition Forum to learn more about what has worked in other countries' school meals program transitions.
- WFP gathered feedback on the draft policy through meetings facilitated across the country with all levels of government, from local to national.
- WFP facilitated three divisional consultations and three meetings with the Technical Committee for the School Feeding Policy to inform the revision of the policy according to feedback from those workshops.

In FY 2017, the government formally took over the last of the 3,050 schools that had once been receiving meals from USDA. As with any complicated transition, the handover process has faced a few challenges. Schools reported a brief period of biscuit delivery delays right when the handover took place, but the issue was remedied within a few weeks with no reported delays or interruptions since. The government is proving their capacity to listen and respond to feedback from communities and schools. For example, students requested more variety, so in FY 2017 the GOB introduced skim milk-flavored biscuits as another option to vanilla, the only flavor previously offered.

A decade ago, the GoB was not prepared to fund, coordinate, and manufacture biscuits to feed students in the remote primary schools of the Gaibandha district, much less the country's entire eligible student population. Today, through the investment of McGovern-Dole funding and with the policy framework nearly complete, the government has the capacity and motivation that can allow it to invest in school meals and promote the well-being of a new generation assuming this funding continues to be a GoB priority.



Now that the Government of Bangladesh has assumed responsibility for the daily biscuit in Gaibandah, Bangladeshi students can continue to receive their biscuits daily.

## Guatemala: National School Meals Law

The multi-year, multi-stakeholder engagement and capacity development undertaken by the Save the Children, PCI, and CRS in Guatemala laid the foundation for the September 2017 passage of Guatemala's National School Meals Law. The law itself was the culmination of six years of work by Guatemala's Ministry of Education (MINEDUC), in collaboration with:

- USDA project implementers Save the Children, PCI, and CRS;
- Guatemala's Ministries of Agriculture, Education, Health, and Finance;
- The Presidential Secretariat for Food and Nutrition Security;
- The Institute of Nutrition of Central America and Panama;
- The UN Food and Agriculture Organization and the World Food Programme;
- Institutions of higher education; and
- Other NGOs and international organizations.

After the proposed law received preliminary approval from the Guatemalan Congress in September of 2016, FY 2017 was spent negotiating the legal framework and finalizing details including funding levels and food procurement requirements. Save the Children, PCI, and CRS worked closely with MINEDUC to demonstrate the viability of the concept through the work being done at the 887 Western Highlands schools supported in FY 2017 by McGovern-Dole. Mario Morales, the Director of Community Education at MINEDUC who had participated in a USDA Cochran Fellowship Program centered on schools meals, was a leader in making the school meals law a reality. According to Mr. Morales, the effectiveness of the McGovern-Dole school meals programs was critical to getting the law passed. Further, he says the model for operationalizing school meals represented in the McGovern-Dole schools, along with the implementing partners' expertise will be vital to successful roll-out of the new law as efforts are made to implement school meals country-wide over the next several years. Mr. Morales noted, "The process is not over. It is continuing, and we need to learn from it."



Guatemalan mothers volunteer in preparing and serving school meals to their children.

The new law, set to take effect in 2018, will provide PTAs funding equivalent to three quetzals (\$0.40 USD) per day per student to purchase food for school meals. Schools must meet certain requirements to participate, including having functioning PTAs and committed principals. To ensure accountability and transparency, PTAs will be told the total amount of money available to the school. They will be able to use purchase orders for food procurement, but they will not directly manage the funds. Prior to passage of the law, some schools were receiving the equivalent of \$0.13 USD per day per student from MINEDUC for school meals. While some proponents of the law had advocated the allotment be set at 10 times this amount, noting that \$0.40 USD is insufficient to ensure adequate child nutrition and caloric intake, the

final agreement was to triple the per student allocation. The law includes provisions to reassess the level within the next few years.

Meeting children's basic nutritional needs will require continued collaboration and commitment from all levels of stakeholders in the educational system. Families must remain active participants on school PTAs and donate both time for food management and meal preparation as well as firewood and other fuels for the school kitchens. Principals must stay engaged as advocates for and supporters of the PTAs' work while continuing to build collaborations with their local municipalities. Municipal governments must engage with both MINEDUC at the departmental level and the schools in their local communities to facilitate and coordinate program implementation and the local procurement of foods. At the national level, MINEDUC must continue to work with partners like CRS, PCI, and Save the Children to ensure the implementation of a legal and logistical infrastructure that facilitates effective roll-out as well as long-term institutionalization of school meals country-wide. Substantial work remains to fully realize the promise of the new law; and yet, there is also cause for celebration. For the first time, Guatemala has a national commitment to the provision of school meals for its children enshrined in law.

### **Benin: Government's Increased Funding**

Benin's government recognizes the impact of adequate food and nutrition on learning outcomes, and identifies school feeding as a priority. For the 2016-2017 school year, the government of Benin increased the funding for school feeding to 7 billion CFA, or roughly \$11.5 million in USD. This was a sevenfold increase on the previous year's allocation.

### **Burkina Faso: School Feeding Decree**

The government of Burkina Faso (GoBF) has been a strong supporter of a national school feeding program and continued this commitment in FY2017. Through the use of an inter-ministerial decree, the GoBF budgeted over \$32 million to feed school children across 316 communes. This allows the government to aim for three months of feeding for all schools in Burkina Faso.

### **Cambodia: 8,000 Students Transitioned to the Government's Food Scholarships**

The National School Health Policy was in the draft and consultative stage. In addition, 8,000 students were transitioned to the government's food/cash scholarships. An inter-ministerial workshop was conducted by Ministry of Education, Youth and Sport (MoEYS) with all relevant stakeholders to define a sustainability strategy for school feeding, looking at options and actions needed to continue to move towards national ownership. The Policy Department of MoEYS completed its own school meals research to look into relevant costs and national capacity to implement the programme.

### **Honduras: Government's Investment in School Feeding**

The Government of Honduras invested approximate \$7,000,000 in school feeding in the FY17 period, serving 1.4 million students. In July 2017, the National School Feeding Law was officially published. Finally, throughout 2017, the government of Honduras formed an inter-institutional committee with the Catholic Relief Services and the Food and Agriculture Organization to draft the accompanying documents for the national school meal program. The outputs from this committee included a training guide for master

trainers, an implementation guide for school meal committees, and the overall strategy for the national school meal program.

## **Kenya**

The School Meals and Nutrition Strategy prepared by the Cabinet Secretaries of Education, Health and Agriculture as well as their respective Principal Secretaries was finalized and approved in FY 2017. The Government of Kenya finalized the national school meals sustainability road map in July 2017, outlining the strategy and activities required to complete the handover of the school meals program to the Government by June 2018. The road map included the accelerated handover of the program in Baringo, Marsabit and West Pokot counties in September 2017, and preparation for handover of the remaining five counties (Garissa, Mandera, Nairobi, Turkana and Wajir) by June 2018. Through enhanced engagement and advocacy by WFP for increased funding to the SMP the Government continued to demonstrate commitment to supporting the program by committing both financial and human resources for effective implementation.

## **Kyrgyzstan: Training Curriculum for All School Cooks**

The Ministry of Education and Science of Kyrgyzstan created a working group, in which the McGovern Dole's project's implementing partner, Mercy Corps, was invited to participate, to create a standardized training curriculum for all school cooks in the country. Previously, only school cooks participating in the Food For Education program had access to this course. However, based on the successful experience of the McGovern Dole project, the Ministry of Education of Kyrgyzstan decided to expand this practice to other schools and called upon Mercy Corps to share best practices and lessons learned in the working group. The working group developed a standardized training course consisting of 324 academic hours, as well as an additional, 72-hour course for continuing education and corresponding training guidelines. Both training course and guidelines have been approved by the government and are actively administered as part of national level training requirements for all school cooks.

## **Laos: Advancement in National Ownership of School Feeding**

The Ministry of Education and Sports (MOES) in Laos is responsible for drafting and amending laws, regulations, and policies related to education, and had made important strides to sustainability even before Fiscal Year 2017. MOES took lead in the development process of the Education Strategic Development Plan (2016-2020). Under the guidance of the General Education Department, the Policy on Promoting School Meals was passed in 2014. FY2017 saw advancements in the national ownership of school feeding, including newly developed and implemented processes on transition, the drafting of various decrees on school feeding and the transition to government ownership, and a push to include school meals in the national budget.

## **Nicaragua: Government Contribution**

In FY17 409 project schools received government contributions of corn for school feeding. In FY17, the Government of Nicaragua contributed a total value of \$937,888 towards school feeding. This amounts to \$891,972 in commodities and \$45,916 in transportation

## **Nepal: Assistance with Transitioning**

The MGD projects' PVO contributed to the mainstreaming of school meals as a major School Health and Nutrition agenda in Nepal's School Sector Development Plan education and health sector plans and programs. The PVO worked closely with the Department of Education in implementing two pilot projects - Nutrition Sensitive Literacy and School Meals Modality, in transitioning towards a nationally owned, sustainable programme management.

## **Senegal: Government Support and National Decree**

in FY17, the Government of Senegal provided financial support of \$5.8 million USD for 2016/2017 School Year to support 8,137 primary schools in Senegal. Additionally, in FY17, the Minister of National Education approved a national decree for all schools to allocate at least 16.4% of their school budget specifically for school feeding.

## **Sierra Leone: National School Feeding Program**

The Government of Sierra Leone continued to strengthen policy commitment to school feeding during this period with the establishment of a national school feeding secretariat and drafting of a national school feeding policy with support of the MGD program. The government launched a national school feeding program providing direct cash transfer to participating schools. The program, implemented in the 2016/2017 academic year and targeting over a million students, provided feeding for two days of the week with government funds. The school feeding program was implemented as a pilot project under the President's Post Ebola Recovery Priority goals, exclusively targeting government assisted schools. McGovern-Dole funding supported capacity strengthening activities such as trainings, resourcing the national secretariat, policy development, and an exchange visit to Ghana focused on alternative home-grown school feeding design models. The launch of the national program, formation of a national secretariat to coordinate school feeding activities, and the drafting of a national policy are encouraging steps towards transition.

### **5.4.2. Increased Engagement of Local Organizations and Community Groups**

McGovern-Dole projects engage organizations and community groups, so school meals are supported and successfully managed at the local level, as described in the following case studies.

- In Guatemala, PCI has developed a tool to monitor local communities' progress toward putting supports in place to sustain school meals after McGovern-Dole support has concluded.
- In Tanzania, women's empowerment groups have been a catalyst for education and community development.

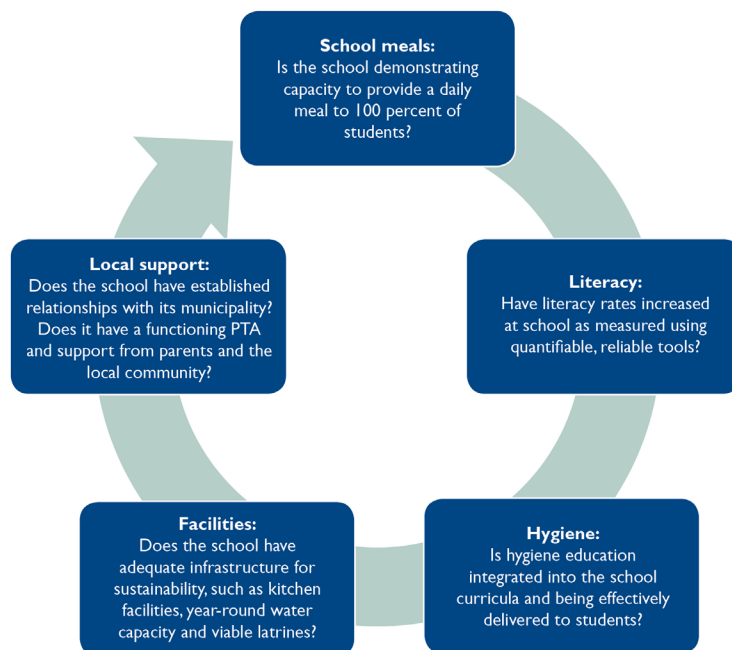
### **Guatemala: Building Local Capacity – School Sustainability Assessment Tool**

Helping schools' transition from McGovern-Dole to national school meals takes time and intent. PCI's work in Guatemala offers an illustrative example of how that process happens. PCI created a tool designed to individually assess a school's progress toward sustainability. Figure 5 on the next page shows the tool's five indicators. Application of the tool allows PCI to strategically target resources toward those schools needing the greatest support to progress toward graduation.

PCI scores each school based on progress toward these five indicators. Using the schools' individual point total, PCI places each school in one of four tiers, with those closest to sustainability in the top "green" tier, those with the furthest to go in the bottom "red" tier, and those in the middle are placed in the "yellow" or "orange" tiers. In FY 2017, 21 schools with a green rating were well on their way to graduation. Just behind, 131 schools were in the orange tier, followed by 90 in the yellow tier needing more assistance. Finally, 52 schools were in the red, with substantial work still needed

While a range of factors were identified as playing a role for schools that lagged, one of the most common was a lack of support from their municipality. This is an area where McGovern-Dole implementing partners can play an important role, acting as a convener and liaison between local governmental partners and schools to establish connections and build community support. PCI has stepped into this role by initiating the formation of municipal-level sustainability commissions.

**Figure 5. School Sustainability Assessment Tool**



Using this tool, PCI is now more effectively targeting McGovern-Dole program resources as it facilitates progress toward project graduation. With this support, along with the passage of the new national school meals law, PCI is on track to increase the capacity of project schools to the level needed to sustain the meal program and continue achieving literacy gains by 2022.

### **Tanzania: Building Local Capacity – Creating Women’s Empowerment Groups**

In FY 2017, project partner PCI used McGovern-Dole funding to form and train community women’s empowerment groups to strengthen local investments in education, and much more. These groups promote economic and social advancements through the formation of self-managed and self-sustaining savings and lending groups. In FY 2017, with McGovern-Dole assistance, 58 women’s empowerment groups were organized and trained in the Mara region. Though women are the focus of the empowerment group program, men are welcomed to join as well. Women’s empowerment groups in Tanzania have

earned the reputation of being a trustworthy solution for economic growth and stability in the Mara region. These groups strengthen communities by improving the financial stability of families at the household level, creating greater access to financial resources, and building stronger collaboration at the community level. Members are taught ways to work together to generate money, save safely, and access micro-loans from each other with clear, realistic repayment plans.

New members have the opportunity to learn entrepreneurial and farming skills and are given resources to begin small businesses. In some cases, members purchase and resell commodities. For example, the Mshikamano women's empowerment group purchases powdered soap at wholesale, and gives 20 kg packages to each member with the expectation that they will sell the soap within a week at a profit. A farming-focused women's empowerment group known as Tumaini A gives members 4 kgs of maize and sorghum seeds and training on effective ways to cultivate and harvest. Like all farming groups, Tumaini A is required to donate 20 percent of every harvest to school meals. With the donated seed, the group harvested and sold their crop at a profit of 5,217,350 shillings in FY 2017, the equivalent of about \$2,300 USD (almost 250 percent of the country's per-capita income).<sup>12</sup> After dividing the profit evenly among all 25 members, the payout equaled almost \$92 USD per person. In the Mara region, where a typical salary is about \$2 USD a day, this payout represents more than one month's income.

Women's empowerment group members almost unanimously report using their earnings to pay for their children's educational needs first, followed by building a new home, and making upgrades to their businesses. In addition, many expressed gratitude to their groups for pulling them through hard times.

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<sup>12</sup> Estimated by the World Bank at \$936.30 USD in 2017.



Remy Nyamboko is one of the Mara women trained as a women's empowerment group leader during FY 2017. Mama Remy, as she is called, is a widow with nine children. Her participation in Tumaini A has helped her create a better future for all of her children. She uses her profits to pay for her children's school supplies, and in 2017 she began building a new house.



## 6. Results

In FY 2017, over 4.7 million children, women, and families benefited directly from McGovern-Dole, and an additional 7.8 million benefited indirectly from school meals and other activities. U.S.-produced commodities helped McGovern-Dole provide daily meals to over 3.9 million children in FY 2017 alone, helping to reduce hunger and improve nutrition, and potentially advance educational outcomes in food-insecure countries and regions.

Following the legislation’s guidelines, McGovern-Dole also strengthened communities to play an active role in their children’s education. Program-wide, in 2017 McGovern-Dole funding helped build PTA capacity, trained teachers, and improved infrastructure. Over 5,000 PTAs received training and capacity building to manage school meals projects in their home schools. By building PTA capacity with an emphasis on sustainability, McGovern-Dole prepares PTAs to eventually transition school meals projects to funding within national school meals legislation. In FY 2017, McGovern-Dole trained and supported over 20,500 teachers throughout participating schools, helping children receive improved literacy instruction from a trained educator. In many countries, poor hygiene practices and a lack of access to appropriate sanitation facilities causes sickness that results in high absenteeism. In FY 2017, McGovern-Dole funding created or rehabilitated over 4,000 facilities including latrines, kitchens, handwashing stations, and classrooms. Over 680 schools were using an improved water source, and over 560 schools had improved sanitation facilities by the end of FY 2017, which is estimated to have benefitted more than 218,000 school children.

The above data is aggregated program-wide from standard indicators for McGovern Dole that projects report on when relevant to their planned activities. There are 28 standard indicators used for the McGovern Dole program, and the 8 aggregated outputs here were selected by program and evaluation staff based on 1) the usefulness of reflecting diverse activities (feeding children, training educators, engaging parents and community members, building infrastructure), and diverse beneficiary types within the program (children, teachers, and family and community members), and 2) the availability of reliable data. Table 8 contains the FY 2017 program-wide aggregated statistics narrated above.

**Table 8. FY 2017 McGovern Dole Aggregate Indicator Data**

<b>McGovern Dole Standard Indicator</b>	<b>FY 2017 Total (October 1, 2016 – September 30, 2017)</b>	<b># of Projects Reporting (n)<sup>13</sup></b>
Number of individuals benefiting directly from USDA-funded interventions (SI 27)	4,756,177	34

<sup>13</sup> The population of projects that could provide indicator data in FY 2017 was 34. The 8 projects funded in FY 2017, which are reflected in the total number of active projects in FY 2017 at 42, were approved at the end of FY 2017 per standard practice in the Food Assistance Division, and therefore were not implementing activities in country during FY 2017 by design, and so could not report on indicators. The “n” value for each indicator represents the number of projects that reported a number, including zero, against the indicator in FY 2017. The reasons a project may not have reported against an indicator and therefore are not included in the “n” value include 1) the project is not required to report on the indicator because it is not relevant to planned project activities, 2) the project by design did not implement the relevant activities during FY 2017, 3) the project experienced an unexpected disruption and did not report against the indicator, or 4) the data reported is an outlier or is otherwise suspected to be inaccurate and was therefore excluded during quality assurance. The quality assurance process for McGovern Dole

<b>McGovern Dole Standard Indicator</b>	<b>FY 2017 Total (October 1, 2016 – September 30, 2017)</b>	<b># of Projects Reporting (n)<sup>13</sup></b>
Number of individuals benefiting indirectly from USDA-funded interventions (SI 28)	7,781,675	27
Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (SI 16)	3,920,101	30
Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/constructed as a result of USDA assistance (SI 7)	4015	28
Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance (SI 6)	20,577	26
Number of Parent-Teacher Associations (PTAs) or similar “school” governance structures supported as a result of USDA assistance (SI 9)	5314	22
Number of schools using an improved water source (SI 22)	683	26
Number of schools with improved sanitation facilities (SI 23)	567	26
Number of students benefitting from an improved water source and/or improved sanitation facilities (custom disaggregate of SI 22 and SI 23) <sup>14</sup>	218,864	25

McGovern Dole activities are also measured by outcomes that flow from outputs such as the ones cited above. Teacher training can translate into results in improved literacy rates of primary school children. During each reporting year, a subset of the total active projects during the year will be at the point in their project cycle when a second literacy test has been administered and reported to show possible change against the baseline value. The literacy data submitted by implementing partners show that in 77 percent of the projects that had comparative data points available in FY 2017, literacy rates improved by 5 percent or more.

<b>Summary Indicator</b>	<b>FY 2017 Total</b>	<b># of Projects Reporting (n)</b>
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data is managed by the monitoring and evaluation technical staff employed by the division whose role it is to create and maintain monitoring and evaluation systems and standards. In terms of reviewing data submitted by implementers against standard indicators, these technical staff review each submission before aggregating and use the indicator reference sheets for each indicator to determine whether the data is likely accurate based on the definitions and guidance in the handbook. In cases where data may not be accurate, the technical staff exclude it from aggregate totals to avoid overestimating results.

<sup>14</sup> The number of students benefitting from an improved water source and/or improved sanitation facilities is not a standard indicator, but this data was collected in a centrally managed data call as a custom disaggregate reflecting the reported values for standard indicators 22 and 23.

Percentage of projects that have improved literacy rates by 5% or more <sup>15</sup>	77%	13 <sup>16</sup>
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Receiving a healthy meal at school and using improved water and sanitation facilities can translate into improved attendance. In FY 2017, implementing partners reported on attendance and enrollment standard indicators, and in 27% of relevant active projects, the attendance rate improved in FY 2017 by 2% or more.

<b>Summary Indicator</b>	<b>FY 2017 Total</b>	<b># of Project Reporting (n)</b>
Percentage of projects that have improved student attendance rates in McGovern-Dole Schools by 2% or more <sup>17</sup>	27%	30 <sup>18</sup>

<sup>15</sup> This program-level summary indicator is derived from projects reporting on McGovern Dole standard indicator 26, “Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text”.

<sup>16</sup> Measuring a change in literacy requires two comparable data points, and 13 out of the 34 active projects in FY 2017 had comparable data points available, so 13 is the population in which this could be measured. The reasons an active project may not have comparable data points for literacy available include, 1) the project is not yet at the point in its lifecycle at which midterm or final evaluation literacy measures have been administered, or 2) the project does not contribute directly to literacy and is therefore not required to measure it. In FY 2017, 10 out of the 13 projects reached the threshold measured in the summary indicator.

<sup>17</sup> This program-level summary indicator is derived from projects reporting on McGovern Dole standard indicators 1, “Number of students regularly (80%) attending USDA supported classrooms/schools”, and 8, “Number of students enrolled in school receiving USDA assistance”.

<sup>18</sup> 30 McGovern Dole projects active in FY 2017 had comparable attendance and enrollment data points over time available with which to measure this change. 8 out of the 30 projects reached the threshold measured in the summary indicator.

While single-year data presented in this report illustrates the progress and impact that McGovern-Dole is making, a 12-month report is a very narrow representation of the McGovern-Dole's impact over decades. Since the program's inception, McGovern-Dole has worked across thousands of food-insecure communities to give school children the opportunity to learn and attend school. The program has nourished bodies and minds, which will impact a generation of children. Parents and community members have seen that when they champion education and have the tools for success, their children can succeed academically and pursue their dreams. The American farmer plays a fundamental role in this program's achievements. All of the successes showcased in this report begin with food that is made possible by U.S. farmers.

## 7. Commitments and Activities of Other Governments

The United States is one of the largest donors to school feeding, contributing approximately \$200 million annually. Other countries contribute to school feeding, as well, such as Japan, Canada, Australia, Norway, and Germany.<sup>19</sup> On a global scale the value of contributions from these countries is not known. Funds may also be contributed from The World Bank, Master Card and other private donors. Most notably, contributions to school feeding comes from the host government itself. In fact, in FY 2017, all host countries participating in McGovern-Dole programming contributed to school feeding. These contributions ranged from covering the cost of taxes for the commodities entering the country or paying for all the internal transportation in the country. For example, the Government of Nicaragua provided an estimated value of \$307,470 in FY 2017 to cover the cost of transportation of commodities in Nicaragua for all school feeding programs. Other governments allocated a portion of money per child per day that supplemented the McGovern-Dole food basket or offered a meal for children in schools that were not supported by the McGovern-Dole Program. In Kyrgyzstan the Government contributed 12.5 cents per child per day to supplement the McGovern-Dole ration. Lastly some governments allocate a portion of the education budget to support school canteens. In Senegal the Minister of Education approved a decree for all schools to allocate at least 16.4% of education funds to school feeding.

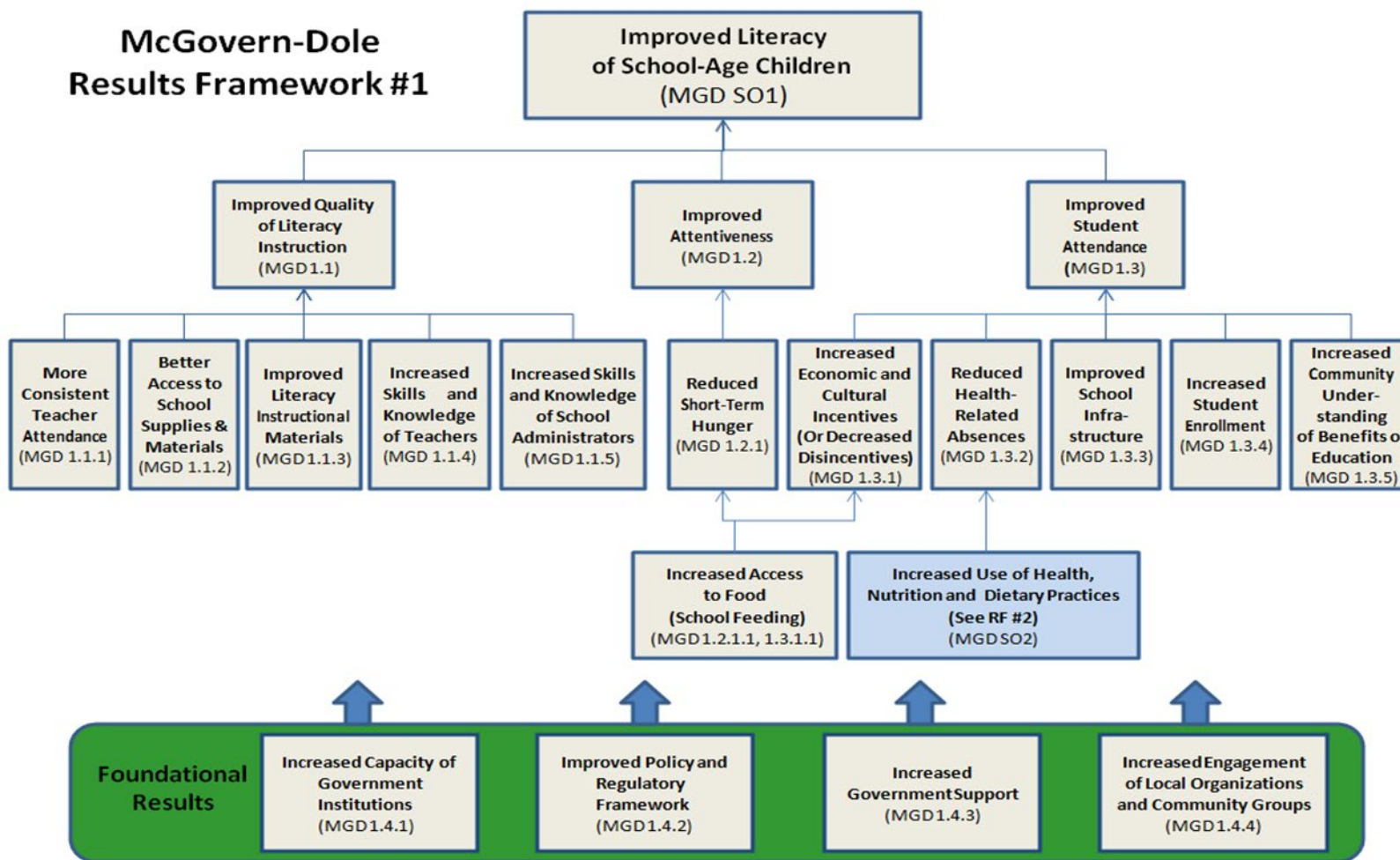


Girls in Guatemala at school.

All school meal programs have a variety of local contributions that support the daily school meal. For many communities providing firewood and water is a big contribution. Other communities contribute a small amount of money to cover the cost of a cook and purchase local fruits, vegetables, and spices to be added to the daily meal. In Mali, local communities provided both in-kind and cash contributions to McGovern-Dole school canteens valued at approximately \$243,708 and in Cameroon communities contributed approximately \$104,299 in community contributions. Communities recognize the importance of this daily school meal and the benefits it has for their children. In Appendix 5, contributions from other donors to school feeding and other complementary activities is listed for agreements that were funded in FY 17.

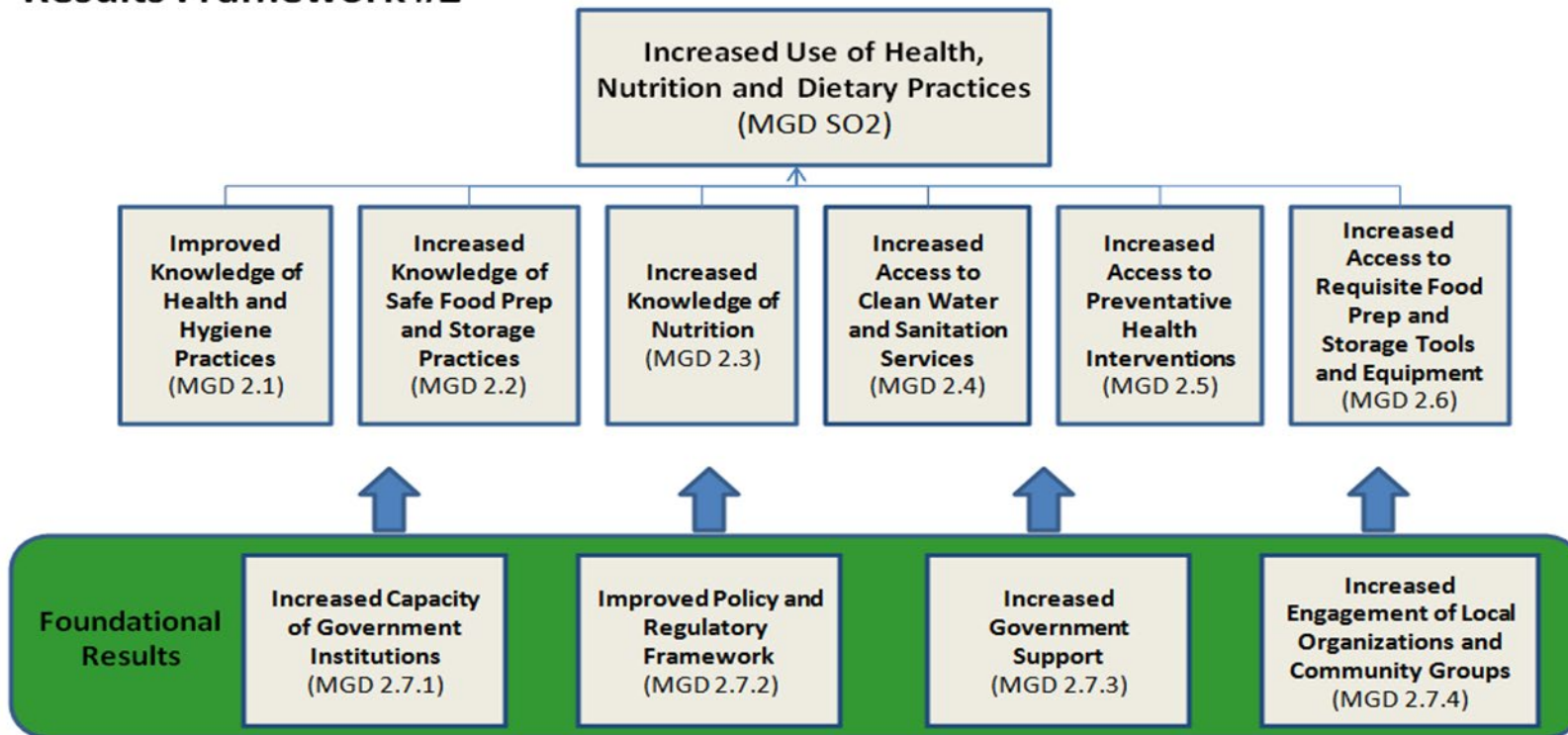
<sup>19</sup> Information about government contributions to school feeding is not systematically collected and must be inferred.

# Appendix I: 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 2. 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:

- An explanation of goals and objectives, targeted beneficiaries, regions, and specific needs of the targeted population;
- A description of current programs, policies, and strategies of other stakeholders that promote primary education and literacy and reduce the incidence of hunger through school feeding;
- A detailed description of the working relationship with and support from the recipient government and the collaboration done to develop the proposed project, as well as how the project would leverage other development resources to achieve the results;
- Identified in-country constraints that could obstruct the project's efforts to address the identified needs and ways to mitigate these constraints;
- A plan to sustain the benefits of the project after U.S. intervention has ceased;
- A detailed description of complementary activities, aligned with evidence-based approaches and best practices, to enhance school meals, and improve literacy, nutrition and health;
- A ration justification with a detailed explanation of how the ration size helps address the identified nutritional deficiencies of the intended beneficiaries;
- A comprehensive plan detailing who the beneficiaries are and how the U.S. food product will be provided to them;
- 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.
- A detailed budget identifying how FAS funds will be used for administrative costs, inland transportation, storage and handling (ITSH) and activity costs.

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

- Introduction and strategic analysis: clarity of the intended project outcomes, objectives, and goals; clear description of duration of project, estimated costs, number of direct beneficiaries, main focus of intervention with a detailed explanation of need for a school feeding program in targeted country; demonstrated coordination with national, regional, and local governments, U.S. Government agencies, and other stakeholders;
- Organizational capacity and staffing: the implementing organization's prior experience with successfully administering school feeding and/or food assistance projects;
- Graduation and sustainability: the strength of the proposal's graduation and sustainability plan;
- Project level results framework: clarity of connection between proposed activities and the intended results as outlined in the McGovern-Dole Results Frameworks
- Plan of Operation and Activities: clearly described activity descriptions and the steps involved to implement the activities;
- Literacy: evidence-based literacy interventions detailing the appropriateness, availability and effectiveness of proposed literacy outcome, especially for girls.

- Nutrition: justification of how the requested commodities and ration size helps address the identified nutritional deficiencies of the intended beneficiaries
- Budget: transparency in the detailed budget laying out administrative costs, inland transportation, storage and handling (ITSH) and activity costs for the life of the project;
- Commodity management: commodity appropriateness and distribution plan;
- Monitoring and Evaluation: identified indicators that are appropriate to project outcomes and measurable; clarity in the evaluation methods that will be used throughout the life of the project.

**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).



## Appendix 3: McGovern-Dole Number of Direct Beneficiaries in FY 2017<sup>20</sup>

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<sup>20</sup> This table reflects what each organization reports in response to the standard indicator “Number of individuals benefitting directly from USDA-funded interventions.”

Country	Implementer	Beneficiaries in FY 2017 <sup>21</sup>	Expenses in FY17
<b>2012 Agreements</b>			
Kyrgyz Republic	Mercy Corps	38,426	\$ 4,237,727
<b>2013 Agreements</b>			
Cambodia	World Food Programme	211,163	\$ 1,221,022
Ethiopia	World Food Programme	292,249	\$ 2,139,592
Guatemala	Catholic Relief Services	51,449	\$ 3,566,249
Guatemala	Project Concern International	54,738	\$ 756,717
Liberia	World Food Programme	260,560	\$ 3,284,790
Nicaragua	Project Concern International	82,070	\$ 2,045,622
Tanzania	Project Concern International	116,652	\$ 2,691,091
<b>2014 Agreements</b>			
Bangladesh	World Food Programme	402,942	\$ 4,511,015
Benin	Catholic Relief Services	53,489	\$ 4,369,147
Burkina Faso	Catholic Relief Services	103,458	\$ 5,841,263
Guatemala	Save the Children	46,647	\$ 5,580,735
Laos	World Food Programme	148,237	\$ 8,036,439
Nepal	World Food Programme	357,461	\$ 5,780,739
Nicaragua	World Vision	38,636	\$ 2,824,483
Republic of Senegal	Counterpart International	46,398	\$ 3,169,229
<b>2015 Agreements</b>			
Cameroon	Nascent Solutions	74,559	\$ 3,065,731
Cote D'Ivoire	World Food Programme	133,743	\$ 5,562,552
Guinea-Bissau	World Food Programme	173,593	\$ 3,257,437
Haiti	World Food Programme	186,889	\$ 2,072,585
Honduras	Catholic Relief Services	88,900	\$ 6,891,100
Mali	Catholic Relief Services	68,199	\$ 5,828,993
Mozambique	Planet Aid International	82,167	\$ 7,670,775
Mozambique	World Vision	65,856	\$ 5,724,761
Rwanda	World Food Programme	96,992	\$ 4,594,707
Sierra Leone	Catholic Relief Services	39,606	\$ 4,968,580
<b>2016 Agreements</b>			
Cambodia	World Food Programme	216,067	\$ 4,873,126
Guatemala	Catholic Relief Services	37,542	\$ 3,178,630
Guatemala	Project Concern International	56,395	\$ 3,109,758
Haiti <sup>22</sup>	World Food Programme	0	\$ 3,538,477
Kenya	World Food Programme	341,635	\$ 9,681,957
Laos	Catholic Relief Services	36,527	\$ 4,098,482
Malawi	World Food Programme	638,828	\$ 9,679,759
Tanzania	Project Concern International	114,104	\$ 4,474,807
<b>2017 Agreements<sup>23</sup></b>			
Bangladesh	World Food Programme	0	n/a
Benin	Catholic Relief Services	0	n/a
Congo	World Food Programme	0	n/a
Kyrgyz Republic	Mercy Corps	0	n/a
Laos	World Food Programme	0	n/a
Liberia	Save the Children	0	n/a
Nepal	World Food Programme	0	n/a
Nicaragua	Project Concern International	0	n/a
<b>FY 2017 TOTALS</b>			
<b>Countries</b>	<b>Active Projects</b>	<b>Beneficiaries</b>	
25	42	4,756,177	\$ 135,678,241

## Appendix 4: Cost Breakdown by Commodity of Funding Allocations in FY 2017

Country and Awardee	Commodity	Metric Tons (MT)	Commodity Cost	Freight	Financial Assistance <sup>24</sup>	Total Cost Over Life of the Project
<b>AFRICA</b>						
<b>Benin</b> Catholic Relief Services	Fortified Milled Rice	3,310	\$1,437,300	\$827,500		
	Green Split Peas	400	\$269,500	\$100,000		
	Soy-Fortified Cornmeal	1,740	\$779,800	\$435,000		
	Lentils	490	\$539,000	\$122,500		
	Vegetable Oil	670	\$760,890	\$167,500		
	<b>Total</b>	<b>6,610</b>	<b>\$3,786,490</b>	<b>\$1,652,500</b>	<b>\$15,911,696</b>	<b>\$21,350,686</b>
<b>Liberia</b> Save the Children	Split Yellow Peas	2,220	\$1,887,000	\$745,320		
	Fortified Milled Rice	4,500	\$1,980,000	\$1,510,800		
	Vegetable Oil	800	\$896,453	\$268,600		
	<b>Total</b>	<b>7,520</b>	<b>\$4,763,453</b>	<b>\$2,524,720</b>	<b>\$21,816,573</b>	<b>\$29,104,746</b>
<b>Republic of Congo</b> World Food Programme	Fortified Milled Rice	7,250	\$3,104,000	\$3,480,000		
	Split Yellow Peas	1,950	\$1,657,500	\$936,000		
	Vegetable Oil	750	\$858,750	\$360,000		
	<b>Total</b>	<b>9,950</b>	<b>\$5,620,250</b>	<b>\$4,776,000</b>	<b>\$19,625,803</b>	<b>\$30,022,053</b>
<b>Africa Total</b>		<b>24,080</b>	<b>\$14,170,193</b>	<b>\$8,953,220</b>	<b>\$57,354,072</b>	<b>\$80,477,485</b>
<b>ASIA</b>						
<b>Bangladesh</b> World Food Programme	Soft White Wheat	4,900	\$931,000	\$1,666,000		
	<b>Total</b>	<b>4,900</b>	<b>\$931,000</b>	<b>\$1,666,000</b>	<b>\$14,522,720</b>	<b>\$17,119,720</b>
<b>Kyrgyz Republic</b> Mercy Corps	Sunflower seed Oil	170	\$152,670	\$127,500		
	Split Green Peas	170	\$110,500	\$127,500		
	Fortified Milled Rice	320	\$320,000	\$240,000		
	Flour	1,630	\$684,600	\$1,222,500		
	<b>Total</b>	<b>2,290</b>	<b>\$1,267,770</b>	<b>\$1,717,500</b>	<b>\$12,467,820</b>	<b>\$15,453,090</b>
<b>Laos</b> World Food Programme	Milled Rice	5,820	\$3,389,462	\$1,159,011		
	Vegetable Oil	900	\$1,137,138	\$712,979		
	Lentils	2,030	\$2,233,000	\$565,510		
	<b>Total</b>	<b>8,750</b>	<b>\$6,759,600</b>	<b>\$2,437,500</b>	<b>\$18,202,978</b>	<b>\$27,400,078</b>
<b>Nepal</b> World Food Programme	Fortified Milled Rice	11,380	\$4,893,400	\$2,276,000		
	Lentils	2,840	\$1,672,790	\$568,000		
	Vegetable Oil	1,420	\$1,562,000	\$284,000		
	<b>Total</b>	<b>15,640</b>	<b>\$8,128,190</b>	<b>\$3,128,000</b>	<b>\$18,043,810</b>	<b>\$29,300,000</b>
<b>Asia Total</b>		<b>31,580</b>	<b>\$17,086,560</b>	<b>\$8,949,000</b>	<b>\$63,237,329</b>	<b>\$89,272,889</b>
<b>CENTRAL AMERICA</b>						

<sup>24</sup> 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 complement 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)

Country and Awardee	Commodity	Metric Tons (MT)	Commodity Cost	Freight	Financial Assistance <sup>24</sup>	Total Cost Over Life of the Project	
Nicaragua Project Concern International	Vegetable Oil	520	\$584,920	\$312,000			
	Small Red Beans	240	\$204,000	\$144,000			
	Hard Red Winter Wheat	960	\$326,400	\$576,000			
	Fortified Milled Rice	820	\$357,120	\$492,000			
	Corn-Soy Blend+	1,800	1,080,000	1,080,000			
	<b>Total</b>		<b>4,340</b>	<b>\$2,552,440</b>	<b>\$2,604,000</b>	<b>\$18,091,562</b>	<b>\$23,248,002</b>
	<b>Central America Total</b>		<b>4,340</b>	<b>\$2,552,440</b>	<b>\$2,604,000</b>	<b>\$18,091,562</b>	<b>\$23,248,002</b>
<b>Worldwide Total</b>						<b>\$192,998,376</b>	

**Appendix 5: Commitments and Activities of Other Governments**

Country	Program Description	McGovern Dole Funding	External Funding in FY 2017	Host Government Funding in FY 2017 <sup>25</sup>
Bangladesh	<p>In 2017, ERDO supplied food and high-energy biscuits to schoolchildren, and trained mothers on health and hygiene.</p> <p>WFP's 2017-2020 Country Plan for Bangladesh assists the national school feeding program and provides emergency feeding to vulnerable populations. In addition to the USDA, this plan is funded by Australia, Japan, Bangladesh, the European Commission, multilateral sources, private donors, 18 other countries, and UN funds.</p> <p>USAID supported two literacy programs in Bangladesh in 2017. Innovation for Improving Early Grade Reading (IIEGR) increases literacy by training teachers on literacy development and improving the quality of class materials and reading assessments. Reading Enhancement for Advancing Development (READ) trains primary school teachers on literacy development and collaborates with the government to conduct reading assessments and motivate teachers.</p>	\$17.1 million	\$54.1 million	\$64 million
Country	Program Description	McGovern Dole Funding	External Funding in FY 2017	Host Government Funding in FY 2017
Benin	<p>WFP's 2015-2018 Country Plan for Benin includes a comprehensive school feeding and nutrition program, assists in implementing a national school feeding policy, and coordinates UN efforts to improve access to clean water and sanitation in schools. In addition to the USDA, this plan is funded by Saudi Arabia, multilateral sources, private donors, and UN funds.</p>	\$21.6 million	\$3.2 million	\$1,3 million

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<sup>25</sup> The figures provided for Government contributions to school feeding are estimates provided by implementing partners.

Kyrgyz Republic	<p>WFP's 2015-2018 Country Plan for the Kyrgyz Republic includes a comprehensive school feeding and nutrition program and assists the government in strengthening its ability to provide food security to its citizens. In addition to the USDA, this plan is funded by the United Kingdom, Russia, multilateral sources, and private donors.</p> <p>USAID supported one literacy program in Kyrgyz Republic in 2017. Time to Read! improves literacy by training teachers, providing access to high-quality reading materials, and collaborating with the government to encourage out-of-school reading.</p>	\$15.6 million	\$5.0 million	\$8.1 million
Laos	<p>USAID supported basic education in Laos in 2017, through programs which supported basic literacy and numeracy in both primary and secondary schools.</p>	\$27.4 million	\$1.8 million	\$891,000
<b>Country</b>	<b>Program Description</b>	<b>McGovern Dole Funding</b>	<b>External Funding in FY 2017</b>	<b>Host Government Funding in FY 2017</b>
Liberia	<p>WFP's 2013-2018 Country Plan for Liberia includes a comprehensive school feeding and nutrition program, a take-home rations program for schoolgirls, and assistance in implementing a national school feeding policy. In addition to the USDA, this plan is funded by Japan, Liberia, Russia, Switzerland, the European Commission, the World Bank, multilateral sources, and private donors.</p> <p>USAID supported basic education and two literacy programs in Liberia in 2017. Education Quality and Access in Liberia (EQUAL) improves basic literacy and numeracy in primary schools. Read Liberia improves literacy during early primary school.</p>	\$29.1 million	\$14.8 million	\$0 <sup>26</sup>



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<sup>26</sup> Liberia was funded in FY17, therefore there were no government contributions to school feeding.

Nepal	<p>WFP's 2013-2018 Country Plan for Nepal includes a comprehensive school feeding and nutrition program, a take-home rations program for schoolgirls, and assistance in implementing a national school feeding policy. In addition to the USDA, this plan is funded by the Republic of Korea, Australia, Canada, Nepal, Switzerland, multilateral sources, private donors, and UN funds.</p> <p>USAID supported the Government of Nepal's School Sector Reform Program in 2017, which included an Early Grade Reading Program (G2G) to improve literacy in early primary school.</p>	\$29.3 million	\$16.9 million	\$19 million
Country	Program Description	McGovern Dole Funding	External Funding in FY 2017	Host Government Funding in FY 2017
Nicaragua	<p>WFP's 2013-2018 Country Plan for Nicaragua includes a comprehensive school feeding and nutrition program, the development of community-based feeding programs, and the distribution of take-home rations for mothers and young children. In addition to the USDA, this plan is funded by the Governments of Canada, Switzerland, Nicaragua, 6 other countries, the European Commission, multilateral sources, and private donors.</p> <p>USAID supported two literacy programs in Nicaragua in 2017. Fabretto Children's Foundation's Better Approaches for Sustainable Educational Services (BASES) and USAID's Community Action for Reading and Security (CARS) program work to improve primary school literacy.</p>	\$23.3 million	\$8.7 million	\$307,470

<p>Republic of the Congo</p>	<p>WFP's 2015-2018 Country Plan for the Republic of the Congo includes a comprehensive school feeding and nutrition program, and assistance in the scale-up of a national food fortification project. In addition to the USDA, this plan is funded by the Republic of Congo, Government of Japan, European Commission, multilateral sources, and UN funds.</p>	<p>\$30.0 million</p>	<p>\$2.4 million</p>	<p>\$0.0<sup>27</sup></p>
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## Appendix 6: List of Potential Available Commodities from the FY 17 Notice of Funding for the McGovern-Dole Program

All Beef Packer Tallow  
 All Purpose Flour  
 Black Beans  
 Bread Flour  
 Bulgur  
 Cornmeal  
 Corn-Soy Blend  
 Corn-Soy Blend Plus  
 Crude Degummed Soybean Oil  
 Dark Northern Spring Wheat  
 Dark Red Kidney Beans  
 Dehydrated potato granules  
 Dehydrated Potatoes Flakes  
 Extra Fancy Tallow  
 Fortified Rice, 2/7 Long grain, Well Milled  
 Fortified Rice, 2/7 Medium Grain, Well Milled  
 Fortified Rice, 3/15 Long grain, Well Milled  
 Fortified Rice, 3/15 Medium Grain, Well Milled  
 Fortified Rice, 5/20 Long Grain, Well Milled  
 Fortified Rice, 5/20 Medium Grain, Well Milled  
 Great Northern Beans  
 Green Peas  
 Green Split Peas  
 Hard Milled Long Grain Rice  
 Hard Red Spring Wheat  
 Parboiled, Well Milled, Long Grain Rice 5/20  
 Peas/Lentils Substitutable  
 Pinto Beans  
 Small Red Beans  
 Soft Red Winter Wheat  
 Soft White Wheat  
 Sorghum  
 Soybean Meal

<sup>27</sup> Republic of Congo was funded in FY17, therefore there were no government contributions to school feeding.

Soybean Oil  
Soy-Fortified Bulgur  
Soy-Fortified Cornmeal  
Split Yellow Peas  
Super Cereal Plus  
Technical Tallow  
Textured Soy Protein  
Vegetable Oil  
Vegetable Oil Substitutable  
Well Milled, Long Grain Rice 2/7  
Well Milled, Long Grain Rice 3/15  
Well Milled, Long Grain Rice 5/20  
Well Milled, Medium Grain Rice 5/20  
Whole Green Peas  
Whole Yellow Peas  
Yellow Corn  
Yellow Grease Tallow  
Yellow Soybeans

## Appendix 7: McGovern Dole Standard Indicators Summary Table

Indicator Number	Result #	Title in MGD Results Framework	Indicator Type	Indicator	Feed the Future?	Unit of Measure
1	MGD I.3	Improved Student Attendance	outcome	Number of students regularly (80%) attending USDA supported classrooms/schools	N	Number
2	MGD I.1.2	Better Access to School Supplies and Materials	output	Number of textbooks and other teaching and learning materials provided as a result of USDA assistance	N	Number
3	MGD I.1.5	Increased Skills and Knowledge of School Administrators	outcome	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	N	Number
4	MGD I.1.5	Increased Skills and Knowledge of School Administrators	output	Number of school administrators and officials trained or certified as a result of USDA assistance	N	Number
5	MGD I.1.4	Increased Skills and Knowledge of Teachers	outcome	Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance	N	Number
6	MGD I.1.4	Increased Skills and Knowledge of Teachers	output	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	N	Number
7	MGD I.3.3	Improved School Infrastructure	output	Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/constructed as a result of USDA assistance	N	Number
8	MGD I.3.4	Increased Student Enrollment	outcome	Number of students enrolled in school receiving USDA assistance	N	Number
9	MGD I.4.4	Increased Engagement of Local Organizations and Community Groups	output	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	N	Number

Indicator Number	Result #	Title in MGD Results Framework	Indicator Type	Indicator	Feed the Future?	Unit of Measure
10	MGD 1.4.4	Increased Engagement of Local Organizations and Community Groups	output	Number of public-private partnerships formed as a result of USDA assistance	Y	Number
11	MGD 1.4.3/ 1.4.4	Increased Government Support/ Increased Engagement of Local Organizations and Community Groups	outcome	Value of new public and private sector investments leveraged as a result of USDA assistance	N	U.S. Dollar
12	MGD 1.4.2	Improved Policy or Regulatory Framework	output (stages 1 & 2) outcome (stages 3, 4 & 5)	Number of educational policies, regulations and/or administrative procedures in each of the following stages of development as a result of USDA assistance: Stage 1: Analyzed Stage 2: Drafted and presented for public/stakeholder consultation Stage 3: Presented for legislation/decreed Stage 4: Passed/Approved Stage 5: Passed for which implementation has begun	N	Number
13	MGD 1.2.1.1	Increased Access to Food (school feeding)	output	Number of take-home rations provided as a result of USDA assistance	N	Number
14	MGD 1.2.1.1	Increased Access to Food (school feeding)	output	Number of individuals receiving take-home rations as a result of USDA assistance	N	Number
15	MGD 1.2.1.1	Increased Access to Food (school feeding)	output	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	N	Number
16	MGD 1.2.1.1	Increased Access to Food (school feeding)	output	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	N	Number
17	MGD 1.2.1.1/	Increased Access to Food (school	output	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	Y	Number

Indicator Number	Result #	Title in MGD Results Framework	Indicator Type	Indicator	Feed the Future?	Unit of Measure
	1.3.1.1/ 2.5	feeding)/Increased Access to Preventative Health Interventions				
18	MGD 2.3	Increased Knowledge of Nutrition	output	Number of individuals trained in child health and nutrition as a result of USDA assistance	Y	Number
19	MGD SO2	Increased Use of Health, Nutrition and Dietary Practices	outcome	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	N	Number
20	MGD 2.2	Increased Knowledge of Safe Food Prep and Storage Practices	output	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	N	Number
21	MGD SO2	Increased Use of Health, Nutrition and Dietary Practices	outcome	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	N	Number
22	MGD 2.4	Increased Access to Clean Water and Sanitation Services	output	Number of schools using an improved water source	N	Number
23	MGD 2.4	Increased Access to Clean Water and Sanitation Services	output	Number of schools with improved sanitation facilities	N	Number
24	MGD 2.5	Increased Access to Preventative Health Services	output	Number of students receiving deworming medication(s)	N	Number
25	MGD 2.7.2	Improved Policy or Regulatory Framework	output (stages 1 & 2) outcome (stages 3, 4 & 5)	Number of child health and nutrition policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance: Stage 1: Analyzed Stage 2: Drafted and presented for public/stakeholder consultation Stage 3: Presented for legislation/decreed Stage 4: Passed/Approved Stage 5: Passed for which implementation has begun	N	Number

<b>Indicator Number</b>	<b>Result #</b>	<b>Title in MGD Results Framework</b>	<b>Indicator Type</b>	<b>Indicator</b>	<b>Feed the Future?</b>	<b>Unit of Measure</b>
26	MGD SOI	Improved Literacy of School Age Children	outcome	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	N	Percent
27	MGD SOI	Improved Literacy of School Age Children	output	Number of individuals benefiting directly from USDA-funded interventions	N	Number
28	MGD SOI	Improved Literacy of School Age Children	output	Number of individuals benefiting indirectly from USDA-funded interventions	N	Number