

The Global Effort to Reduce Child Hunger and Increase School Attendance

Report to the United States Congress, Fiscal Years 2012–2014



McGovern-Dole International Food for Education and Child Nutrition Program

U.S. Department of Agriculture, Foreign Agricultural Service

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As directed by Section 3107 of the Farm Security and Rural Investment Act of 2002, the U.S. Department of Agriculture submits this report to Congress, addressing “the commitments and activities of governments, including the United States government, in the global effort to reduce child hunger and increase school attendance.” It describes activities undertaken and funds committed in this global effort through the McGovern-Dole International Food for Education and Child Nutrition Program in Fiscal Years 2012 through 2014. The program is administered by USDA’s Foreign Agricultural Service (FAS).

Cover: McGovern-Dole International Food for Education and Child Nutrition Program recipients working on school lessons in Kenya. *Photo courtesy of World Food Program.*

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List of Acronyms

CRS	Catholic Relief Services
FAO	Food and Agriculture Organization of the United Nations
FAS	Foreign Agricultural Service
FBF	Fortified Blended Foods
FtF	Feed the Future
HGSF	Home Grown School Feeding
IPHD	International Partnership for Human Development
KSU	Kansas State University
MENA	Ministry of Education (Burkina Faso)
MFFAPP	Micronutrient-Fortified Food Aid Products Pilot
MT	Metric Tons
PATH	Program for Appropriate Technology in Health
PCI	Project Concern International
PTA	Parent Teacher Association
PVO	Private Voluntary Organization
P4P	Purchase for Progress
ROM	Results Oriented Management
RUSF	Ready-to-Use Supplementary Food
THR	Take Home Ration
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
USAID	United States Agency for International Development
USDA	United States Department of Agriculture
USG	United States Government
WFP	United Nations World Food Program

Executive Summary

The U.S. Department of Agriculture (USDA) McGovern-Dole International Food for Education and Child Nutrition Program (McGovern-Dole) provides commodities and resources for school feeding programs at primary schools in communities in the world that are struggling with poverty, malnutrition, and disease.

McGovern-Dole focuses on delivering school meals and take-home rations (THRs) to primary school children. A school meal reduces short-term hunger, increases enrollment and attendance, improves children's learning, and allows the food available in impoverished homes to be stretched further. An estimated 40 million infants, children, pregnant and nursing women, and school community members have received benefits since McGovern-Dole's inception in 2003. McGovern-Dole projects are implemented in low-income, food-deficit countries that are committed to universal education. Section I and Section II of this report describe the main activities and foundational priorities of the program in detail.

This report addresses the activities, developments, and accomplishments of McGovern-Dole for fiscal years (FY) 2012 through 2014. During this 3-year period, USDA provided \$515 million worth of school feeding grants, which were targeted to benefit more than 7.1 million infants, children, pregnant and nursing women, and school communities in 21 countries. Eight implementing partners, including the United Nations World Food Program (WFP), and United States (U.S.)-based private voluntary organizations (PVOs), administered McGovern-Dole projects. Section III provides graphical and tabular summaries of the distribution of McGovern-Dole funding and U.S. commodities shipped for the 2012-2014 period.

McGovern-Dole seeks to increase school enrollment and attendance and emphasizes improved literacy and educational attainment. Beginning in FY 2012, USDA ensured that McGovern-Dole projects included resources and activities to strengthen teachers' knowledge base and pedagogy skills, improve educational materials and curricula, and enhance the physical learning environment. This Results Oriented Management (ROM) approach established two strategic objectives in a formal results framework: (1) Improved Literacy of School-Age Children and (2) Increased Use of Health and Dietary Practices.

Under ROM, described in detail in Section IV, each McGovern-Dole project must demonstrate that it furthers these two strategic objectives. Section V highlights a selection of project activities and achievements that illustrate how McGovern-Dole's approach succeeds.

During the FY 2012–2014 period, USDA also researched micronutrient-fortified foods for use in schools. The Micronutrient-Fortified Food Aid Products Pilot (MFFAPP) was initiated with \$10 million in funding provided for McGovern-Dole in FY 2010. Under MFFAPP, USDA administered programs to develop nutritious and high quality micronutrient-fortified food aid products for McGovern-Dole food recipients. The micronutrient food products were fortified in

the United States using U.S. commodities. USDA executed six MFFAPP grant agreements with five organizations to implement programs in five countries: Cambodia, Guatemala, Guinea-Bissau (where two grants were awarded), Haiti, and Tanzania. Final reports have been received from the five programs, and a final report for one program that is still conducting field testing is due in 2016. A status report on this pilot is provided in Section VI.

Descriptions of how USDA is cooperating with other U.S. agencies and other countries during the course of McGovern-Dole administration are provided in Sections VII and VIII.

Section VIII in particular reports how McGovern-Dole school feeding assistance is used as leverage in the growing trend to establish local procurement systems for national school feeding programs.

I. Program Overview

Authorized by the Farm Security and Rural Investment Act of 2002, McGovern-Dole is named in honor of the late U.S. Ambassador and former U.S. Senator George McGovern and former U.S. Senator Robert Dole for their tireless efforts to eradicate hunger worldwide. The program has the following two foundational priorities: (1) deliver strong programs which can be sustained by host governments when U.S. resources are drawn down; and (2) promote the education of girls and reduce gender inequities (see Section II.)

Feeding programs cannot succeed without the support of complementary activities that help to alleviate childhood hunger and malnutrition. Such activities include:

- **Human Resource Development at Multiple Levels:** When all the players in school feeding programs (such as school teachers, administrative staff, parent teacher association (PTA) leaders, community organizers, and government officials) are empowered and educated, they are motivated to lead and carry the responsibility of school feeding operations, a practice which enhances the probability of sustaining the school feeding program.
- **Training for Teachers and School Administrators:** These activities are a subset of human resource development but are targeted to educators. When educators improve their pedagogical skills and increase their skills in nutrition, health, and gender issues, their teaching time can be used more effectively. Strengthening the professional development of school administrators and teachers motivates them to deliver better education, which then improves the chances of sustaining the entire school community.
- **Fostering Governmental Commitments to National School Feeding Programs:** Once school feeding programs are in place, host governments are able to learn from and scale up their components (e.g., sourcing and managing food commodities, managing human and financial resources, setting up infrastructure and transportation, and encouraging community involvement through PTAs).

- **Rehabilitating or Building Infrastructure:** Providing adequate classrooms, wells, drinking water, and washing facilities improves the learning environment. When schools are equipped to run sanitary cooking and feeding operations, students can receive nutritious and safe food.

II. Foundational Priorities of McGovern-Dole

The authorizing statute sets two foundational programmatic priorities: sustainability and educating girls. McGovern-Dole strives to transfer responsibility for operations and financial support of projects to recipient countries over the long term. McGovern-Dole also strives to help girls overcome the challenges they face as a result of socio-cultural gender inequities. In keeping with longstanding development theory, McGovern-Dole recognizes that educated, empowered, and healthy girls provide life-long and inter-generational benefits to families and communities.

(1) Sustainability: To achieve program sustainability, implementing partners train local civic entities involved in school feeding, including regional and national government agencies, PTAs, women’s associations, village councils, and local farmer cooperatives. These groups are trained to plan and operate school feeding programs. Here are two examples of McGovern-Dole achieving sustainability:

- **Republic of Congo:** The Republic of Congo government, with McGovern-Dole assistance, developed and adopted a sustainability plan for school feeding in 2010. As the school feeding program developed, the Republic of Congo government assumed greater responsibility for operational management, including developing programs involving the Ministries of Agriculture and Finance, to encourage local procurement of food commodities. During the 2015–2016 school years, USDA commodity contributions will decrease as the Republic of Congo government assumes more responsibility for feeding the children in the schools currently supported by McGovern-Dole. The Congolese Ministry of Education has budgeted \$18 million for this new responsibility. In addition, to support local purchasing, the Ministry of Agriculture is providing improved seeds, fertilizer, and post-harvest processing support so that farmers can supply consistent quality and quantity of produce to the school purchasers. This program gives all Congolese children an equal opportunity to attend and thrive in schools and serves as an important component of social safety nets for the vulnerable poor.
- **Kyrgyzstan:** In Kyrgyzstan, McGovern-Dole is building on its earlier programs with a FY 2012 grant valued at \$11 million. Key activities include rehabilitating school infrastructure neglected since the dissolution of the Soviet Union, and conducting leadership and operational training for school administrators and PTAs. These administrators and PTA members, agents of school leadership, now use “roundtable” discussions to effectively advocate for schools with district governments that preside over

school funding. McGovern-Dole has funded more than 950 school infrastructure projects in Kyrgyzstan. As a result of active advocacy from USDA-trained PTAs, the Kyrgyz government has increased financial contributions for school infrastructure projects. Thus, several kindergartens have graduated from needing McGovern-Dole financial support for their school feeding programs. In addition, the Kyrgyz Ministry of Education has taken over management and financing of school feeding in 25 percent of the schools where McGovern-Dole was providing school feeding. As a testament to the effectiveness of McGovern-Dole's training program for school cooks, recent evaluations have found that after six months without McGovern-Dole support, 90 percent of the schools continued to have excellent diversity in their school meals.

(2) Educating Girls: McGovern-Dole prioritizes girls' school attendance which often is sacrificed for domestic labor or early marriage. Girls' education has been shown to improve numerous socioeconomic indicators, which multiply into lifelong and intergenerational benefits.¹ Those include reduced maternal and infant mortality, lower human immunodeficiency virus (HIV) infection rates, greater economic productivity, more labor force participation, and enhanced economic stability.

Offering meals to girls is the first and most important step to persuading them to attend and stay in school. McGovern-Dole takes further steps to promote female school attendance. Women are often placed in positions of leadership in communities and schools. They serve as role models for girls and promote continued enrollment and retention of girls in school. Female students are offered THR's as an incentive for school attendance, which motivates their families to send them to school. Female mentors who receive training under McGovern-Dole conduct home visits to address crises or challenges in families that may be preventing their girls from going to school. Teachers and administrators are trained in gender issues. Student mother associations are trained to intervene in families on behalf of girls. Some examples of how McGovern-Dole promotes girls' empowerment and gender equality include:

- **Burkina Faso:** A McGovern-Dole project, implemented by Catholic Relief Services, uses community-based mentors to encourage girls' attendance in schools. The mentors visit children's homes and provide homework advice. Their actions raise community awareness about the importance of education. More than 5,500 girls are benefiting from mentors' encouragement. Within this positive context, dozens of girls who had withdrawn from school returned after these intervention visits.
- **Nepal:** McGovern-Dole provided monthly THR's of cooking oil to Nepalese families that sent their girls to school. This incentive allowed families to keep girls in school because

¹ Summers, Larry: 1992: Economic Development Institute presentation, "Investing in All the People: Educating Women in Developing Countries" (Online: http://faculty.ucr.edu/~jorgea/econ181/summers_women94.pdf)

the girls become sources of improved family food security. In the Nepalese schools where McGovern-Dole school feeding programs were present, girls' attendance rates rose 27 percent and enrollment increased 52 percent since McGovern-Dole commenced.

III. Funding and Projects by Region

USDA publishes notices of funds availability for McGovern-Dole projects during an annual solicitation period. Appendix VII: Project Selection Process outlines, in detail, the proposal review and selection criteria for McGovern-Dole projects.

Summaries of funding and projects by region are provided below for FY 2012–2014. Detailed information on recipient countries, implementing organizations, program participants, and donated commodities in these fiscal years is provided in Appendix I. The number of beneficiaries reached by each project in these years is summarized in Appendix II. Appendix III provides details on contributions from other donors to support each McGovern-Dole project for these fiscal years.

Table 1. Overview of McGovern-Dole Assistance

Year	Value of Grants (Millions)	Number of Grant Projects	Number of Countries	Number of Program Partners	Number of Targeted Direct Beneficiaries¹	Estimated MT of Commodities Shipped
2012	\$167.8	13	12	6	2,612,048	63,770
2013	\$183.4	11	10	3	2,703,969	90,840
2014	\$164.8	8	8	5	1,836,959	78,860
Total	\$ 516.0	32	21²	8²	7,152,976	233,470

¹ Number of direct beneficiaries based on life of project targets of original signed grant agreement.

² Unique countries/program partners only.

In FY 2012, USDA signed 13 McGovern-Dole agreements, with a total value of \$167.8 million. In FY 2013, USDA signed 11 agreements, with a total value of \$183.4 million. In FY 2014, USDA signed eight agreements, with a total value of \$164.8 million.

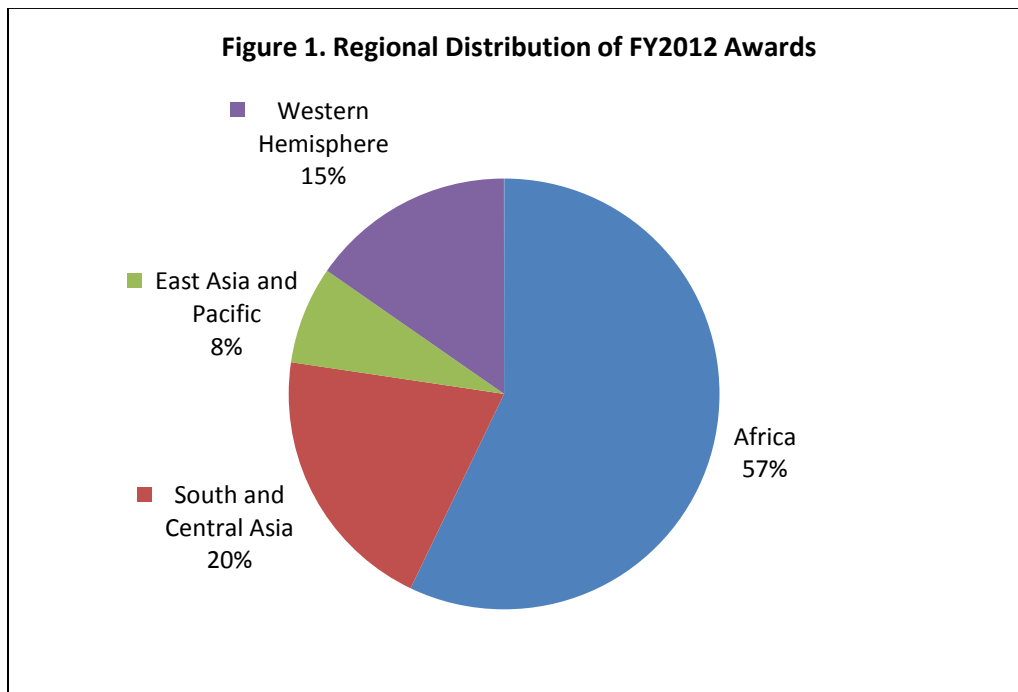
The fluctuation in the numbers of agreements, total amounts awarded, and numbers of beneficiaries across the three fiscal years is caused largely by changes in project duration and the focus of activities. In FY 2014, in an effort to enhance the sustainability of its programs, USDA moved away from shorter three-year agreements to longer five-year agreements. USDA also focused its programs on additional enhancements to the educational environment including teacher training, improvements in literacy instruction and educational learning materials, and the provision of school supplies, transportation vouchers, and support for water, sanitation, and hygiene interventions. (Section IV explains the increasing emphasis on Improved Literacy of

School-Age Children as a Strategic Objective under the ROM approach of McGovern-Dole, formally launched in FY 2012.)

A higher annual grant value does not correlate with greater tonnage of shipped commodities. Different projects use different commodities, and some commodities that are necessary for specific country contexts are more expensive to buy and transport than others. Shipping high-valued, ready-to-use supplemental food (RUSF) to a land-locked country 8,000 miles from the United States is more expensive than shipping a bulk commodity to a country with a seaport in the Western Hemisphere, for example.

FY 2012

McGovern-Dole grant awards totaling \$167.8 million in FY 2012 were targeted to benefit over 2.6 million people in Afghanistan, Cameroon, Haiti, Honduras, Kenya, Kyrgyzstan, Laos, Liberia, Malawi, Mozambique, Nepal, and Sierra Leone.



Source: USDA analysis of FY 2012 of original agreement total values, January 28, 2016.

As noted in Table 2, FY 2012 McGovern-Dole projects shipped 63,770 metric tons (MT) of U.S. commodities to 12 countries worldwide. Over 24,000 MT of corn-soy blend and over 15,000 MT of rice were shipped in support of school feeding programs internationally. Rice and corn-soy blend accounted for over 62 percent of all commodities shipped. Commodities such as bulgur, vegetable oil, and yellow split peas among others, accounted for the remaining commodity shipments.

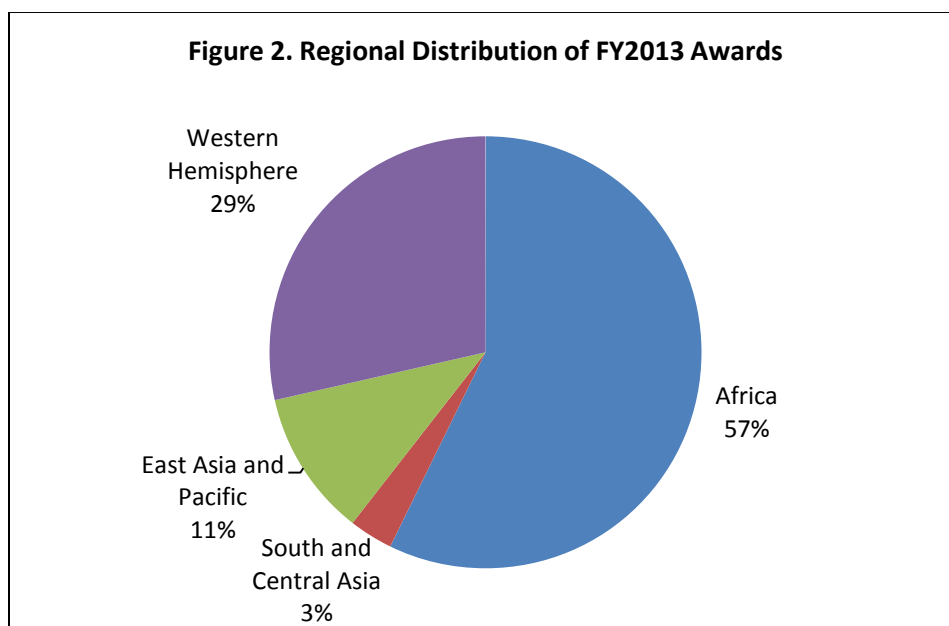
Table 2. McGovern-Dole Commodities Shipped in FY 2012

Donated US Commodities	MT
Beans	800
Bulgur	9,880
Corn-Soy Blend	24,830
Dehydrated Potato	1,280
Green Split Peas	440
Lentils	950
Rice	15,040
Vegetable Oil	4,360
Wheat Flour	920
Yellow Split Peas	5,270
Total	63,770

Source:WBSCM.

FY 2013

McGovern-Dole grant awards of \$183.4 million in FY 2013 were targeted to benefit over 2.7 million people in Cambodia, Ethiopia, Guatemala, Haiti, Kenya, Liberia, Malawi, Nepal, Nicaragua, and Tanzania.



Source: USDA analysis of FY 2013 of original agreement total values, January 28, 2016.

As noted in Table 3, FY 2013 McGovern-Dole projects shipped 90,840 MT of U.S. commodities to 10 countries worldwide. Over 26,000 MT of corn-soy blend and corn-soy blend plus and over 17,000 MT of rice were shipped in support of school feeding programs internationally. Rice and corn-soy blend/plus accounted for over 48 percent of all commodities shipped. Commodities such as bulgur, vegetable oil, and yellow split peas, among others, accounted for the remaining commodity shipments.

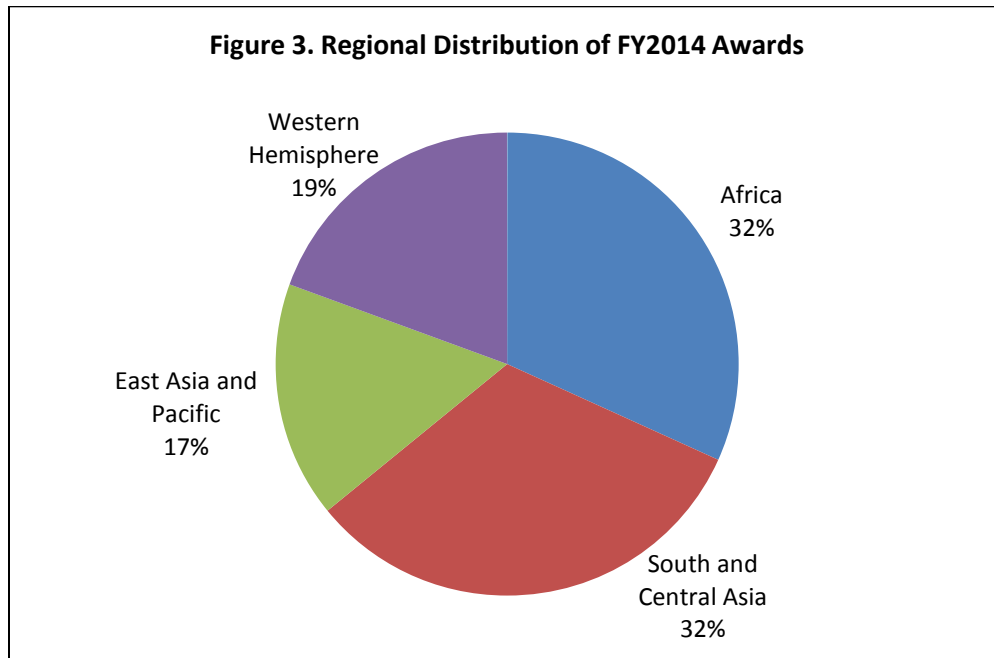
Table 3. McGovern-Dole Commodities Shipped in FY 2013

Donated US Commodities	MT
Beans	430
Black Beans	1,730
Bulgur	21,040
Corn-Soy Blend	12,640
Corn-Soy Blend Plus	13,560
Flour	350
Hard Red Spring Wheat	460
Pinto Beans	1,230
Rice	17,420
Small Red Beans	770
Sorghum	1,900
Soybean Meal	4,750
Sunflower Seed Oil	230
Vegetable Oil	6,170
Yellow Corn	1,740
Yellow Split Peas	6,420
Total	90,840

SourceWBSCM.

FY 2014

McGovern-Dole grant awards of \$164.8 million in FY 2014 were targeted to benefit over 1.8 million people in Bangladesh, Benin, Burkina Faso, Guatemala, Laos, Nepal, Nicaragua, and Senegal.



Source: USDA analysis of FY 2014 of original agreement total values, January 28, 2016.

As noted in Table 4, FY 2014 McGovern-Dole projects shipped 78,860 MT of U.S. commodities to eight countries worldwide. Over 18,000 MT of corn-soy blend plus and over 29,000 MT of soft white wheat were shipped in support of school feeding programs internationally. Corn-soy blend plus and soft white wheat accounted for over 60 percent of all commodities shipped. Commodities such as rice, soy-fortified bulgur, vegetable oil, and soy-fortified cornmeal, among others, accounted for the remaining commodity shipments.

Table 4. McGovern-Dole Commodities Shipped in FY 2014

Donated US Commodities	MT
All Purpose Flour	880
Black Beans	880
Cornmeal	1,510
Corn-Soy Blend Plus	18,280
Dark Red Kidney Beans	700
Green Split Peas	150
Lentils	2,020
Rice	9,340
Soft White Wheat	29,220
Soybean Meal	1,740
Soy-Fortified Bulgur	6,760
Soy-Fortified Cornmeal	3,120
Vegetable Oil	4,260
Total	78,860

Source:WBSCM.

IV. Results Oriented Management (ROM)

To track program results and to qualitatively and quantitatively measure successes, USDA published a formal Results Framework (See Appendix VI) and began implementing a ROM approach at the start of the FY 2012 grant cycle. ROM helps to ensure that McGovern-Dole investments positively impact its targeted beneficiaries through the use of measurable evidence to drive decision-making about program policies and management.

The Results Framework includes two strategic objectives: (1) Improved Literacy of School-Age Children; and (2) Increased Use of Health and Dietary Practices. Proposals selected for McGovern-Dole funding must demonstrate through their project design that activities are appropriate to the country context and contribute to the program's two highest-level strategic objectives.

- (1) Improved Literacy:** Consistent teacher attendance, strong professional motivation and pedagogical skills, access to school supplies and materials, and a solid knowledge base for teachers and administrators are fundamental requirements for schools to succeed. McGovern-Dole includes activities to improve teachers' education levels and pedagogical skills, rehabilitate classrooms, establish libraries or book-lending programs, and provide classroom supplies and teaching materials. Each McGovern-Dole project must demonstrate that participating children benefit from an enhanced educational environment by showing progressively better results on cognitive and reading skills tests.
- (2) Increased Use of Health and Dietary Practices:** McGovern-Dole's complementary activities to educate children and other community members about hygiene, sanitation, health, and nutrition help to compound the benefits of school feeding. They help beneficiaries resist diseases, especially gastrointestinal illnesses. McGovern-Dole projects include activities to train parents and community workers in proper hygiene practices, deworm children, provide supplemental vitamins, and rehabilitate school infrastructure crucial to delivering clean food and water (such as hand washing stations, latrines, kitchens, stoves, and safe storage areas for food).

The Results Framework for both strategic objectives are supported by a series of intermediate results, such as the following:

- More consistent teacher attendance;
- Better access to school supplies and materials;
- Increased knowledge of health and hygiene practices; and
- Increased access to clean water and sanitation services.



Children sitting down in Sierra Leone for a school meal supported by USDA commodities.

As outlined in the USDA Food Assistance Monitoring and Evaluation Policy, McGovern-Dole's achievements are evaluated using baselines, indicators, and targets.² USDA also published an indicator handbook to streamline the measurement of project activities and measure progress towards achieving the strategic objectives. Project activities are evaluated against a set of standard and custom performance indicators. Evaluations are conducted at interim and final stages of the project by independent, third-party project evaluators.

² USDA Food Assistance Division Monitoring and Evaluation Policy: <http://www.fas.usda.gov/sites/default/files/2014-03/evalpol.pdf>

V. Case Studies of McGovern-Dole Projects

A more in-depth look at McGovern-Dole projects follows. The projects in this section illustrate activities and successes that USDA has achieved on four objectives in the ROM framework.

- (1) Improving Literacy
- (2) Getting More Girls into School
- (3) Increasing Engagement of Local Organizations and Community Groups
- (4) Promoting Long-term Sustainability of School Feeding Programs

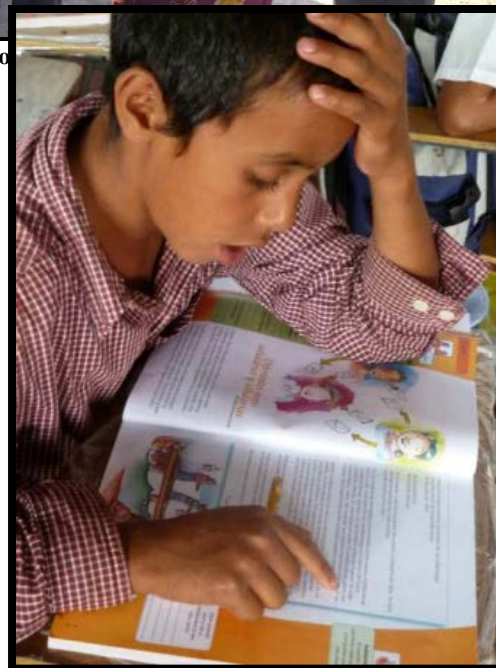
(1) Improving Literacy

McGovern-Dole emphasizes improving the reading skills of its beneficiaries by working toward more consistent teacher attendance, better access to school supplies and materials, and increased pedagogical skills and knowledge of teachers and school administrators. Projects also train parents, teachers, and communities to advocate for improved literacy results for children. In advocacy training, parents learn to engage local authorities or teachers and advocate in a formal manner for better program performance. The following McGovern-Dole projects in Guatemala and Cameroon provide examples of USDA's focus on improving literacy.

Guatemala: McGovern-Dole provided \$20.6 million under FY 2013 funding to Catholic



USDA provided school supplies to children in school.



A Guatemalan student working on reading skills using a USDA-supplied reading instructional book

Relief Services (CRS) to implement a school feeding project in four municipalities in the Department of Totonicapán (Momostenango, San Andres Xecul, Santa Lucia La Reforma and San Bartolo Aguas Calientes). This project is reaching nearly 129,000 children (split almost evenly across gender with 65,000 boys and 63,400 girls).

In addition to distributing daily meals to all children in 225 schools in Totonicapán, McGovern-Dole includes a bilingual language project and provides education materials in the indigenous language. The majority of the population in Totonicapán is indigenous. The inhabitants do not speak Spanish fluently, but rather they speak a Mayan language. Teaching in the public school system is primarily conducted in Spanish, and as such, the children in this region begin their education with a language deficit. This project supports a bilingual literacy instruction approach known as *Kemom Ch'ab'al*. In this project, more than 67,000 students in the elementary school grades have received not only school supplies but also textbooks and workbooks written in the local language. The children are allowed to keep the books throughout the school year. Over 95 percent of public school teachers and administrators in the program have received training in the *Kemom Ch'ab'al* literacy methodology. Teachers receive toolkits and guidebooks to help with teaching strategies and methods, as well as practical demonstrations and routine feedback on their instruction methods. Evaluations show that 60 percent of teachers and administrators across all schools in the program are using this bilingual literacy methodology for effective instruction. Independent, third-party midterm evaluation of this program indicates that reading assessment scores have increased by 6 percentage points from the baseline for sixth grade boys and girls. Third grade boys and girls have also made gains in literacy abilities. Additionally, based on teachers' observations in their classrooms, the percentage of students staying attentive for 15 minutes at a time has increased from a baseline of 27 percent to 82 percent.

At 40 of the participating schools, McGovern-Dole has established an after-school literacy program called "Spaces to Grow." McGovern-Dole trains selected teachers in the Spaces to Grow program methodology to support students with reading difficulties. This project includes a peer tutoring component to help struggling students gain self-esteem and learning skills. The supportive environment and extra help is designed to improve children's motivation and learning outcomes. Over 2,000 children were enrolled in the Spaces to Grow program in the 2013–2015 school years combined.

McGovern-Dole provides scholarships to teachers and school administrators to attend a "Pedagogical Skills to Teach Literacy" course, which is accredited by the University of La Salle in Costa Rica. Educators learn how to use targeted activities to improve children's reading and literacy skills at different developmental stages. In order to improve teaching motivation and personal engagement, the program provides more than 200 teacher recognition awards annually.

Cameroon: Since FY 2012, Counterpart International has been implementing a \$16.7 million school feeding program to lift communities out of poverty and improve school enrollment and education. The regions targeted include impoverished and difficult-to-reach villages in northern Cameroon.

More than 1,000 teachers and local Ministry of Education staff have learned teaching techniques that lead to higher quality education. The training emphasized preparation of lesson plans, daily teaching practices, gender mainstreaming for teachers, and supervision and evaluation of teachers for pedagogic advisors. Nearly 88 percent of the teachers who have received training are applying the pedagogic skills they learned.



A girl student reaches for library books sourced from U.S. charity 'Books for Africa' and delivered to one of 144 new school libraries built in northern Cameroon with McGovern-Dole funds

The project provides a system of rewards and incentives for teachers. Fifty of the best teachers received awards in a formal recognition ceremony at the 20th World Teacher's Day for their continuous effort and commitment to providing quality education for children. The Cameroon Delegation of Basic Education helped determine the awards criteria, including evaluation of the teacher's impact on academic performance and participation of students and cultivation of

good working relationships with students, colleagues, and the educational community. As a result of McGovern-Dole's efforts, the percentage of teachers attending and teaching at least 90 percent of school days (across all schools in the project) has increased from 71 percent to 85 percent.

McGovern-Dole also provided 5,000 kits containing school bags, pens, pencils, math sets, exercise books, erasers, and arm boards to students in sponsored schools.

To improve literacy, the project has established 150 school libraries. More than 45,300 books from the Minnesota-based charity, Books for Africa, were distributed to the libraries. Backpacks, textbooks, and pencils were supplied to 7,500 children at 150 schools. The increased access to books is helping students with their reading fluency and comprehension skills. Across all schools to date, the number of students scoring passing grades in reading and dictation assignments has risen more than 12 percent above the baseline at the beginning of the program.

Bouba Ibrahim, a student at Bogare Gaschiga Elementary School, says he is happy to have school supplies because he can now join his class. At his school, enrollment and student performance have improved after the project was implemented. The director of this school notes that “students are more punctual and attentive.” The percentage of students who pass end-of-year exams in this school has jumped from 66 to 86 percent from the time the project was commenced

Through McGovern-Dole, school enrollment for both boys and girls increased 8 percent. The level of community participation in project activities of PTAs and mothers associations has increased by 90 percent.

(2) Educating Girls

A nation’s social and economic development and its education of girls correlate strongly. Multiple studies in the literature on girls’ education and development converge on the correlation between an additional year of girls schooling and a 10 percent increase in wages later on. The returns are markedly higher for women who receive secondary education.³ Other studies on employment and gender indicate that overall GDP can increase up to 1.2 percent in a year when the female employment rates are on par with their male counterparts.⁴ Projects in Pakistan and Cameroon highlight McGovern-Dole’s benefits for female education.

Pakistan: USDA launched a three-year McGovern-Dole project with Land O’Lakes to address the desperate needs of girls’ education and health in the Jacobabad district of Sindh province. Half the female primary schools in the district were closed in 2010 because of poor student and teacher attendance. The female participation rate in primary schools was just 36 percent.

To restore damaged water and sanitation systems resulting from the floods of 2010, McGovern-Dole installed hand pumps in 159 schools in the district and set up water supply connections within Jacobabad city. McGovern-Dole set up 40-liter-capacity water coolers at 140 schools to provide drinking water. These simple infrastructure interventions improved hygienic practices and provided crucial conveniences for girls attending school.

McGovern-Dole set up teacher training workshops and worked with local community leaders to encourage the attendance of female teachers. The training helped teachers to provide better

³ Sperling and Winthrop: *What Works in Girls’ Education: Evidence for the World’s Best Investment* (2015) George Psacharopoulos and Harry Anthony Patrinos. “Returns to Investment in Education: A Further Update”, World Bank, *Education Economics* (2002) 12.2: (111-34).

⁴ Jad Chaaban and Wendy Cunningham. *Measuring the Economic Gain of Investing in Girls: the Girl Effect Dividend*, World Bank, 2011. (The countries included in the analysis are: Bangladesh, Brazil, Burundi, China, Ethiopia, India, Kenya, Malawi, Nigeria, Paraguay, Senegal, South Africa, Tanzania, and Uganda.)

classroom instruction to girls and to train other teachers. More than 480 teachers in the Jacobabad district and another 400 teachers in other districts have benefited from the project.

McGovern-Dole distributed a THR of four liters of soybean oil each month to students and teachers who achieved an 80-percent attendance rate. Cooking oil is an expensive and highly valued commodity for the targeted families, whose daily income as laborers is less than two dollars a day, and is a strong incentive to retain girl children in school. The oil was also distributed among 20,000 pregnant women and nursing mothers who participate in a health program that includes vaccinations and pre- and post-natal care.

Girls attending the school are receiving more stimulating education and demonstrating shifts in attitude and behavior, such as boldly taking part in activities such as debate clubs, competitions, and other extracurricular activities. Enrollment has soared 325 percent, from 12,000 girls to nearly 39,000, far exceeding the target of 25,000 enrolled by the project's third year. McGovern-Dole's partner, Land O'Lakes, has worked with the Pakistani regional government to promote education for girls, and government officials have responded by reopening 91 schools. Nearly all students, 96 percent of those registered at schools, are attending 80 percent of school days. Literacy rates among girls, which had stood at 39 percent, shot up in three years to 59 percent, as reported by the Sindh Province government in 2012.

Cameroon: McGovern-Dole's school feeding project in northern Cameroon, implemented through a \$10 million award to Counterpart International in FY 2011, is a case study in efforts to achieve gender equity. The region is marked by gender disparity in primary schools. Cultural norms of keeping girls home to help in the fields and around the house discourage educating them.



Student mother association workers use conversation with local families & community leaders to emphasize the value of girls' education and reinforce social messaging about keeping girls in school.

To emphasize the education of girls, McGovern-Dole funded a gender sensitization and mobilization campaign. A local partner RECAMEF (National Network for the Education of the Girl Child) initiated door-to-door campaigns, mass media campaigns, and focus group discussions to inform religious and traditional local leaders how girls significantly help in developing both local communities and the entire country. More than 100 community groups, especially student mother associations, were trained to encourage

their daughters and create a peer-to-peer social environment where other families in the community would value daughters' education. Each student mother association member is expected to sensitize at least 100 families within their neighborhood by reinforcing the importance of girls' education through regular conversations. These women leaders are helping to create an atmosphere conducive to female empowerment and to girls' education. In all schools, PTAs and student mother associations assist in the organization of students, roll call, and the distribution of rice, creating a safe environment for girls.

The THRs (10 kg of rice per month) for girl students with a 90-percent monthly attendance rate have been a huge success in the food insecure community. Ration distribution events are jubilant affairs that celebrate girls and amplify the social messaging around the value of educating them. These efforts have increased girls' school attendance by 13 percent since the beginning of the project in the 150 communities in northern Cameroon where McGovern-Dole is working.



At take-home ration distribution events in the village of Gashiga in northern Cameroon, the girls and their potential are celebrated. These social events help to change attitudes towards the value of girls' education.

(3) Increasing Engagement of Local Organizations and Community Groups

While school feeding ensures that children attend school and that parents are aware of the benefits of schooling in the short term, retaining children in school over the longer term takes community involvement. When the community is invested in the school's success and sees the economic benefits of children's schooling, children are more likely to benefit from their education and from school attendance. When communities see economic benefits, they become stakeholders in its success. Projects in Guatemala and Sierra Leone provide examples of community engagement in school success.



Girls in the Sosi School, Cuilco, Guatemala tending to their school garden

Guatemala: USDA is implementing a \$6 million McGovern-Dole school feeding project in six municipalities in the Huehuetenango Department of Guatemala with Project Concern International. This project supports 146 schools by providing a daily breakfast to approximately 30,000 primary and pre-school students, 900 teachers, 440 parent cooks, and 150 school directors. The breakfast is provided 20 days per month during the 10-month school year (January–October).

The project focuses on strengthening the capacities of 175 school-parent committees to bolster and sustain the school feeding program. The involvement of the school-parent committees is directly linked to the children’s success at school. The school-parent committees are able to manage commodity records, use proper monitoring tools, keep inventory records, and manage the day-to-day operations of school feeding. Each school-parent committee implements a rotating system in which parents share the responsibility of serving a hot breakfast with foods such as tortillas, black beans, rice, and corn soya milk.

School gardens are a crucial component of both the community’s investment in the school and the education of its students. Teachers are using the gardens as “living laboratories” to help them teach cultivation productivity and development, which are part of the school curricula in Guatemala. Parents and children in 22 schools learned poultry management, animal health, land preparation, vegetables production, nurseries management, water conservation, and other topics. More than 84 school gardens are producing vegetables to supplement the school meals provided through the program. School gardens are a source of fresh vegetables and fruit to complement and diversify students’ diets.

The program facilitates school fairs, which have grown to be a popular platform for students, teachers, parents, municipal authorities and local business people to meet and share knowledge about how to improve education, health and food and nutrition security.



School fairs and parades are occasions that highlight the positive benefits of education, achievements, and help create a sense of community pride

At the fairs, cooking demonstrations feature new recipes for meals that are easy to prepare, and that integrate USDA commodities with produce grown in school gardens. School children

demonstrate the use of recycled materials to make crafts. School fairs have created a sense of competition for excellence among all the participating schools and now symbolize community success.

Sierra Leone: In Sierra Leone, McGovern-Dole is supporting a \$6.5 million education project with CRS. This 2012 project continues an earlier investment that had been operating since 2008 in some of the most difficult and hard-to-reach communities in Sierra Leone. The project, “All Pikin for Learn” (Krio for “Every Child Should Go To School”), seeks to improve literacy of 28,000 school-aged children in 192 schools. The project provides daily breakfast and lunch for 28,500 pupils and 600 teachers. For some, this is their only meal for the day. The project also provides THR to fourth-, fifth-, and sixth-grade girls who attend school at least 85 percent of the school year.

The economic and cultural capabilities of the parents are strengthened to ensure that improved school attendance by children is sustained. McGovern-Dole has been providing training to school management committees, mothers’ support groups, and savings and internal lending committees, all of which stewards the day-to-day management of the school feeding program. More than 100 savings and internal lending committees composed of 1,200 members have been formed. So far, the cumulative value of savings exceeds \$30,000. Savings and internal lending committees help mothers of school children with seed money for projects (such as small enterprises and businesses) and for resources to support their children. The mothers’ support group is a vital social

mobilization group. This group has been working throughout the community, often going house to house, to change attitudes and gain widespread societal commitment to education, health, and sanitation. The group also promotes the gender parity aims of the program, helping to secure girls’ attendance and safety from abuse in and around schools. It uses the proceeds from their small businesses to buy condiments like sugar and pepper, and side dishes like fish for school feeding.



The Sierra Leone project helped to transform schools from make-shift structures to more permanent structures, where children benefit from lessons and are supported by community involvement.

USDA has also been cultivating positive engagement from the regional Sierra Leone Ministry of Education, Science and Technology. USDA ensured that ministry officials were present and helped to preside over the distribution of 200,000 exercise books, 16,500 textbooks, 2,700 sets of pupils' and teachers' furniture, 1,200 blackboards, 16,000 pencils, and 4,500 pens to its supported schools. After the project trained and certified teachers, ministry officials were invited to preside over the teacher certification ceremony.

School has become a source of community pride that has increased enrollment by as much as 30 percent since the McGovern-Dole program was implemented. School attendance has improved, with regular-attendance targets met and exceeded by both boys and girls, as reported by school headmasters. The number of school days the children attended rose to over 96 percent for both boys and girls.

(4) Achieving Long-term Sustainability of School Feeding Programs

McGovern-Dole strives to graduate projects by building the capacity of recipient countries. All McGovern-Dole proposals must include detailed strategies for moving projects to graduation. Because of complex realities on the ground and the cultural variation among projects, success is measured by a variety of factors, including the following:

- Increased local ownership of the project;
- Increased “home-grown” food and logistics contributions;
- Local administration, advocacy for funding, and management from PTAs or municipal governments;
- Initial adoption of a nationwide school feeding policy; and
- A fully functioning national school feeding program with central government budget allocations that are linked to locally sourced supply chains.

The following examples of countries demonstrate different ways in which sustainability of school feeding programs is achieved.

Kenya: Against a challenging backdrop of drought and widespread hunger, the Kenyan government has made significant commitments to children's education and nutrition. USDA, through partnership with WFP, has supported the Government of Kenya's Ministry of Education to improve the administration of a large-scale national school feeding program, which is a model-in-progress for other African countries. The Government of Kenya's multi-pronged approach combines nutrition and hunger eradication campaigns with education. It involves the Ministries of Education, Public Health and Sanitation, and Agriculture. In FY 2012, USDA provided \$305,000 to help the Kenyan Ministry of Education improve its capacity to successfully run a school feeding program. USDA also supported training in costing and budgeting, commodity procurement, transportation logistics, monitoring, reporting, and evaluation.



Kenyan school administrators overseeing storage of commodities

The Kenyan school feeding program, known as the Home-Grown School Meals program (HGSM), is one of the largest nationally owned programs in East Africa. The program operates through cash transfers from the Ministry of Education to schools in semi-arid areas, which competitively buy food from local farmers and suppliers. Estimated beneficiaries in 2012 included an annual average of 729,000 children who were fed using funds from a budget of \$4.6 million. Although this program is geographically limited in semi-arid lands where agricultural production is unpredictable, the HGSM's program has helped a large number of students thrive in many schools. The Government of Kenya's initiatives also provide agriculture extension funds to support smallholder farmers supplying school program demands and funds to schools to establish school gardens. USDA's support has been instrumental in developing the Kenyan framework for a sustainable school feeding program that can provide nutritional support for its citizens' future.

Bolivia: Nearly 4 million people, almost 40 percent of Bolivia's population, reside in one of its poorest regions in the western high desert plain. High rates of food insecurity and chronic malnutrition greater than 26 percent make school attendance a challenge. Most of these children often have to walk great distances on empty stomachs to reach isolated and remote schools. Due to these multiple challenges, many of these children do not complete fourth grade. In 2002, USDA began funding a McGovern-Dole project through its partner Project Concern International (PCI) in these remote, rural areas in the Departments of La Paz, Oruro, Cochabamba, and Potosi. The project built partnerships with municipal and national governments to ensure long-term sustainability. PCI's work contributed to enactment of national Bolivian school feeding legislation. With the drawdown of USDA resources in 2006, Bolivia's national school feeding policies continued to support Bolivian school children. Municipal governments throughout Bolivia must now budget for and implement school feeding programs that complement and align with the national government's reformed public health and education policies.

Guinea-Bissau: In Guinea-Bissau, which is the world’s tenth poorest country, McGovern-Dole has provided funds through International Partnership for Human Development (IPHD) to build the capacity of PTAs to advocate for their children’s schools, an activity that includes acting as the foundation of successfully managed school feeding operations. Building on this network of PTAs, the first “National Parent Teacher Association” was created and recognized by the Government of Guinea-Bissau in 2010, when it passed an education law that expanded compulsory basic education to up to 9 years of schooling and lowered the minimum enrollment age to six years. School feeding was included as an integral part of the education law. The Ministry of Education set up a National School Feeding Office and worked closely with USDA partners to strategize on working with local management and resources. It is now focusing on increasing the use of family-farmed produce to supply the school feeding operations in the entire country.

VI. Micronutrient-Fortified Food Aid Products Pilot

Since FY 2012, USDA has been supporting projects under the MFFAPP, which was funded through McGovern-Dole. This pilot tests the delivery and use of vitamin- and mineral-enriched food in direct feeding programs to address nutrient deficiencies in specific populations (school-aged children, children under five years of age, pregnant and nursing mothers, and infants) served by McGovern-Dole. The fortified foods are developed in the United States using domestically grown commodities. Both field testing of the food aid products and final data collection have been completed in five of the six projects. All pilot projects are independently reviewed by third-party evaluators.

Each fortified food product is evaluated for cost effectiveness, nutritional value and quality assurance. USDA works with the Farm Service Agency and the U.S. Agency for International Development (USAID) to add new options to the food aid commodity list that are designed to better meet the nutritional needs of intended food aid recipients.

Each MFFAPP project seeks to evaluate how well the fortified food product improves the nutritional status of the beneficiaries and attains cultural acceptability and ease of use in different settings, such as homes, institutions, and schools. USDA implemented six grant agreements with five organizations in Guatemala, Guinea-Bissau (where two grants were awarded), Haiti,



A child being measured for weight in the MFFAPP Program in Guinea-Bissau

Cambodia, and Tanzania. During 2013, two organizations completed projects and submitted final, third-party evaluations for Guatemala and Guinea-Bissau. During 2014, three projects completed testing and submitted final evaluations (in Cambodia, Haiti, and the Guinea-Bissau second project). The sixth project (in Tanzania) will be completed by 2016. Table 5 provides details on the MFFAPP Grant Agreements.

Table 5. MFFAPP Grant Agreements

Country	Organization	Product	Value (\$, Million)	Completion Date
Guatemala	Hormel Food Sales	Poultry-based spread <i>Spammy</i>	0.13	August 2013
Guinea-Bissau (First Grant)	International Partnership for Human Development, Inc.	Ready-to-use, Supplementary Dairy Paste	1.4	October 2013
Guinea-Bissau (Second Grant)	International Partnership for Human Development, Inc.	Ready-to-use, Supplementary Dairy Paste	1.1	March 2014
Haiti	Meds & Food for Kids	Lipid-based <i>Vita Mamba</i>	1.0	April 2014
Cambodia	PATH	Ultra-Rice	2.8	June 2014
Tanzania	Kansas State University	Three Fortified Blended Foods (FBF): sorghum-soybean, sorghum-cowpea and corn-soy blends	5.1	June 2016

Guatemala (Grant Completed in FY 2013)

As a result of the intake of the poultry-based spread *Spammy* in the project conducted by Hormel Food Sales, the evaluators recorded fewer underweight children, higher iron levels, fewer absences due to illness, significant increases in Vitamins D and B12 blood levels, and positive correlations between Vitamin D, ferritin, and gains in cognitive scores. Hormel Food Sales has submitted an informational package to USDA and USAID that would allow the agencies to consider the use of *Spammy* as a commodity option in other food aid programs, which is now known as Fortified Poultry-Based Spread or FPBS.

Guinea-Bissau (First Grant, Completed in FY 2013)

International Partnership for Human Development (IPHD) was provided a grant to feed a micronutrient-fortified dairy paste to 4,800 primary school students, who suffer extremely high levels of anemia and vitamin A deficiencies, as a supplement to their daily caloric intake. The

project was intended to test the effectiveness of the paste to improve iron and Vitamin A status, weight gain, height, attention, attendance, and retention for students. Due to a period of political and societal unrest during the testing period, the project did not yield sufficient data to determine whether to add the micronutrient-fortified dairy paste to USDA's approved commodity list.

Guinea-Bissau (Second Grant, Completed in FY 2014)

IPHD tested a *different* micronutrient fortified ready-to-use supplementary dairy paste, delivered with either 15 percent or 33 percent protein from dairy sources, on 1,200 preschool children and 600 pregnant or nursing women from village health centers for three months. By strengthening the methodology and oversight of the field testing, IPHD was able to improve the results and validity of the second Guinea-Bissau study. Despite the improved methodology, the results remained inconclusive, and the company that manufactured the paste for both IPHD pilots, Challenge Dairy Products, Inc., has not requested that it be added to the commodity list at this time.

Haiti (Grant Completed in FY 2014)

Meds & Food for Kids tested a ready-to-use, micronutrient-fortified paste called Vita Mamba on 1,200 primary school students. Results showed that the snack significantly increased the body mass index and fat mass of participating school-aged children compared to the control group. The report noted that Vita Mamba reduced the odds of wasting by 55 percent among school-aged children as compared to the control group. Vita Mamba supplementation also reduced the odds of ear infections and malaria morbidities in test subjects who consumed the peanut paste. Vita Mamba was found to be widely acceptable by children, parents, and school staff, and MFK concluded the product could be added to school feeding programs in Haiti and elsewhere as a practical, nutritious option, especially for schools that lack traditional school feeding programs. Meds & Food for Kids concluded that the product could be added to school feeding programs. USDA is working with USAID, the Farm Service Agency, and Meds & Food for Kids' U.S.-based affiliate on developing a commodity requirements document for U.S. food aid programs for this product.

Cambodia (Grant Completed in FY 2014)

Program for Appropriate Technology in Health (PATH) tested its *Ultra Rice* product fortified with iron, Vitamin A, zinc, and B Vitamins in a project to address children's anemia and other micronutrient deficiencies in one of the highest rice-consuming regions of the world. PATH distributed its product to 4,000 Cambodian school children in conjunction with the World Food Program to assess iron and Vitamin A levels. The results of the trial demonstrated that children consuming the fortified rice over the six-month distribution period saw an improvement in zinc and Vitamin A status and a decrease in the incidence of diarrhea. There was no significant change in anemia prevalence in the study group. PATH has hypothesized that greater than expected levels of quality iron in test subject diets may have caused this outcome. The fortified

rice was highly accepted by the students compared to milled rice, due to an improved grain appearance that more closely mimics traditional rice.

USDA released the revised specification for “MR24 Milled Rice and Fortified Milled Rice” in July 2014. The product will be used in a Cambodia McGovern-Dole project operated by the World Food Program. It will feed more than 100,000 school-aged children in the 2015 school year. This will be the first food aid product tested under MFFAPP to be used in McGovern-Dole.

Tanzania (Ongoing in FY 2014)

Kansas State University (KSU) is developing and testing new formulations of three fortified blended foods (FBFs). These FBFs (sorghum-soybean, sorghum-cowpea and corn-soy blends) will be made into porridge mixes for use in supplemental feeding and nutrition programs for infants and children below the age of five. The distribution of these products is scheduled to begin with 1,890 subjects in December 2015 and last for 22 weeks. In addition to testing the nutritional efficacy and acceptance of the products, KSU is also conducting an economic assessment of the cost of local and domestic production of the new FBFs compared to existing food aid products. The results of the trial are due to USDA in June 2016.

VII. Cooperation with Other U.S. Agencies

USDA coordinates with other U.S. agencies to ensure that McGovern-Dole aligns with U.S. Government goals, priorities and new initiatives. The following initiatives are supported through McGovern-Dole:

Feed the Future (FtF): The President’s global hunger and food security initiative, FtF has elevated food security on the global agenda and helped reduce poverty and malnutrition while mobilizing billions of dollars in direct assistance and private resources. FtF invests in food security and agricultural development activities to reduce hunger, malnutrition, poverty, and food insecurity in 19 focus countries, along with aligned and regional programs. FtF has many key features, which include the use of a published set of metrics to support U.S. investments in each recipient country and each development program; an emphasis on coordination and partnering with recipient-country organizations, private sector entities, and international organizations to implement FtF activities; reliance on a set of common goals; and measurable indicators to monitor and evaluate progress.

FtF is expected to reduce childhood stunting and poverty by 20 percent in the areas in which it works. With a focus on smallholder farmers, particularly women, FtF supports partner countries in developing their own agriculture sectors to generate opportunities for economic growth, trade and improved nutrition, which can help reduce poverty and hunger. Led by USAID, the initiative

draws on the agricultural, trade, investment, development, and policy resources and expertise of 10 Federal departments and agencies. This whole-of-government approach includes work with USAID’s Food for Peace Title II non-emergency (i.e., development) food aid, and with USDA FAS’ Food for Progress and McGovern-Dole programs. McGovern-Dole makes significant contributions towards the FtF goals of food security and nutrition.

Between fiscal years 2012 and 2014, McGovern-Dole has supported programs in 15 of the 19 FtF focus countries. Priority regions within FtF countries are targeted as priority regions for school feeding in countries where new McGovern-Dole funding is planned.

Table 6. FtF Focus Countries Served by McGovern-Dole

FtF Focus Countries Served by McGovern-Dole (number of agreements)				
Central America and Caribbean Regional	West Africa Regional	East Africa Regional	Southern Africa Regional	Asia Regional
Guatemala (4) Haiti (2) Honduras (1)	Liberia (3) Mali (1) Senegal (2)	Ethiopia (2) Kenya (2) Tanzania (2) Uganda (1)	Malawi (2) Mozambique (3)	Bangladesh (2) Cambodia (3) Nepal (2)

McGovern-Dole food assistance results are being incorporated into the FtF monitoring and reporting system. To capture the contribution of McGovern-Dole school feeding and nutrition activities to the FtF goals, McGovern-Dole incorporated selected relevant FtF indicators into agreements for implementing partners to report against. Starting in fiscal year 2014, McGovern-Dole projects have been reporting consistently against three of the FtF indicators ⁵.

Table 7. FtF Indicators Reported by McGovern-Dole

FtF Indicators	McGovern-Dole Reporting 2014
3.3.3 (15): Number of USG social assistance beneficiaries participating in productive safety nets	3,907,979
3.1.9(1): Number of people trained in child health and nutrition through USG-supported programs	132,765
4.5.2(12): Number of public-private partnerships formed as a result of FtF assistance	258

⁵ The full list of Feed the Future indicators and definitions are available online in the Feed the Future Indicator Handbook: https://www.feedthefuture.gov/sites/default/files/resource/files/ftf_handbook_indicators_october2014.pdf

Alignment of Programs with USAID Basic Education Programs: In FY 2014, the USDA and USAID Office of Education signed a Memorandum of Understanding (MOU) outlining collaborative objectives between McGovern-Dole and USAID's education programs. The MOU addresses investments in education access and quality by both agencies. Recognizing that each agency offers comparative advantages, the collaboration allows both agencies to leverage resources. In 2014, both agencies agreed on developing pilot programs in Guatemala and Mozambique. This MOU allows for both agencies to share practices in monitoring and evaluation protocols in literacy and school meals delivery.

The Children in Adversity Program: The Children in Adversity program mandated under the Assistance for Orphans and Other Vulnerable Children in Developing Countries Act of 2005 calls for a comprehensive, coordinated, and effective response on the part of the U.S. Government to the urgent needs of the world's most vulnerable children. This initiative aims to coordinate aid programs to help children who experience violence or are exploited for their labor, live on the streets or in institutions, are trafficked, participate in armed groups, or face epidemics. Under the lead of the USAID, USDA, along with the U.S. Department of State, the U.S. Department of Labor, the U.S. Department of Defense, the U.S. Department of Health and Human Services, and Peace Corps contributes to the development and implementation of an action plan.

McGovern-Dole directly addresses one of the objectives of the Children in Adversity Action Plan to promote effective and well-functioning child welfare and protection systems. McGovern-Dole reduces the vulnerability of children by promoting early childhood health and development; integrating family support, education and nutrition; and boosting enrollment and retention in the relatively stable institutional environment of schools. McGovern-Dole particularly supports girls who are often more easily put in positions of adversity, because having girls in school helps protect them from exploitation as child laborers, child trafficking, and child marriage.

Global Nutrition Coordination Plan: The Global Nutrition Coordination Plan (The Plan) better coordinates U.S. Government global nutrition investments in light of a modern understanding that malnutrition includes both over- and under-nutrition and requires a multi-sectoral approach. The Plan identifies specific opportunities and mechanisms for coordination across the U.S. Government, to improve the outcome of interventions. Both McGovern-Dole's focus on feeding children suffering from hunger and MFFAPP's focus on food products to reduce malnutrition in school-aged children contribute to this initiative.

VIII. Contributions from Other Countries

By launching and sustaining national efforts in school feeding programs around the globe, USDA is a key source of funding in the international donor community. Although McGovern-Dole frequently operates through PVOs on the ground in recipient countries, its support for WFP school feeding operations makes WFP a key implementing partner. USDA's stable, multi-year funding for school feeding projects in low-income countries helps the country's national government to plan and budget for an eventual graduation to national ownership of school feeding.

USDA support for WFP's mission in different countries provides crucial funding to launch school feeding operations and keep them running. WFP's school feeding activities in certain countries penetrate difficult-to-reach areas with vulnerable and food-insecure populations. WFP has broad reach and historical precedent with in-country networks, a factor which allows U.S. aid to reach our intended beneficiary population. U.S. aid helps to leverage aid from other donors, as well as from the recipient country government to sustain WFP efforts. Many of these projects have helped to stabilize societies that are experiencing chronic poverty or recovering from recent disasters, epidemic outbreaks, and conflicts.

Two emerging trends in international school feeding assistance are discussed below.

- (1) McGovern-Dole's goal of linking food assistance to a more pronounced focus on literacy achievement, educational attainment, and improved health and sanitation is mirrored in other international food assistance programs. The United Nations Secretary General's "Education First" initiative focuses development partners' efforts on the quality of education. As a result, a recent partnership between the WFP, UNESCO, and UNICEF has refocused its efforts through the "Nourishing Bodies, Nourishing Minds" initiative, which is intended to ensure better coordination at country levels on the issue of education. The initiative started pilot programs in Pakistan, Niger, Mozambique, and Haiti to identify and remove barriers that prevent children from accessing health care, nutrition, and educational programs. The pilot aims to generate replicable models that incorporate partnership among agencies and the private sector through local nationally owned and run institutions.
- (2) As low-income countries transition from external aid to national ownership of school feeding programs, an emerging trend is to tie in development of the country's own agricultural sector supply chains for school feeding commodities. School feeding programs can help support farms and the agricultural economy by purchasing locally sourced food. This reflects the fact that many developing countries are significantly dependent on agriculturally led development to grow their economies. It is also an

outcome of the 2008-2009 global financial crisis and its consequences for food security. After this crisis, many developing countries were prompted to view school feeding as an integral part of the safety net. In 2014, the WFP reported that more than 20 countries have “Home-Grown School Feeding” program initiatives, which are critical for long-term sustainability of school feeding. With funding for the Local and Regional Procurement Program, authorized by the Agriculture Act of 2014, USDA will be implementing programs for local smallholder farmers to provide supplemental foods to the McGovern-Dole U.S.-sourced commodities.

- a. Home-Grown School Feeding (or Home-Grown School Meals) initiatives are a hallmark of school feeding programs in both Kenya and Malawi, where USDA has invested McGovern-Dole funding (with WFP as implementation partner). USDA’s support for scaling up school feeding programs by the Government of Kenya dovetails with investments from Canada specifically focused on smallholder production to supply school feeding commodities. The \$9.6 million Canadian government contribution in 2013 is partly going towards cash transfers to enable schools to buy food from local traders or smallholder farmers, stimulating agricultural production in arid areas. It is also used to develop a sustainable model for school meals in Kenya’s arid lands and other support for WFP programs in schools in arid areas.
- b. The Bill and Melinda Gates Foundation is among multiple, private organizations that provide grants for pilot programs to establish linkages between domestically sourced food and school feeding. Two examples are a WFP initiative called Purchase for Progress (P4P) and the Purchase from Africans for Africa initiative. P4P is a program that procures from smallholder farmers in 20 countries and invests in capacity building in areas such as post-harvest handling or storage to make the program more sustainable. The Purchase from Africans for Africa initiative is a partnership between WFP and Food and Agriculture Organization of the United Nations (FAO), using funding and technical expertise from Brazil. This partnership uses the model of the Government of Brazil’s Food Purchase Program (within its Fome Zero initiative), and it runs pilot programs in Ethiopia, Mozambique, and Senegal.
- c. In Malawi, WFP, with USDA support from 2010–2013, worked on converting a modest number of schools (35) per year from a centralized food delivery model to the Home-Grown School Meals (HGSM) approach. This pilot aimed to increase smallholder farmers’ access to markets. The pilot project used coordination with FAO to help farmer organizations with access to credit, agronomic improvements, etc. Under HGSM, local farmer organizations around each pilot school were supported over a four-year period to increase their production capacity and access

to markets through support in marketing, food processing, and storage. The farmer organizations were linked to schools as customers, with a view toward diminishing the supply of Corn Soy Blend Plus provided to schools over the four-year period, and replacing it with local produce. Simultaneously, procurement procedures for commodities and foodstuffs used in school feeding were adjusted towards local procurement in a phased approach to avoid market disruption.

Appendix I: McGovern-Dole Funding Allocations by Country (2014-2012)

McGovern-Dole Funding Allocations by Country, FY 2014

Region/ Country	Organization	Donated U.S. Commodities	MT	Estimated Commodity Value	Estimated Transport Costs	Financial Assistance ¹	Total Estimated Agreement Value
Africa							
Benin	CRS	Lentils	550	\$317,024	\$207,325		
		Soy-Fortified Cornmeal	2,100	\$1,197,000	\$791,605		
		Vegetable Oil	680	\$904,400	\$256,329		
		Rice	1,090	\$632,200	\$410,881		
		Total	4,420	\$3,050,624	\$1,666,140	\$14,363,885	\$19,080,649
Burkina Faso	CRS	Cornmeal	510	\$224,400	\$255,000		
		Lentils	1,250	\$712,500	\$625,000		
		Soy-Fortified Bulgur	6,760	\$3,380,000	\$3,380,000		
		Vegetable Oil	390	\$516,750	\$195,000		
		Total	8,910	\$4,833,650	\$4,455,000	\$12,313,204	\$21,601,854
Republic of Senegal	CPI	Green Split Peas	150	\$117,750	\$57,750		
		Lentils	220	\$125,400	\$84,700		
		Soy-Fortified Cornmeal	1,020	\$571,200	\$392,700		
		Vegetable Oil	270	\$357,750	\$103,950		
		Rice	530	\$304,750	\$204,050		
		Total	2,190	\$1,476,850	\$843,150	\$9,037,092	\$11,357,092
Tanzania	KSU	Total				\$1,000,000	\$1,000,000
Sub-Total Africa			15,520	\$9,361,124	\$6,964,290	\$36,714,181	\$53,039,595
East Asia and Pacific							
Laos	WFP	Corn-Soy Blend Plus	6,000	\$4,613,250	\$1,829,645		
		Vegetable Oil	1,140	\$1,624,500	\$347,633		
		Rice	5,550	\$3,468,750	\$1,692,422		
		Total	12,690	\$9,706,500	\$3,869,700	\$13,423,800	\$27,000,000
Sub-Total East Asia and Pacific			12,690	\$9,706,500	\$3,869,700	\$13,423,800	\$27,000,000
South and Central Asia							
Bangladesh	WFP	Soft White Wheat	29,220	\$8,471,190	\$6,280,255		
		Total	29,220	\$8,471,190	\$6,280,255	\$11,248,445	\$25,999,890
Nepal	WFP	Corn-Soy Blend Plus	10,500	\$7,350,000	\$2,625,000		
		Vegetable Oil	1,080	\$1,431,000	\$270,000		
		Rice	390	\$224,250	\$97,500		
		Total	11,970	\$9,005,250	\$2,992,500	\$14,960,750	\$26,958,500
Sub-Total South and Central Asia			41,190	\$17,476,440	\$9,272,755	\$26,209,195	\$52,958,390
Western Hemisphere							

Region/ Country	Organization	Donated U.S. Commodities	MT	Estimated Commodity Value	Estimated Transport Costs	Financial Assistance¹	Total Estimated Agreement Value
Guatemala	STC	All Purpose Flour	880	\$470,800	\$244,659		
		Black Beans	880	\$970,400	\$244,659		
		Corn-Soy Blend Plus	880	\$686,400	\$244,659		
		Soybean Meal	1,740	\$1,035,300	\$483,758		
		Vegetable Oil	300	\$427,500	\$83,406		
		Rice	880	\$554,400	\$244,659		
		Total	5,560	\$4,144,800	\$1,545,800	\$13,785,270	\$19,475,870
Nicaragua	WV	Cornmeal	1,000	\$440,000	\$447,137		
		Corn-Soy Blend Plus	900	\$630,000	\$402,424		
		Dark Red Kidney Beans	700	\$1,172,500	\$312,996		
		Vegetable Oil	400	\$557,086	\$178,855		
		Rice	900	\$517,500	\$402,424		
		Total	3,900	\$3,317,086	\$1,743,836	\$7,239,078	\$12,300,000
<i>Sub-Total Western Hemisphere</i>			<i>9,460</i>	<i>\$7,461,886</i>	<i>\$3,289,636</i>	<i>\$21,024,348</i>	<i>\$31,775,870</i>
WORLDWIDE TOTALS			78,860	\$44,005,950	\$23,396,381	\$96,371,524	\$164,773,855

¹Financial Assistance covers all McGovern-Dole programming and activities, internal transportation, storage and handling, as well as other overhead administration needs.

Source: Web-Based Supply Chain Management (WBSCM)

McGovern-Dole Funding Allocations by Country, FY 2013

Region/ Country	Organization	Donated U.S. Commodities	MT	Estimated Commodity Value	Estimated Transport Costs	Financial Assistance ¹	Total Estimated Agreement Value
Africa							
Ethiopia	WFP	Corn-Soy Blend	10,650	\$9,585,000	\$4,981,538		
		Vegetable Oil	2,700	\$4,995,000	\$1,262,925		
		Total	13,350	\$14,580,000	\$6,244,463	\$5,675,539	\$26,500,002
Kenya	WFP	Bulgur	14,800	\$7,030,000	\$3,034,000		
		Yellow Split Peas	3,770	\$2,639,000	\$772,850		
		Vegetable Oil	540	\$847,962	\$110,700		
		Total	19,110	\$10,516,962	\$3,917,550	\$5,182,600	\$19,617,112
Liberia	WFP	Bulgur	6,240	\$2,964,000	\$2,340,000		
		Yellow Split Peas	1,830	\$1,281,000	\$686,250		
		Vegetable Oil	600	\$945,000	\$225,000		
		Total	8,670	\$5,190,000	\$3,251,250	\$11,558,750	\$20,000,000
Malawi	WFP	Corn-Soy Blend Plus	10,910	\$10,200,850	\$3,491,200		
		Total	10,910	\$10,200,850	\$3,491,200	\$7,307,950	\$21,000,000
Tanzania	PCI	Rice	780	\$546,000	\$245,700		
		Pinto Beans	190	\$204,250	\$59,850		
		Sorghum	1,900	\$712,500	\$598,500		
		Sunflower Seed Oil	230	\$632,500	\$72,450		
		Total	3,100	\$2,095,250	\$976,500	\$14,341,128	\$17,412,878
Subtotal Africa			55,140	\$42,583,062	\$17,880,963	\$44,065,967	\$104,529,992
East Asia and Pacific							
Cambodia	WFP	Yellow Split Peas	820	\$574,000	\$246,000		
		Vegetable Oil	270	\$425,250	\$81,000		
		Rice	10,350	\$5,847,750	\$3,105,000		
		Total	11,440	\$6,847,000	\$3,432,000	\$9,721,000	\$20,000,000
Subtotal East Asia and Pacific			11,440	\$6,847,000	\$3,432,000	\$9,721,000	\$20,000,000
South and Central Asia							
Nepal	WFP	Corn-Soy Blend Plus	2,650	\$2,451,303	\$889,155		
		Vegetable Oil	170	\$272,000	\$57,040		
		Total	2,820	\$2,723,303	\$946,195	\$2,330,500	\$5,999,998
Subtotal South and Central Asia			2,820	\$2,723,303	\$946,195	\$2,330,500	\$5,999,998
Western Hemisphere							
Haiti	WFP	Rice	3,370	\$2,022,000	\$1,122,749		
		Black Beans	1,730	\$1,885,700	\$576,367		
		Vegetable Oil	220	\$390,500	\$73,295		
		Total	5,320	\$4,298,200	\$1,772,411	\$3,929,400	\$10,000,011
Guatemala	CRS	Yellow Corn	1,740	\$635,100	\$458,194		

Region/ Country	Organization	Donated U.S. Commodities	MT	Estimated Commodity Value	Estimated Transport Costs	Financial Assistance ¹	Total Estimated Agreement Value
		Vegetable Oil	1,070	\$1,685,250	\$281,763		
		Soybean Meal	3,380	\$1,774,500	\$890,055		
		Pinto Beans	1,040	\$1,118,000	\$273,863		
		Rice	1,040	\$676,000	\$273,863		
		Corn-Soy Blend	700	\$609,000	\$184,331		
		Total	8,970	\$6,497,850	\$2,362,069	\$11,722,072	\$20,581,992
Guatemala	PCI	Rice	690	\$448,500	\$178,296		
		Vegetable Oil	260	\$409,500	\$67,184		
		Soybean Meal	1,370	\$719,250	\$354,008		
		Corn-Soy Blend	340	\$295,800	\$87,856		
		Beans	430	\$430,000	\$111,112		
		Flour	350	\$222,250	\$90,440		
		Total	3,440	\$2,525,300	\$888,896	\$4,729,561	\$8,143,757
Nicaragua	PCI	Corn-Soy Blend	950	\$826,500	\$403,750		
		Hard Red Spring Wheat	460	\$195,500	\$195,500		
		Small Red Beans	770	\$1,024,100	\$327,250		
		Vegetable Oil	340	\$555,900	\$144,500		
		Rice	1,190	\$773,500	\$505,750		
		Total	3,710	\$3,375,500	\$1,576,750	\$8,471,420	\$13,423,670
Subtotal Western Hemisphere			21,440	\$16,696,850	\$6,600,126	\$28,852,453	\$52,149,430
WORLDWIDE TOTALS²			90,840	\$68,850,215	\$28,859,284	\$84,969,920	\$182,679,420

¹Financial Assistance covers all Mc-Govern Dole programming and activities, internal transportation, storage and handling, as well as other overhead administration needs.

²Fiscal year Appendix 1 totals may not match totals in Table 1. Data in Table 1 are based on the original signed agreement and totals in Appendix I are based on estimated commodity prices and transportation costs.

Source: Web-Based Supply Chain Management (WBSCM)

McGovern-Dole Funding Allocations by Country, FY 2012

Country/ Region	Organization	Donated U.S. Commodities	MT	Estimated Commodity Value	Estimated Transport Costs	Financial Assistance ¹	Total Estimated Agreement Value
Africa							
Cameroon	CPI	Dehydrated Potato	1,280	\$2,118,400	\$324,103		
		Rice	4,680	\$2,691,000	\$1,185,003		
		Beans	800	\$872,000	\$202,565		
		Veg Oil	270	\$499,500	\$68,366		
			7,030	\$6,180,900	\$1,780,036	\$8,739,063	\$16,700,000
Guinea-Bissau ⁴	IPHD	MNR-RUSF	15				
			15				\$1,200,000
Kenya	WFP	Bulgur	4,850	\$2,182,500	\$1,460,005		
		Corn-Soy Blend	290	\$207,400	\$87,299		
		Veg Oil	370	\$656,700	\$111,382		
		Yellow Split Peas	2,740	\$1,972,800	\$824,827		
			8,250	\$5,019,400	\$2,483,513	\$2,180,400	\$9,683,313
Liberia	WFP	Bulgur	3,340	\$1,503,000	\$1,174,089		
		Yellow Split Peas	590	\$415,922	\$209,899		
		Veg Oil	190	\$337,300	\$66,790		
			4,120	\$2,256,222	\$1,450,778	\$3,362,500	\$7,069,500
Malawi	WFP	Corn-Soy Blend	5,590	\$4,301,700	\$1,829,500		
			5,590	\$4,301,700	\$1,829,500	\$2,532,400	\$8,663,600
Mozambique	PAI	Corn-Soy Blend	3,600	\$3,240,000	\$2,004,572		
			3,600	\$3,240,000	\$2,004,572	\$16,155,428	\$21,400,000
Mozambique	WV	Corn-Soy Blend	5,200	\$4,680,000	\$2,895,320		
			5,200	\$4,680,000	\$2,895,320	\$14,724,680	\$22,300,000
Niger ³	WFP					\$3,794,295	\$3,794,295
						\$3,794,295	\$3,794,295

Country/ Region	Organization	Donated U.S. Commodities	MT	Estimated Commodity Value	Estimated Transport Costs	Financial Assistance ¹	Total Agreement Value
Sierra Leone	CRS	Bulgur	1,690	\$718,250	\$533,977		
		Corn-Soy Blend	1,690	\$1,521,000	\$533,978		
		Lentils	510	\$402,900	\$161,141		
		Veg Oil	310	\$573,500	\$97,948		
			4,200	\$3,215,650	\$1,327,044	\$6,457,306	\$11,099,999
Tanzania ⁴	KSU	Sorghum	29				
		Cowpea Blend	88				
		Corn-Soy Blend	88				
			205				\$4,100,000
Sub-Total Africa			38,210	\$28,988,235	\$14,037,478	\$63,084,994	\$105,910,708
East Asia and Pacific							
Cambodia	IRD	Corn-Soy Blend	1,480	\$1,332,000	\$713,571		
		Lentils	140	\$110,600	\$67,500		
		Veg Oil	490	\$906,500	\$236,250		
		Pink Salmon	100	\$460,000	\$48,214		
			2,210	\$2,809,100	\$1,065,535	\$4,125,365	\$8,000,000
Cambodia ⁴	PATH	Ultra Rice	2				
		Improved Ultra Rice	2				
			4				\$2,900,000
Laos	CRS	Green Split Peas	440	\$352,000	\$161,022		
		Lentils	440	\$347,600	\$161,022		
		Rice	3,010	\$1,730,750	\$1,101,536		
		Veg Oil	310	\$573,500	\$113,447		
			4,200	\$3,003,850	\$1,537,026	\$7,759,124	\$12,300,000
Sub-Total East Asia and Pacific			6414	\$5,830,950	\$2,651,561	14,717,489	\$23,200,000
South and Central Asia							
Afghanistan	WV	Rice	1,740	\$1,334,059	\$1,579,376		
		Veg Oil	580	\$1,028,800	\$526,459		
		Yellow Peas	1,740	\$1,573,541	\$1,579,376		

Country/ Region	Organization	Donated U.S. Commodities	MT	Estimated Commodity Value	Estimated Transport Costs	Financial Assistance ¹	Total Agreement Value
South and Central Asia							
Afghanistan	WV		4,060	\$3,936,400	\$3,685,211	\$10,688,389	\$18,310,000
Kyrgyz Republic	MCI	Rice	460	\$317,400	\$233,671		
		Veg Oil	200	\$314,500	\$176,357		
		Wheat Flour	920	\$556,600	\$467,341		
		Yellow Split Peas	200	\$158,000	\$101,596		
			1,780	\$1,346,500	\$978,965	\$8,993,797	\$11,319,262
Nepal	WFP	Corn-Soy Blend	3,540	\$2,748,600	\$957,761		
		Veg Oil	350	\$621,300	\$174,739		
			3,890	\$3,369,900	\$1,132,500	\$1,42,900	\$5,985,300
Sub-total South and Central Asia			9,730	\$8,652,800	\$5,796,676	\$21,165,086	\$35,614,562
Latin America/Caribbean							
Guatemala ⁴	HSI	Spammy	2				
			2				\$131,000
Haiti	WFP	Rice	4,310	\$2,478,300	\$1,250,048		
		Veg Oil	460	\$816,500	\$188,752		
			4,770	\$3,294,800	\$1,438,800	\$3,266,400	\$8,000,000
Haiti	MFK	RUSF	18				
			18				\$1,100,000
Honduras	CRS	Corn-Soy Blend	4,920	\$4,428,000	\$1,076,941		
		Rice	840	\$483,000	\$183,868		
		Veg Oil	1,320	\$2,442,000	\$288,935		
			7,080	\$7,353,000	\$1,549,744	\$8,797,256	\$17,700,000
Sub-total Western Hemisphere			11,870	\$10,841,763	\$3,023,826	\$13,065,411	\$26,931,000
WORLDWIDE TOTALS²			66,224	\$54,313,748	\$25,359,541	\$111,982,980	\$191,656,269

¹Financial Assistance covers all Mc-Govern Dole programming and activities, internal transportation, storage and handling, as well as other overhead administration needs.

²Fiscal year Appendix 1 totals may not match totals in Table 1. Data in Table 1 are based on the original signed agreement and totals in Appendix I are based on estimated commodity prices and transportation costs.

³These administrative funds were added to cover costs internal transportation, storage and handling costs associated with commodities being transferred from a 2009 agreement with Relief International to WFP within Niger. WFP took over management of the agreement.

⁴The five MFFAPP agreements signed in FY 2012 factored in the cost of the production and transportation of the new products into the total agreement value as they were developed through research and development.

Source: Web-Based Supply Chain Management (WBSCM)

Appendix II: McGovern-Dole Project Beneficiaries and Complementary Activities (2014-2012)

McGovern-Dole Project Beneficiaries and Complementary Activities in FY 2014

Region/ Country	Awardee	Estimated Numbers of Direct Beneficiaries	Complementary Activities to Feeding Programs
Africa			
Benin	Catholic Relief Services	45,500	<ul style="list-style-type: none"> • Provide THRs • Build and rehabilitate latrines, wells, and water stations/water systems • Build and rehabilitate school structures/classrooms • Build and rehabilitate kitchens and storerooms • Establish school gardens • Provide support and housing for teachers to motivate better attendance & teaching • Provide training in enhanced pedagogical methods to teachers and ministry of education staff • Provide supplementary school supplies such as pencils, pens, books, and writing slates to needy students • Provide training and capacity building for government forums and bodies involved in school feeding at local, regional and national levels • Run enrollment campaigns via door-to-door census on school-age children and verification of birth certificate needs. • Establish and train PTAs • Set up Savings and Internal Lending • Conduct health interventions such as training on nutrition, hygiene, sanitation, purification of drinking water, safe latrine use and life skills through 'WASH' • Conduct training on kitchen hygiene, sanitation and proper food storage practices • Provide de-worming, vitamins and minerals to reduce illnesses
Burkina Faso	Catholic Relief Services	409,041	<ul style="list-style-type: none"> • Provide THRs • Build and rehabilitate latrines, wells, and water stations/water systems • Build and rehabilitate school structures/classrooms • Build and rehabilitate kitchens and storerooms • Run workshops for community on the importance of education • Provide training in enhanced pedagogical methods to teachers • Establish libraries in villages to encourage teachers and students to improve reading skills and train staff and volunteers to manage libraries • Provide training and capacity building for government forums and bodies involved in school feeding at local, regional and national levels • Train school administrators • Set up Savings and Internal Lending • Conduct health interventions such as nutrition, training on hygiene, sanitation, purification of drinking water, safe latrine use and life skills • Conduct training on kitchen hygiene, sanitation and proper food storage practices • Use mobile theaters and film screenings to encourage community to value education • Conduct study of impact of gold mining on school enrollment and achievement

Region/ Country	Awardee	Estimated Numbers of Direct Beneficiaries	Complementary Activities to Feeding Programs
			<ul style="list-style-type: none"> • Provide training to improve community leadership and increase awareness of gender inequities • Provide community mentoring programs for girls in concert with staff support within schools • Provide de-worming, vitamins and minerals to reduce illnesses
Republic of Senegal	Counterpart International, Inc.	35,525	<ul style="list-style-type: none"> • Rehabilitate or construct classrooms • Provide materials for local artists to paint school education murals • Provide THR's • Build and rehabilitate latrines, wells, and water stations/water systems • Build and rehabilitate school structures/classrooms • Build and rehabilitate kitchens and storerooms • Provide canteen materials and equipment • Establish school gardens to grow moringa (a native leafy plant) to supplement meals and nutrition • Provide support for teachers to motivate better attendance & teaching • Provide teacher recognition in addition to student recognition awards • Provide training in enhanced pedagogical methods to teachers and certification materials • Provide supplementary school supplies such as pencils, pens, books, and writing slates to needy students • Provide training and capacity building for government forums and bodies involved in school feeding at local, regional and national levels • Establish and train PTAs • Conduct health interventions such as training on nutrition, hygiene, sanitation, purification of drinking water, safe latrine use and life skills • Conduct 'School Health Week' • Establish community farming to support school meals • Conduct training on kitchen hygiene, sanitation and proper food storage practices using 'granaries' • Provide de-worming, vitamins and minerals to reduce illnesses
Sub-total Africa		490,066	
Asia			
Laos	World Food Program	498,026	<ul style="list-style-type: none"> • Provide THR's for informal boarders • Build and rehabilitate kitchens, warehouses, and store-rooms used in the school meals program • Raise awareness of the importance of education through media campaigns (TV/radio) • Provide energy-saving stoves to schools • Provide training in commodity management, food preparation and storage practices, good health and nutrition practices to local government officials • Build local/regional/national capacity to manage a school feeding program including international study visits, computer training, developing institutional capacity and a policy framework • Establish school gardens to help as a pedagogical tool, supplement school lunches, teach farming practices, and foster community ownership • Produce and procure books and supplemental reading materials • Through partnership with Save the Children, provide literacy instruction training to teachers and administrators and books and

Region/ Country	Awardee	Estimated Numbers of Direct Beneficiaries	Complementary Activities to Feeding Programs
			<p>exercises for students</p> <ul style="list-style-type: none"> • Develop partnerships with farmer groups to supply food to schools including coordination with the Laos Ministry of Agriculture and Forestry, FAO, and the Lao Farmer Network • Conduct student enrollment campaigns targeting communities in villages facing geographic challenges and low literacy levels
Bangladesh	World Food Program	204,059	<ul style="list-style-type: none"> • Raise awareness on the importance of education, nutrition, and health • Mobilize communities • Organize a school feeding conference to inform the development of a National School Feeding Policy • Organize extra-curricular activities including story clubs, gardening clubs, and art competitions • Establish school gardens • Provide training on food preparation and storage practices • Promote teacher attendance • Provide rewards for student performance • Train PTAs • Increase the number of Student Mother Committees • Provide teacher training modules in teaching methodologies • Train school administrators
Nepal	World Food Program	554,945	<ul style="list-style-type: none"> • Distribute school supplies and printed reading materials and teaching aids • Develop literacy teaching materials relevant to nutrition and health educational goals • Establish libraries including games/materials • Establish e-libraries in four districts including laptops loaded with interactive learning materials • Provide early grade teacher training, including use of phonics, digital learning materials covering science, Math, English and Nepali • Increase teachers' use of lesson planning, trouble-shooting, classroom management • Train teachers in pre- and post- computer activities to integrate the computer-based activities more effectively • Train school administration officials • Increase awareness of the importance of education in settings such as food and reading fairs • Provide training in commodity management and food preparation • Train the Trainers to increase dissemination of health and nutrition messages • Build and rehabilitate wells, water stations and systems, and kitchens • Distribute school furniture and equipment • Build local, regional and national government capacity to transition responsibility for school feeding program design and implementation to local ownership
Sub-total Asia		1,257,030	
Western Hemisphere			
Guatemala	Save the Children	42,254	<ul style="list-style-type: none"> • Provide teaching and classroom supplies and materials • Provide supplementary educational materials such as books, maps • Provide training for teachers • Provide health and hygiene education to community members and

Region/ Country	Awardee	Estimated Numbers of Direct Beneficiaries	Complementary Activities to Feeding Programs
			<p>teachers</p> <ul style="list-style-type: none"> • Build and rehabilitate school infrastructure • Build and rehabilitate latrines, water stations/hand washing stations • Develop peer-to-peer tutoring programs • Conduct Enrollment Campaigns • Establish and train PTAs • Establish book banks in schools and communities • Provide literacy instructional materials including reading books and teachers guides • Provide training for reading counselors • Support for teachers to help improve their pedagogic skills • Hold literacy fairs and “Reading Festivals” • Establish a Read-A-Thon • Train parents, teachers, staff, and volunteers in proper commodity management, food preparation, and storage practices • Provide training and capacity building for government forums and bodies involved in school feeding at local, regional and national levels • Build and rehabilitate kitchens and provide stoves and canteen equipment • Set up after-school reading clubs in order to assist students in school topics & homework challenges • Train community volunteers to help boost literacy in communities, and run Community Reading Awareness Workshops • Provide de-worming, vitamins and minerals, nutrition, training on life skills for hygiene, sanitation, purification of drinking water, and safe latrine use
Nicaragua	World Vision Inc.	47,609	<ul style="list-style-type: none"> • Conduct health interventions such as training on nutrition, hygiene, sanitation, purification of drinking water, safe latrine use and life skills through ‘WASH’ • Conduct training on kitchen hygiene, sanitation and proper food storage practices • Provide de-worming, vitamins and minerals to reduce illnesses • Build and rehabilitate latrines, wells, and water stations/water systems • Build and rehabilitate school structures/classrooms • Build and rehabilitate kitchens and storerooms • Establish school gardens • Provide supplementary school supplies such as pencils, pens, books, and writing slates to needy students • Conduct health training on hygiene, nutrition practices, sanitation, purification of drinking water, safe latrine use and life skills for teachers and administrators and community volunteers • Train PTA members on the importance of household contributions to student learning • Provide libraries of reading materials and book lending system in schools • Institute Health and Hygiene School Clubs • Train teachers in enhanced pedagogical methods Providing training in community mobilization, conducting health and nutrition campaigns
<i>Sub-total Western Hemisphere</i>		89,863	
WORLDWIDE TOTAL		1,836,959	

McGovern-Dole Project Beneficiaries and Complementary Activities in FY 2013

Region/Country	Awardee	Estimated Numbers of Direct Beneficiaries	Complementary Activities to Feeding Programs
Africa			
Ethiopia	World Food Program	244,039	<ul style="list-style-type: none"> • Adapt Children in Local Development (CHILD) Manuals for Pastoral Communities; CHILD is a community-led participatory planning approach, and this approach will be used to transform schools to become local development centers for their communities.) • Provide training on CHILD planning approach • Build and rehabilitate schools • Develop capacity for school health and nutrition planning and management capacity • Promote health and hygiene clubs • Promote health and nutrition education • Promote school gardens • Provide energy saving stoves • Provide financial and technical support to the Regional Education Management System • Provide teaching material and equipment • Provide technical support to improve water and sanitation facilities • Provision of non-food items to schools (adequate cooking utensils, feeding materials and food storerooms with pallets) • THRs for girls • Provide training in food preparation and storage practices • Provide training in commodity handling and management for school directors and district level representatives
Kenya	World Food Program	583,500	<ul style="list-style-type: none"> • Support the Ministry of Education in sensitizing PTAs and Student Mother Committees on the importance of education for both boys and girls. • Hold food preparation and storage practices training twice every school year • Produce and distribute National School Health guidelines in targeted schools which cover aspects of safe food preparation, handling, and storage practices. • Conduct capacity building activities for national school feeding that include printing and promoting the Home Grown School Feeding Program manual and adapting the manual to arid regions. • Build the capacity of the School Health Nutrition and Meals Unit within the Ministry of Education and school level teachers and administrators. • Promote Teacher Attendance
Liberia	World Food Program	127,000	<ul style="list-style-type: none"> • Train PTAs • Build capacity at local, regional, national government levels through training and infrastructure support • Provide curriculum development tied to agriculture, gardens, and nutrition • Establish school gardens • Provide energy-saving stoves • Raise awareness on the importance of education through READ Liberia awareness campaign standing for "Reading Enhancing Agricultural Development." • Provide THRs to girls in grades 4–6 to encourage continued school attendance

Region/Country	Awardee	Estimated Numbers of Direct Beneficiaries	Complementary Activities to Feeding Programs
			<ul style="list-style-type: none"> • Provide student recognition for performance & attendance • Provide training in commodity management, food storage practices • Provide life skills classes to improve hygiene, water, and sanitation and HIV awareness • Develop a recipe book of local dishes and distribute them to cooks • Train school administrators
Malawi	World Food Program	681,451	<ul style="list-style-type: none"> • Improve teacher housing • Promote teacher attendance • Provide systematic social mobilization training in coordination with UNICEF and Theatre for Change on girls' education and importance of education • Train teachers and school administrators in nutritional, hygiene and sanitation topics • Provide training to school administrators and community members in behavior change communication activities • Train administrators in schools and in Community Based Child Care Centers (CBCCs) on managing school meals and on rolling out HGSM. HGSM training will consist of management of commodity stock-keeping, logistics, and procurement • Provide training in school gardens development • Build the capacity of key government staff at the local, district and national level to plan for and manage the National School Meals (NSM) program, • Increase small holder farmers' capacities in productivity, storage, management, group marketing and market engagement in order to raise income from agricultural activities. • Work with the United Nations Food and Agriculture Organization (FAO) to link the farmers to supply partners for loans and savings. • Convert 35 schools per year over the three years from a centralized food delivery model to the HGSM approach
Tanzania	Project Concern International	106,449	<ul style="list-style-type: none"> • Build and rehabilitate latrines, wells, and water stations/water systems • Train parents, teachers, volunteers in the school feeding committees in proper commodity management • Conduct health interventions such as de-worming, providing vitamins and minerals training on hygiene, sanitation, purification of drinking water, safe latrine use and life skills • Establish school gardens and libraries as well as produce books, textbooks and reading materials • Train teachers in pedagogic methods to enhance students reading and writing • Establish savings and lending groups • Train teachers in enhanced pedagogical methods • Train teachers in community mobilization • Conduct health and nutrition campaigns • Train school administrators • Establish partnerships with farmer groups to supply food to schools • Provide supplementary school supplies such as pencils, pens, books, and writing slates to needy students • Provide Energy Saving Stoves

Region/Country	Awardee	Estimated Numbers of Direct Beneficiaries	Complementary Activities to Feeding Programs
			<ul style="list-style-type: none"> • Build and rehabilitate kitchens and storerooms • Establish community mobilization workshops to raise awareness of the importance of education
Sub-total Africa		1,742,439	
Asia and Near-East			
Cambodia	World Food Program	262,449	<ul style="list-style-type: none"> • Build and rehabilitate latrines, wells, and water stations/water systems • Build and rehabilitate warehouses and storerooms • Train teachers with a view to improving the quality of education • Provide water purifiers to schools where there is no source of drinking water • Hold a national school feeding (SF) sustainability workshop and build local, regional and national capacity for school feeding • Support Ministry of Education, Youth, and Sports the revision and formulation of new Child Friendly School policy • Improve value-chains which connect commercial smallholder farmer producer groups to the market, so they can supply school feeding markets • Provide a package of hygiene materials including a yearly supply of soap, water purification filters, and bowls for hand washing for students • Provide a package of kitchen utensils including: cooking pots, serving pots, weighing scales and storage equipment (pallets) to an estimated 200 schools for 2013, and 150 schools for 2014 and 2015 • Provide textbooks to every child in primary school • Provide school supplies including folders, hole-punchers, calculators, whiteboards, and other non-food items to each USDA-supported school • Provide vegetable seeds for establishing gardens at the beginning of the school year • Provide energy-saving stoves • Raise awareness on the importance of education at food distribution events • Provide monthly THRs of 10 kg of rice to children in grades 4-6 at regular intervals during the school year • Provide annual training to a group of core trainers (training of trainers) from School Feeding Task Force (SFTF) at central level, and Provincial and District school feeding committees on commodity management • Train storekeepers in proper food storage • Train community cooks in food preparation • Provide training and training material to Local SF Committees (equivalent of PTAs) on hygiene and nutrition • Train school administrators on school development plans, and record keeping
Nepal	World Food Program	190,000	WFP's Essential Package*
Sub-total Asia and Near-East		452,449	

Western Hemisphere			
Nicaragua	Project Concern International	94,729	<ul style="list-style-type: none"> • Build and rehabilitate latrines, wells, and water stations/water systems • Train parents, teachers, volunteers in the school feeding committees in proper commodity management • Conduct health interventions such as de-worming, provide vitamins and minerals, provide training on hygiene, sanitation, purification of drinking water, safe latrine use and life skills • Establish school gardens and build partnerships with farmers to supply schools with food stuffs • Training teachers in enhanced pedagogical methods • Train teachers in community mobilization • Conduct health and nutrition campaigns • Develop agricultural training and skills to support sustainable school garden farming • Provide supplementary school supplies such as pencils, pens, books, and writing slates to needy students • Establish workshops to raise awareness of importance of education • Provide training and capacity building for government forums and community stakeholders involved in school feeding at local, regional and national levels • Build and rehabilitate kitchens and storerooms • Set up after-school learning clubs in order to assist students in school topics & homework challenges
Guatemala	Catholic Relief Services	51,773	<ul style="list-style-type: none"> • Establish “Spaces to Grow” program to enhance literacy instruction • Provide literacy instructional materials including reading books and teachers guides • Distribute school uniforms, shoes, backpacks, books, teaching materials • Provide scholarships to help teachers improve their pedagogic skills • Establish student governments • Hold literacy fairs • Train parents, teachers, and volunteers in the school feeding committees in proper commodity management • Establish school gardens • Training teachers in enhanced pedagogical methods • Provide recognition awards to teachers • Provide training and capacity building for government officials at Ministry of Education • Provide supplementary school supplies such as pencils, pens, books, and writing slates to needy students • Provide training and capacity building for government forums and bodies involved in school feeding at local, regional and national levels • Assess school infrastructure needs and work with local committees and gain municipal funding to enhance structures as needed • Build and rehabilitate kitchens and latrines • Set up after-school learning clubs in order to assist students in school topics & homework challenges • Establish media promotion campaign on the importance of education • Work with government on health and nutrition campaigns including de-worming, providing vitamins and minerals training on hygiene, sanitation, purification of drinking water, safe latrine use and life skills

Guatemala	Project Concern International	47,579	<ul style="list-style-type: none"> • Provide training and capacity building for government forums and bodies involved in school feeding at local, regional and national levels, including commodity management, monitoring, accounting, and evaluation. • Develop partnerships with farmer groups to supply food to schools, and develop local food production. • Hold community school fairs to engage the community in success of education • Build and rehabilitate kitchens and storerooms • Provide energy-saving stoves • Establish school gardens • Establish school feeding committees and provide training on food preparation and storage • Conduct enrollment campaigns to emphasize the importance of education and school attendance • Train Community Health Volunteers on good health, hygiene and nutrition practices • Conduct health interventions such as de-worming, providing vitamins and minerals • Promote teacher attendance through prize incentives
Haiti	World Food Program	315,000	WFP's Essential Package*
<i>Sub-total Western Hemisphere</i>		<i>509,081</i>	
WORLDWIDE TOTAL		2,703,969	

*The Essential Package is a result of a partnership between UNICEF and WFP to create a package of cost-effective interventions that improve the educational achievements, health, and nutrition of school-age children. For more information on the Essential Package visit: <http://documents.wfp.org/stellent/groups/public/documents/newsroom/wfp212806.pdf>

Interventions include:

- | | |
|---|---|
| <ul style="list-style-type: none"> Basic Education Food for Education Promotion of and Focus on Girls' Education Potable Water and Sanitary Latrines Health, Nutrition, and Hygiene Education De-worming Micronutrient Supplementation | <ul style="list-style-type: none"> HIV/AIDS Awareness and Education Psychosocial Support Malaria Prevention School Gardens Improved Stoves |
|---|---|

McGovern-Dole Project Beneficiaries and Complementary Activities in FY 2012

Region/Country	Awardee	Estimated Numbers of Direct Beneficiaries	Complementary Activities to Feeding Programs
Africa			
Cameroon	Counterpart International, Inc.	79,000	<ul style="list-style-type: none"> • Provide THR's for girls • Build and rehabilitate latrines, wells, and water stations/water systems • Build and rehabilitate school structures/classrooms • Build and rehabilitate kitchens and storerooms • Establish school gardens • Provide teacher recognition awards to motivate better teaching • Provide training in enhanced pedagogical methods to teachers and ministry of education staff • Provide supplementary school supplies such as pencils, pens, books, and writing slates to needy students • Provide training and capacity building for government forums and bodies involved in school feeding at local, regional and national levels • Establish libraries in schools to encourage teachers and students to improve reading skills and training PTA members to manage libraries • Run mobilization campaigns on education via door-to-door and public meeting drives, with a focus on enrolling girls in education • Establish PTAs • Conduct health interventions such as de-worming, training on hygiene, sanitation, purification of drinking water, safe latrine use and life skills • Conduct training on kitchen hygiene and sanitation • Provide mosquito nets to reduce the incidence of malaria and mosquito-borne illnesses
Kenya	World Food Program	650,000	<ul style="list-style-type: none"> • WFP's Essential Package*
Liberia	World Food Program	338,000	<ul style="list-style-type: none"> • WFP's Essential Package*
Malawi	World Food Program	338,709	<ul style="list-style-type: none"> • WFP's Essential Package*
Mozambique	Planet Aid, Inc.	74,010	<ul style="list-style-type: none"> • Build and rehabilitate latrines, wells, and water stations/water systems • Train parents, teachers, volunteers in the school feeding committees in proper commodity management • Conduct health interventions such as de-worming, providing vitamins and minerals training on hygiene, sanitation, purification of drinking water, safe latrine use and life skills • Establish school gardens • Train teachers in enhanced pedagogical methods • Train teachers in community mobilization • Conduct health and nutrition campaigns and developing agriculture to support sustainable school garden farming • Provide supplementary school supplies such as pencils, pens, books, and writing slates to needy students • Provide training and capacity building for government forums and bodies involved in school feeding at local, regional and national levels

Region/Country	Awardee	Estimated Numbers of Direct Beneficiaries	Complementary Activities to Feeding Programs
			<ul style="list-style-type: none"> • Build and rehabilitate kitchens and storerooms • Set up after-school learning clubs in order to assist students in school topics & homework challenges
Mozambique	World Vision, Inc.	60,000	<ul style="list-style-type: none"> • Provide supplementary school supplies such as pencils, pens, books, and writing slates to needy students • Provide teacher recognition for performance and in-service teaching • Build and rehabilitate school structures/classrooms • Build and rehabilitate latrines, wells, and water stations/water systems • Establish libraries in schools to encourage teachers and students to improve reading skills and train PTA members to manage libraries • Develop story books produced locally to enhance reading skills while relating to children's local culture • Train teachers in enhanced pedagogical methods • Develop Parent Teaching Assistants to volunteer to assist in supervising classroom activities • Train school administrators on pedagogical planning as well as administrative and financial management • Provide training and capacity building for government forums and bodies involved in school feeding at local, regional and national levels, including commodity management, monitoring, accounting, and evaluation • Develop partnerships with farmer groups to supply food to schools, and develop local food production • Build and rehabilitate kitchens and storerooms • Provide energy-saving stoves • Establish school gardens • Establish school feeding committees and provide training on food preparation and storage • Develop extra-curricular activities to develop talents and hobbies in art, music and sports, especially for upper primary students • Conduct enrollment campaigns to emphasize the importance of education and school attendance • Advocate on child protection and safety to raise awareness of issues such as gender-based violence and girls education • Train Community Health Volunteers on good health, hygiene and nutrition practices • Conduct health interventions such as de-worming, providing vitamins and minerals • Promote teacher attendance through prize incentives
Sierra Leone	Catholic Relief Services	40,293	<ul style="list-style-type: none"> • Provide student recognition to enhance better performance • Set up Savings and Internal Lending Community activities to improve financial capacity of parents to provide for educational costs • Set up and train Mothers' Support Groups to help reduce student absenteeism • Run workshops for community on the importance of education • Train teachers on life skills to enable teachers to help students with social and emotional development and decision making • Provide training in enhanced pedagogical methods to teachers

Region/Country	Awardee	Estimated Numbers of Direct Beneficiaries	Complementary Activities to Feeding Programs
			<ul style="list-style-type: none"> • Build and rehabilitate school structures/classrooms • Establish school feeding committees and provide training on food preparation and storage and in advocacy to promote their cause with government bodies • Provide supplementary school supplies such as pencils, pens, books, and writing slates to needy students • Provide literacy materials including model lesson plans for teachers, reading clubs and reading competitions • Set up a one-year teacher certification program • Train Master Teachers to train others in literacy instruction, and provide incentives and awards
Sub-total Africa		1,580,012	
East Asia and Pacific			
Laos	Catholic Relief Services	39,006	<ul style="list-style-type: none"> • Provide THRs for cooks and their families and for teachers • Run workshops for community on the importance of education • Establish libraries in schools to encourage teachers and students to improve reading skills and train teachers to manage libraries • Build and rehabilitate kitchens and storerooms • Provide training and capacity building for government forums and bodies involved in school feeding • Train teachers in enhanced pedagogical methods so they can improve their literacy instruction • Train teachers via distance learning on more inclusive education theory and practice, to create child-friendly classrooms, and use of child-centered teaching materials • Recognize teachers for 100 percent attendance • Train school administrators in inclusive education management • Provide school teaching materials • Provide training and capacity building for government bodies involved in school feeding.
Sub-total East Asia and Pacific		39,006	
South and Central Asia			
Afghanistan	World Vision, Inc.	84,167	<ul style="list-style-type: none"> • Provide THRs to students, teachers, and school support personnel • Provide teacher and headmaster training • Distribute school supplies • Make infrastructure improvements by establishing Education Defense Committees to ensure safe schools and safe transit for children • Build capacity of Ministry of Education health education trainers to provide basic education on health, hygiene, and nutrition to schools • Provide nutrition interventions such as Vitamin C • Set up early childhood care and development spaces to promote improved maternal and child health and nutrition practices and to provide active learning environments for pre-primary children • Provide community development to promote education, particularly for girls
Kyrgyz Republic	Mercy Corps	350,000	<ul style="list-style-type: none"> • Build and rehabilitate school structures/classrooms • Provide training and capacity building for government

Region/Country	Awardee	Estimated Numbers of Direct Beneficiaries	Complementary Activities to Feeding Programs
			<ul style="list-style-type: none"> forums and bodies involved in school feeding at local, regional and national levels • Provide training on good health, hygiene and nutrition practices • Monitor children's growth through a research initiative • Build and rehabilitate kitchens and storerooms
Nepal	World Food Program	190,000	<ul style="list-style-type: none"> • WFP's Essential Package*
Sub-total South and Central Asia		624,167	
Western Hemisphere			
Haiti	World Food Program	315,000	<ul style="list-style-type: none"> • WFP's Essential Package*
Honduras	Catholic Relief Services	53,863	<ul style="list-style-type: none"> • Establish a substitute teacher program • Provide teaching and classroom supplies and materials • Provide supplementary educational materials such as books, maps • Provide school supply kits for students especially girls, and from schools with high dropout rates • Provide training for teachers • Provide training for school administrators in management • Provide transportation for students to reduce barriers to school attendance • Establish community safety patrol groups • Provide health and hygiene education to community members and teachers • Establish school gardens • Build and rehabilitate schools • Build and rehabilitate latrines, water stations/hand washing stations • Develop peer-to-peer tutoring programs • Conduct Enrollment Campaigns • Develop Dropout Response Team • Establish PTAs • Conduct Media Campaigns on the value of education • Conduct Town Hall Meetings for school administrators to share updates on school progress and activities
Sub-total Western Hemisphere		368,863	
WORLDWIDE TOTAL		2,612,048	

*The Essential Package is a result of a partnership between UNICEF and WFP to create a package of cost-effective interventions which improve the educational achievements, health, and nutrition of school-age children. These interventions include:

Basic Education
Food for Education
Promotion of and Focus on Girls' Education
Potable Water and Sanitary Latrines
Health, Nutrition, and Hygiene Education
De-worming

Micronutrient Supplementation
HIV/AIDS Awareness and Education
Psychosocial Support
Malaria Prevention
School Gardens
Improved Stoves

For more information visit: <http://documents.wfp.org/stellent/groups/public/documents/newsroom/wfp212806.pdf>

Appendix III: Contributions from Other Donors to Supplement McGovern-Dole Projects in (2014-2012)

Contributions from Other Donors to Supplement McGovern-Dole Projects in FY 2014

Region/Country	Organization	Other Donor Provisions
Africa		
Benin	Catholic Relief Services	<ul style="list-style-type: none"> • Donations from a U.S. shoe company for up to 76,000 pairs of shoes for children at participating schools • 10–20 percent of costs of labor and materials for construction and rehabilitation of infrastructure • Labor for building kitchens and store rooms • Schools provide land for school gardens
Burkina Faso	Catholic Relief Services	<ul style="list-style-type: none"> • Burkina Faso’s Ministry of Education (MENA) transports school canteen commodities to participating primary schools • MENA provides monitors to check food deliveries and quality • MENA finances all operations costs for MENA’s national school canteen program • 21 MENA staff members • MENA and local communities contribute food for a daily meal in schools for 4–5 months during first year of project • Communities provide supplemental cooking ingredients (e.g. onions and salt) and wood for cooking meals • Storekeepers, cooks, and community volunteers • Communities provide/refurbish buildings for use as library • Local governments support librarian’s pay • Community members donate time for routine mentoring • MENA and Ministry of Health provide technical staff for teacher training, and monitoring.
Republic of Senegal	Counterpart International, Inc.	<ul style="list-style-type: none"> • Complementary foods, labor, fuel wood (~\$200,000) • Storage rooms for foods (~\$145,000) • Food for school granaries (~\$15,000) • Cash contributions to granaries, (~\$10,000) • In-kind contributions for teacher awards (~\$20,000) • Kitchens (~\$25,000) • Hygiene supplies, (~\$10,000)
Asia		
Laos	World Food Program	The following donors provide cash resources for the purchase of food commodities: Australia, Canada, Cuba, European Commission, France, Germany, Japan, Luxembourg, New Zealand, Spain, UK
Bangladesh	World Food Program	The following donors provide cash resources for the purchase of food commodities: Australia, Bangladesh, Brazil, Canada, China, Denmark, European Commission, Finland, Germany, Italy, Japan, Korea, Netherlands, Norway, New Zealand, Spain, U.K
Nepal	World Food Program	The following donors provide cash resources for the purchase of food commodities: Canada, China, Finland, Germany, Japan, Netherlands, Nepal, Korea

Western Hemisphere		
Guatemala	Save the Children	<ul style="list-style-type: none"> Local communities make various contributions including construction materials and labor for school improvements, supplemental ingredients and cooking utensils for meal preparation valued at ~\$1.1 million. Ministry of Health supplies de-worming medication, vitamins and micronutrients.
Nicaragua	World Vision Inc.	<ul style="list-style-type: none"> Private donors provide ~\$5.7 million for in-kind contributions of de-worming medications, vitamins, clothing and shoes.

Contributions from Other Donors to Supplement McGovern-Dole Projects in FY 2013

Region/Country	Organization	Other Donor Organizations
Africa		
Ethiopia	World Food Program	The following donors provide cash resources for the purchase of food commodities: Australia, Belgium, France, Luxembourg, Netherlands, Norway, and United Kingdom.
Kenya	World Food Program	The following donors provide cash resources for the purchase of food commodities: Australia, Canada, Denmark, Japan, Kenya, Saudi Arabia, Spain, UN, UK, and Private Donors.
Liberia	World Food Program	The following donors provide cash resources for the purchase of food commodities: Australia, Canada, Denmark, Germany, Italy, Norway, Switzerland, and World Bank.
Malawi	World Food Program	The following donors provide cash resources for the purchase of food commodities: Belgium, Brazil, Canada, Denmark, Finland, Germany, Ireland, Italy, Japan, New Zealand, Norway, Poland, Saudi Arabia, Spain, and Private Donors.
Tanzania	Project Concern International	<ul style="list-style-type: none"> • PCI contributes school supplies, de-worming medication, vitamin A supplements, and teacher/student recognition materials and sports equipment for extracurricular activities through in-kind gifts (estimated at \$3 million). • PCI pays for international travel of headquarters staff to visit the project for technical assistance and program oversight.
Asia and Near East		
Cambodia	World Food Program	The following donors provide cash resources for the purchase of food commodities: Australia, Canada, Denmark, Germany, Italy, Norway, Switzerland, World Bank, and United Kingdom.
Nepal	World Food Program	The following donors provide cash resources for the purchase of food commodities: Australia, Canada, China, Denmark, Finland, Germany, Ireland, Italy, Japan, Korea, Norway, New Zealand, Spain, United Kingdom, and Private Donors.
Western Hemisphere		
Guatemala	Project Concern International	In kind contributions from the local community valued at \$727,888 for <ul style="list-style-type: none"> • Labor • Construction materials • Commodity transportation • Use of commodity warehouse facilities • Food donations
	Catholic Relief Services	<ul style="list-style-type: none"> • Local municipalities and communities provide in-kind contributions (estimated at \$200,000), including supplies, materials and partial labor requirements for school infrastructure improvements. • Local governments provide storage facilities. • Community members assist with cooking school meals. • CRS assumes costs for any aspects of the program which USDA resources do not cover in full
Haiti	World Food Program	The following donors provide cash resources for the purchase of food commodities: Brazil, Canada, and Spain.
Nicaragua	Project Concern International	Municipal and community contributions valued at approximately \$928,000 in support of project activities including: <ul style="list-style-type: none"> • Labor and construction materials, • Commodity preparation, • Commodity transportation, • Commodity warehouse facilities, and • Food donations.

Contributions from Other Donors to Supplement McGovern-Dole Projects in FY 2012

Region/Country	Organization	Other Donor Organizations
Africa		
Cameroon	Counterpart International, Inc.	<ul style="list-style-type: none"> • Local communities provide complementary food (estimated at \$50,000) and land for school gardens (estimated at \$100,000). • Medicines for Humanity provide de-worming medication. • Books for Africa provide textbooks and reference books. • Government of Cameroon contributes mosquito nets. • CPI assumes responsibility for any costs not covered by USDA resources
Kenya	World Food Program	<ul style="list-style-type: none"> • The following donors provide cash resources for the purchase of food commodities: Australia, Denmark, Japan, Kenya, Saudi Arabia, Spain, UN, UK, and Private Donors.
Liberia	World Food Program	The following donors provide cash resources for the purchase of food commodities: Australia, Canada, Denmark, Germany, Italy, Norway, Switzerland, World Bank.
Malawi	World Food Program	The following donors provide cash resources for the purchase of food commodities: Belgium, Brazil, Canada, Denmark, Finland, Germany, Ireland, Italy, Japan, New Zealand, Norway, Poland, Saudi Arabia, Spain, Private Donors
Mozambique	Planet Aid, Inc.	<ul style="list-style-type: none"> • Government of Mozambique Ministry of Education pays the import duties and VAT of commodity import and contributes to teacher salaries and operations costs for teacher training (match contribution valued at \$7million). • Local community members and teachers participate in infrastructure construction, preparation of meals and other tasks. • Maputo Provincial Department of Health contributes de-worming tablets for the school children (valued at \$133,000 for 60,000 children over 3 years).
	World Vision, Inc.	<ul style="list-style-type: none"> • World Vision contribute school supplies, de-worming medication, vitamin A supplements, teacher/student recognition materials and sports equipment for extracurricular activities through gift in kind (value estimated at \$3million). • World Vision pays for international travel of headquarters staff to visit the project for technical assistance and program oversight.
Niger	World Food Program	The following donors provide cash resources for the purchase of food commodities: Australia, Belgium, France, Luxembourg, Netherlands, Norway, UK.
Sierra Leone	Catholic Relief Services	CRS assumes coverage for costs of the program which are not covered by USDA resources.
East Asia and Pacific		
Laos	Catholic Relief Services	<ul style="list-style-type: none"> • CRS assumes any costs of the program which USDA resources do not cover in full.
South and Central Asia		
Kyrgyzstan	Mercy Corps	<ul style="list-style-type: none"> • Community members contribute varying funds for school infrastructure and equipment to be received through lobbying local government (valued at a total of \$1.5 million).
Nepal	World Food Program	The following donors provide cash resources for the purchase of food commodities: Australia, Canada, China, Denmark, Finland, Germany, Ireland, Italy, Japan, Korea, Norway, New Zealand, Spain, UK, and Private Donors.
Western Hemisphere		
Haiti	World Food Program	The following donors provide cash resources for the purchase of food commodities: Brazil, Canada, Spain, Other Private Donors
Honduras	Catholic Relief Services	<ul style="list-style-type: none"> • CRS uses gift-in-kind contributions from local municipalities and

Region/Country	Organization	Other Donor Organizations
		<p>communities (estimated at \$200,000), including supplies, materials and partial labor requirements for school infrastructure improvements.</p> <ul style="list-style-type: none"> • Local governments provide storage facilities. • Community members assist with cooking school meals.

Appendix IV: World Food Program School Feeding by Region Supported by All Donors (2014-2012)

World Food Program School Feeding by Region Supported by All Donors in 2014

Region	Number of Countries	Beneficiaries (Actual)
Asia	12	3.7 million
Middle East, Central Asia and Eastern Europe	12	2.7 million
West Africa	17	3 million
Southern Africa	9	3.6 million
Central and East Africa	8	2.6 million
Latin America and Caribbean	7	2.5 million
TOTAL	65	18.2 million

World Food Program School Feeding by Region Supported by All Donors in 2013

Region	Number of Countries	Beneficiaries (Actual)
Asia	12	5.1 million
Middle East, Central Asia and Eastern Europe	11	2.4 million
West Africa	16	3.1 million
Southern Africa	9	4.2 million
Central and East Africa	8	2.6 million
Latin America and Caribbean	7	2.4 million
TOTAL	63	19.7 million

World Food Program School Feeding by Region Supported by All Donors in 2012

Region	Number of Countries	Beneficiaries (Actual)
Asia	12	7.4 million
Middle East, Central Asia and Eastern Europe	9	1.6 million
West Africa	17	3.1 million
Southern Africa	6	2.2 million
Central and East Africa	11	4.9 million
Latin America and Caribbean	7	4.5 million
Sudan	1	1 million
TOTAL	63	24.7 million

Appendix V: World Food Program Country Programs in 2014 Supported by McGovern-Dole and Other Donors (2012–2014)

World Food Program Country Programs in 2014 Supported by McGovern-Dole and Other Donors

Country	Donor	Program Description	Total Contributions to Country Program in 2014	USDA McGovern-Dole Contribution ¹
Bangladesh	Australia Bangladesh Brazil Canada China Denmark E.U. Finland Germany Italy Japan Korea Netherlands Norway New Zealand Spain U.K	<p>WFP is working in partnership with the Government of Bangladesh to reduce poverty, enhance food security and nutrition, and reduce vulnerability to recurrent shocks through a country program (CP) and a protracted relief and recovery operation.</p> <p>The CP is designed to improve the long-term food security and nutrition of ultra-poor households in the poorest and most food-insecure rural areas and urban slums. It will assist 4.2 million people in 15 priority districts over five years (2012-2016). It consists of four components which are aligned with the Government's national priorities: (i) Improving Maternal and Child Nutrition; (ii) Increasing school attendance and short-term hunger through School Feeding; (iii) Enhancing Resilience to Natural Disasters and the Effects of Climate Change; and (iv) Strengthening Government Safety Nets.</p>	\$177,755,291	\$25,999,890
Laos	Australia Canada Cuba E.U. France Germany Japan Luxembourg New Zealand Spain UK	<p>WFP is supporting the Government of Laos PDR in tackling undernutrition. The current CP is in line with the Government's 7th National Socio-Economic Development Plan (2011-2015) and contributes to achieving the Millennium Development Goals (MDGs) on hunger, education, child mortality, maternal health and gender equality.</p> <p>The CP tackles the problem of stunting, affecting nearly every second child, and aims to prevent wasting and reduce micronutrient deficiencies. The Mother and Child Health and Nutrition (MCHN) program supports over 12,000 pregnant and breastfeeding women and 21,000 children under 2 in the three most affected provinces (aiming to prevent stunting in children less than 2 years).</p> <p>For school-aged children, the school meals program provides a nutritious mid-morning snack at 1,500 primary schools across seven provinces, and THR's at 200 secondary schools for informal boarders, particularly girls.</p> <p>To improve nutrition and long-term food security in chronically food-insecure communities, WFP initiates cash- or food- assistance for-assets (C/FFA) activities through the livelihood initiatives for nutrition program.</p>	\$63,650,084	\$27,000,000
Nepal	Canada China	These operations aim to prevent malnutrition and enable year-round access to food through supporting sustainable food systems for vulnerable communities and	\$51,300,904	\$26,958,500

Country	Donor	Program Description	Total Contributions to Country Program in 2014	USDA McGovern-Dole Contribution ¹
	Finland Germany Japan Netherlands Nepal Korea	<p>community groups. These include pregnant and nursing mothers and young children, as well as school-going children. These programs directly contribute to the five pillars of the Zero Hunger Challenge. The 2013-2017 CP is implemented in the Far- and Mid-Western Development Regions of Nepal.</p> <p>WFP supports Bhutanese refugees living in eastern Nepal with food assistance. In response to flood damage following severe monsoon rains in 2014, the Government requested support from WFP for launching an immediate response emergency operation (IR-EMOP) in four mid-western districts of Nepal. The IR-EMOP was initiated in August, with the aim of providing immediate food assistance to people displaced by floods and landslides. This assistance was continued through an EMOP in the final months of 2014.</p>		

¹Reflects full commitment level of multi-year grant awarded in FY 2014

World Food Program Country Programs in 2013 Supported by McGovern-Dole and Other Donors

Region/ Country	Donor	Country Program Description	Total Contributions to Country Program in 2013 (Million)	USDA McGovern- Dole Contribution ¹
Ethiopia	Australia Germany Japan UK Private Donors	<p>WFP programs have helped to address the impact of previous years' poor rainfall on food security at the household level, livelihood options and nutritional deficiencies of the most vulnerable drought-affected households. WFP programs have saved the lives of those worst affected, especially acutely malnourished children, and helped build resilience and support recovery and social development in Ethiopia. WFP has helped to support the transition to a government-led home-grown school meals program, partly by helping smallholder farmers in improving their capacity to engage in agricultural trade. In 2013, the WFP school feeding program provided daily school meals to children between 5 and 18 years of age in 1,186 schools in 171 districts in six regions. To address gender disparity, girls received vegetable oil every semester based on the minimum of 80 percent attendance as an incentive to encourage families to keep them in school. The actual number of students reached in 2013 was less than the plan as that was based on an estimated higher change in enrollment (10 percent) while the actual average change in enrollments was 5 percent. About 39,420 (6 percent) of the students in school feeding were provided meals from home grown school feeding pilot program.</p> <p>In targeting, the program uses food insecurity, enrollment, and gender disparity as selection criteria. In addition, availability and accessibility of water and the security situation are also taken into consideration. The Federal Ministry of Education identifies the regions and allocates how many students are supported in the different regions, the region decides on the woreda (district) and the woreda selects the schools to be included.</p>	\$96.2	\$26,500,002
Kenya	Australia Canada Denmark Germany Saudi Arabia Japan Spain Private donors	<p>WFP contributed to saving the lives of acutely malnourished children and women, and helped build resilience and support recovery and social development in Kenya. The country program (CP 106680) provided meals to school-going children and nutritional support to malnourished HIV clients on treatment.</p> <p>WFP school meals program targeted children in public pre-schools (early childhood education centers) and primary schools in the arid counties of Kenya and in the unplanned settlements of Nairobi. Arid counties suffer from chronic and acute food insecurity, and have some of lowest education indicators in Kenya. The meals served as an incentive for sending children to schools regularly. The children received hot lunches made out of cereals, pulses, vegetable oil and iodized salt, which represent staple foods in many communities in Kenya. Given the special nutritional requirements of very young children and the high prevalence of acute malnutrition in arid areas, children attending pre-schools received a mid-morning porridge made with Super Cereal, as many left home without breakfast. This boosted their concentration and nutritional intake.</p> <p>A verification of school enrolment figures by the Ministry of Education Science and Technology in 2013 found the number of children registered in schools had increased significantly, resulting in higher overall beneficiary numbers than initially planned.</p> <p>In Isiolo County, where WFP transferred cash directly to schools for the first time to enable them to purchase</p>	\$ 128.5	19,617,112

Region/ Country	Donor	Country Program Description	Total Contributions to Country Program in 2013 (Million)	USDA McGovern- Dole Contribution ¹
		<p>food locally from nearby markets, verification actually showed a decrease which led to fewer beneficiaries than planned receiving cash and voucher assistance.</p> <p>The quantity of food distributed was affected by a teachers' strike that disrupted learning in public schools for a month. Delivery of food was delayed to some counties where transportation is covered by the Ministry because of challenges in procuring transport services. In addition to the cash transferred for the third school term of 2013, WFP also disbursed funds to some schools in Isiolo in December 2013 to enable timely purchase of food ahead of the start of school in January; more cash was therefore distributed compared to the plan.</p>		
Liberia	Canada Finland Germany Italy New Zealand United Kingdom Switzerland Private Donors	<p>Interventions by WFP included providing primary schoolchildren with daily school meals in ten counties with high food insecurity, low education indicators and high stunting rates; providing monthly THR to girls in grades 4, 5 and 6 in counties where primary-level gender disparities are highest; and distributing food commodities to support the treatment of moderate-acute malnutrition (MAM) for children aged 6-59 months in advance of WFP's eventual phase-out of direct nutrition support for MAM treatment in line with government's aim of integrating management of acute malnutrition into the health system.</p> <p>Beneficiaries of the project included rural primary and pre-primary school children attending government-run schools in counties with high food insecurity, low education indicators and high stunting rates. Girls in upper primary grades (4, 5 and 6) in areas with high gender disparity in primary education were targeted with take-home rations. The project also targeted children and pregnant and nursing women in counties with high stunting rates, as well as children aged 6-59 months with (MAM). The number of these beneficiaries achieved however fell far short of planned targets. This was the result of a lack of funding for nutrition. Funding constraints also hindered the provision of food assistance to therapeutic feeding caretakers. Another group of beneficiaries comprised smallholder farmers, particularly women, participating in activities to improve agricultural infrastructure and productivity, and rural youth supplying labor to these activities.</p> <p>With the resources received, WFP reached nearly 200,000 school children in the first half of 2013 (during the 2012/2013 academic year). During the last trimester of 2013, however, and in the face of severe pipeline constraints, WFP could only reach an ever decreasing number of school children, adjusting rations along the way on several occasions. In the closing two months of 2013, in fact, pipeline difficulties constrained WFP to reach only about half the targeted 127,000. This also affected achievement for beneficiaries of THRs</p>	\$15.8	\$20,000,000
Malawi	Australia Canada Germany Private donors	<p>In 2013, WFP assisted over 800,000 primary schoolchildren through school meals; provided nutrition interventions for over 100,000 young children, pregnant and nursing women, and TB patients; and developed programs to build the resilience of chronically food-insecure households.</p> <p>WFP is the largest provider of school feeding in Malawi. The Ministry of Education, Science and Technology plans to take over 15 percent of WFP-supported schools over five years, with WFP technical support. The more sustainable, home grown school feeding (HGSEF) model is being piloted in districts with</p>	\$ 47.3	\$21,000,000

Region/ Country	Donor	Country Program Description	Total Contributions to Country Program in 2013 (Million)	USDA McGovern- Dole Contribution ¹
		<p>potential for local production.</p> <p>In 2013, WFP reached some 800,000 primary school students through the school feeding program, which is 20 percent of all primary school children. Assistance to pre-primary students through community based childcare centers (CBCC) commenced in 35 CBCCs in 2013, reaching 7,000 students. This was less than planned, as WFP progressively scales-up its program to reach 169 CBCCs by 2016.</p> <p>Pre-primary and primary school children received a nutritious, hot mid-morning porridge composed of Super Cereal in the targeted schools. Using an approach sensitive to the nutritional requirements of the school children, 3,100 children in five pilot primary schools in the Mangochi district received meals prepared on site, using locally available nutritious food such as sweet potatoes, goat meat and mangoes through the HGSF model.</p> <p>With very limited funding available, THRs were prioritized for older girls and orphan boys in the two districts with the worst attendance indicators to prevent against drop-out and decreased attendance during the lean season. This was less than the 13 districts as planned, thus reaching fewer beneficiaries.</p> <p>Under the nutrition component, some 110,000 beneficiaries were assisted. The supplementary feeding program focused on the treatment of moderate acute malnutrition by providing Super Cereal and vegetable oil to malnourished children and pregnant and nursing women in health facilities in all 28 districts of the country. Nutrition support through Super Cereal was provided for tuberculosis (TB) patients in four districts in the country.</p>		
Cambodia	Australia Canada Denmark Finland Germany Ireland Japan Netherlands Norway New Zealand Spain Private Donors	<p>Beneficiaries targeted under this Country Program included vulnerable pre- and primary school children, pregnant & nursing women, children under two, and food-insecure rural households. Targeting was based on government surveys, the 2008 Comprehensive Food Security and Vulnerability Analysis and the Integrated Food Security Phase Classification. Provinces with the highest prevalence of malnutrition were prioritized. Food insecure households were identified through the Government's Identification of Poor Households (ID Poor) system and a participatory self-selection process of eligible beneficiaries, facilitated by the project management committees.</p> <p>Under the education component, WFP continued to provide schools meals made of rice, fish, pulses, oil and salt as well as a household ration of rice or cash for scholarships. Although planned, noodles were not distributed under the school meals program as the cost of the commodity was too high compared to other commodities.</p> <p>An expansion of school meals and scholarship programs to three new provinces led to a significant increase in beneficiaries assisted during the 2012-13 school year, particularly for scholarship students. With the transition to a new mobile banking cash scholarship delivery model, WFP planned to provide assistance in an additional province for the 2013-14 school year. However, due to limited resources, WFP developed a scale-down strategy for the 2013-14 school year, reducing the number of actual beneficiaries, feeding days and</p>	\$64.9	\$20,000,000

Region/ Country	Donor	Country Program Description	Total Contributions to Country Program in 2013 (Million)	USDA McGovern- Dole Contribution ¹
		ration sizes while maintaining geographical coverage.		
Nepal	Canada Finland Germany Japan Netherlands Private Donors	<p>WFP's Country Program Nepal addressed chronic food insecurity by supporting government activities in three priority sectors: health, education and infrastructure. Under support for education, WFP targeted 272 moderate and highly food insecure village development committees (VDCs) in 10 program districts. Throughout the academic year (200 days), children in pre- and primary schools, up to grade five, received mid-day meals comprising of corn-soya-blend, sugar and vegetable oil. WFP originally planned mid-day meals for pre-primary to grade eight children, however, the Government education support program only targeted children up to grade five, therefore fewer beneficiaries were reached as WFP aligned its school feeding program with the Government's.</p> <p>The previous Country Program (CP 100930) included improvement of school infrastructures through FFA. School construction and rehabilitation was finalized in 2012, however some of the food distributions took place in 2013, after the closure of the previous CP.</p>	\$ 20.5	\$5,999,998
Haiti	Brazil Canada Spain Other	<p>The development project responded to the Government of Haiti's request for support in establishing a viable, sustainable, nationally-owned school meals program by 2030. The government's vision includes school meals supported primarily through local products purchased from smallholder farmers and consistent with the government's efforts to guarantee basic education for all children. The project aims to support the government's policy by providing school meals to ensure that food insecurity does not impede the children's development.</p> <p>The project has two components: i) Direct implementation of a school meals program; and ii) Capacity development of the Haitian Government, in particular the Ministry of Education and the National School Meals Program (PNCS) along with the Ministry of Agriculture and its Unit for the Facilitation of Local Purchases (UFAL).</p> <p>The WFP school meals program targeted food-insecure and highly vulnerable girls and boys enrolled in primary school. Before the start of the new school year in October 2013, the program was originally being implemented across five of the ten departments in the country. However, the geographical coverage of the program was adjusted in 2013 to cover all food-insecure and highly vulnerable communes countrywide, using data from the National Food Security Coordination's (CNSA) 2012 multi-risk vulnerability map and 2013 National Food Security and Nutrition Survey. This resulted in an increase of WFP coverage, almost doubling the amount of schools assisted in the previous year, from 1,417 to 2,546. With the retargeting exercise, WFP expanded further into remote areas reaching more schools; however it did not result in reaching additional schoolchildren as the number of children attending schools in those areas was lower. The expansion also absorbed schools that had been covered under previous WFP program PRRO 108440.</p> <p>While the school year in Haiti generally spans the period from September to June, a change in the official school calendar resulted in less food being distributed than had been planned. Children in primary schools</p>	\$ 35.2	\$10,000,011

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		located in the most food-insecure rural areas received a daily hot meal composed of cereals, pulses (peas or beans), fortified oil and salt. In 2013, WFP continued efforts to increase the proportion of locally produced foods included in the food basket. WFP procured cereals from local smallholder farmers' organizations that were distributed through the program. Via a complementary trust fund, WFP purchased locally produced milk from a network of 20 small dairies. This milk was added to the food basket in the 80 schools benefiting from the pilot project "Let Agogo nan lekol la" ("Unlimited Milk" in Creole).		

¹ Reflects full commitment level of multi-year grant awarded in FY 2013

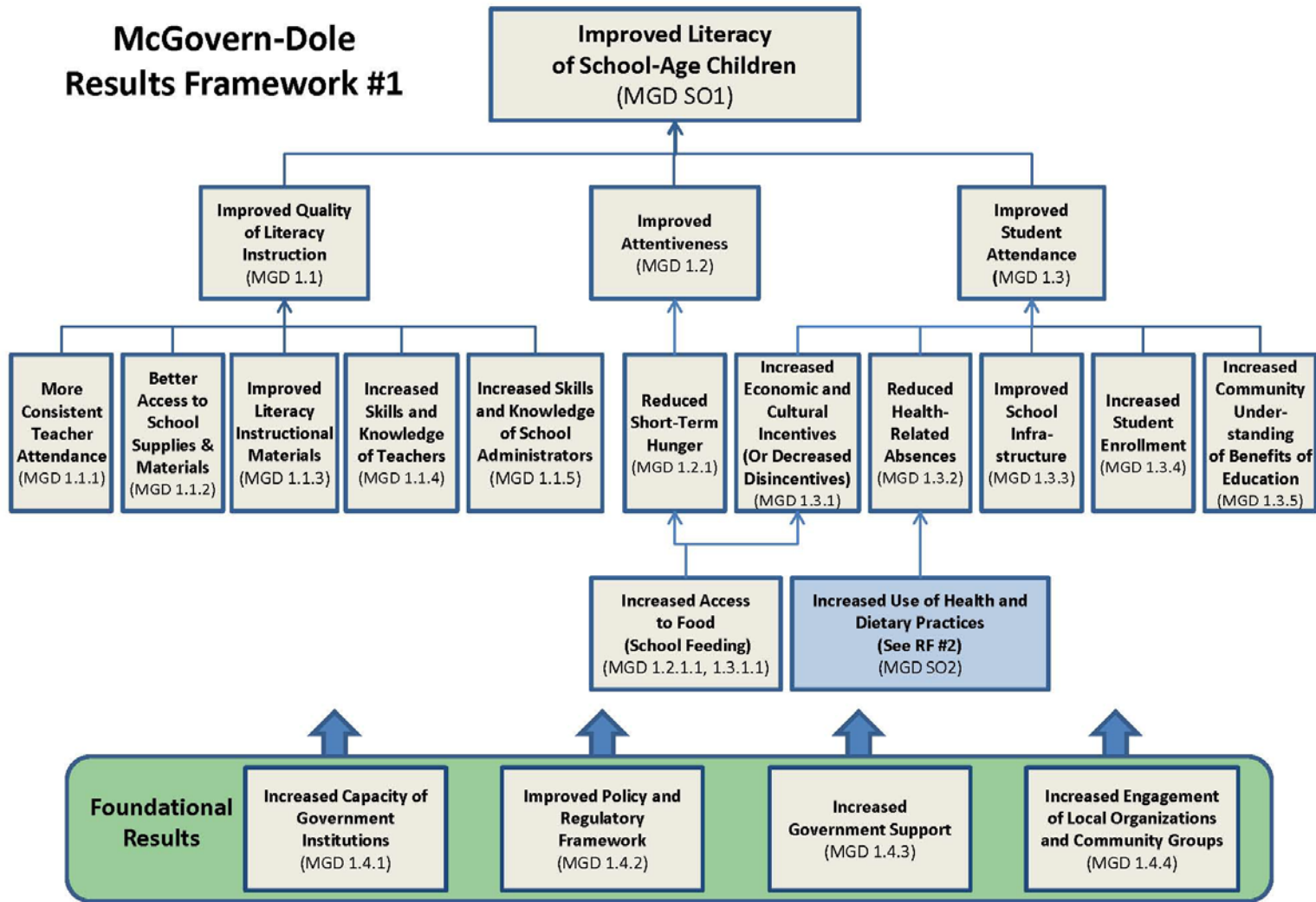
World Food Program Country Programs in 2012 Supported by McGovern-Dole and Other Donors

Region/ Country	Donor	Country Program Description	Total Contributions to Country Program in 2012	USDA McGovern- Dole Contribution ¹
Kenya	Australia Denmark Japan Kenya Saudi Arabia Spain UN UK Private Donors	WFP programs have helped to address the impact of previous years' poor rainfall on food security at the household level, livelihood options and nutritional deficiencies of the most vulnerable drought-affected households. WFP programs have saved the lives of those worst affected, especially acutely malnourished children, and helped build resilience and support recovery and social development in Kenya. WFP has helped to support the transition to a government-led home-grown school meals program, partly by helping smallholder farmers in improving their capacity to engage in agricultural trade.	\$107,684,593	\$9,683,313
Liberia	Australia Canada Denmark Germany Italy Norway Switzerland World Bank	WFP channeled its assistance in Liberia through a development school feeding project covering twelve counties, as well as assistance to Ivorian refugees and host populations in south-eastern Liberia, and a P4P local food procurement initiative in the high-potential agricultural production belt spanning the north and central counties of Lofa, Bong and Nimba. Food assistance to school children helps to improve their access to education and reduce disparities in access to education. The local food purchase initiative strengthens the government's capacity to develop and manage hunger reduction policies.	\$ 17,397,684	\$7,069,500
Malawi	Belgium Brazil Canada Denmark Finland Germany Ireland Italy Japan New Zealand Norway Poland Saudi Arabia Spain Private Donors	This WFP program supported the Government of Malawi's efforts towards reducing poverty and food insecurity across the country with a broad spectrum of interventions that provide food support and capacity development through nutritional, agricultural, educational and health-related projects. Under this country program, WFP assisted over 730,000 primary schoolchildren through on-site meals; provided nutrition interventions for over 50,000 young children, pregnant and nursing women, and TB clients; and developed programs to build the resilience of chronically food-insecure households through food-for-assets activities. WFP also carried out an urban vulnerability assessment which found that parts of the urban population are just as vulnerable to food insecurity as that of rural areas, and has caused the humanitarian community, including WFP, to explore programs for a possible urban response in 2013.	\$ 53,235,645	\$8,663,600
Nepal	Australia Canada China	WFP's Country Program Nepal addressed chronic food insecurity by supporting government activities in three priority sectors: health, education and infrastructure. WFP's activities have reduced immediate food shortages, protected assets and	\$ 107,898,648	\$4,502,400

Region/ Country	Donor	Country Program Description	Total Contributions to Country Program in 2012	USDA McGovern- Dole Contribution ¹
	Denmark Finland Germany Ireland Italy Japan Korea Norway New Zealand Spain UK Private Donors	livelihoods in the short term, strengthened community organization, and contributed to peace building. However, sustainable improvements to livelihoods generated by these short-term interventions still need to be established. Based on this, WFP starts a new five-year Country Program from 2013, which includes the components from the existing country program.		
Haiti	Brazil Canada Spain Other	The WFP Protracted Relief and Recovery Operation (PRRO) program assists the government in meeting the urgent needs of shock-affected populations while supporting sustained recovery by addressing the destructive cycle of vulnerability and food insecurity. The WFP development program supports capacity development activities with government actors in agriculture and school meals programming. In addition, WFP is improving its capacity to purchase food locally and integrate local purchases into school meals programming.	\$ 16,232,781	\$8,000,000

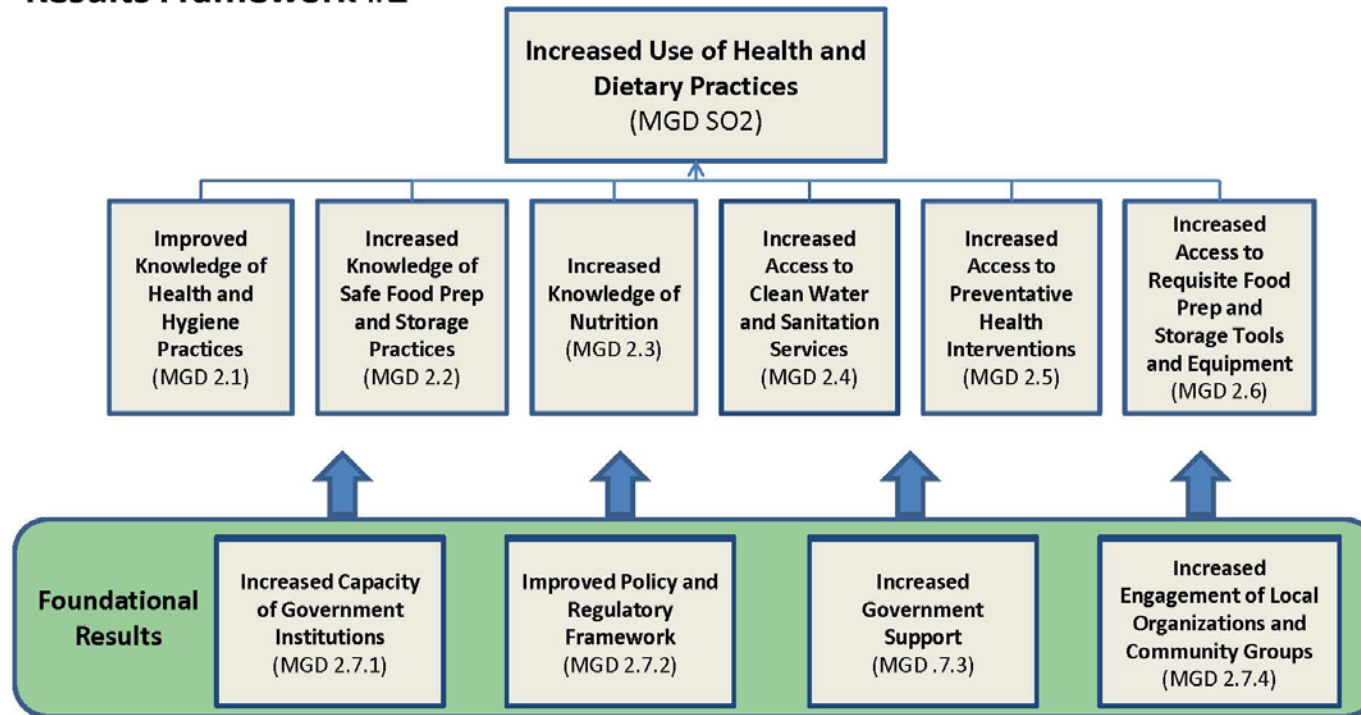
¹ Reflects full commitment level of multi-year grant awarded in FY 2012

Appendix VI: McGovern-Dole Results Frameworks I and II



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 VII: Project Selection Process

McGovern-Dole grants provide U.S. agricultural commodities and cash resources to program participants (PVOs and WFP) through a competitive grant approval process. Project proposals must include:

- A comprehensive plan detailing who the beneficiaries are and how the U.S. food product will be provided to them;
- A detailed description of complementary activities enhancing school feeding, and improving education, nutrition, and health;
- Support from the local government, community, and/or national government;
- A plan to sustain the benefits of the project after U.S. intervention has ceased;
- Evidence of previous experience carrying out a similar type of project, either in the donating country 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 highest strategic goals; and
- Evidence of measurable indicators which may be checked at baseline, midline, and at the end of the USDA program to document progress towards meeting the goals.

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

- The implementing organization's prior experience with successfully administering school feeding and/or food projects;
- The clarity of the intended project outcomes, objectives, and goals;
- Clarity of connection between proposed activities and the intended results as outlined in the McGovern-Dole Results Frameworks
- The strength of the proposal's graduation and sustainability plan;
- A demonstrated coordination with national, regional, and local governments, U.S. government agencies, and national plans; and
- Commodity appropriateness and distribution plan.

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

- **Direct distribution:** As school snacks and meals, and as the distribution of THRs
- **Food for work:** The exchange of food rations or meals for work done by beneficiaries; and
- **Value-added processing for distribution:** The commodity is processed to carry out the objectives of the food aid agreement, e.g., U.S.-donated wheat is processed into nutritious biscuits in Bangladesh for school feeding projects.