

The Global Effort to Reduce Child Hunger and Increase School Attendance

Report to the United States Congress

Fiscal Year 2018





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List of Acronyms

CREAN	Child Reading and Nourished
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
FAO	Food and Agricultural Organization
FAS	Foreign Agricultural Service
FY	Fiscal Year
HGSF	Home-Grown School Feeding program
ITSH	Inland transportation, storage and handling
LRP	Local and Regional Procurement Program
MGD	McGovern Dole Program
MT	Metric Tons
PVO	Private Voluntary Organization
MESA II	Mejor Educación y Salud
MINED	Ministry of Education
NOFO	Notice of Funding Opportunities
PCI	Project Concern International
PMP	Performance Monitoring Plan
PTA	Parent- Teacher Association
ROM	Results Oriented Management
RPA	Rapid Participatory Assessment
UNICEF	United Nations Children’s Fund
USAID	United States Agency for International Development
USDA	United States Department of Agriculture
WBSCM	Web-Based Supply Chain Management
WFP	World Food Program
WV	World Vision

Preface

The authorizing legislation of the McGovern-Dole International Food for Education and Child Nutrition Program (McGovern-Dole) (7 U.S.C. 1736o–1) states that the Secretary of Agriculture “shall annually submit to the Committee on International Relations and the Committee on Agriculture of the House of Representatives and the Committee on Agriculture, Nutrition, and Forestry of the Senate a report on the commitments and activities of governments including the United States government, in the global effort to reduce child hunger and increase school attendance.”

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

This report describes the activities undertaken and funds committed in the McGovern-Dole International Food for Education and Child Nutrition Program in FY 2018.

Executive Summary

McGovern-Dole uses commodities grown by American farmers to enhance food security, is intended to improve literacy (especially for girls) and strengthen the nutrition, health, and dietary practices of school-aged children, mothers, and families. This report illustrates the activities undertaken and impacts achieved in FY 2018, including information on total commodities, funding, and major accomplishments. Case studies from Nicaragua and Kenya provide information about the results of McGovern-Dole funding on school attendance, literacy, and community involvement.

The authorizing statute (7 U.S.C. 1736o-1) includes the requirements for the “procurement of agricultural commodities and the provisions of financial and technical assistance to carry out:

1. Preschool and school food for education programs in foreign countries to improve food security, reduce the incidence of hunger, and improve literacy and primary education, particularly with respect to girls; and
2. Maternal, infant, and child nutrition programs for pregnant women, nursing mothers, infants, and children who are 5 years of age or younger.”

The Consolidated Appropriations Act, 2018, appropriated a total of \$215 million for the Fiscal Year (FY) 2018 McGovern-Dole program with \$10 million specified to carry out the Local and Regional Food Aid Procurement (LRP) program (7 U.S.C. 1726c), and \$1 million for innovative clean water projects.

In FY 2018, USDA funded eight new McGovern-Dole proposals valued at approximately \$176 million.¹ A total of 43,720 metric tons of U.S. commodities will be provided over the term of these agreements and disbursed to countries in Africa, Asia, and Central America. Including the eight projects awarded in FY 2018, McGovern-Dole had a total of 43 active projects in 27 countries valued at a total of \$921.6 million across the life of the programs (see Appendix 4 for detailed costs for each project). These projects will benefit approximately 9,108,532 participants across the life of the projects.

The U.S. Congress established the USDA LRP program through the Agricultural Act of 2014 (2014 Farm Bill). The 2014 Farm Bill provides USDA the authority to administer the program and authorizes annual appropriations through fiscal year (FY) 2018. Under USDA LRP, USDA is authorized to provide grants to, or enter into cooperative agreements with, private voluntary organizations, cooperatives, and the United Nations’ World Food Program (WFP) to undertake the local or regional procurement of commodities for distribution in developing countries. The FY 2018 McGovern-Dole appropriation included \$10 million for LRP, and USDA funded three proposals valued at \$10 million, which will benefit approximately 59,200 participants.

In FY 2018, McGovern-Dole projects:

¹Total funding reflects seven out of eight awards. The project in Ethiopia is not included because the agreement has not been signed and funds have not yet been obligated.

- Had 4,376,658 children and families as direct beneficiaries;
- Fed nutritious meals to 4,153,190 food-insecure children during the school year;
- Trained 13,085 Parent Teacher Associations in how to champion education in their communities;
- Educated 21,353 teachers, helping them to create dynamic classrooms and improve literacy; and
- Rehabilitated or created 2,926 facilities including latrines, kitchens, handwashing stations, storerooms, and classrooms to reduce student absenteeism.

. This report highlights a recent transition where USDA has successfully handed over school feeding to the Government of Kenya, benefiting thousands of schools and ensuring the U.S. investment is sustained long-term.

1. Introduction

McGovern-Dole targets food-insecure families and seeks to alleviate hunger, literacy. School meals are made possible commodities and technical assistance partners intended to help each project

This report is organized as follows.

- **Section 2, Program Overview,** McGovern-Dole legislation and results frameworks that guide the then summarizes the pre-precede every project. The 2018 McGovern-Dole awards by the program’s global reach.



Students at a McGovern-Dole-supported primary school in Kenya

school-age children, mothers, and improve nutrition, and enhance through a combination of U.S. food provided by qualified implementing achieve success.

provides background on the discusses how it is translated into two implementation of funded projects. It implementation logistical steps that overview concludes with a look at FY the numbers to provide a snapshot of

- **Section 3, Monitoring and Evaluation,** describes the McGovern-Dole evaluation framework to assess the program’s results with respect to the aims of the authorizing legislation and results frameworks.
- **Section 4, Results,** presents the FY 2018 McGovern-Dole data in the aggregate.
- **Section 5, Key Partners,** describes the diverse array of partners that work alongside USDA to help McGovern-Dole projects.

- **Section 6, Local and Regional Food Aid Procurement Program (LRP) and Water Projects**, describes how LRP, water projects and McGovern-Dole programs intersect to seek to increase the impact of each program.
- **Section 7, Case Studies**, tells the story of McGovern-Dole activities during FY 2018 in two countries: Nicaragua, and Kenya.
- **Section 8, Commitments and Activities of Other Governments**, summarizes how other governments contribute to school feeding projects.

2. Program Overview

McGovern-Dole projects are implemented in accordance with the authorizing legislation and guided by two results frameworks. The overview presented in this section explains the pre-implementation steps of every McGovern-Dole project and follows commodities produced by U.S. farmers to McGovern-Dole schools around the globe.

2.1. Authorizing Legislation

McGovern-Dole, first authorized by the Farm Security and Rural Investment Act of 2002, directs that funds be used for the purchase of U.S.-produced commodities and for the provision of financial and technical assistance. McGovern-Dole is authorized to carry out “preschool and school food for education programs in foreign countries to improve food security, reduce the incidence of hunger, and improve literacy and primary education, particularly with respect to girls; and maternal, infant, and child nutrition programs for pregnant women, nursing mothers, infants, and children who are 5 years of age and younger.”

Once commodities are purchased, they are transported and distributed to recipient countries with the purpose to improve food security for the program’s beneficiaries through school meals. Commodities can be used to also benefit, maternal-child health programs. Key objectives of the program are outlined below.

- **Food security:** Countries are eligible for McGovern-Dole projects based on a combination of criteria, including food insecurity either regionally or throughout the country. McGovern-Dole aims to improve food security, which includes at a minimum: 1) the ready availability of nutritionally adequate and safe foods; and 2) and selection of culturally acceptable foods.
- **Improving literacy:** McGovern-Dole recognizes the value of educating primary school children, with an intentional focus on girls, and seeks to improve literacy through a combination of teacher training, supplies, and nutritional support intended to help children learn.

- **Improving nutrition and reducing hunger:** With nutrient-rich, high-quality U.S. commodities, McGovern-Dole seeks to improve nutrition; reduce hunger for direct beneficiaries through school meals; improve health, hygiene, and dietary practices; and provide the necessary infrastructure to support behavior change.

- **Sustainability:** the premise that sustain school meals projects that sustainability plans highlights a few programs, which gains of the



Members of the Etic women's farming group are supported by the 2017 LRP award in Kenya.

McGovern-Dole projects are built on USDA assistance is limited, and that to meals projects, in-country partners implementation efforts. While differ in each country, this report examples of McGovern-Dole school have transitioned to recipient-country are intended to sustain the long-term program.

2.2. USDA Commodities in McGovern-Dole Program

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

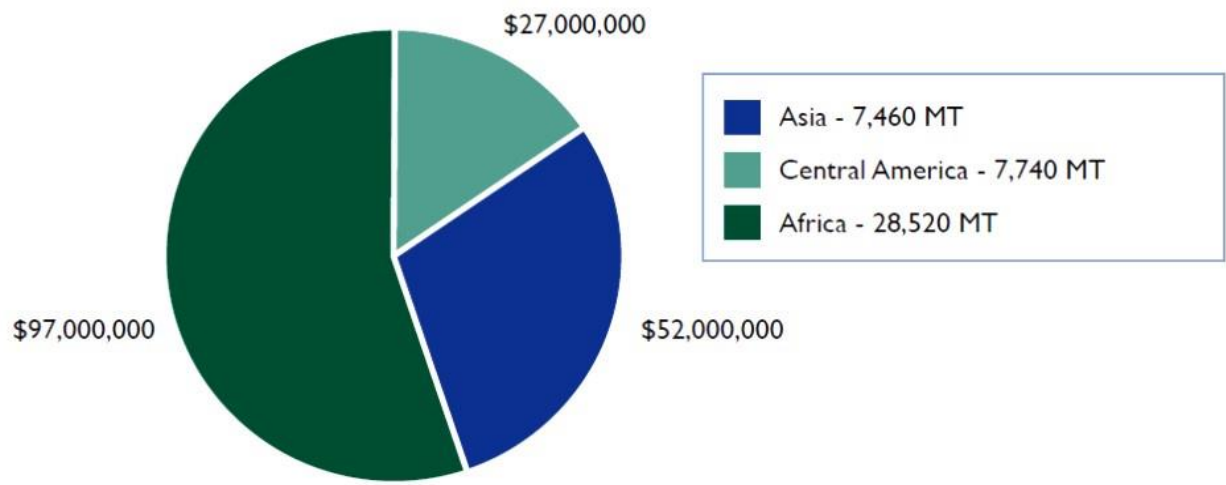
Awarding Funds

McGovern-Dole projects are implemented through private voluntary organizations (PVO) and international organizations like the World Food Program (WFP). Every year, USDA announces a list of McGovern-Dole priority countries based on a range of criteria that includes per-capita income, national literacy rates, and rates of malnutrition². USDA then posts a Notice of Funding Opportunity (NOFO) that outlines proposal requirements and eligibility criteria. Additionally, USDA hosts a public meeting after publishing the NOFO, during which important elements of the NOFO are highlighted and stakeholders have the opportunity to raise questions and concerns. USDA funds organizations that submit the most competitive proposals based on rigorous criteria, including demonstrated experience, ambitious goals and outcomes, established capacity to coordinate with U.S. government agencies and local governments, detailed commodity distribution plans, and thorough graduation and sustainability plans. The proposal review and selection criteria are found in Appendix 2.

In FY 2018, USDA selected and funded eight new proposals valued at approximately \$176 million. The funding was awarded to implementing partners in FY18, which they will spend over the three to five-year term of the projects. Over the term of these eight agreements, 43,720 metric tons (MT) of U.S. commodities are expected to be provided to countries in Africa, Asia, and Central America as shown in Figure 1.

Figure 1. Total Value of Commodities to Be Provided by Region under FY 2018 Program (Estimate)

² The McGovern Dole program, along with USDA's other international food assistance programs, contributes to the interagency Feed the Future initiative. The status of a country as a Feed the Future target country is one of many criteria considered when food assistance programs select priority countries annually.



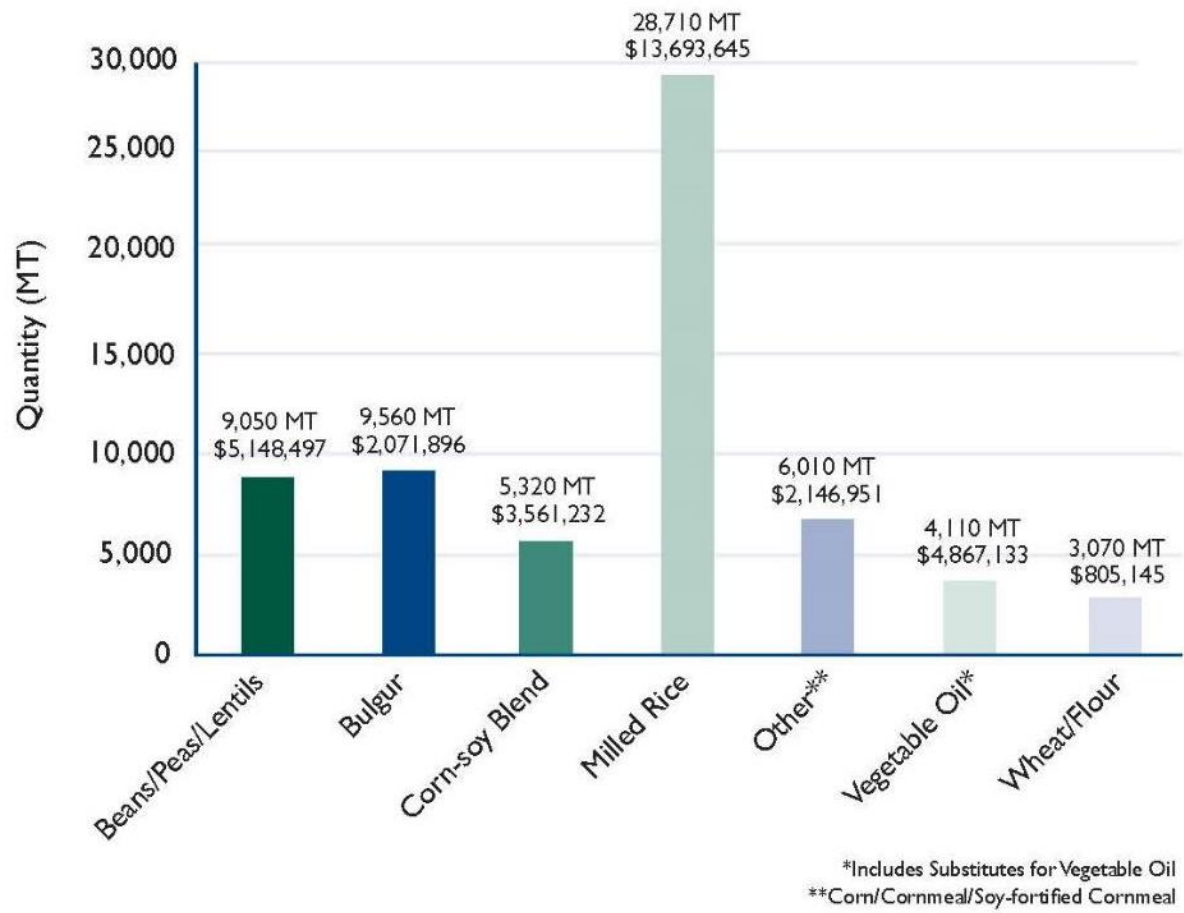
Selecting Commodities

McGovern-Dole legislation allows for the inclusion of all agricultural commodities suited to meet the nutritional needs of the end recipients. Based on the need, PVOs propose a basket of commodities and ration size from the list of eligible commodities for use in U.S. food assistance programs. USDA and the U.S. Agency for International Development (USAID) follow a joint process for the approval of commodities eligible for use in U.S. food assistance programs. The process is initiated when requesting entities (PVOs or private sector stakeholders) submit proposals to add a new commodity to the eligible commodity list. Once a proposal has been submitted, USDA and USAID collaborate to form a technical review panel comprised of relevant specialists from USAID Office of Food for Peace (FFP), USDA’s Kansas City Commodity Office (part of Agricultural Marketing Service), Food and Nutrition Service (FNS) and Foreign Agricultural Service (FAS). If the panel confirms the appropriateness of the new commodity in food assistance programs, USDA works with the requesting entity to develop commodity specification documents and register vendors who can supply the commodity with all the necessary requirements. Currently, 60 commodities are approved for use in all USDA food assistance programs. Before USDA makes awards under McGovern-Dole, implementing partners are required to propose the commodities they will use from the approved list and demonstrate why they selected each commodity for the target communities. Their justification must include the cultural appropriateness of that commodity as well as the nutritional content and ration size for intended beneficiaries. They also must demonstrate their ability to manage the transportation of the commodities from the designated discharge port to the initial storage site duty free, build the capacity of local community partners who will store the commodities, and ensure the food is stored properly so it is safe for consumption and secure from theft.

Purchasing and Shipping

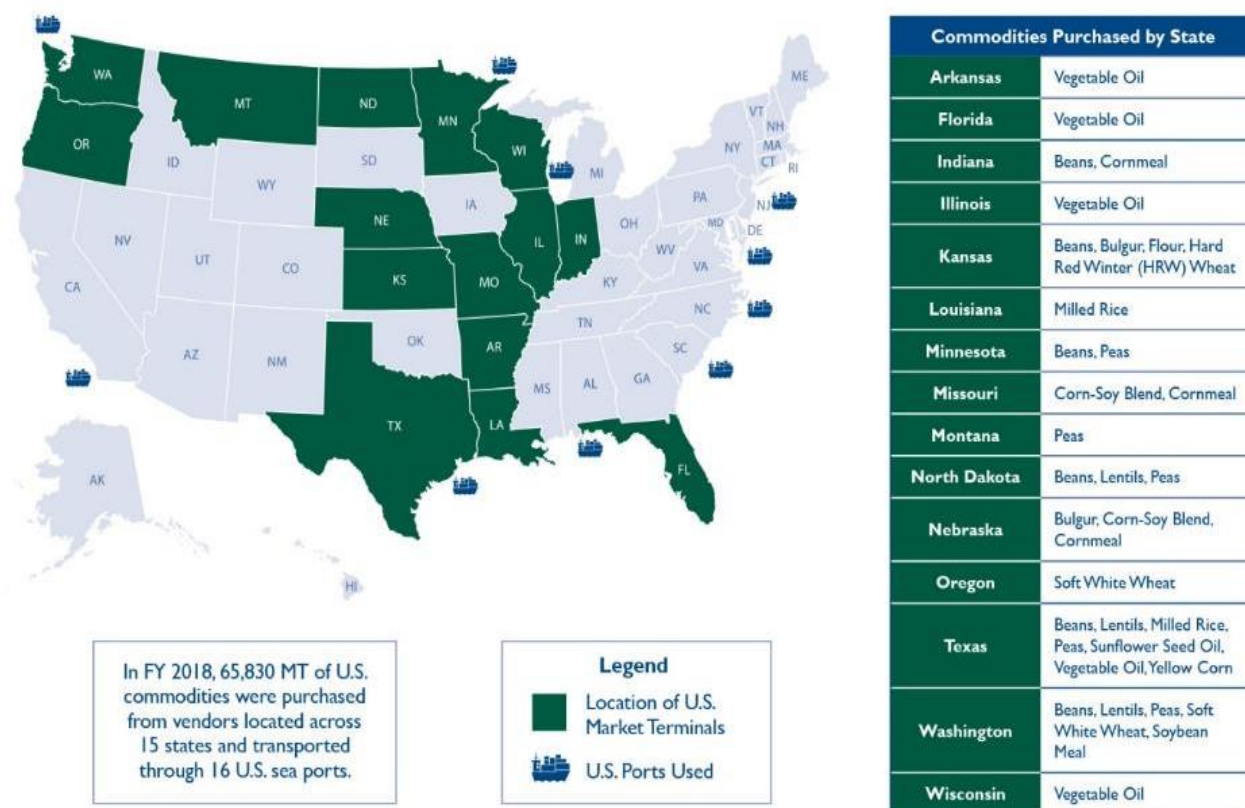
McGovern-Dole's commodity solicitation process leverages the same system that USDA uses for the National School Lunch Program. The final purchase award for a program's commodities during each year is made to U.S. commodity suppliers with the lowest commodity and freight bid, with consideration given to the U.S. cargo preference requirements and port selection. Once the award is announced, the U.S. commodity supplier has approximately eight weeks to ensure commodities arrive at the designated U.S. port, where the commodities are discharged into a designated warehouse. Figure 2 illustrates the total quantity and value of U.S. commodities purchased under all McGovern-Dole agreements in FY 2018, including the first year of the new FY 2018 programs.

Figure 2. Total Quantity and Value of U. S. Commodities Purchased Under All McGovern-Dole Agreements in FY 2018 (New and Ongoing)



As shown in Figure 3 on the following page, in FY 2018 USDA purchased 65,830 MT of U.S. agricultural commodities for use in active McGovern-Dole projects.

Figure 3. U.S. Agricultural Commodities Purchased and Transported in FY 2018 for All McGovern-Dole Agreements (New and Ongoing)



2.3. Summary of FY 2018 Awards

Agreements awarded in FY 2018 are valued at approximately \$176 million and include McGovern-Dole projects in Burkina Faso, Cameroon, Ethiopia³, Guatemala, Senegal, Sierra Leone, Sri Lanka, and Timor-Leste. Including the eight projects awarded in FY 2018, McGovern-Dole has a total of 43 active projects in 27 countries at various stages of completion valued at a total of \$921.6 million across the full 3- to 5-year life of the projects. Together, these McGovern-Dole projects reached approximately 4.4 million children and community members directly in FY 2018 (see Appendix 3). Table 1 on the following page shows each McGovern-Dole project award by country in FY

2018, total commodities, and total project cost, including freight and financial assistance. More detail is available in Appendix 4.

³ NOTE: This agreement was signed in FY 2019 and funds were obligated in FY 2019.] .

Table 1. Summary of FY 2018 Awards

Country and Awardee	Metric Tons (MT) Over Life of the Project (Est.)	Total Cost Over Life of the Project
Burkina Faso Catholic Relief Services	8,910 MT	\$24,000,000
Cameroon Nascent Solutions, Inc.	9,290 MT	\$27,000,000
Guatemala Save the Children	7,740 MT	\$27,000,000
Senegal Counterpart International, Inc.	3,380 MT	\$21,000,000
Sierra Leone Catholic Relief Services	6,940 MT	\$25,000,000
Sri Lanka Save the Children	4,220 MT	\$26,000,000
Timor-Leste CARE, Inc.	3,240 MT	\$26,000,000
Ethiopia World Food Program	16,840 MT	\$28,000,000

3. Monitoring and Evaluation

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

Each funded project is required to submit a formal evaluation plan to USDA for review and approval. The evaluation plan for each project details the planned baseline, mid-term and final evaluations that will be conducted by an independent third-



party evaluator. It also describes how

the project’s internal monitoring system will function and identifies additional “special studies” or assessments planned to address specific research needs in the project. Impact evaluations using a counterfactual are not required of McGovern Dole projects, but are strongly encouraged when conditions are appropriate (i.e., a valid counterfactual exists). Both experimental impact evaluations and quasi-experimental impact evaluations are presumed by FAS to provide evidence of causality, per the government-specific⁴ and broader program evaluation guidance⁵ that shapes FAS’s evaluation practice. Overall, fewer than half of planned evaluations of McGovern Dole projects are impact evaluations, and the majority of these impact evaluations use a quasi-experimental design. The remaining are performance evaluations. All final evaluations address these five dimensions of the project: relevance, effectiveness, efficiency, impact and sustainability, and each is defined in the Food Assistance Division’s Monitoring and Evaluation Policy⁶.

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

In addition to project-level evaluations, USDA’s portfolio of monitoring and evaluation activities for the McGovern Dole program includes centrally managed evaluation and research activities that reflect program-level priorities that year. The School Meals Learning Agenda⁷, finalized in 2016, identifies program level knowledge gaps that USDA and other stakeholders in the school feeding community can then build evidence on for the improvement of school feeding programs. McGovern Dole uses its learning agenda as a strategic planning tool when identifying research and evaluation priorities. Based on the need to build evidence on the connection between school meals and literacy, FY 2016 program funds were used to begin an impact evaluation focused on literacy in Mozambique, where two McGovern Dole projects are operating. The baseline portion of the evaluation was conducted mainly in 2017, and the impact of the program on literacy in Mozambique is expected to be measured in the final evaluation in FY 2021.

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

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

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

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

In addition to evaluation plans, each funded project is also required to submit a performance monitoring plan (PMP), to USDA for review and approval. The PMP describes data sources, collection methods, disaggregates and other key information for each indicator that the project is required to report on.

USDA's monitoring and evaluation team liaises with implementing partners to help them identify and use standard and custom performance measures and adhere to USDA's monitoring and evaluation policy. Each project is required to use the standard indicators that are relevant to their expected results, and to use custom indicators to measure results where standard indicators are not available. Each project also establishes annual and life-of-project targets for each indicator in their cooperative agreement. Projects report on indicators semi-annually, and project-level targets are compared directly to reported actuals so that implementers and McGovern Dole analysts can identify differences in targets vs. actuals and make adjustments to activity implementation as needed. Certain project-level results reported against standard indicators are aggregated and regularly shared in annual congressional reports and as part of USDA's engagement with interagency initiatives such as Feed the Future.

USDA publishes Guidance on Food Aid Program Standard Indicators that includes definitions, rationale for each measure, frequency of reporting, and indicator level for each standard indicator. Standard indicators include both output and outcome indicators, and a table of all available standard indicators is included in Appendix 6. USDA uses standard indicators to track attendance and enrollment in McGovern-Dole projects, amongst other results. For example, the attendance indicator tracks the number of students who regularly attend USDA-supported classrooms and/or schools and defines “regular” attendance as attending “at least 80%... during normal school operating hours during the school year”. The “normal school operating hours” and the number of school days that students *could* have attended are context specific (not standard across all countries). Enrollment refers to students “formally enrolled in school” and is typically collected at the start of a school term. Enrollment is considered a precursor to attendance, as children usually must be formally enrolled in order to attend class. While implementers are required to track the applicable standard indicators for their project using the guidance, not all desired results of McGovern-Dole projects align with a standard indicator. Implementers also create custom indicators to track results. For example, projects that aim to increase attentiveness use custom indicators because there is no standard measure for attentiveness. Some measures rely on teachers’ feedback, while others directly measure students’ attentiveness in the classroom using observation tools.

The indicator data and evaluation reports submitted to USDA by implementing partners help USDA meet its monitoring and evaluation objectives to manage public resources, and address accountability and transparency.

4. Results

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



FY 2014 McGovern-Dole awardee World Vision partners with local governments in Nicaragua to support literacy through a traveling backpack program.

3. Improved attentiveness, providing school children be otherwise unavailable
4. Improved student implementing activities that preventing illness through
5. Improved quality of teacher training and

McGovern-Dole’s second results strategic objective of increasing use practices. Progress toward this through a combination of the

5. Improved knowledge of
6. Increased knowledge of safe practices;
7. Increased knowledge of
8. Increased access to clean
9. Increased access to and
10. Increased access to requisite food preparation and storage tools and equipment.



Students in their classroom at Maestro Teodoro Rodriguez School in Nicaragua.

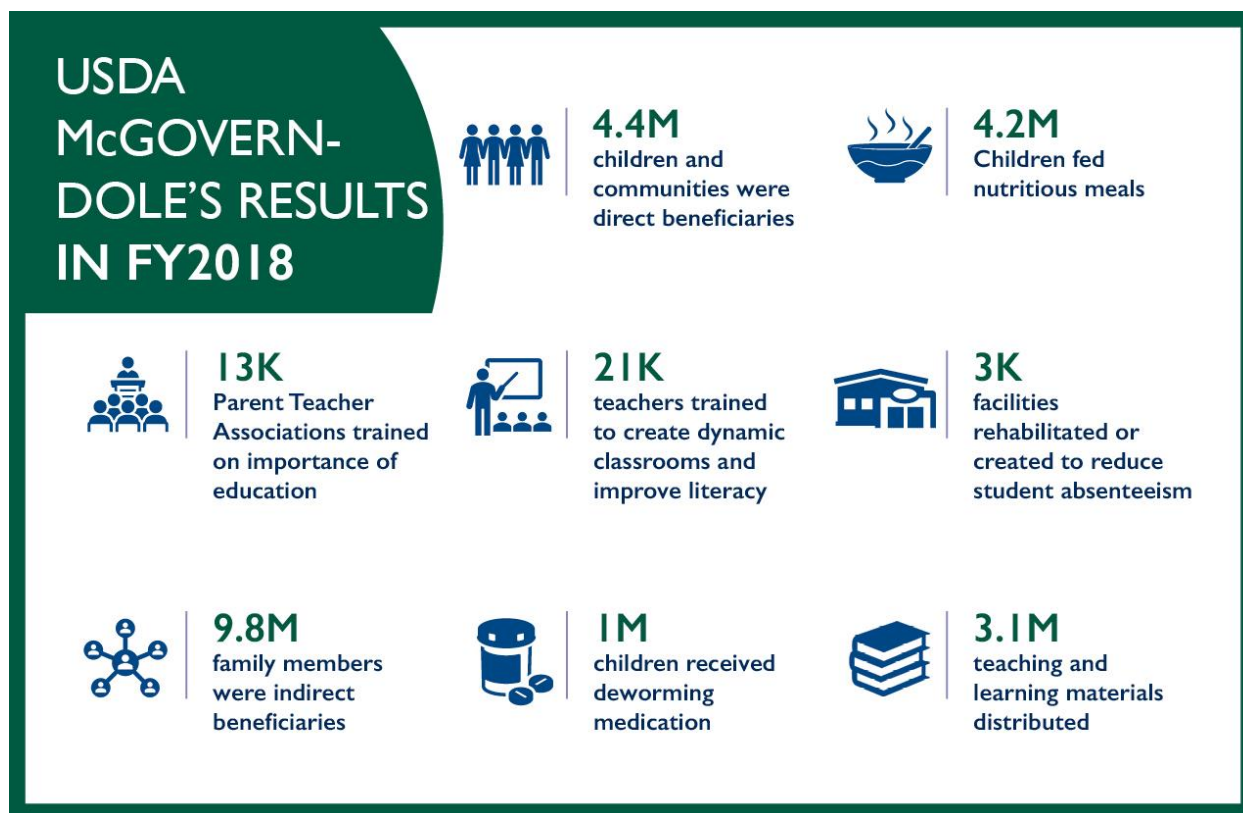
which is presumed to result from nutritious meals that are presumed to and likely to help them concentrate; attendance that can result from decrease absenteeism, such as handwashing; and instruction assumed to result from enhancing the school environment.

framework is built around the of health, nutrition, and dietary objective is assumed to occur following intermediate results: health and hygiene practices; food preparation and storage

nutrition;
water and sanitation;
preventative health interventions;

The two results frameworks can be reviewed in their entirety in Appendix 1. The FY 2018 measures the USDA McGovern-Dole programs are summarized in Figure 4 on the following page.

Figure 4. FY 2018 USDA McGovern-Dole Results



In FY 2018, McGovern-Dole had over 4.3 million individual direct beneficiaries, including children, women, and families, and an additional nearly 9.8 million individual indirect beneficiaries from school meals and other activities. U.S.-produced commodities helped McGovern-Dole provide daily meals to over 4.1 million children in FY 2018 with the goal of reducing hunger, improving nutrition, and advancing educational outcomes in food-insecure countries and regions.

McGovern-Dole projects train tens of thousands of teachers every year, which are intended to give children access to improved literacy instruction delivered by proficient educators. In FY 2018 alone, McGovern-Dole trained over 21,300 teachers throughout participating schools, helping teachers create classrooms with the fundamentals to improve literacy.

McGovern-Dole aims to strengthen the role local communities play in their children’s education. Program-wide, in FY 2018 McGovern-Dole funding helped build Parent Teacher Association (PTA) capacity, trained teachers, and improved infrastructure (including rehabilitation of schools, classrooms, store rooms for commodities, building or rehabilitating latrines, kitchens). In total, more than 13,000 PTAs received training and capacity building to manage school meals projects in their home schools. By building PTA capacity with an emphasis on sustainability, McGovern-Dole prepares PTAs to eventually transition school meals projects to funding within national school meals programs.



School children celebrate as their school’s meal program is handed over to the Kenyan government. (Courtesy of the World Food Programme)

In many countries, poor hygiene practices and a lack of access to appropriate sanitation facilities causes illness that results in high absenteeism from school. In FY 2018, McGovern-Dole funding rehabilitated or built over 2,900 facilities including latrines, kitchens, handwashing stations, storerooms, and classrooms. More than 1 million children received deworming medication to improve health outcomes and achieve the intended impact of school feeding. Further, McGovern-Dole projects distributed over 3.1 million teaching and learning materials to participating schools, teachers, and children.

The above data is aggregated program-wide from standard indicators for McGovern Dole that projects report on when relevant to their planned activities. There are 28 standard indicators used for the McGovern Dole program, and the 8 aggregated outputs here were selected by program and

evaluation staff based on 1) the usefulness of reflecting diverse activities (feeding children, training educators, engaging parents and community members, building infrastructure), and diverse beneficiary types within the program (children, teachers, and family and community members), and 2) the availability of reliable data. Table 8 contains the FY 2018 program-wide aggregated statistics narrated above.

Table 2. FY 2018 McGovern Dole Aggregate Indicator Data⁸

McGovern Dole Standard Indicator	FY 2018 Total (October 1, 2017 – September 30, 2018)	# of Projects Reporting (n)⁹
Number of individual direct beneficiaries of USDA-funded interventions (SI 27)	4,376,658	35
Number of individual indirect beneficiaries of USDA-funded interventions (SI 28)	9,760,348	33
Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (SI 16)	4,153,190	35
Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance (SI 6)	21,353	30
Number of Parent-Teacher Associations (PTAs) or similar “school” governance structures supported as a result of USDA assistance (SI 9)	13,085	32

⁸ These are USDA McGovern Dole program standard indicators and do not include the Feed the Future indicators reported in the U.S.-government wide global food security initiative Feed the Future monitoring system (FTFMS).

⁹ The population of projects that could provide indicator data in FY 2018 was 35. The 8 projects funded in FY 2018, which are reflected in the total number of active projects in FY 2018 at 43, were approved at the end of FY 2018 per standard practice in the USDA Food Assistance Division, and therefore were not implementing activities in country during FY 2018 by design, and so could not report on indicators. The “n” value for each indicator represents the number of projects that reported a number, including zero, against the indicator in FY 2018. The reasons a project may not have reported against an indicator and therefore are not included in the “n” value include 1) the project is not required to report on the indicator because it is not relevant to planned project activities, 2) the project by design did not implement the relevant activities during FY 2018, 3) the project experienced an unexpected disruption and did not report against the indicator, or 4) the data reported is an outlier or is otherwise suspected to be inaccurate and was therefore excluded during quality assurance. The quality assurance process for McGovern Dole data is managed by the monitoring and evaluation technical staff assigned to support food assistance programs, whose role it is to create and maintain monitoring and evaluation systems and standards. In terms of reviewing data submitted by implementers against standard indicators, these technical staff review each submission before aggregating and use the indicator reference sheets for each indicator to determine whether the data is likely accurate based on the definitions and guidance in the handbook. In cases where data may not be accurate, the technical staff exclude it from aggregate totals to avoid overestimating results.

McGovern Dole Standard Indicator	FY 2018 Total (October 1, 2017 – September 30, 2018)	# of Projects Reporting (n)⁹
Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/constructed as a result of USDA assistance (SI 7)	2,926	30
Number of students receiving deworming medication(s) (SI 24)	1,002,187	18
Number of textbooks and other teaching and learning materials provided as a result of USDA assistance (SI 2)	3,110,472	30

5. Key Partners

To implement McGovern-Dole programs, USDA coordinates with a variety of partners. These partnerships leverage additional funding and support to increase the impact of McGovern-Dole investments. USAID, World Food Program (WFP), and other implementing partners, including private voluntary organizations (PVOs) are frequent partners of USDA’s school meals projects. Where possible, USDA collaborates with USAID to complement school meals within McGovern Dole projects with efforts intended to improve literacy for school-aged children. PVOs and WFP support both nutrition at the school level and capacity building at the national level with the intention of helping recipient countries create and implement policies to transition USDA-funded school meals projects to national school meals programs (see Table 3).

6. Local and Regional Food Aid Procurement Program

USDA’s Local and Regional Food Aid Procurement (LRP) program complements McGovern-Dole school meals projects. Under LRP, USDA aims to:

- Ensure the cost effectiveness and timely provision of safe, quality foods to populations affected by food crises and disasters;
- Strengthen the ability of local and regional farmers, community farmer groups, farmer cooperatives, processors, and agribusinesses to provide high quality commodities in support of school feeding programs, and in response to food crises and disasters;
- Increase the capacity of organizations and governments to procure commodities in support of school feeding programs, development activities, and responses to food crises and disasters.

Using the \$10 million within the FY 2018 McGovern-Dole appropriation for LRP, USDA awarded three LRP agreements in FY 2018 totaling [\$10 million][that amount] over the life of the new project awards in Honduras, Senegal, and Guatemala. Active new and ongoing LRP projects in FY 2018 reached a total of 91,104 direct beneficiaries. As described in Section 6, the Government of Kenya is also using LRP with the aim of strengthening the transition of school feeding from McGovern-Dole to a Kenyan-administered program.

Water Projects

The Consolidated Appropriations Act of 2018 stipulated that \$1 million of the FY 2018 McGovern-Dole appropriation be used to implement recently developed potable water technologies in school feeding projects. Accordingly, USDA awarded a total of \$1 million to active McGovern-Dole projects in the Kyrgyz Republic, Laos, Tanzania, and the Republic of Congo, to provide proven and established technologies to improve access to clean drinking water for the McGovern-Dole supported schools. In the Kyrgyz Republic Mercy Corps will work with the Ministry of Education to assess existing water supplies, infrastructure, and treatment practices to determine the specific needs of each school and develop and hand-over a tailor-made water purification system for each school. In Laos, Catholic Relief Services will collaborate with national and local governments to distribute locally produced ceramic water filters and perform regular water quality tests at targeted schools. In Tanzania, Project Concern International (PCI) will work with school communities to design and produce potable water technologies that best suit each school's unique context, while focusing on water quality testing to ensure the reliability of the systems. In the Republic of Congo, under an award that was still pending negotiation as of the time of writing this report, WFP will collaborate with the national and regional authorities for water resources management to design solar-powered water pumps, water storage containers and gravity-fed delivery taps at each targeted school.

7. Case Studies

Case studies that demonstrate the implementation of McGovern-Dole in FY 2018 illustrate the effect of food aid commodities in the lives of intended beneficiaries. The Kenya case study shows how local governments are using assistance to launch graduation with the intention of sustaining the impacts created under the program.



A member of the Etic women's group with stalks of sorghum after harvest. This farmer cooperative is supported by the FY 2017 LRP award in Kenya.

7.1. Overview of McGovern-Dole in Nicaragua

Nicaragua is among the poorest to the World Bank, 24.9 percent national poverty line. The found in rural regions, where lives in poverty. This manifests Nationally, 17 percent of malnutrition.¹⁰ That figure rises an area served by the

The U.S. government works to helping the country increase its governance. Since Nicaragua's experienced frequent periods of dictatorships, which have the United States numerous

USDA aligns with the U.S. providing support to promote McGovern-Dole. In FY 2018, active in Nicaragua. World Vision (WV) worked in 615 schools in Estelí and León Departments through their Child Reading and Nourished (CREAN) project, which began in 2014. In neighboring Jinotega Department and the South Caribbean Coast Autonomous Region, PCI launched the second phase of their project, called Better Education and Health (Mejor Educación y Salud or MESA II), serving a total 1,115 schools. The projects are carried out in close coordination with Nicaragua's Ministry of Education (MINED). Together, in FY 2018 CREAN and MESA II provided daily school meals to 122,945 students in preschool through sixth grade.¹²

Anecdotally, some teachers identify the literacy-based teacher training as having a substantial impact on the McGovern-Dole program. School directors often point to the health benefits made possible by the program's capital investments in infrastructure, such as water systems and filters. With improved infrastructure, schools are better able to encourage handwashing, toothbrushing, and safe food preparation.

Literacy



Rice, beans, and tortillas are fed to Nicaraguan school children.

countries in Latin America. According of the population lives below the highest concentrations of poverty are close to 50 percent of the population in high rates of child malnutrition. children experience chronic to 28 percent in Jinotega Department, McGovern-Dole program.

advance U.S. interests in Nicaragua by prosperity, security, and democratic independence, the country has armed conflict, rebellion, and interrupted diplomatic relations with times.

Strategy for Central America¹¹ by prosperity and security through two McGovern-Dole programs were

¹⁰ UNICEF, 2012 data. See also: WFP 4/19 Nicaragua Country Brief

¹¹ U.S. Strategy for Central America, <https://www.state.gov/u-s-relations-with-nicaragua/>

¹² PCI – 78,932; WV – 44,013

In addition to training first and second grade teachers in best practice literacy methodologies and approaches to use in their single and multi-grade classrooms, both McGovern-Dole projects have incorporated access to books as central components of their programs.

In FY 2018, the McGovern-Dole CREAN project outfitted 186 school reading corners with a variety of colorful, illustrated books as well as a traveling backpack program, currently in 293 schools. Maestro Teodoro Rodriguez Primary School, a rural school of 41 students participating in the program, received 12 traveling backpacks. Students take turns choosing a book to take home in the backpack. The program allows beginning readers the opportunity to apply and practice at their own pace the phonetic strategies they learn at school and build their vocabulary while engaging with the family. Students return the books and write a report or present what they read to their classmates.

To promote literacy, the McGovern-Dole MESA II project provides books in schools and community reading corners by partnering with Nicaraguan PVO Libros Para Niños to select the books and establish reading corners near the schools in homes or another community building. The sites are open to students one to two times per week, and the students come to read alone, in groups, or listen as a volunteer reads aloud.

Literacy rates for students in McGovern Dole schools appear to have increased during the course of these projects. As a part of the McGovern-Dole CREAN project, WV used the Early Grade Reading Assessment (EGRA) to measure program impact on literacy. Results are documented in Table 2.

Table 2. Percentage of Nicaraguan students demonstrating the ability to read and comprehend grade level text after completing two grades of school.¹³

Measure	FY 2015 (Baseline) Percentage ¹⁴	Sample Size FY 2015	FY 2019 (Final) Percentage	Sample Size FY 2019
Girls	35.5 percent	369	47 percent	452
Boys	23.8 percent	458	38 percent	450

Community Involvement

¹³ World Vision International. FFE Agreement, November 5, 2018, Attachment E, Amendment IV.

¹⁴ Samples for both the baseline and final evaluations were taken from all 8 municipalities in which the project operated, and with similar sample sizes both times. All students sampled were 3rd grade students. However, 87 schools were sampled at baseline and 46 were sampled at end line. These are not statistically verified results.

Leonel Arguello of Party, has the goal to community, second only in FY 2018 MESA II, launched a Rapid process, completed by teachers, administrators, local small land holders from women community members in joint vision for their the school; and 3) create school toward the School, close to 100 by the end of the RPA, detailed action plan that accomplish each goal, item, and a timeline for

In addition to the action McGovern-Dole MESA Feeding Committee administrators, and made up of a range of Feeding Committees including transporting parents to cook, and storage area. Families commodities provided Tomatoes, chilies, are included in student the meal and add

7.2 Overview of



Mothers cooking a school meal with American-grown commodities. These commodities were awarded under the FY 2017 award in Nicaragua.

Yrigoyen, PCI's Nicaraguan Chief “make each school the center of its to the church.” To support this goal, using McGovern-Dole funds, Participatory Assessment (RPA) 481 schools. RPAs brought together parents, MINED representatives, and business people, representatives empowerment groups, and other a three-part process: 1) develop a school; (2) assess the current state of a detailed action plan to move the vision. At the America Primary people participated in the RPA and America Primary School had a included the inputs needed to who had lead responsibility for each completion.

plan, every school supported by the II project now has both a School consisting of teachers, parents, and a Community Support Group other community members. School organize all elements of the school meals, the commodities to the school, scheduling cleaning and maintaining the commodity also provide accompaniments to the basic by the McGovern-Dole program. potatoes, milk, eggs, spices, and chicken meals, all donated by families to enhance nutritional value for children.

McGovern-Dole in Kenya

In 2018, Kenya became the first country in Africa to successfully transition all schools that had been previously supported by McGovern-Dole to a national school meal program coordinated by the host country government. The Government of Kenya has made school meals a critical part of Kenya's plan to seek to address food insecurity, which especially affects rural parts of the country. Arid regions in Kenya receive as little as four inches of rain per year, and in from one sparsely vegetated for their livestock. These food security for residents, About half of school children day is the meal they receive at school feeding and overall food established.

Girls in pastoral families in attending school. Compared to household responsibilities and value of education outweighs meals give parents an incentive become educated and have careers, parents may be more education has a financial return to school.



Kenyan child beginning a day of learning.

these areas, nomadic pastoralists move area to another in search of grazing land environments create long-term barriers to which particularly impact children. in these areas report their first meal of the school, though the causality between security in Kenya has not been

Kenya have additional barriers to boys, girls traditionally have more schools must prove to parents that the girls' contributions in the home. School to send boys and girls to school. As girls more opportunities to pursue living-wage likely to infer that investing in their and may be more likely to send their girls

Transitioning School Feeding to the Government of Kenya

Kenya's school feeding program began in 1980, when the program was originally launched by WFP. In 2004, McGovern-Dole school feeding was initiated through a partnership with WFP and has since reached over 1.3 million children across 4,048 schools. In FY 2018 alone, a total of 1,255 schools received bulgur wheat, split peas, and vegetable oil through McGovern-Dole and fed 341,635 children. Over the last decade, the Government of Kenya explored how to become less reliant on external assistance and sustain school feeding. A key aspect of the plan to become more self-reliant is the Home Grown School Meals Program, in which schools use school meal funds to buy locally-grown produce from community farming groups.

To transition, the Government of Kenya Under McGovern-Dole, school feeding is using U.S. commodities. The Government difficult to manage a similar model using Kenya had experience with cash transfer for textbook purchases and local supplies. procurement training. Rather than Ministry of Education approached USDA system for school feeding. WFP, with government capacity building, and to commit greater funds from its own meals in Kenya to sustain their cash-based

One year before transitioning schools, that supported the Government of Kenya's through WFP, trained school committees on money transfer local food, and quality control. To give success, in FY 2018 McGovern-Dole officers, including 157 education officers trade officers.



Cooks prepare rice and beans for Kenyan school children.

needed to make several decisions. implemented with in-kind donations of Kenya recognized that it would be in-kind provisions. The Government of systems to provide schools with funds Schools already had bank accounts and creating an entirely new system, the and WFP about using a cash transfer McGovern-Dole funding, focused on advocated for the Government of Kenya budget and/or other donors to school Home Grown School Meals Program.

USDA, through WFP, began activities vision of a cash transfer system. USDA, administrators and management management, tendering, procurement of government leaders a foundation for funds were also used to train 504 and 347 public health, education, and

The USDA Agreement in Kenya will conclude in September of 2020. However, the school feeding component was completely handed over to Kenya's government in the fall of 2018. The final activities of this agreement focus on capacity building at the national, regional, and local level that are intended to sustain school feeding nationwide upon the end of all donor funds.

Local and Regional Procurement Program to Increase Local Food Production

The first 1,500 schools supported by McGovern-Dole school feeding (with 540,000 enrolled students) transitioned to the Government of Kenya's school feeding program in 2009. These first schools were located in semi-arid counties, where local food is more readily available. All participating schools were allotted 10 Kenyan Shillings (\$0.10 USD) per child per day by the Government of Kenya's Ministry of Finance under the new government school meals program.

Due to widespread drought to food insecurity is high. To a separate agreement through the from 2017-2020 and aligns with promoting the local purchase of with a goal of expanding the farmers and other stakeholders support from LRP, nine new organized in FY 2018 and given chosen in Kenya are millet, and culturally appropriate for farmers received sorghum seed quantities to sustain local these groups is Etic, a women's County. Their agreement with sorghum and cowpeas in FY school feeding, and they made a profit of \$21,000 USD.



Etic, a Local and Regional Procurement women's farming group in Kenya.

prone areas in Kenya, vulnerability increase local production, USDA funded LRP. The \$1 million USD award runs McGovern-Dole best practices school meals using indigenous crops capacity of local small shareholder in the surrounding communities. With community farmer groups were seed and training. The indigenous crops sorghum, and cowpeas—all nutritious students. In FY 2018, 1,275 individual to enable them to produce the necessary procurement for school feeding. One of farming group in Nadapal, Turkana USDA was to grow and sell 360 MT of 2018, which they sold to schools for

Supporting Kenya to Lead the Way

In 2018, the Government of Kenya created a national school feeding policy, which serves as the legal framework and funding mechanism to sustain school feeding in Kenya.

In a country like Kenya, with high population growth and a growing number of youths attending school, sustaining school feeding is a challenge for the government. The cost of administration increases every year, but several government officials have expressed that they are committed to seeing this program through. To create better coordination at a national level, Kenya launched a new national school feeding implementation committee that began meeting in 2019. Members include representatives from the Ministries of Agriculture, Education, Treasury, Health, and

Social Protection, along with Agricultural Organization committee is a forum for Kenya to share, brainstorm, and

Mr. Abdi, Director of the that “We are on our way to self-

8. Commitments and Governments

In countries where McGovern-governments contribute to Frequent contributions include commodities, provision of land construction materials, in-kind more. Examples of these contributions and their estimated financial value are outlined below.



Celebration of school meal program handover to Kenyan management. (Courtesy of the World Food Programme)

WFP, UNICEF, the Food and (FAO), and several PVOs. This anyone involved in school feeding in troubleshoot challenges as they arise.

Ministry of Education, expressed actualization in school meals.”

Activities of Recipient

Dole projects are implemented, school feeding in many ways. subsidies, internal transportation of for project infrastructure, labor, food accompaniments, and

Table 3: Commitments and Activities of Recipient Governments¹⁵

Country	Program Description ¹⁶	McGovern Dole Funding ¹⁷	External Funding in FY 2018 ¹⁸
Burkina Faso	The Government of Burkina Faso contributed 1,512,971,790 FCFA (~\$2,590,705 USD, \$1=584 FCFA) in the McGovern-Dole project zone (Bam and Sanmatenga provinces), with 204,368 child beneficiaries. The Government of Burkina Faso also	\$24 million	\$36.9 million

¹⁵ The information provided in this table for Government contributions to school feeding are estimates provided by implementing partners, GCNF survey, and host country governments. It reflects only awards that were made in FY 18.

¹⁶ Information in the project description column includes what host country governments indicated they were putting towards school feeding in FY 2018.

¹⁷ McGovern-Dole amounts listed reflect total award over the life of each project.

¹⁸ No information was available from implementing partner for project in Cameroon at the time of the report completion.

Country	Program Description ¹⁶	McGovern Dole Funding ¹⁷	External Funding in FY 2018 ¹⁸
	<p>covered the cost of internal transportation for all commodities, valued at \$74,942.</p> <p>The Government of Burkina Faso also contributed 18,882,893,000 FCFA (~\$32,333,720 USD) with 3,240,223 school children beneficiaries in other regions of the country outside of the project zone.</p> <p>In other regions of the country, WFP contributed \$1,950,301 to school feeding with 53,334 school children beneficiaries in two provinces (Soum and Seno).</p>		
Guatemala	<p>The Government of Guatemala contributed 1,231 million quetzals (\$164.2 million USD at 7.5 Q/ USD) for primary and preprimary school feeding in FY 2018. This funding had over 2.4 million students beneficiaries across the country.</p> <p>The Government of Guatemala contributed over Q233.2 million (~\$30 million USD) towards the school feeding program, in the departments where McGovern-Dole programs have coverage (Quiché, Huehuetenango, Totonicapán departments), with 431,668 child beneficiaries (those within the MGD programs and in in</p>	\$56 million	\$201.4 million

Country	Program Description ¹⁶	McGovern Dole Funding ¹⁷	External Funding in FY 2018 ¹⁸
	<p>neighboring schools in those departments).</p> <p>The Government of Guatemala also invested Q34.8 million (around \$4.5 million USD) towards other support programs: school materials, gratuity fund, funds for improving infrastructure in schools, school feeding program.</p> <p>The Government of Guatemala through the Ministry of Education MINEDUC has contributed a total of Q18.8 million (US\$2.4 million) to McGovern-Dole project implemented by PCI, EDUCAMOS 38,387 student beneficiaries in 294 schools within six municipalities of Huehuetenango.</p>		
Senegal	<p>In 2018, the Government of Senegal allocated CFA 712,556,520 (\$1,229,605.70) to school canteens.</p> <p>At the decentralized level, local authorities (Mairie) and communities contributed in cash and in kind about CFA 392,000,000 (\$676,445.20).</p>	\$21 million	<p>\$1.2 million in cash</p> <p>\$676,455 in-kind</p>
Sierra Leone	<p>The estimate of the total government and community contributions to school feeding in FY 2018 is \$263,514. This figure is above what was reported in FY 2017 due to community</p>	\$25 million	\$263,514

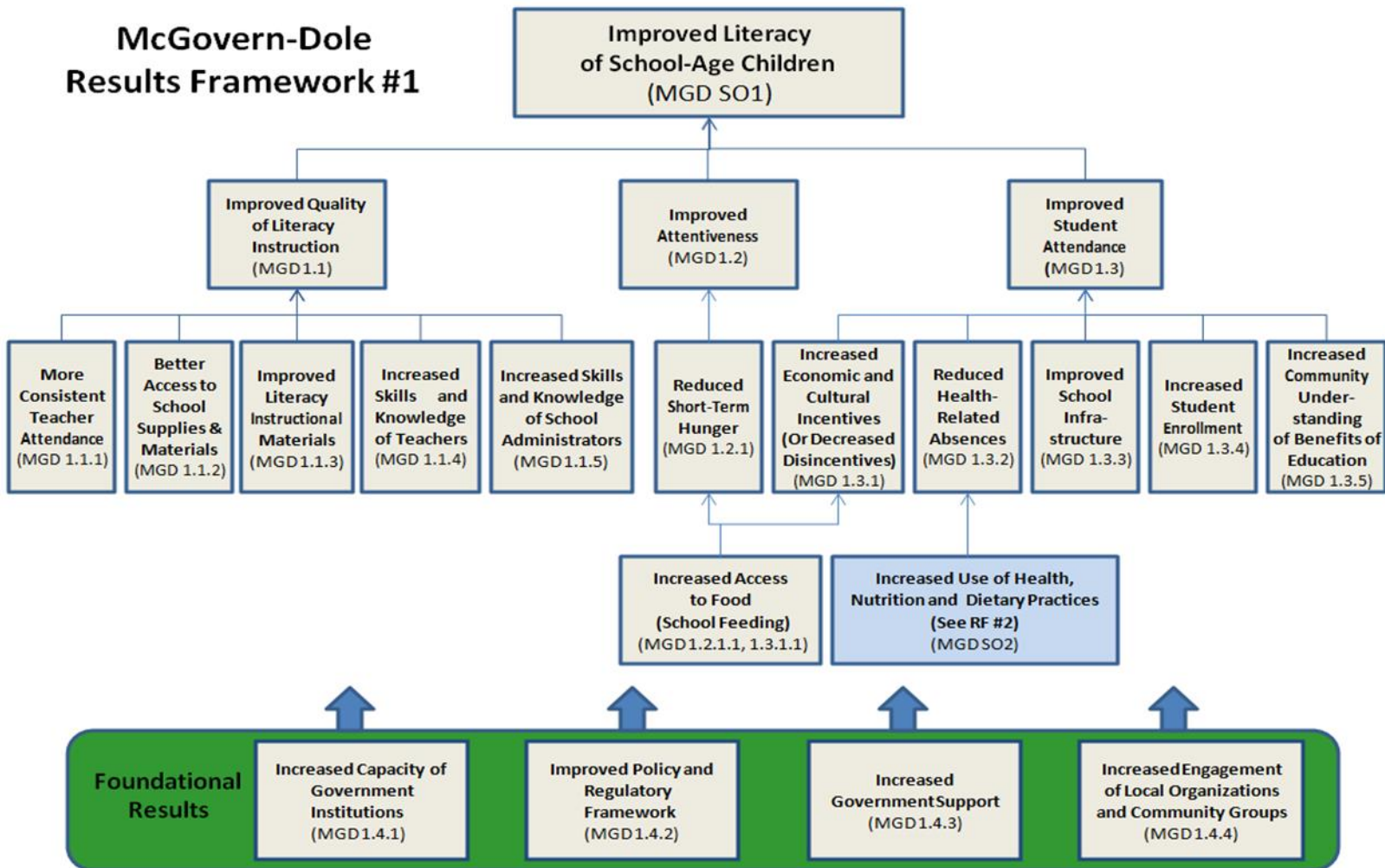
Country	Program Description ¹⁶	McGovern Dole Funding ¹⁷	External Funding in FY 2018 ¹⁸
	<p>contribution of local materials, which was recorded in FY 2018.</p> <p>The government contribution includes subsidies to approved schools and internal transportation, whereas community contribution includes the value of lands provided for construction activities, local materials, and condiments. It is also worth noting that the Government of Sierra Leone also allocated SLL 69,000,000 (approximately \$7 million) for school feeding in FY 2018, but the funding was not disbursed in time due to procurement related issues.</p>		
Sri Lanka	<p>Based on information contained in Sri Lanka's 2018 Education Management Information System (EMIS), in FY 2018 approximately 2,816,407 children, grades 1-12, in 8,766 schools participated in a Government of Sri Lanka-supported school meals program. The Government of Sri Lanka's Home Grown school meals program provides 30 LKR per day per child, and Sri Lankan schools are open for approximately 200 days each year. USDA estimates that the Government of Sri Lanka provided approximately 16,898,442,000 LKR during FY 2018, equating to approximately \$96.5</p>	\$26 million	\$96.5 million

Country	Program Description ¹⁶	McGovern Dole Funding ¹⁷	External Funding in FY 2018 ¹⁸
	million for their school meals program. ¹⁹		
Timor-Leste	<p>The Government of Timor-Leste allocated an estimated \$7,503,000 in FY 2018. The budget allows spending of 0.75 grams of rice and \$0.25 USD per child, per day for the daily school meals. The actual amount spent has not been determined.</p> <p>The Government covers the cost of internal transportation to deliver the rice from the capitol to the municipal level. No data are available for the actual cost of transportation beyond a budget estimate of \$11,000.</p> <p>In FY 2018 the Government budget paid an incentive to school cooks of \$50 USD per month per 0 to 300 students at the school for a total of \$488,450 to conduct school feeding activities.</p>	\$26 million	\$7.5 million

Appendix 1: McGovern-Dole Results Framework

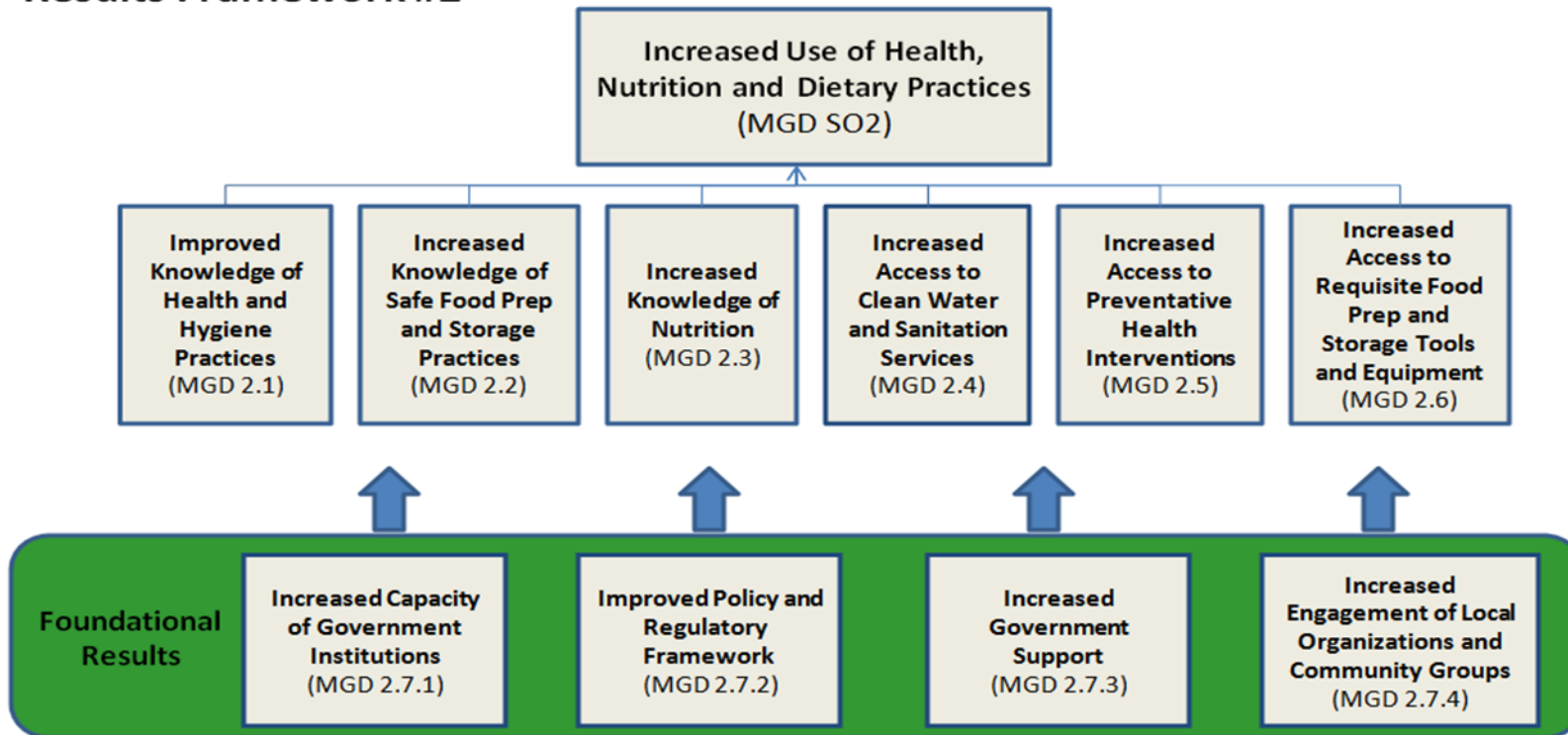
¹⁹ This information was based on current knowledge of the Sri Lanka school meal program as reported by the implementing partner. However, the budget figure has not been confirmed.

McGovern-Dole Results Framework #1



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

McGovern-Dole Results Framework #2



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

Appendix 2: McGovern-Dole Proposal Review and Selection Criteria

McGovern-Dole cooperative agreements provide U.S. agricultural commodities and cash resources to program recipients, who are non-profit charitable organizations, cooperatives, and other international organizations, through a competitive award process.

Project proposals must include:

- An explanation of goals and objectives, targeted beneficiaries, regions, and specific needs of the targeted population;
- A description of current programs, policies, and strategies of other stakeholders that promote primary education and literacy and reduce the incidence of hunger through school feeding;
- A detailed description of the working relationship with and support from the recipient government and the collaboration done to develop the proposed project, as well as how the project would leverage other development resources to achieve the results;
- An explanation of how they will involve indigenous institutions as well as local communities and governments in the development and implementation of the activities;
- Identified in-country constraints that could obstruct the project's efforts to address the identified needs and ways to mitigate these constraints;
- A plan to sustain the benefits of the project after U.S. intervention has ceased;
- A detailed description of complementary activities, aligned with evidence-based approaches and best practices to enhance school meals and improve literacy, nutrition and health;
- A ration justification with a detailed explanation of how the ration size helps address the identified nutritional deficiencies of the intended beneficiaries;
- A comprehensive plan detailing who the beneficiaries are and how the project activities will target them;
- Evidence of previous experience carrying out a similar type of project, either in the country of donation or in another country with a comparable social, political, and economic environment;
- An understanding of beneficiaries' needs and the corresponding social, economic, and political environment;
- Evidence of program activities being tailored to meet McGovern-Dole's Results Framework strategic goals;
- Evidence of measurable indicators that may be checked at baseline, midline, and at the end of the USDA program, documenting progress towards meeting these strategic goals;
- A detailed budget identifying how FAS funds will be used for administrative costs, inland transportation, storage and handling (ITSH), and activity costs.

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

- Introduction and strategic analysis: clarity of the intended project outcomes, objectives, and goals; clear description of duration of project, estimated costs, number of direct beneficiaries, main focus of intervention with a detailed explanation of need for a school feeding program in targeted country; demonstrated coordination with national, regional, and local governments, U.S. Government agencies, and other stakeholders;
- Organizational capacity and staffing: the implementing organization's prior experience with successfully administering school feeding and/or food assistance projects;
- Graduation and sustainability: the strength of the proposal's graduation and sustainability plan;
- Project level results framework: clarity of connection between proposed activities and the intended results as outlined in the McGovern-Dole Results Frameworks; clearly describes the project's theory of change and refers to existing research on effective strategies for achieving desired outcomes;

- Plan of Operation and Activities: clear activity descriptions and the steps involved to implement the activities;
- Literacy: evidence-based literacy interventions detailing the appropriateness, availability and effectiveness of proposed literacy outcome, especially for girls; alignment and collaboration with USAID priorities and activities;
- Nutrition: justification of how the requested commodities and ration size helps address the identified nutritional deficiencies of the intended beneficiaries; description of nutrition-sensitive activities;
- Budget: transparency in the detailed budget laying out administrative costs, ITSH, and activity costs for the life of the project;
- Commodity management: commodity appropriateness and distribution plan;
- Monitoring and Evaluation: identified indicators that are appropriate to project outcomes and measurable; alignment with the McGovern-Dole Learning Agenda; clarity in the evaluation methods that will be used throughout the life of the project.

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

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

New requirements in FY 2018:

- All applicants are required to estimate and include their total award cost, specifically noting commodity price(s) and ITSH, and project implementation costs
- USDA encourages applicants to address the nutritional needs of pregnant and nursing mothers and children under five years of age, as applicable.
- All applicants are required to submit a narrative to accompany the Project-Level Results Framework.
- All applicants must include a section in their draft evaluation plan that addresses how their evaluations and/or special studies will align with the McGovern-Dole Learning Agenda

Appendix 3: McGovern-Dole Number of Direct Beneficiaries in FY 2018²⁰

Country	Implementer	Beneficiaries in FY 2018 ²¹	Expenses in FY 2018
2012 Agreements			
Kyrgyz Republic	Mercy Corps	40,267	\$1,894,253
2013 Agreements			
Ethiopia	World Food Program	293,282	\$1,425,736
2014 Agreements			
Bangladesh	World Food Program	402,432	\$47,895
Benin	Catholic Relief Services	48,625	\$3,945,521
Burkina Faso	Catholic Relief Services	245,260	\$3,492,126
Guatemala	Save the Children	46,068	\$3,664,221
Laos	World Food Program	140,579	\$3,415,002
Nepal	World Food Program	236,977	\$4,592,671
Nicaragua ²²	World Vision	N/A	\$1,255,874
Republic of Senegal	Counterpart International	47,688	\$2,749,322
2015 Agreements			
Cameroon	Nascent Solutions	43,480	\$2,885,571
Cote D'Ivoire	World Food Program	139,565	\$6,086,084
Guinea-Bissau	World Food Program	160,048	\$4,559,110
Honduras	Catholic Relief Services	71,838	\$7,329,585
Mali	Catholic Relief Services	67,255	\$6,277,076
Mozambique	Planet Aid International	92,081	\$7,868,822
Mozambique	World Vision	68,444	\$6,289,329
Rwanda	World Food Program	86,640	\$5,192,310
Sierra Leone	Catholic Relief Services	36,200	\$5,133,459
2016 Agreements			
Cambodia	World Food Program	188,550	\$4,148,456
Guatemala	Catholic Relief Services	69,859	\$5,759,339
Guatemala	Project Concern International	62,368	\$3,149,197
Haiti	World Food Program	158,967	\$5,814,509
Kenya	World Food Program	341,635	\$9,737,911
Laos	Catholic Relief Services	43,920	\$4,428,238
Malawi	World Food Program	640,665	\$1,940,248
Tanzania	Project Concern International	181,537	\$9,104,748
2017 Agreements			
Bangladesh	World Food Program	4,949	\$4,688,251
Benin ²³	Catholic Relief Services	0	\$591,498

²⁰ This table reflects what each organization reports in response to the standard indicator “Number of individual direct beneficiaries from USDA-funded interventions.”

²¹ This shows how many direct beneficiaries were reached in FY 2018 by any project that was open in FY 2018. These are actuals, not targets. Numbers include all projects operating during the year being reported on, not just new projects funded that year.

²² Due to political disruptions and external factors, direct beneficiary data for FY 2018 is currently being collected during an evaluation in progress as of June 2019.

²³ A prolonged teacher’s strike delayed the start of project activities until FY 2019.

Congo ²⁴	World Food Program	0	\$4,715,697
Kyrgyz Republic ²⁵	Mercy Corps	0	\$1,978,381
Laos	World Food Program	131,954	\$5,133,967
Liberia	Save the Children	1,556	\$4,575,978
Nepal	World Food Program	204,955	\$3,948,610
Nicaragua	Project Concern International	79,014	\$5,074,333
2018 Agreements²⁶			
Burkina Faso	Catholic Relief Services	0	\$2,219,239
Cameroon	Nascent Solutions	0	\$1,805,924
Ethiopia	World Food Program	0	0
Guatemala	Save the Children	0	\$2,003,157
Republic of Senegal	Counterpart International	0	\$1,010,169
Sierra Leone	Catholic Relief Services	0	\$2,619,901
Sri Lanka	Save the Children	0	0
Timor-Leste	CARE	0	\$984,622
FY 2018 TOTALS			
Countries	Active Projects	Beneficiaries	Funding
27	43	4,376,658	\$163,536,340

²⁴ Distribution of school meals began in October 2018 (FY 2019).

²⁵ Direct beneficiaries overlapped with the FY 2012 Kyrgyz Republic agreement and are reported for that project.

²⁶ All FY 2018-funded projects were new during FY 2018 and, therefore, did not yet reach any beneficiaries. This is to be expected due to variation in start-up time and funding cycles.

Appendix 4: Cost Breakdown by Commodity of Funding Allocations for New Awards in FY 2018²⁷

Country and Awardee	Commodity	Metric Tons (MT)	Commodity Cost	Freight	Financial Assistance ²⁸	Total Cost Over Life of the Project
AFRICA						
Burkina Faso Catholic Relief Services	Cornmeal	2,180	\$989,720	\$981,000		
	Lentils	1,000	\$570,000	\$450,000		
	Soy-Fortified Bulgur	5,410	\$2,245,150	\$2,434,500		
	Vegetable Oil	320	\$364,800	\$144,000		
	Total	8,910	\$4,169,670	\$4,009,500	\$15,820,830	\$24,000,000
Cameroon Nascent Solutions, Inc.	Corn-Soy Blend Plus	140	\$95,900	\$35,000		
	Fortified Milled Rice	6,480	\$3,240,600	\$1,620,000		
	Pinto Beans	1,820	\$1,092,000	\$455,000		
	Vegetable Oil	850	\$850,000	\$212,500		
	Total	9,290	\$5,278,500	\$2,322,500	\$19,399,000	\$27,000,000
Senegal Counterpart International, Inc.	Fortified Milled Rice	1,180	\$613,600	\$283,200		
	Green Split Peas	150	\$88,500	\$36,000		
	Lentils	280	\$159,600	\$67,200		
	Soy-Fortified Cornmeal	1,370	\$667,190	\$328,800		
	Vegetable Oil	400	\$456,000	\$96,000		
	Total	3,380	\$1,984,890	\$811,200	\$18,199,742	\$20,995,832
Sierra Leone Catholic Relief Services	Fortified Milled Rice	5,840	\$3,036,800	\$1,693,600		
	Lentils	820	\$467,400	\$237,800		
	Vegetable Oil	280	\$319,200	\$81,200		
	Total	6,940	\$3,823,400	\$2,012,600	\$19,164,000	\$25,000,000
Africa Total	28,520	\$15,256,460	\$9,155,800	\$72,583,572	\$96,995,832	
ASIA						
Sri Lanka Save the Children Federation, Inc.	Pink Salmon	1,210	\$6,413,000	\$290,550		
	Split Yellow Peas	3,010	\$1,414,700	\$722,400		
	Total	4,220	\$7,827,700	\$1,012,925	\$17,159,350	\$26,000,000
Timor-Leste CARE, Inc.	Pinto Beans	750	\$697,500	\$243,750		
	Fortified Milled Rice	2,160	\$1,123,200	\$702,000		
	Vegetable Oil	330	\$376,200	\$107,250		
Total	3,240	\$2,196,900	\$1,053,000	\$22,750,100	\$26,000,000	
Asia Total	7,460	\$10,365,585	\$1,724,965	\$39,909,450	\$52,000,000	
CENTRAL AMERICA						
Guatemala	Black Beans	2,530	\$2,099,990	\$455,400		

²⁷ Total award amount is rounded up to the nearest whole number.

²⁸ Financial Assistance covers all McGovern-Dole programming and activities, internal transportation, storage and handling of U.S. donated commodities, project evaluations, and other overhead administration needs. Activities covered under Financial Assistance differ between agreements, but all complement the school feeding commodities and contribute to the objectives of the McGovern-Dole program and capacity building for sustainability. Source: Web-Based Supply Chain Management (WBSCM).

Country and Awardee	Commodity	Metric Tons (MT)	Commodity Cost	Freight	Financial Assistance ²⁸	Total Cost Over Life of the Project
Save the Children Federation, Inc.	Fortified Milled Rice	4,810	\$2,501,200	\$865,800		
	Vegetable Oil	400	\$456,000	\$72,000		
	Total	7,740	\$5,057,100	\$1,393,200	\$20,549,700	\$27,000,000
Central America Total		7,740	\$5,057,100	\$1,393,200	\$20,549,700	\$27,000,000
Worldwide Total						\$176,000,000
						\$176,000,000

Country and Awardee	Commodity	Metric Tons (MT)	Commodity Cost	Freight	Financial Assistance	Total Cost Over Life of the Project
Pending Awards						
Ethiopia World Food Program	Corn-Soy Blend Plus	9,050	\$6,199,250	\$2,081,500		
	Fortified Milled Rice	6,540	\$3,400,800	\$1,504,200		
	Vegetable Oil	1,250	\$1,425,000	\$287,500		
	Total	16,840	\$11,025,050	\$3,873,200	\$13,101,750	\$28,000,000
Worldwide Total Including Pending						\$204,000,000

Appendix 5: List of Available Commodities for the FY18 Notice of Funding

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

Appendix 6: McGovern Dole Standard Indicators Summary Tableⁱ

Indicator Number	Result#	Title in MGD Results Framework	Indicator Type	Indicator	Feed the Future?	Unit of Measure
1	MGD 1.3	Improved Student Attendance	Outcome	Number of students regularly (80%) attending USDA supported classrooms/schools	N	Number
2	MGD 1.1.2	Better Access to School Supplies and Materials	Output	Number of textbooks and other teaching and learning materials provided as a result of USDA assistance	N	Number
3	MGD 1.1.5	Increased Skills and Knowledge of School Administrators	Outcome	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	N	Number
4	MGD 1.1.5	Increased Skills and Knowledge of School Administrators	Output	Number of school administrators and officials trained or certified as a result of USDA assistance	N	Number
5	MGD 1.1.4	Increased Skills and Knowledge of Teachers	Outcome	Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance	N	Number
6	MGD 1.1.4	Increased Skills and Knowledge of Teachers	Output	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	N	Number
7	MGD 1.3.3	Improved School Infrastructure	Output	Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/constructed as a result of USDA assistance	N	Number
8	MGD 1.3.4	Increased Student Enrollment	Outcome	Number of students enrolled in school receiving USDA assistance	N	Number
9	MGD 1.4.4	Increased Engagement of Local Organizations and Community Groups	Output	Number of Parent-Teacher Associations (PTAs) or similar “school” governance structures supported as a result of USDA assistance	N	Number
10	MGD 1.4.4	Increased Engagement of Local Organizations and Community Groups	Output	Number of public-private partnerships formed as a result of USDA assistance	Y	Number
11	MGD 1.4.3/ 1.4.4	Increased Government Support/ Increased Engagement of Local Organizations and Community Groups	Outcome	Value of new public and private sector investments leveraged as a result of USDA assistance	N	U.S. Dollar

Indicator Number	Result#	Title in MGD Results Framework	Indicator Type	Indicator	Feed the Future?	Unit of Measure
12	MGD 1.4.2	Improved Policy or Regulatory Framework	output (stages 1 & 2) outcome (stages 3, 4 & 5)	Number of educational policies, regulations and/or administrative procedures in each of the following stages of development as a result of USDA assistance: Stage 1: Analyzed Stage 2: Drafted and presented for public/stakeholder consultation Stage 3: Presented for legislation/decreed Stage 4: Passed/Approved Stage 5: Passed for which implementation has begun	N	Number
13	MGD 1.2.1.1	Increased Access to Food (school feeding)	Output	Number of take-home rations provided as a result of USDA assistance	N	Number
14	MGD 1.2.1.1	Increased Access to Food (school feeding)	Output	Number of individuals receiving take-home rations as a result of USDA assistance	N	Number
15	MGD 1.2.1.1	Increased Access to Food (school feeding)	Output	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	N	Number
16	MGD 1.2.1.1	Increased Access to Food (school feeding)	Output	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	N	Number
17	MGD 1.2.1.1/ 1.3.1.1/ 2.5	Increased Access to Food (school feeding)/Increased Access to Preventative Health Interventions	Output	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	Y	Number
18	MGD 2.3	Increased Knowledge of Nutrition	Output	Number of individuals trained in child health and nutrition as a result of USDA assistance	N	Number
19	MGD SO2	Increased Use of Health, Nutrition and Dietary Practices	Outcome	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	N	Number
20	MGD 2.2	Increased Knowledge of Safe Food Prep and Storage Practices	Output	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	N	Number
21	MGD SO2	Increased Use of Health, Nutrition and Dietary Practices	outcome	Number of individuals who demonstrate use of new safe food preparation and storage	N	Number

Indicator Number	Result#	Title in MGD Results Framework	Indicator Type	Indicator	Feed the Future?	Unit of Measure
				practices as a result of USDA assistance		
22	MGD 2.4	Increased Access to Clean Water and Sanitation Services	Output	Number of schools using an improved water source	N	Number
23	MGD 2.4	Increased Access to Clean Water and Sanitation Services	Output	Number of schools with improved sanitation facilities	N	Number
24	MGD 2.5	Increased Access to Preventative Health Services	Output	Number of students receiving deworming medication(s)	N	Number
25	MGD 2.7.2	Improved Policy or Regulatory Framework	output (stages 1 & 2) outcome (stages 3, 4 & 5)	Number of child health and nutrition policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance: Stage 1: Analyzed Stage 2: Drafted and presented for public/stakeholder consultation Stage 3: Presented for legislation/decre Stage 4: Passed/Approved Stage 5: Passed for which implementation has begun	N	Number
26	MGD SO1	Improved Literacy of School Age Children	Outcome	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	N	Percent
27	MGD SO1	Improved Literacy of School Age Children	Output	Number of individuals benefiting directly from USDA-funded interventions	N	Number
28	MGD SO1	Improved Literacy of School Age Children	Output	Number of individuals benefiting indirectly from USDA-funded interventions	N	Number

ⁱThese USDA indicators are not part of the standardized core indicators reported in the U.S.-government wide global food security initiative Feed the Future monitoring system (FTFMS).