

**Report to the United States Congress
Fiscal Year 2019**

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



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

The child above is a beneficiary of the USDA's McGovern-Dole program where daily school meals are provided for children in preschool through grade nine throughout the department of Intibucá, Honduras. Photo credit: CRS staff



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List of Acronyms

AEA	American Evaluation Association
CRS	Catholic Relief Services
FAO	Food and Agriculture Organization of the United Nations
FY	Fiscal Year
HGSF	Home-Grown School Feeding
ITSH	Inland transportation, storage and handling
LRP	Local and Regional Food Aid Procurement Program
MC	Mercy Corps
McGovern-Dole	McGovern-Dole International Food for Education and Child Nutrition Program
MT	Metric Tons
NOFO	Notice of Funding Opportunities
NSMP	National School Meals Program
PMP	Performance Monitoring Plan
PTA	Parent- Teacher Association
RGC	Royal Government of Cambodia
ROM	Results Oriented Management
UN	United Nations
UNICEF	United Nations Children’s Fund
USAID	United States Agency for International Development
USDA	United States Department of Agriculture
USG	United States Government
WASH	Water, Sanitation and Hygiene
WBSCM	Web-Based Supply Chain Management
WFP	World Food Program

Preface

The authorizing legislation of the McGovern-Dole International Food for Education and Child Nutrition Program (McGovern-Dole), (7 U.S.C. 17360–1), 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 geographical alignment 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, into which McGovern-Dole and other programs report regularly on their contributions to global food security.

Additionally, the McGovern-Dole program aligns projects with the U.S. Government International Strategy on Basic Education (2019-2023), contributing to the goals of increased coordination and collaboration amongst participating U.S. government departments and agencies.

This report describes the activities undertaken and funds committed in the McGovern-Dole International Food for Education and Child Nutrition Program in Fiscal Year (FY) 2019.

Executive Summary

McGovern-Dole uses commodities grown by American farmers to enhance food security; 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 and impacts of the program in FY 2019, with information on total commodities, funding, and major accomplishments. Case studies from Laos and Rwanda provide additional information about the results of the 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 \$210 million appropriated for the FY 2019 McGovern-Dole program included \$15 million specifically to carry out the Local and Regional Food Aid Procurement (LRP) program (7 U.S.C. 1726c) and \$1 million designated for innovative clean water projects.

In FY 2019, USDA funded eight proposals valued at \$170 million. A total of 45,990 metric tons of U.S. donated commodities will be provided over the term of these four to five-year projects and disbursed to countries in Africa, Asia, and the Caribbean. Including the eight projects awarded in FY 2019, McGovern-Dole had a total of 46 active projects in 30 countries during FY 2019 valued at a total of \$1 billion across the life of the projects and providing services to over 4 million participants (see Appendix 4 for detailed costs for each project).

The U.S. Congress established the USDA LRP program through the Agricultural Act of 2014 (2014 Farm Bill). 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 and or regional procurement of commodities for distribution in developing countries. In the Consolidated Appropriations Act, 2019, Congress directed that \$15 million of McGovern-Dole funds be used to conduct LRP, and USDA used those funds for three proposals, to benefit over 105,000 participants. Congress designed LRP to complement McGovern-Dole projects by using locally procured commodities.

- In FY 2019, McGovern-Dole projects: Directly benefitted more than 4 million participants, including:
 - Over 3.1 million food-insecure children who received nutritious meals, and
 - Over 20,000 teachers who were helped to improve instruction and literacy
- Trained over 8,900 Parent Teacher Associations in how to champion education in their communities, and
- Rehabilitated or constructed more than 4,200 facilities including latrines, kitchens, handwashing stations, storerooms, and classrooms to reduce student absenteeism.

1. Introduction

McGovern-Dole works to assist food-insecure school-age children, mothers, and families and seeks to alleviate hunger, improve nutrition, and enhance literacy. School meals are made possible through a combination of U.S. food commodities and technical assistance provided by qualified implementing partners to help each project achieve success.

This report is organized as follows.

- **Section 2, Program Overview**, provides background on the McGovern-Dole statute and discusses how it is translated into two results frameworks that guide the implementation of funded projects. It then summarizes the pre-implementation logistical steps that precede every project. The overview concludes with a snapshot of FY 2019 McGovern-Dole awards that demonstrates the program's global reach.
- **Section 3, Monitoring and Evaluation**, describes the McGovern-Dole evaluation framework to assess the program's achievements with respect to the aims of the authorizing legislation and results frameworks.
- **Section 4, Results**, presents FY 2019 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 succeed.
- **Section 6, Local and Regional Food Aid Procurement Program (LRP) and Water Projects**, describes how LRP, water projects and McGovern-Dole projects can increase the impact of each project.
- **Section 7, Case Studies**, illustrates McGovern-Dole activities during FY 2019 in two countries: Rwanda and Laos.
- **Section 8, Commitments and Activities of Other Governments**, summarizes how host country governments and other donors contribute to school feeding activities in FY 2019.

2. Program Overview

McGovern-Dole projects are implemented in accordance with the authorizing statute 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. In accordance with its authorizing statute, McGovern-Dole will carry out “preschool and school food for education programs in foreign countries to improve food security, reduce the incidence of hunger, and improve literacy and primary education, particularly with respect to girls; and maternal, infant, and child nutrition programs for pregnant women, nursing mothers, infants, and children who are 5 years of age and younger.”

Once commodities are purchased, they are transported and distributed within recipient countries to improve food security for the program’s participants through school meals and maternal and child nutrition programs. Key features of the legislation are outlined below.

- **Food security:** McGovern-Dole aims to improve food security, which includes at a minimum: 1) the ready availability of nutritionally adequate and safe foods; and 2) selection of culturally acceptable foods.
- **Improving literacy:** McGovern-Dole recognizes the value of educating primary school children, with an intentional focus on girls. This report highlights literacy improvement through a combination of teacher training, supplies, and nutritional support to help children learn.
- **Improving nutrition and reducing hunger:** With nutrient-rich, high-quality U.S. commodities, McGovern-Dole seeks to improve nutrition and reduces hunger for participants through school meals; improves health, hygiene, and dietary practices; and provides the necessary infrastructure to support behavior change.

Sustainability: McGovern-Dole projects are built on the premise that USDA assistance is time-limited and that to sustain projects, McGovern-Dole seeks to transition the projects in schools in targeted communities to local governments or other funding sources. While sustainability plans differ in each country, this report highlights a few examples of how McGovern-Dole projects have transitioned the school meals component to recipient country programs, which is one way of sustaining the long-term impact of the program

2.2. Program Background and Objectives

To advance 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 monitored through three key indicators based, as on presumed (not demonstrated) causality:

1. Improved attentiveness that can result from providing school children nutritious meals that are presumed both to help them concentrate and to be otherwise unavailable;
2. Improved student attendance that can result from implementing activities that decrease absenteeism, such as preventing illness through handwashing; and

3. Improved quality of instruction that can result from teacher training and enhancing the school environment.

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

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

The two results frameworks can be reviewed in their entirety in Appendix 1.

2.3. USDA Commodities in McGovern-Dole Program

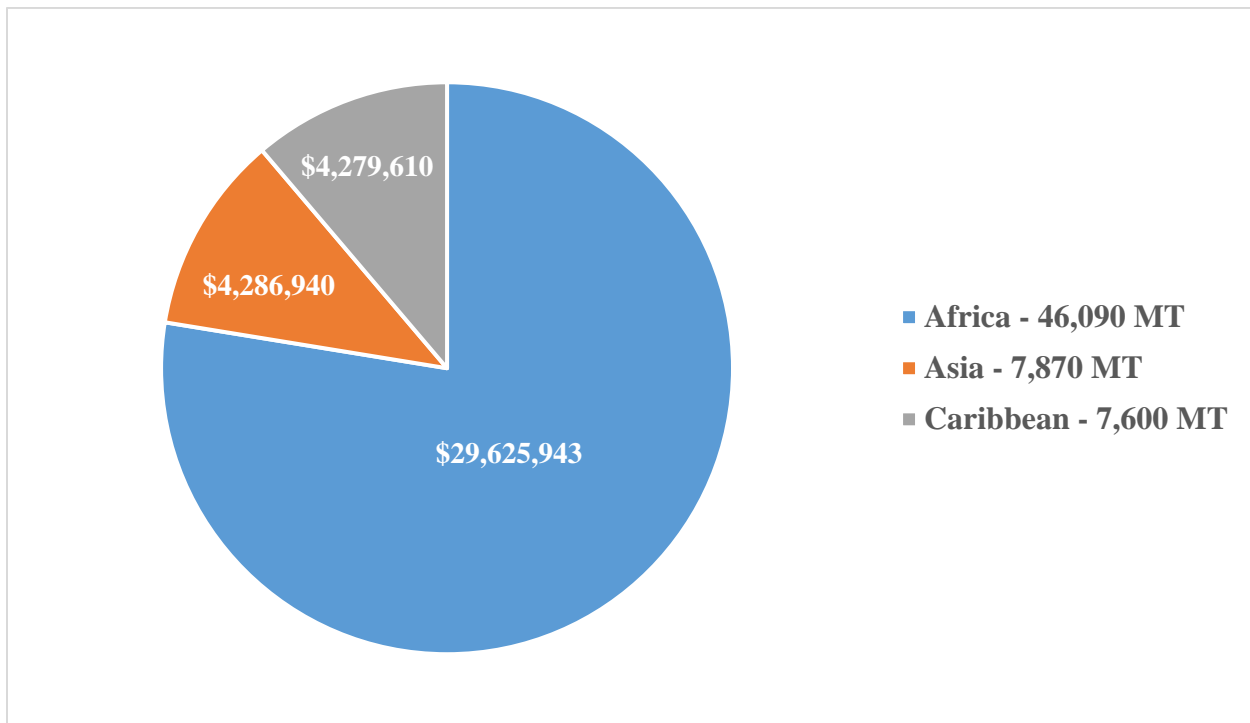
USDA oversees preliminary logistical steps before McGovern-Dole projects begin implementation. This section describes those steps, which include awarding funds, selecting commodities, and purchasing and shipping commodities.

Awarding Funds

McGovern-Dole projects are implemented through private voluntary organizations (PVO) and international organizations like World Food Program (WFP). Every year, USDA announces a list of McGovern-Dole priority countries based on a range of selection criteria that includes per-capita income, national literacy rates, and rates of malnutrition. 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 can raise questions and concerns. Following an objective proposal review process, USDA selects and funds the strongest proposals based on criteria that includes 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 2019, USDA awarded eight proposals valued at \$170 million to be funded with FY 2019 funding over the three to five-year term of the projects. A total of 45,990 metric tons (MT) of U.S. commodities has been allocated over the term of these eight agreements for disbursement to recipient countries in Africa, Asia, and the Caribbean. The table as shown in Figure 1 also includes the commodity tonnage and value for a McGovern-Dole project in Ethiopia, which was originally awarded in FY 2018 with previous year funding, but the agreement was not finalized until FY 2019.

Figure 1. Total Value of Commodities Allocated by Region under FY 2019 Awards¹



Selecting Commodities

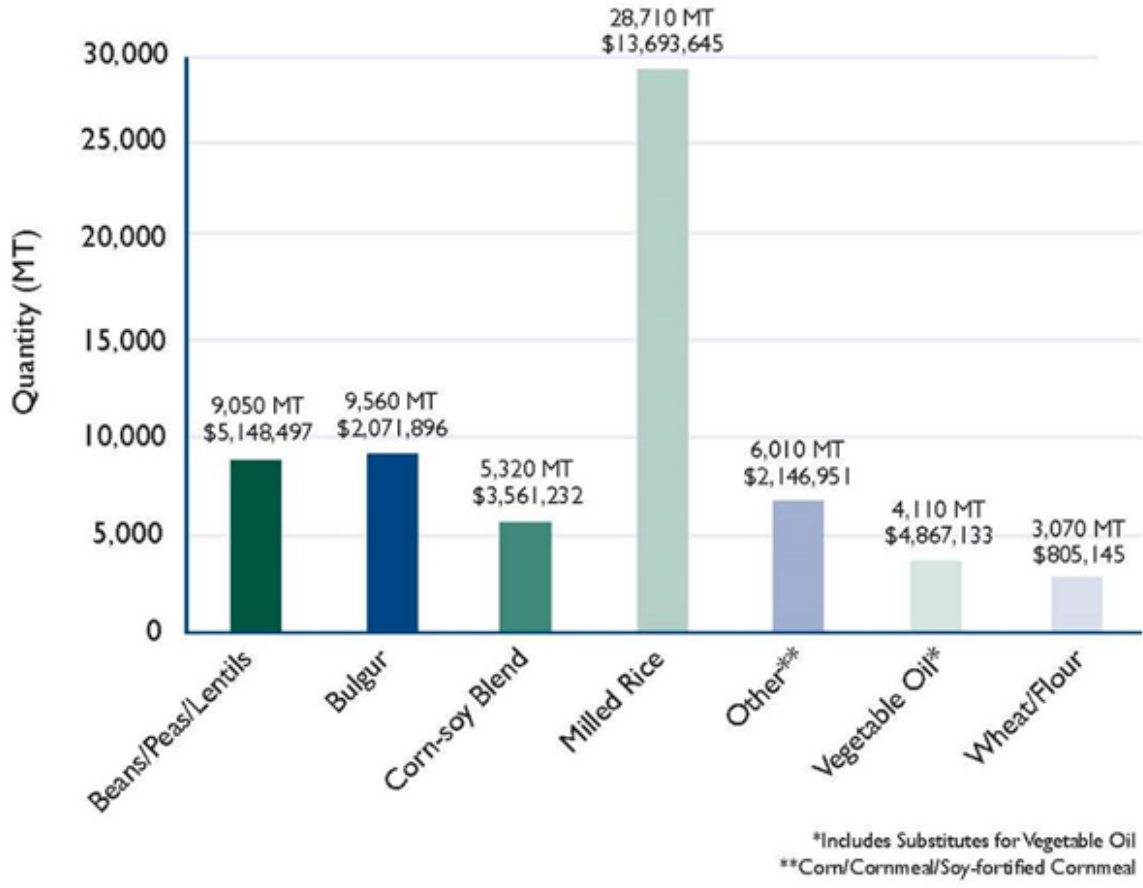
USDA develops the list of approved U.S. commodities for all U.S. food assistance programs in consultation with technical staff from the U.S. Agency for International Development (USAID). There are currently 60 commodities approved for use. Of that total, 46 commodities are primarily used under McGovern-Dole projects, which rely on packaged products for its programs. Before USDA makes awards under McGovern-Dole, implementing partners are required to propose the commodities they will use from USDA's approved list and demonstrate why they selected each commodity for the target communities. Their justification includes the cultural appropriateness of that commodity, nutritional content, and ration size for the intended beneficiaries. They also must demonstrate their ability to safely and effectively manage the duty-free transportation of the commodities from the designated discharge port to the initial storage site and build the capacity of local community partners to properly store and manage the commodities to ensure that they are both safe for human consumption and secure from theft.

Purchasing and Shipping

McGovern-Dole's transparent commodity solicitation process uses the same system that USDA uses for the National School Lunch Program. The final purchase award for a project's commodity each year is made to the lowest commodity and freight bid, with consideration given to the U.S. cargo preference and port selection. Once the award is announced, the U.S. commodity supplier has approximately eight weeks to ensure commodities arrive at the designated U.S. port where the commodities are discharged into a designated warehouse. Figure 2 below illustrates the total quantity and value of U.S. commodities purchased under all McGovern-Dole agreements in FY 2019. Figure 3 shows the U.S. states from where the commodities were purchased, as well as the ocean ports used to export them to the recipient countries.

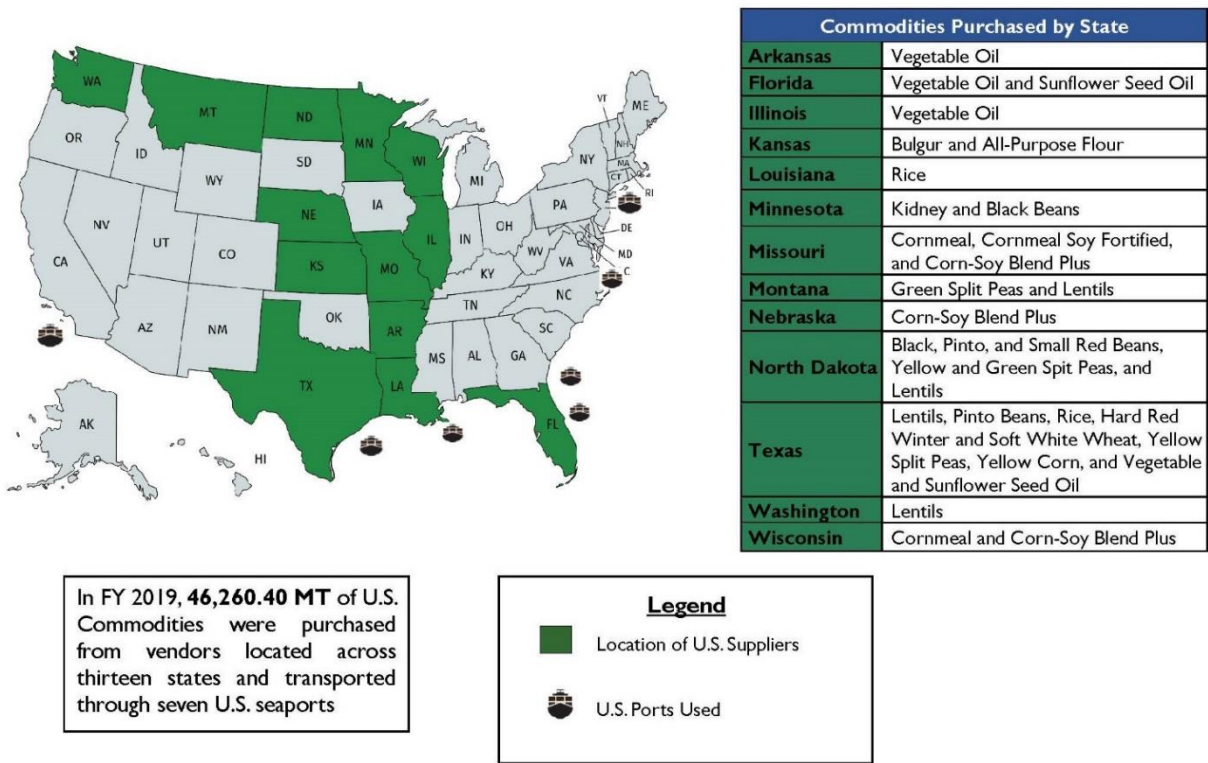
¹This graph includes the value and commodity tonnage for Ethiopia, which was awarded in FY 2018, but the agreement was not finalized until FY 2019.

Figure 2. Total Quantity and Value of U. S. Commodities Purchased Under All Active McGovern-Dole Agreements in FY 2019



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Figure 3. U.S. Agricultural Commodities Purchased and Transported in FY 2019 for



McGovern-Dole Agreements

2.4. Summary of FY 2019 Awards

Agreements awarded by country in FY 2019 are valued at \$170 million and include Cambodia, Haiti, Guinea-Bissau, Malawi, Mauritania, Mozambique, Togo and Uzbekistan. Including the eight projects awarded in FY 2019, McGovern-Dole has a total of 46 active projects in 30 countries at various stages in their timelines, with a total value of \$1 billion across the full 3- to 5-year life of the projects. Together, these McGovern-Dole projects reached close to 4.1 million children and community members directly in FY 2019 (see Appendix 3). Table 1 shows each awarded country in FY 2019, the total amount of U.S. donated commodities, and total project cost, including freight and financial assistance. Further detail on each of these FY 2019 awards is available in Appendix 4.

Table 1. Summary of FY 2019 Awards

Country and Awardee	Metric Tons (MT) Over Life of the Project	Total Cost Over Life of the Project
Cambodia World Food Program	6,280 MT	\$19,000,000
Guinea-Bissau Catholic Relief Services	7,870 MT	\$17,000,000
Haiti World Food Program	7,600 MT	\$23,000,000
Malawi Nascent Solutions	5,130 MT	\$22,000,000
Mauritania Counterpart International	5,800 MT	\$22,500,000
Mozambique World Vision, Inc.	6,210 MT	\$25,000,000
Togo Catholic Relief Services	5,510 MT	\$20,000,000
Uzbekistan Mercy Corps	1,590 MT	\$21,500,000 ²

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 results. Each result is attributed 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 create the conditions for school meals programs to be sustained long-term.

Every funded project is required to submit a formal evaluation plan to USDA for review and approval. The evaluation plan for each project details the planned baseline, mid-term and final evaluations that will be conducted for each project by an independent third-party evaluator. Third-party evaluators are selected via a competitive bidding process managed by each implementing partner. USDA provides oversight by reviewing and approving the terms of reference for each evaluation, and by reviewing and approving the evaluation report. The evaluation plan also describes how the project’s internal monitoring system will function and identifies additional “special studies” or assessments planned to address specific research needs of a project. Impact evaluations using a counterfactual are not required of McGovern-Dole projects but are strongly encouraged when conditions are appropriate (i.e., a valid counterfactual exists). Both experimental impact evaluations and quasi-experimental impact evaluations are recognized by USDA as providing evidence of causality, per the government-specific³ and broader program evaluation guidance⁴ that shapes USDA’s evaluation practices. Overall, fewer than half of planned evaluations of McGovern-Dole projects are impact evaluations, and the majority of these impact

² This amount includes \$1 million for potable water activities.

³ USDA 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>.

⁴ An example of broader program evaluation guidance that shapes USDA’s evaluation practice is guidance provided by the American Evaluation Association (AEA), available at <https://www.eval.org/p/cm/ld/fid=95>.

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 USDA Food Assistance Division’s Monitoring and Evaluation Policy⁵.

While both impact evaluations and performance evaluations provide value to USDA and to stakeholders, USDA recognizes that some evaluations have limitations. First, performance evaluations (as opposed to impact 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 do not 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 both the project being evaluated and future McGovern-Dole programming. Lessons learned and recommendations from midterm evaluations, for example, are routinely discussed by USDA and each implementer, and thereafter the application of each recommendation to the remainder of the project is tracked by USDA. USDA will continue to identify opportunities to conduct impact evaluations by establishing valid counterfactuals where feasible. There is an interest in looking into how to develop and build rigorous evidence. Second, while efficiency is defined in the USDA Food Assistance Division’s Monitoring and Evaluation 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.

In addition to the required 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. The School Meals Learning Agenda⁶, finalized in 2016, identifies program-level knowledge gaps that USDA and other stakeholders in the school feeding community could build evidence on for the long-term 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 active. The baseline portion of the evaluation was conducted mainly in 2017, and the impact of the program on literacy in Mozambique is expected to be measured in the final evaluation in FY 2021.

In addition to evaluation plans, every funded project is 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 unavailable. Each project also

⁵ The policy is available publicly here: <https://www.fas.usda.gov/programs/resources/monitoring-and-evaluation-policy>

⁶ School Meals Learning Agenda publicly available here: <https://www.fas.usda.gov/programs/resources/school-meals-learning-agenda>

establishes annual and life-of-project targets for every indicator in their cooperative agreement. Projects report on indicators semi-annually, and project-level targets are compared directly to reported actuals so that both implementers and McGovern-Dole program analysts can identify differences in targets versus actuals and adjust activity implementation as needed. Project-level results reported against standard indicators are aggregated and regularly shared in annual congressional reports and as part of USDA's engagement with interagency initiatives, such as Feed the Future and the U.S. Government Strategy on International Basic Education.

When applicable the McGovern-Dole program aligns projects with the U.S. Government International Strategy on Basic Education (2019-2023)⁷, contributing to the goals of increased coordination and collaboration amongst participating U.S. government departments and agencies, while delivering real results for our partners in developing countries. In FY 2019, USDA contributed to the annual U.S. Government International Strategy on Basic Education's Report to Congress and has worked to coordinate six of McGovern-Dole standard indicators into the Basic Education Reporting.

USDA publishes Guidance on Food Aid Program Standard Indicators⁸ 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 average student attendance rate in USDA-supported classrooms and/or schools and states that the attendance rate should be collected two or more times during the reporting period in a representative sample of schools that the project is operating in. 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, implementers are able to create custom indicators where needed to look at some desired 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.

USDA updated the above-referenced Food Assistance Indicators and Definitions Handbook and the Monitoring and Evaluation Policy during FY 2018, finalizing both in February 2019. The updated documents apply to FY 2018 and FY 2019 funded McGovern-Dole projects. Updates reflect alignment with interagency commitments including Feed the Future and the Basic Education Strategy, direct feedback from implementing partners experiences, and the latest promising practices in the field of evaluation.

The indicator data and evaluation reports submitted to USDA by implementing partners help USDA to assess how monitoring and evaluation objectives, public resources and accountability and transparency are being managed and to consider program improvements.

⁷ https://www.usaid.gov/sites/default/files/documents/1865/USG-Education-Strategy_FY2019-2023_Final_Web.pdf

⁸ The standard indicators handbook is available publicly here: <https://www.fas.usda.gov/programs/resources/guidance-food-aid-program-standard-indicators>

4. Results

In FY 2019, the McGovern-Dole program had close to 4.1 million children, women, and families as direct beneficiaries. U.S.-produced commodities helped McGovern-Dole provide daily meals to over 3.1 million children in FY 2019. Over 250,000 children also received take-home rations, intended to encourage attendance especially among girls and to increase household access to food in the short term.

McGovern-Dole projects train thousands of teachers every year, which gives children access to improved literacy instruction delivered by proficient educators. In FY 2019 alone, McGovern-Dole trained over 20,000 teachers in participating schools, and helped teachers supply their classrooms with the fundamental materials and supplies needed to improve literacy by delivering more than 1.7 million teaching and learning materials to schools, teachers and children.

McGovern-Dole aims to strengthen the role of local communities in supporting their children's education. Program-wide, in FY 2019 McGovern-Dole funding helped build the capacity of Parent Teacher Associations (PTA), train teachers, and improve infrastructure (including rehabilitation of schools, classrooms, storage rooms for commodities, latrines, water-sources and kitchens). In total, more than 8,900 PTAs received training and capacity building to manage school meals projects in their home schools. By building the capacity of PTAs, with an emphasis on sustainability, McGovern-Dole prepares PTAs to eventually manage the daily activities of the school meals program, supported by national legislation and funding.

In many countries, poor hygiene practices and a lack of access to appropriate sanitation facilities cause illness that results in high rates of student absenteeism from school. Parasitic worm infections interfere with nutrient uptake and may lead to anemia, malnutrition, and impaired mental and physical development. They pose a serious threat to children's long-term health, education, and productivity, as infected children may be too sick or lethargic to concentrate at school, or to attend at all. In FY 2019, McGovern-Dole funding rehabilitated or built 4,202 facilities including latrines, kitchens, handwashing stations, storerooms, and classrooms. More than 900,000 children received deworming medication to improve health outcomes and achieve the intended impact of school feeding. Research indicates that school-based deworming has positive impacts on child education⁹ and health, and it may improve nutrition.

The below data is aggregated program-wide from standard indicators relevant to McGovern-Dole planned activities. There are 32 standard indicators used for the McGovern-Dole program, and the eight 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 3 contains the FY 2019 program-wide aggregated statistics narrated above.

⁹ See http://cega.berkeley.edu/assets/cega_research_projects/1/Identifying-Impacts-on-Education-and-Health-in-the-Presence-of-Treatment-Externalities.pdf

5. Key Partners

To implement McGovern-Dole projects, USDA coordinates with more than thirty partners. Partners can include but are not limited to implementing partners, USG partners, sub-recipients, USAID and other USG agencies, UN organizations (UNICEF, FAO, WFP) and international organizations. These partnerships leverage additional funding and support that may increase the impact of McGovern-Dole investments.

Implementing partners, such as private voluntary organizations (PVO) and WFP, implement McGovern-Dole projects on the ground, intending working to build the sustainability and lasting impact of activities, including school meals programs.

Implementing partners often support nutrition, education, and water, sanitation, and hygiene (WASH) activities at the school level and capacity building activities at the national level that are intended to help recipient countries create and implement policies to transition USDA-funded McGovern-Dole school meals projects to national school meals programs (see Table 2).

McGovern-Dole projects are part of coordinated efforts and collaboration with USAID, State Department, and other U.S. government agencies on the ground. For example, USDA McGovern-Dole projects will often coordinate with active USAID basic education projects on the sharing of USAID-developed literacy curriculums and school materials, avoiding a duplication of efforts and leveraging expertise. In countries where USDA may not have a permanent presence on the ground, McGovern-Dole staff often work with these agencies to assist in monitoring projects and ensuring that implementing partners have the support of the U.S. Embassy. USDA McGovern-Dole also works closely with USDA's own Food and Nutrition Service (FNS) to leverage their expertise in childhood nutrition and better understand how experiences from the United States school feeding activities may translate into international contexts.

International Organizations such as the WFP and Food and Agriculture Organization (FAO), research organizations, and international school feeding experts, such as the Global Child Nutrition Foundation (GCNF) and International Food Policy Research Institute (IFPRI), are leading partners on key research, global data, and information sharing. USDA relies on this information and data to help make informed programmatic decisions.



Exchange visit participants visiting a productive school garden in Malanville, Benin. Photo credit CRS.

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-effective and timely provision of safe and high-quality food assistance commodities in support of school feeding projects and in response to 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.



Members of an LRP committee in Honduras in the procurement of commodities. Photo credit: Catholic Relief Services

In FY 2019, USDA funded three LRP agreements valued at \$15 million in Burkina Faso, Cambodia, and Nicaragua. During FY 2019, USDA had 12 active LRP projects, including the three awarded in FY 2019, which reached 179,938 participants.

Water Projects

The Consolidated Appropriations Act of 2019 specified that \$1,000,000 of the FY 2019 McGovern-Dole appropriation be used to integrate innovative potable water technologies into school feeding projects. In FY 2019, USDA selected and awarded Mercy Corps (MC) the \$1,000,000 to implement a potable water activity under their FY 2019 award in Uzbekistan, bringing the total agreement value to \$21.5 million. Under this activity, USDA will supply quality water filters for water purification and biological treatment of water along with a year's supply of consumables, including cartridges and Ultra-Violet lamps, to 80 preschools. This improved water technology is set to reach approximately 880 preschool students, and 120 preschool staff. Further, the project includes training for administrators, cooks, teachers and support staff on the proper care, usage, and maintenance of the water filtration system.

7. Case Studies

The following case studies demonstrate the impact of two McGovern-Dole projects in FY 2019 on the lives of intended beneficiaries and show how local governments intend to sustain impacts created under the McGovern-Dole program.

7.1 Overview of McGovern-Dole in Laos

USDA provides funding to both WFP and Catholic Relief Services (CRS) to implement McGovern-Dole projects in Laos. These two projects complement each other to maximize reach and effectiveness. The WFP project supports school meals for approximately 140,000 students across 1,439 schools in 8 provinces, while the CRS project operates in 350 schools in Savannakhet province, providing school meals to 37,180 students.



School-age child in Laos receiving a school meal provided through the McGovern Dole program. Photo credit: CRS staff.

As part of the first project, the provision of food for school meals is complemented by WASH, literacy, school gardening, and other initiatives as part of a comprehensive program. A key component of the project is the focus on national-level assistance and capacity building. In May 2018, the project signed a School Feeding Handover Plan with the Ministry of Education and Sports (MoES), which outlined a phased approach to the process of handing over school feeding activities to the Government of Laos' National School Meals Program (NSMP). In line with this plan, school feeding activities in the first set of 515 schools – those deemed most ready based on a community capacity assessment – were handed over to the Government in mid-2019. School feeding activities in the remaining 924 schools are scheduled to be handed over in mid-2021 and incorporated into the NSMP.

The USDA project also supported the development of several decrees and legislation, including a Prime Minister's Decree to integrate school feeding into the national budget (currently in process) and guidelines on school meals implementation at the national, provincial, district, and community levels.

Meanwhile, the other project focuses on four program areas: school meals, literacy, inclusive education, and WASH. In FY 2019, the USDA project successfully provided 1,163 metric tons of U.S. donated commodities, served 5 million healthy school meals to students, and distributed 3,308 take home rations (sized at 20 kg of rice and a tin

of oil) as an incentive to cooks and project volunteers. The project works with school communities so that a school meal management system is in place to properly store the commodities, collect community contributions (cash or in-kind) to support the local procurement of complementary commodities to support dietary diversity, and prepare the school meals. In FY 2019, the USDA project trained 245 storekeepers in commodity management and 598 cooks in safe and healthy food preparation. Throughout the project, student hunger has significantly decreased, from 8 percent to 4 percent¹⁰.

The project works with teachers, principals, and local education staff to integrate literacy programming into the classroom, establish reading camps, and conduct community engagement activities. In FY 2019, USDA trained 728 teachers and 362 school administrators. The midterm evaluation of this McGovern-Dole project showed significant improvements in letter recognition and moderate improvements in reading comprehension amongst students¹¹.

The project works to provide improved water and sanitation infrastructure in 65 selected schools. During FY 2019, 18 latrines and 34 boreholes were constructed or rehabilitated.



School-age child in Laos receiving assistance through the McGovern-Dole program. Photo credit CRS staff.

USDA’s inclusive education programming aims to provide the necessary support so that children with disabilities can go to school. The McGovern-Dole project works with village education committees to conduct annual mapping exercises to identify children who are out of school so they can work with these families to address absenteeism. It also provides medical screening and assistive devices to children with disabilities. In FY 2019, 93 children were screened and 24 received assistive devices, such as prosthetics and hearing aids, allowing them to not only attend school, but effectively participate in the classroom.

Together, the McGovern-Dole program and

¹⁰ The source of this data is the midterm evaluation of the project conducted by an external evaluator. This statistic compares the baseline value with the midterm value and was collected via a student survey. The numbers reflect the percentage of respondents who “reported being “somewhat” or “very” hungry during the afternoon”.

¹¹

See

<https://dec.usaid.gov/dec/content/Detail.aspx?vID=47&ctID=ODVhZjk4NWQtM2YyMi00YjRmLTkxNjktZTcxMjM2NDNmY2Uy&rID=NTU5OTU1> pages ix - x

Laotian Ministry of Education and Sport work to provide children daily school lunches and that each school provides a healthy and safe learning environment for all children.

7.2 Overview of McGovern-Dole in Rwanda

The McGovern-Dole project in Rwanda was awarded in 2015 and is a five-year award with a total value of \$25 million. The project is implemented in the most food-insecure sectors of four districts: Nyamagabe, Nyaruguru, Karongi, and Rutsiro. The project uses U.S. donated Corn-Soy Blend Plus (4,655 MT), and Vegetable Oil (540 MT) to provide daily, nutritious school meals that reach approximately 83,000 primary school children, reducing their short-term hunger and improving their enrollment and attendance.



Emile, a student from Sanza Primary School in Rwanda, reads a story book.
Photo credit: WFP

Teachers and students alike have claimed a positive impact of McGovern-Dole support in their communities. As a result of teacher training and improved attendance, the number of students demonstrating reading and comprehension competencies increased by 17.5 percent by the midpoint of the project compared to baseline¹². Eugene, who has been a teacher at Sanza Primary School since 2017, claimed improvement in student attendance and focus since the beginning of the project: “Since I started teaching at Sanza, I have never seen a student who sleeps in class,” he said. “The only students who are absent are either sick or

have a family problem.”

McGovern-Dole funding in Rwanda has also improved school infrastructure. Since the beginning of the project, 80 schools supported by McGovern-Dole have constructed new kitchens, food storage rooms, and energy saving cookstoves, and 24 more schools will be supported with new infrastructure by the end of 2020. Kirehe Primary School recently received their new kitchen. Prior to its construction, cooking took place in a small structure built by parents using wood, mud and old iron sheets. The kitchen was difficult

¹² The source of this data is the midterm evaluation of the project conducted by an external evaluator. Students’ reading and comprehension were tested using the Early Grade Reading Assessment (EGRA), and these results reflect the change in the “percent of students who, by the end of two grades of primary, demonstrate that they can read and understand the meaning of grade level text”, which rose from 41.5 percent at baseline (June 2016) to 59 percent at midterm (October 2018).

to clean because the floor was made of dirt, which increased the risk for food contamination. The new infrastructure includes energy-saving stoves that reduced energy costs from \$50 per month to about \$18.

McGovern-Dole funding has also allowed 28 schools to construct new latrines. The lack of adequate bathroom facilities at schools in Rwanda is a serious challenge that significantly impacts students' health. Prior to the construction, more than 800 students at Ngoma School shared an old latrine made up of four stalls. The newly constructed latrine consists of twelve stalls, which improves the student to toilet ratio to 51:1. Students no longer waste valuable class time waiting in line to use the facilities, and the school has noted a significant reduction in student absenteeism related to hygiene-related illnesses.



The new latrine constructed at Ngoma School in Rwanda includes 12 stalls. Photo credit: WFP

To complement the McGovern-Dole project in Rwanda, USDA awarded WFP \$2 million in FY 2016 to implement an LRP project that uses locally purchased maize meal and beans in school meals. Over the life of the project, WFP purchased 190 MT of beans directly from LRP-supported cooperatives and almost 1,100 MT of maize meal directly from Minimex, the only local producer of fortified maize meal that meets quality standards, to supply McGovern-Dole supported schools.

The LRP project in Rwanda promotes market access for small holder farmers through the facilitation of forward-delivery contracts between private-sector buyers and market-ready farmer organizations.

The LRP project in Rwanda worked with farmers' cooperative to establish 241 savings groups, providing approximately 2,300 farmers with access to financial institutions. Greater access to financial institutions has increased investment in agriculture technology, resulting in more than 95 percent of farmers in those cooperatives using improved inputs, including seeds and inorganic fertilizers.

Farmers in the 240-member KAIMU cooperative, 57 percent of whom are women, have used lessons from USDA LRP-sponsored trainings to set annual goals for their farms and create a business plan for their cooperative.

LRP also provides institutional, technical, and financial support at the district and national levels to staff within the Rwandan Ministries of Education, Agriculture, local government, and the Ministry of Trade and Industry to support the Government of Rwanda's Home-Grown School Feeding (HGSF) program. In Rwanda, HGSF has managed to leverage existing donor-funded initiatives to complement USDA-sponsored activities, including partnerships with the Mastercard foundation, World Bank and Kilimo Trust among others.



Smallholder farmers supported by LRP in Rwanda, work together to produce maize to sell to buyers after the next harvest. Photo credit: WFP

8. Commitments and Activities of Host-Country Governments

In countries where McGovern-Dole projects are implemented, host-country governments contribute to school feeding in many ways and from a variety of levels, from local to national. Frequent contributions include subsidies, internal transportation of commodities, provision of land for project infrastructure, construction materials, in-kind labor, food accompaniments, and more. Examples of these contributions and their estimated financial value for projects that were awarded in FY 2019 are outlined below. Please note that the data provided in this table for Government contributions to school feeding are estimates provided by implementing partners.

Table 2: Commitments and Activities of Host-Country Governments

Country	Description of Contributions	McGovern Dole Funding ¹³	External Funding in FY 2019 ¹⁴
Cambodia	<p>State Government and other donors are contributing 17 cents per child, per day to the daily school meal, which totaled \$7.5 million in FY 2019 (excluding the local authorities and community contribution) as described below.</p> <p>Royal Government of Cambodia (RGC): In FY 2019, the RGC contributed 2,000 MT of rice, supporting approximately 100,000 pre-and primary school children in non-USDA supported provinces (Pursat, Odor Meanchey and Kampong Chhnang). The value of this in-kind contribution equates to \$1,227,000.</p> <p>Other donors: Japan: In FY 2019, Japan donated \$3,193,275 to complement school feeding in McGovern-Dole and other non-USDA provinces, providing 424 MT of canned fish and other capacity development activities. Australia: In FY 2019, Australia donated \$581,296 to support the school feeding program, especially for HGSP and other capacity development activities within the education component. Private sector (LDS, Master Card, Tencent, Michael Kors and JAWFP): supported the school feeding program, including HGSP, purchase food to complement the USDA food commodities provided, and other capacity development activities, with total value of \$2,541,017.</p> <p>Local authorities and communities: In FY 2019, local authorities and communities provided some basic materials to support school meals activities including firewood, kitchen, energy saving stove, cooking utensils, condiments for cooking and incentive payments to cooks. In FY 2019, the total contribution was valued at approximately \$51,984, of which \$18,603 was direct support to McGovern-Dole supported schools.</p>	\$19 million	\$7.59 million
Guinea-Bissau	<p>Government: In FY 2019, the Government of Guinea-Bissau donated government warehouses to WFP, valued at \$192,000. Staff salaries from the school feeding unit at the Ministry of Education was \$36,960. The Government contributes HGSP valued at \$264,232 in sixty schools</p>	\$17 million	\$3.7 million

¹³ McGovern-Dole amounts listed reflect total award over the life of each project.

¹⁴ No information was available from implementing partners for a project in Uzbekistan at the time of the report completion.

	<p>covering 15,643 children. In summary, the Government invests in the school feeding program \$2.99 each day of school, \$2.74 per child per year. Total Government contribution in FY 2019 amounted to \$493,192.</p> <p>Community: In FY 2019 the community invested \$409,320 in school cooks, \$28,000 in labor for construction and rehabilitation of school kitchens, \$14,000 in labor for construction and rehabilitation of improved stoves, \$545,760 in complementary foods, \$68,220 in management committee (unloading food, storage management, provision of water, firewood, cooks). Communities invested \$6.46 each day of school and \$5.90 per child per year. These efforts in 2019 translated into a total community investment of \$1,065,300.</p> <p>Other donors: Japan: In FY 2019, the Government of Japan invested in HGSF with cash and canned fish for a total of \$13.13 each day of school and \$12 per child per year. Total Japanese investment in FY 2019 was \$2,166,065.</p>		
Haiti	<p>Communities contributed approximately \$419,013 for school feeding related costs.</p> <p>Other donors: In FY 2019, the Government of France provided approximately \$138,150 to support WFP's HGSF program in Haiti. The Government of Canada also supported WFP's HGSF program in Haiti, donating approximately \$5 million in FY 2019.</p>	\$23 million	\$5.5 million
Malawi	<p>Annually, the Government of Malawi allocates about \$202,721 towards schools feeding commodities for 5 million learners.</p> <p>On average, the government provides between 0.4 hectare of land for a school garden at each of the 2,394 schools and 1 hectare of land for a communal garden around the school to support the Home-Grown School Feeding Model. This is done to supplement the centralized model where commodities are imported into Malawi.</p> <p>The government also contributes about \$532,416 each year through senior level staff salaries and time (those who directly support the feeding programs), including District Education Managers, Primary Education Advisors, School Health and Nutrition Coordinators, Head Teacher and teachers.</p> <p>Communities contribute about \$6,721 in transportation;</p>	\$22 million	\$1.09 million

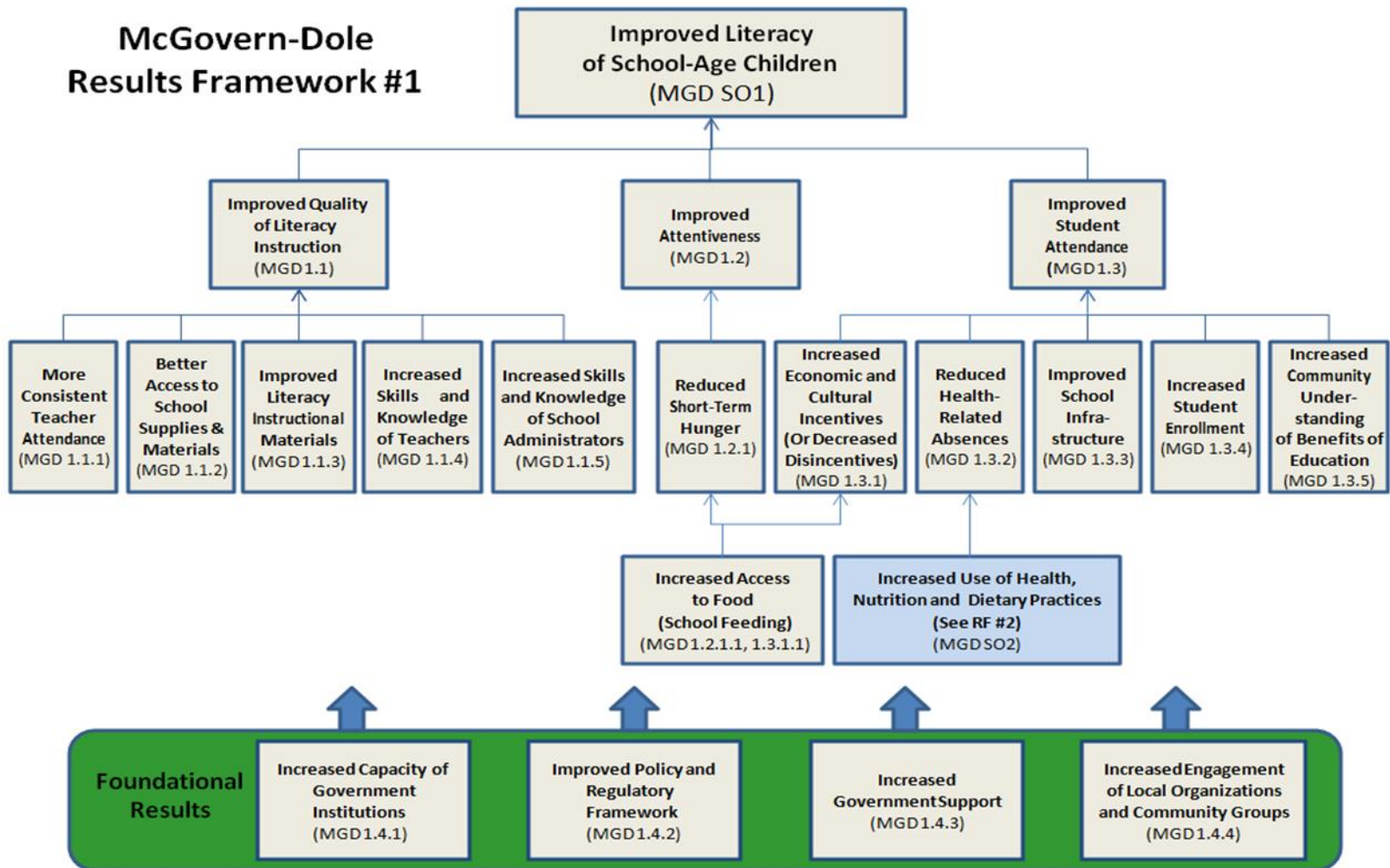
	\$184,112 for firewood (given in-kind); \$162,887 for water; and \$3,204 for waste disposal.		
Mauritania	<p>The Government of Mauritania contributed \$4.3 cent per child, per day to the daily school, totaling approximately \$260,600 in FY 2019.</p> <p>In FY 2019, communities contributed ingredients, kitchen utensils, labors, wood fuel and water toward school feeding, valued at approximately \$49,151.</p> <p>Other donors: In FY 2019, WFP donated 1,459 MT of commodities~ \$1.25 million to school feeding activities.</p>	\$22.5 million	\$1.56 million
Mozambique	<p>In FY 2019, the Government of Mozambique allocated \$506,647 to cover all the costs associated with customs duties for McGovern-Dole commodities used in the Nacaroa and Muecate districts. The government of Mozambique also contributed a total of \$61,882 to support deworming, \$15,150 to support supplementation with iron-fortified salt, and \$106,541 to support vaccination of school-aged children.</p> <p>In addition, the Government of Mozambique's contribution to cover all the costs associated with customs to the Planet Aid project implemented in Maputo province in the same period was \$229,658. For the same period, the government contributed a total of \$32,597 to support deworming in four districts targeted by Planet Aid in Maputo province.</p> <p>In the northern districts of Nacaroa and Muecate, 59 farmer groups contributed 2.963 MT of locally produced food to McGovern-Dole schools, valued at approximately \$1,169.</p> <p>765 community volunteers contributed their time supporting school feeding in 160 schools in FY 2019, valued at approximately \$263,160.</p>	\$25 million	\$1.2 million
Togo	The Government of Togo contributed \$1.6 million and the World Bank contributed \$2.5 million to support school feeding activities in FY 2019.	\$20 million	\$4.1 million

Table 3. FY 2019 McGovern-Dole Aggregate Indicator Data

McGovern-Dole Standard Indicator	FY 2019 Total (October 1, 2018 – September 30, 2019)	# of Projects Reporting (n)¹⁵
Number of individuals participating in USDA food security programs (SI 30)	4,094,919	38
Number of individuals receiving take-home rations as a result of USDA assistance (SI 15)	250,318	33
Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (SI 17)	3,145,336	37
Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance (SI 5)	20,476	34
Number of Parent-Teacher Associations (PTAs) or similar “school” governance structures supported as a result of USDA assistance (SI 13)	8960	35
Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance (SI 8)	4202	34
Number of students receiving deworming medication(s) (SI 29)	905,103	28
Number of teaching and learning materials provided as a result of USDA assistance (SI 3)	1,719,649	29

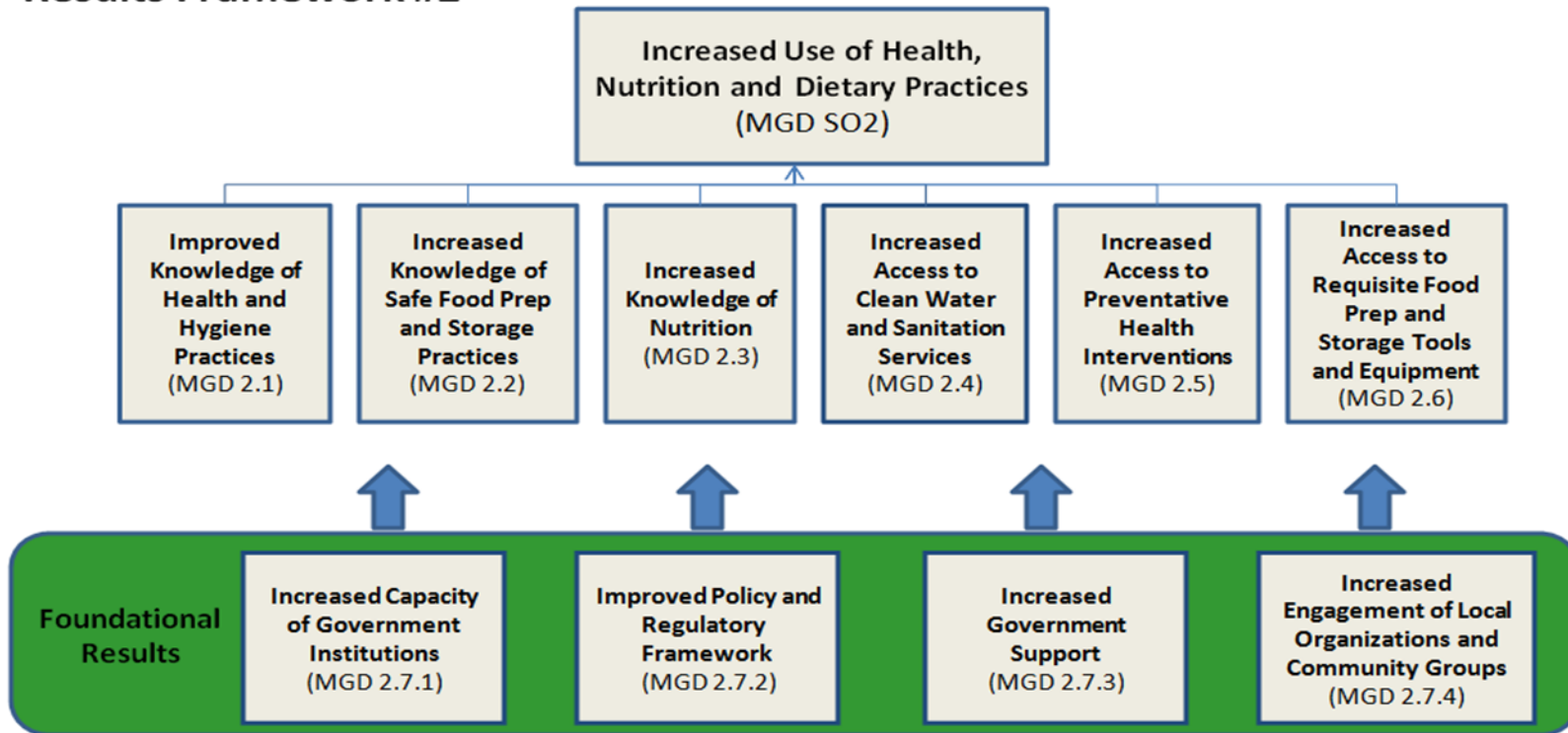
¹⁵ The population of projects that could provide indicator data in FY 2019 was 38. The eight projects funded in FY 2019, which are reflected in the total number of active projects in FY 2019 at 46, were approved at the end of FY 2019 per standard practice in the Food Assistance Division, and therefore not yet implementing or reporting on activities during FY 2019 by design. The “n” value for each indicator represents the number of projects that reported a number, including zero, against the indicator in FY 2019. 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 there is no relevant planned project activities, 2) the project by design did not implement the relevant activities during FY 2019, 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 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.

Appendix I: McGovern-Dole Results Framework



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 PVOs, the United Nations World Food Program, 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 2019:

- NOFOs: This year's solicitation is an umbrella announcement containing separate NOFOs for each country. Applicants should specify which country/NOFO they are applying to and may submit more than one application.
- Nutrition: To meet the full nutritional requirements in the "Ration Composition Requirements" section, applicants must offer at least three food components, i.e., a combination of USDA commodities and locally available foods, especially adding seasonal vegetables, fruits, and/or animal-sourced proteins, when feasible.
- Criteria: There is a new scoring of overall application quality. In addition, FAS will review and score Negative Factors and Positive Factors.
- Proposal Page Limits: Applicants need to adhere to the updated page limits and content guidance for each section.
- Monitoring and Evaluation: Applicants need to pay attention to the submission format for all Monitoring and Evaluation components. Project-Level Results Frameworks need to be included as part of the Monitoring and Evaluation sections.
- Feed the Future and Global Food Security Strategy: Proposals submitted for Feed the Future aligned and target countries should demonstrate alignment of the proposed McGovern-Dole activities with Feed the Future in the country of application.
- The U.S. Government Strategy on International Basic Education: Proposals must detail how they will coordinate with other USG initiatives, particularly with those that emphasize basic education.
- Potable Water Technology: Applicants interested in implementing a potable water technology activity must develop a stand-alone document.

Appendix 3: McGovern-Dole Number of Participants in FY 2019¹⁶

Country	Implementer	Participants in FY 2019	Expenses in FY 2019
2014 Agreements			
Benin	Catholic Relief Services	43,810	\$ 1,889,426
Burkina Faso	Catholic Relief Services	0 ¹⁷	\$ 2,558,115
Guatemala	Save the Children	43,116	\$ 3,526,469
Nicaragua	World Vision	21,295	\$ 1,947,031
Senegal	Counterpart International	5826	\$ 470,677
2015 Agreements			
Cameroon	Nascent Solutions	3 ¹⁸	\$ 927,084
Cote D'Ivoire	World Food Program	213,421	\$ 18,043,304
Guinea-Bissau	World Food Program	272,904	\$ 13,040,328
Honduras	Catholic Relief Services	75,598	\$ 15,792,603
Mali	Catholic Relief Services	96,084	\$ 13,057,427
Mozambique	Planet Aid International	97,775	\$ 9,298,628
Mozambique	World Vision	76,030	\$ 8,375,824
Rwanda	World Food Program	85,413	\$ 8,868,616
Sierra Leone	Catholic Relief Services	40,092	\$ 5,826,760
2016 Agreements			
Cambodia	World Food Program	191,275	\$ 7,593,233
Guatemala	Catholic Relief Services	70,008	\$ 9,331,624
Guatemala	Project Concern International	57,357	\$ 8,413,437
Haiti	World Food Program	117,686	\$ 4,638,552
Kenya	World Food Program	483,489	\$ 12,602,736
Laos	Catholic Relief Services	41,940	\$ 8,022,815
Malawi	World Food Program	639,661	\$ 13,266,634
Tanzania	Project Concern International	189,222	\$ 9,857,529
2017 Agreements			
Bangladesh	World Food Program	51,232	\$ 6,472,934
Benin	Catholic Relief Services	42,992	\$ 3,491,878
Republic of Congo	World Food Program	73,584	\$ 7,254,590
Kyrgyz Republic	Mercy Corps	97,103	\$ 5,569,340
Laos	World Food Program	165,338	\$ 12,103,049
Liberia	Save the Children	106,634	\$ 10,221,381
Nepal	World Food Program	214,342	\$ 13,524,118
Nicaragua	Project Concern International	93,691	\$ 5,928,873
2018 Agreements			

¹⁶ This table reflects what each organization reports in response to the standard indicator "Number of individuals benefiting directly from USDA-funded interventions."

¹⁷ Activities with participants ended in FY 2018, but the project remained administratively open during FY 2019 via a no-cost extension.

¹⁸ While most activities occurring in FY 2019 were funded by the FY 2018 project in Cameroon, these three reported participants reflect conference attendees who used FY 2015 project funding.

Burkina Faso	Catholic Relief Services	0 ¹⁹	\$ 4,040,177
Cameroon	Nascent Solutions	10,423	\$ 4,315,922
Ethiopia	World Food Program	NA ²⁰	\$ 3,526,289
Guatemala	Save the Children	48,266	\$ 4,660,408
Senegal	Counterpart International	30	\$ 1,816,764
Sierra Leone	Catholic Relief Services	57,649	\$ 5,556,462
Sri Lanka	Save the Children	0 ²¹	Not available yet
Timor Leste	CARE	271,630	\$ 3,985,830
2019 Agreements *			
Cambodia	World Food Program	NA	NA
Guinea-Bissau	Catholic Relief Services	NA	NA
Haiti	World Food Program	NA	NA
Malawi	Nascent Solutions	NA	NA
Mauritania	Counterpart International	NA	NA
Mozambique	World Vision	NA	NA
Togo	Catholic Relief Services	NA	NA
Uzbekistan	Mercy Corps	NA	NA
FY 2019 TOTALS			
Countries	Active Projects	Participants	
30	46	4,094,919	\$269,816,867

¹⁹ The baseline study for this project was ongoing in FY 2019 and by design activities with direct participants will begin in FY 2020.

²⁰ While this Ethiopia project was funded using FY 2018 funds, there was an administrative delay preventing the agreement from being signed until the end of FY 2019, thus the project did not reach participants in FY 2019.

²¹ This project in Sri Lanka was unexpectedly delayed due to changes in the government and related new requirements for coordination with ministries. Coordinating efforts are underway and the project will begin in FY 2020.

Appendix 4: Cost Breakdown by Commodity of Funding Allocations in FY 2019²²

Country and Awardee	Commodity	Metric Tons (MT)	Commodity Cost	Freight	Financial Assistance ²³	Total Cost Over Life of the Project
AFRICA						
Guinea-Bissau, Catholic Relief Services	Fortified Rice	5,610	\$2,620,000	\$1,178,000		
	Lentils	610	\$275,000	\$128,000		
	Whole Yellow Peas	810	\$292,000	\$170,000		
	Vegetable Oil	840	\$974,000	\$176,000		
	Total	7,870	\$4,161,000	\$1,652,000	\$11,187,000	\$17,000,000
Ethiopia²⁴, World Food Program	Fortified Rice	6,080	\$3,151,598	\$1,967,178		
	Vegetable Oil	1,160	\$1,345,600	\$372,360		
	Corn-Soy Blend Plus	8,330	\$5,776,800	\$2,664,300		
	Total	15,570	\$10,273,998	\$5,003,838	\$12,722,164	\$28,000,000
Malawi, Nascent Solutions Malawi	Corn-Soybean Blend Plus	3,480	\$2,422,080	\$1,068,360		
	Fortified Milled Rice	800	\$410,400	\$230,250		
	Vegetable Oil	750	\$870,000	\$245,600		
	Lipid Based Nutritional Supplement	100	\$270,000	\$30,700		
	Total	5,130	\$3,972,480	\$1,574,910	\$16,452,610	\$22,000,000
Mauritania, Counterpart International	Corn-Soybean Blend Plus	2,290	\$1,593,840	\$451,130		
	Fortified Rice	2,330	\$1,195,290	\$459,010		
	Yellow Split Peas	230	\$103,270	\$45,310		
	Lentils	230	\$117,990	\$45,310		
	Vegetable Oil	720	\$835,200	\$141,840		
	Total	5,800	\$3,845,590	\$1,142,600	\$17,511,231	\$22,499,421
Mozambique, World Vision International	Corn-Soybean Blend Plus	6,130	\$4,262,587	\$1,941,437		
	Vegetable Oil	80	\$98,788	\$28,274		
	Total	6,210	\$4,361,375	\$1,969,711	\$18,668,914	\$25,000,000
Togo, Catholic Relief Services	Soy bulgur	2,290	\$984,700	\$657,230		
	Split Green Peas	610	\$328,180	\$175,070		
	Lentils	410	\$210,330	\$117,670		
	Corn-Soybean Blend Plus	380	\$264,480	\$109,060		
	Vegetable Oil	450	\$522,000	\$129,150		
	Fortified Rice	1,370	\$702,810	\$393,190		
	Total	5,510	\$3,012,500	\$1,581,370	\$15,406,130	\$20,000,000

²² Total award amount is rounded up to the nearest whole number.

²³ 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)

²⁴ The Ethiopia project was awarded in FY 2018, but the agreement was not finalized until FY 2019.

Country and Awardee	Commodity	Metric Tons (MT)	Commodity Cost	Freight	Financial Assistance ²³	Total Cost Over Life of the Project
Africa Total		46,090	\$29,625,943	\$12,925,429	\$91,948,049	\$134,500,421
ASIA						
Cambodia, World Food Program	Fortified Rice	6,020	\$2,955,820	\$1,324,400		
	Vegetable oil	260	\$296,920	\$57,200		
	Total	6,280	\$3,252,740	\$1,381,600	\$14,365,660	\$19,000,000
Uzbekistan, Mercy Corps	All-Purpose Flour	920	\$440,680	\$687,240		
	Fortified Milled Rice	370	\$194,620	\$272,690		
	Yellow Split Peas	100	\$44,900	\$81,000		
	Sunflower Seed Oil	200	\$354,000	\$146,800		
	Total	1,590	\$1,034,200	\$1,187,730	\$19,278,070	\$21,500,000
Asia Total		7,870	\$4,286,940	\$2,569,330	\$33,643,730	\$40,500,000
CENTRAL AMERICA						
Haiti, World Food Program	Black Beans	1,060	\$862,840	\$267,120		
	Lentils	1,060	\$543,780	\$267,120		
	Soy Bulgur	2,530	\$1,087,900	\$637,560		
	Fortified Rice	2,530	\$1,297,890	\$637,560		
	Vegetable Oil	420	\$487,200	\$105,840		
Total	7,600	\$4,279,610	\$1,915,200	\$16,804,157	\$22,998,967	
Central America Total		7,600	\$4,279,610	\$1,915,200	\$16,804,157	\$22,998,967
Worldwide Total						\$197,999,389

Appendix 5: List of Potential Available Commodities from the FY 2019 Notice of Funding for the McGovern-Dole Program

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

Appendix 6: McGovern-Dole Standard Indicators Summary Table

Indicator #	Result #	Title in MGD Results Framework	Indicator Type	Indicator	Feed the Future?	Unit of Measure	Frequency of Reporting
1	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	<i>Baseline, Midterm and Endline</i>
2	MGD 1.3	Improved Student Attendance	Outcome	Average student attendance rate in USDA supported classrooms/schools	N	Percent	Biannual
3	MGD 1.1.2	Better Access to School Supplies and Materials	Output	Number of teaching and learning materials provided as a result of USDA assistance	N	Number	Biannual
4	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	Annual
5	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	Biannual
6	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	Annual
7	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	Biannual
8	MGD 1.3.3/ 2.4	Improved School Infrastructure/ Increased Access to Clean Water and Sanitation Services	Output	Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance	N	Number	Biannual
9	MGD 1.3.4	Increased Student Enrollment	Outcome	Number of students enrolled in school receiving USDA assistance	N	Number	Annual
10	MGD 1.4.2/ 2.7.2	Improved Policy and Regulatory Framework	output (stages 1 & 2) outcome (stages 3, 4 & 5)	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	N	Number	Annual

Indicator #	Result #	Title in MGD Results Framework	Indicator Type	Indicator	Feed the Future?	Unit of Measure	Frequency of Reporting
11	MGD 1.4.3/ 1.4.4	Increased Government Support/ Increased Engagement of Local Organizations and Community Groups	Output	Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition	Y	U.S. Dollar	Annual
12	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	N	Number	Biannual
13	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	Biannual
14	MGD 1.2.1/ 1.3.1/ 1.2.1.1 / 1.3.1.1	Reduced Short-Term Hunger/ Increased Economic and Cultural Incentives/ Increased Access to Food (School Feeding)	Output	Quantity of take-home rations provided (in metric tons) as a result of USDA assistance	N	Metric Tons	Biannual
15	MGD 1.2.1/ 1.3.1/ 1.2.1.1 / 1.3.1.1	Reduced Short-Term Hunger/ Increased Economic and Cultural Incentives/ Increased Access to Food (School Feeding)	Output	Number of individuals receiving take-home rations as a result of USDA assistance	N	Number	Biannual
16	MGD 1.2.1/ 1.3.1/ 1.2.1.1 / 1.3.1.1	Reduced Short-Term Hunger/ Increased Economic and Cultural Incentives/ 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	Biannual
17	MGD 1.2.1/ 1.3.1/ 1.2.1.1 / 1.3.1.1	Reduced Short-Term Hunger/ Increased Economic and Cultural Incentives/ Increased Access to	output	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	N	Number	Biannual

Indicator #	Result #	Title in MGD Results Framework	Indicator Type	Indicator	Feed the Future?	Unit of Measure	Frequency of Reporting
		Food (School Feeding)					
18	MGD 1.2.1/ 1.3.1/ 1.2.1.1 / 1.3.1.1 / 2.5	Reduced Short-Term Hunger/ Increased Economic and Cultural Incentives (Or Decreased Disincentives)/ 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	Annual
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	Annual
20	MGD SO2	Increased Use of Health, Nutrition and Dietary Practices	Outcome	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	N	Number	Annual
21	MGD SO2	Increased Use of Health, Nutrition and Dietary Practices	Outcome	Percent of participants of community-level nutrition interventions who practice promoted infant and young child feeding behaviors	Y	Percent	Annual
22	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	Biannual
23	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	Biannual
24	MGD 2.3	Increased Knowledge of Nutrition	Output	Number of children under five (0-59 months) reached with nutrition-specific interventions through USDA-supported programs	Y	Number	Annual
25	MGD 2.3	Increased Knowledge of Nutrition	Output	Number of children under two (0-23 months) reached with community-level nutrition interventions through USDA-supported programs	Y	Number	Annual
26	MGD 2.3	Increased Knowledge of Nutrition	output	Number of pregnant women reached with nutrition-specific	Y	Number	Annual

Indicator #	Result #	Title in MGD Results Framework	Indicator Type	Indicator	Feed the Future?	Unit of Measure	Frequency of Reporting
				interventions through USDA-supported programs			
27	MGD 2.4	Increased Access to Clean Water and Sanitation Services	Output	Number of schools using an improved water source	N	Number	Biannual
28	MGD 2.4	Increased Access to Clean Water and Sanitation Services	Output	Number of schools with improved sanitation facilities	N	Number	Biannual
29	MGD 2.5	Increased Access to Preventative Health Services	Output	Number of students receiving deworming medication(s)	N	Number	Biannual
30	MGD SO1 and SO2	Improved Literacy of School Age Children/ Increased Use of Health, Nutrition and Dietary Practices	Output	Number of individuals participating in USDA food security programs	Y	Number	Annual
31	MGD SO1 and SO2	Improved Literacy of School Age Children/ Increased Use of Health, Nutrition and Dietary Practices	Output	Number of individuals benefiting indirectly from USDA-funded interventions	N	Number	Annual
32	MGD SO1 and SO2	Improved Literacy of School Age Children/ Increased Use of Health, Nutrition and Dietary Practices	Output	Number of schools reached as a result of USDA assistance	N	Number	Biannual