

The Global Effort to Reduce Child Hunger and Increase School Attendance

Report to the United States Congress, Fiscal Year 2011



**U.S. Department of Agriculture
Foreign Agricultural Service**

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This report responds to USDA's requirement to report to Congress "on the commitments and activities of governments, including the United States government, in the global effort to reduce child hunger and increase school attendance." This report describes activities undertaken and funds committed in this global effort.

The report also describes the activities of the McGovern-Dole International Food for Education and Child Nutrition Program during Fiscal Year 2011. The program is administered by the U.S. Department of Agriculture's (USDA) Foreign Agricultural Service (FAS).

Cover: McGovern-Dole International Food or Education and Child Nutrition Program recipients receive school meals in Sierra Leone; *Photo by Lane Hartill, CRS.*

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LIST OF ACRONYMS

| | |
|--------------------------|---|
| CRS | Catholic Relief Services |
| CPI | Counterpart International |
| EU | European Union |
| FAO | Food and Agriculture Organization |
| FAS | Foreign Agricultural Service |
| FFTP | Food for the Poor, Inc. |
| HVI | Haiti Vision, Inc. |
| HDI | Humpty-Dumpty Institute |
| IPHD | International Partnership for Human Development |
| IRD | International Relief and Development |
| JAM | Joint Aid Management |
| MC | Mercy Corps |
| McGovern-Dole Program | McGovern-Dole International Food for Education and Child Nutrition Program |
| MENA | Ministry of National Education and Literacy (Burkina Faso) |
| MFFAPP | Micronutrient-Fortified Food Aid Products |
| MOE | Ministry of Education |
| MT | Metric tons |
| NGO | Non-governmental Organization |
| PCI | Project Concern International |
| PHARE | Programme Harmonise d'Appui au Renforcement de l'Education |
| PTA | Parent Teacher Association |
| PVO | Private Voluntary Organization |
| SHARE | Asociación SHARE de Guatemala |
| UNICEF | United Nations International Children's Emergency Fund |
| USAID | United States Agency for International Development |
| USDA | United States Department of Agriculture |
| WFP | World Food Programme |

SUMMARY

The McGovern-Dole International Food for Education and Child Nutrition Program (McGovern-Dole Program) supports development projects that combat hunger, improve nutrition and strengthen the quality of, and access to, education for school-aged children with a special emphasis on girls. Since its inception, more than 23.7 million children, infants, mothers, and families in 37 countries have benefited from the program, which reaffirms the U.S. global commitment to childhood education and nutrition.

In Fiscal Year (FY) 2011, USDA provided \$205.5 million to new and continuing school feeding projects, all of which are now operational. USDA estimates that, when fully completed, the projects will have benefitted 4.4 million people in 14 countries. Thirteen program participants are working with USDA to implement the projects. By furnishing school meals and a suite of supplementary activities, projects helped boost school enrollment, attendance, and academic performance, while providing life-long health benefits.

Supplementary activities support the effectiveness of school feeding by:

- Improving the school environment and sanitation infrastructure;
- Building the capacity of the local community to contribute to and sustain the school feeding program;
- Improving the education received by the children;
- Supporting better nutrition for school-aged children, pre-school children and pregnant and lactating mothers;
- Enhancing prospects for graduation of the projects; and
- Reducing barriers to school attendance.



In FY 2011, the program supported teacher and field health-worker training, development of parent-teacher associations, and distribution of textbooks. It also addressed health and hygiene by supporting deworming, providing training in hygiene practices and other preventative health care, constructing latrines, and digging water wells. A key development in FY 2011 was the signing of the first Micronutrient-Fortified Food Aid Products Pilot (MFFAPP) grant. This program is testing the delivery and use of vitamin- and mineral-enriched food in direct feeding programs to address nutrient deficiencies in specific populations.

USDA commodities provide crucial nutrition intervention for pre-school and primary school-age children. This helps to address chronic malnutrition, stunting and other barriers to child development, learning, and lifelong health.

Contributions from other donors enhanced the effectiveness of the program by leveraging resources and magnifying the impact of USDA's funds. Donors contributed more than \$406.3 million to the United Nations World Food Programme (WFP) to provide direct school feeding to 25.9 million beneficiaries in 61 countries. In addition to the United States, Canada, Russia,

Australia, and the private sector were the main contributors to direct school feeding activities. Many other countries provided aid to multi-lateral WFP projects, of which school feeding activities are one component.

This report provides an overview of the McGovern-Dole Program and highlights projects in Mali, Guinea-Bissau, Cambodia, Kenya, Bolivia, Nicaragua, Haiti, Republic of Congo, Kyrgyz Republic, and Guatemala as examples of its achievements. It highlights the McGovern-Dole Program's results in addressing specific malnutrition problems and its support of improved educational quality in concert with actual feeding programs. Detailed tables on McGovern-Dole Program funding, supplementary activities and contributions from other donors are presented in appendices at the end of the report.

A description of a new initiative from Brazil, the Centre for Excellence against Hunger, is also included to highlight its training and support of school feeding and nutrition programs worldwide.

OVERVIEW

I. Objectives of the McGovern-Dole International Food for Education and Child Nutrition Program

The McGovern-Dole Program supports education, child development, and food security projects in low-income, food-deficit countries committed to universal education through donations of U.S. agricultural products, as well as financial and technical assistance. Authorized by the Farm Security and Rural Investment Act of 2002, the program is named in honor of the late U.S. Ambassador and former U.S. Senator George McGovern and former U.S. Senator Robert Dole for their tireless efforts to encourage a global commitment to school feeding and child nutrition.



School gardens help supplement school feeding programs with fresh produce.

The key objectives are to provide food and improve nutrition, which helps to attract children to and retain them in school, thereby improving literacy and reducing gender inequities. The program also aims to transfer responsibility for operations and financial support of projects to recipient-countries over the long-term.

By providing school meals, teacher training, and related support, McGovern-Dole Program projects help boost school enrollment and academic performance. Also provided are nutrition programs for pregnant and nursing women, infants, and pre-school youngsters to sustain and improve the health and learning capacity of children *before* they enter school.

The school feeding and nutrition projects within recipient countries are conducted by program participants, including nonprofit private voluntary organizations, cooperatives, WFP, other international organizations and a variety of local partners. USDA invites proposals for projects, which are then carefully reviewed. Proposal review and selection criteria are outlined in detail in Appendix VI.

An important component of support for parents and families, teachers, schools, and the community at large involves supplementary activities for more comprehensive benefits from school feeding. Activities include:

- Training on nutrition, hygiene, and sanitation (for students, families, teachers, and local community),
- Education and support for maternal and child health,
- Capacity building to support feeding operations and long-term program ownership,
- Infrastructure rehabilitation and construction (*e.g.*, kitchens, latrines, sanitation),
- Development of school gardens,
- Improved quality of education, and
- Support for family involvement in attaining literacy and education goals.

The McGovern-Dole Program has recently developed and expanded its focus on improving nutritional support of children and pregnant and lactating mothers by launching the MFFAPP. The purpose of the MFFAPP is to address specific nutritional deficiencies and maximize the effectiveness of the school feeding program.

II. Funding and Programs by Region

Since its inception, the McGovern-Dole program has provided benefits to nearly 24 million children, families, and communities in 37 countries.

McGovern-Dole Program funds provided in 2011 will benefit 4.4 million people in 14 countries through continuing and new projects. Together with projects funded in prior years, the McGovern-Dole Program is benefitting nearly six million children and adults in 23 countries in FY 2011. Beneficiary countries include:

Africa: Angola, Burkina Faso, Cameroon, Republic of the Congo, Ethiopia, Guinea-Bissau, Kenya, Liberia, Madagascar, Malawi, Mali, Rwanda, Senegal, Sierra Leone, and Uganda

Asia/Near East: Bangladesh, Laos, Nepal, and Cambodia

Latin America/Caribbean: Bolivia, Guatemala, Nicaragua, and Haiti

Detailed information on recipient countries, program participants, donated commodities, and values for projects funded in FY 2011 is provided in Appendix I. The number of beneficiaries reached by each project is summarized in Appendix II.

III. Going Beyond School Feeding: Supplementary Activities to Improve Results

In addition to donating and shipping U.S. agricultural commodities, USDA provides financial assistance for supplementary activities to enhance the McGovern-Dole Program. These activities supplement daily food distribution and include infrastructure improvement of schools, kitchens and food storage; administration of deworming medication; distribution of school supplies and textbooks; programs on health and nutrition; and teacher training. Other activities include the development and training of parent-teacher associations (PTAs) or community-based food management committees to prepare the groups for implementing school feeding after the completion of projects. The McGovern-Dole Program has also funded the construction of school



PTA volunteers frequently help sustain the school feeding program through complementary programs such as training in hygiene and sanitation, and support for infrastructure e.g., wells, kitchens, canteens, stoves, etc.

gardens, bakeries, greenhouses, and pens for livestock and fish farms to provide agricultural education and supplemental fresh food.

A listing of complementary activities for FY 2011-funded projects appears in Appendix II.

Program participants work with local communities, local non-governmental organizations, educational institutions and other partners

to carry out activities. Implementing organizations often receive funding and in-kind donations from other donors, thus further leveraging the contributions of the McGovern-Dole Program. A description of these contributions is presented in Appendix III.

In carrying out supplementary activities, program participants establish longer-term relationships that both contribute to an improved educational environment and support capacity building and long-term sustainability of the school feeding program. These efforts open opportunities for local entities and their partners to assume increasing responsibility for school feeding projects and eventual graduation from the McGovern-Dole Program.

USDA's project in **Mali** with Catholic Relief Services (CRS) is one example of the broad range of activities that USDA undertakes with McGovern-Dole Program resources to create additional gains. The project is addressing chronically elevated rates of malnutrition, low school enrollment, and lack of school infrastructure, exemplifying the program's impact on long-term, sustainable, community advancement. Under a 2007 agreement, USDA provided 7,380 metric tons (MT) of commodities, comprised of vegetable oil, cornmeal, milled rice and green peas, and \$7.7 million in grant funding. The project has been in operation since 2008, and during its first phase (2008-2010), USDA furnished over 4.2 million hot meals, assisted 3,291 mothers and

children with improved nutrition and provided vitamin A and deworming medications to 26,375 students in 300 schools. USDA funding also helped 56 schools establish school gardens to supply school canteens, 25 of which continue to function without any USDA assistance.

Going forward under a new 2011 grant, USDA is providing 8,750 MT of commodities (vegetable oil, milled rice, and green peas) and \$13.7 million in funding. CRS is currently expanding training on women's savings and internal lending communities, which are vital for women to access funds and loans to pay for school supplies for children. Based on previous successes, maternal and child nutritional needs will be addressed at the household level using field agents and group learning in a behavior-change process known as the Hearth Nutritional Model Using the Positive Deviant Approach. Sixteen community partners have been trained, and the following equipment was provided: 36 weighing scales, 33 scales for height, 36 visual aids for health education, and 72 accessories. The program complements USAID's education program in Mali, *Programme Harmonise d'Appui au Renforcement de l'Education* (PHARE), to ensure that targeted schools are getting implementation resources. In addition, agreements are in place with 276 school management committees to carry out school projects. CRS has also trained 43 field agents and staff on food management, attendance record keeping, and hygiene and sanitation, as well as 34 trainers and Ministry of Education technical advisors in Mali on school management. Program staff have also trained 112 school directors on record keeping and conducted 75 information sessions on school canteen management.

USDA's project in **Guatemala** with SHARE is another example of the broad range of activities carried out through the McGovern-Dole Program. Guatemala has some of the worst primary health indicators in Latin America, and there is marked discrepancy between women's and men's literacy rates. Since FY 2005, USDA has implemented five McGovern-Dole projects with SHARE Guatemala through donations of nearly \$60 million and 45,000 metric tons of agricultural commodities. USDA provided SHARE \$25 million in FY2011 to implement a three year project that provides a corn-soy blend traditional hot drink called *atol* to 140,000 primary and pre-school children in 1,010 schools during part of the school year. USDA also provides take-home rations of rice, beans, and vegetable oil to fourth, fifth, and sixth grade children who meet attendance record requirements. Training in hygiene and healthy practices (e.g., hand washing, purifying water) is also provided.

USDA funds are also being used in Guatemala to establish 400 school gardens that produce vegetables used in school meals. In 150 schools with the greatest need, USDA funds provide upgrades to sanitation infrastructure. Training is also given to PTAs and community leaders on management of commodities, funds, and programs to ensure sustainability. These local community stakeholders provide the resources that are critical to the success of the school feeding program.

Of significant note is that at Guatemalan schools benefiting from USDA resources, the promotion rate to the next grade is higher, enrollment has risen, and attendance has increased for both boys and girls. Hygiene practices learned at school are self-sustaining from year to year. Community members contribute complementary and ancillary activities to schools based on their recognition of the value of education for the children. The Government of Guatemala has increased its support and interest for school interventions that foster child development.

IV. Innovations: Improvements in Nutrition

Starting in FY 2010, USDA began implementing a Micronutrient-Fortified Food Aid Products Pilot (MFFAPP) under the McGovern-Dole Program. USDA defines micronutrient-fortified food aid products as foods used for direct feeding that are nutritionally enhanced either through vitamin or mineral additions to address the micronutrient deficiencies of a population or group. Under MFFAPP, program participants receive funding to develop and field-test new or improved micronutrient-fortified food aid products designed to meet the energy and nutrient needs of populations served by McGovern-Dole (children, women, and infants). The products are developed in the United States using domestically grown commodities. Each MFFAPP project involves medical testing of children in control and test populations to evaluate the effectiveness of the fortified food product in improving baseline nutritional status. Through the MFFAPP program, USDA expects to:

- Develop a better understanding of effective and culturally acceptable fortified-food products,
- Create nutritional intervention models that can be more widely used across the McGovern-Dole Program, and
- Identify new products that can be used as part of regular school feeding to improve the nutrition of Program beneficiaries.

In 2010 and 2011, USDA committed \$10.4 million to help six organizations develop, deliver, and evaluate results by providing improved food aid products under the MFFAPP. The organizations are focusing their efforts over the next 3 years in Cambodia, Guatemala, Guinea-Bissau, Haiti, Mozambique, and Tanzania. The MFFAPP program spans geographic regions and provides nutritional interventions to different age-groups targeted by the McGovern-Dole Program.

One pilot program was launched in 2011 in **Guinea Bissau**, where the International Partnership for Human Development (IPHD) implemented a \$1.47 million project to address children's micronutrient deficiencies. IPHD has run successful McGovern-Dole Program school-feeding programs in Guinea-Bissau since 2005, with operations funded through FY 2013. Since October 2011, the program has provided a ready-to-use, supplementary, dairy paste targeting 4,800 school aged children in 31 primary schools. It has high levels of vitamin A, iron, iodine, and zinc that will combat key nutritional deficiencies causing impaired learning, absenteeism, and reduced school enrollment. The product, packaged in 30- and 50-gram foil sachets, does not replace the daily meal prepared at the schools but is served as a morning snack consumed at the start of the day.

The pilot project tracks human health and nutritional status indicators in the beneficiaries from a baseline through the duration of the project. Researchers are collecting anthropometric data (to assess weight and height), finger-prick blood samples (to measure hemoglobin and retinol-binding protein as proxies for iron and vitamin A status) and cognitive test results of school-age children (6-12 years). Data analysis and the final report will be completed by the end of 2012.

V. Working Toward Graduation: Achieving Sustainability

The McGovern-Dole Program aims to create an environment for long-term sustainability of school feeding programs going beyond the life of USDA funding. The key to doing this is to engage a local entity— whether local government, school committees, parent-teacher associations, or national governments—to get involved in and assume management and eventual ownership of such projects. All McGovern-Dole projects are required to demonstrate progress toward sustainability through (1) development of organizational capacity building, management skills, and program budgeting and planning, which are required to run school feeding programs and (2) the solicitation of contributions and partnerships from local entities. Examples of contributions include time, labor, transportation infrastructure, storage of commodities, local know-how, school garden-plot management, water management, organizational inputs, or materials, depending on conditions in different countries. (See Appendix VI for the project selection process.) Project results related to sustainability in Laos, the Republic of the Congo, and Bolivia are discussed below.

Laos: USDA's McGovern-Dole Program, implemented by the WFP, has made substantial progress toward achieving long-term sustainability. The Home Grown School Feeding pilot, which is also supported by the Government of Australia, provides foods bought at local markets in nine provinces. In 2011, USDA allocated up to \$3.3 million for the program and funds are being used to build local capacity to transition the school feeding program to national ownership. Training activities are designed to strengthen local and central government officials' technical skills to manage, implement, monitor, and report on national school feeding and nutrition programs.

Republic of the Congo: USDA's multi-year McGovern-Dole Program investments in school feeding, implemented through IPHD in the Republic of the Congo, have resulted in a strong partnership with the government's *School Sustainability Plan*. This aims to help transition full responsibility for school feeding programs to the Congolese government (GOC). Since 2001, USDA has implemented four McGovern-Dole Program projects and distributed about 30,000 metric tons of U.S.-donated food to an average of 150,000 pre-school and primary school-age children each year. USDA also supports school infrastructure and PTAs.

As part of the Republic of the Congo's *School Sustainability Plan* (formally approved by the GOC in September 2010), USDA's projects distributed rice, beans, potato flakes, and vegetable oil to 110,000 children, while the GOC provided locally purchased foods to 30,000 other children during the 2011–2012 school year. In 2013, the number of children supported by USDA will decrease to 70,000 and then to 30,000 in 2014, after which the GOC will support all children currently being served by USDA. The GOC provided \$4.6 million for 2011–2012 and will provide \$6–\$7 million for the next year. Additionally, the GOC is bearing costs for local transportation in an increasing number of districts, regional warehousing, and school lunch monitors, as well as support of two of IPHD's regional offices.

Since 2001, school enrollment has increased by 23.8 percent, the drop-out rate has decreased by over 50 percent, and absenteeism—mainly due to malaria—has decreased by 66 percent. Over 100 schools have been rehabilitated; 50 schools have been given clean water; school gardens

have been developed; and the capacity of local support organizations, such as PTAs, has been strengthened to improve long-term sustainability. In one region of the country, only 35 Pygmy children attended school before the McGovern-Dole Program project began. Now over 1,000 Pygmy children in that region go to school.

Bolivia: USDA has sponsored a school feeding project in Bolivia since 2005 with Project Concern International (PCI), which is now supported by a number of municipalities. PCI has conducted training for over 2,000 parents and teachers in such areas as:

- Budgeting and program management,
- Securing support and resources,
- Role of food committees,
- Nutrition and food, food hygiene, and the nutritional value of meals,
- Guidelines for using food utilization logs, and
- Rights of children and adolescents.

Such organizational training has helped improve the capacity of parents, community members, and municipal government staff to manage and implement the program. Local and national-level governments in Bolivia also better understand the importance of school feeding programs. This has translated into a culture for budgeting school feeding activities at the local level. PCI has also worked with local and national government entities to lobby for a law that would require municipal governments to implement school feeding at their schools. Municipalities are now securing resources for school feeding activities after the initial USDA-supported program. Municipalities that previously participated in USDA activities are the most successful, because they have the training, resources, and tools needed to sustain these activities. As a result of USDA support from 2005–2008, 37 municipalities are now feeding over 89,000 children through self-sustaining models. And, with funding from 2010–2012, over 21,000 children are being fed in 12 additional municipalities under the same models.

Functioning, clean infrastructure and equipment are the basis of successful program operations and help to establish long-term support of projects. PCI has overseen 177 school infrastructure projects, including the repair of 77 bathrooms and 97 school kitchens and construction of three school kitchens. This project has also established and rehabilitated 208 school gardens and greenhouses, which community members have contributed time to develop and manage. The gardens have not only helped supplement school feeding programs but also serve as educational tools for teaching students about farming, nutrition, and the care of natural resources.

VI. Contributions from Other Donors: Leveraging Resources

The McGovern-Dole Program reaffirms the U.S. global commitment to combating hunger and poverty and promoting childhood education and nutrition. With high-profile and numerous successes, it has attracted other donors to these same causes, strengthening long-term commitment and sustainability of childhood intervention programs around the world.

U.S. private donations play a significant role in delivering McGovern-Dole Program projects effectively and boosting their impact in communities around the world. The resources of

program participants (through donations and other sources) are critical to adding a variety of in-kind and monetary contributions that help add value to school feeding projects. In **Laos**, for example, the Humpty Dumpty Institute (HDI) and International Relief and Development (IRD) contributed \$200,000 worth of school kits, hygiene kits, and high-attendance reward incentives with prizes such as quilts and flashlights for distribution to students. In **Nicaragua**, Food for the Poor (FFTP) and its partners are expected to contribute approximately \$7 million in cash or in-kind donations. A significant portion of these funds will be used to purchase deworming tablets, locally procured fruits, vegetables, and dairy products, and school supplies and furniture. In **Guatemala**, the Target Corporation supports SHARE with its education program and increased funding for the 2011-2012 school years to include a “reading nooks” activity. Colgate was another donor that supported SHARE’s projects in Guatemala, providing toothbrushes and toothpaste through 2011 for 4,900 students in the municipality of San Martín Jilotepeque. Training was offered by Colgate employees to teach students how to brush their teeth.

Program participants also secure funding and in-kind donations from local governments and communities as part of their work in delivering an effective project. The involvement of local stakeholders and integration of efforts with national frameworks for school feeding is a key component of the success of the McGovern-Dole Program.

International donors provide most of their donations through the WFP, the largest implementing organization for school feeding. In 2011, WFP provided school meals to 25.9 million children in 61 countries. In 2011, WFP also provided take-home rations to 2 million girls and 800,000 boys (see details in Appendix IV).

The global effort to reduce child hunger and increase school attendance requires a mix of complementary activities that include disaster mitigation, maternal and child health, assistance to families, including those suffering from HIV and AIDS, and social safety nets. The McGovern-Dole Program mostly funds school feeding and closely related complementary activities. Other countries also provide contributions to portions of a comprehensive social development assistance package of programs. A sample of these programs is provided in Appendix V, which depicts contributions of the McGovern-Dole Program and other donors to reduce hunger and assist vulnerable populations.

In 2011, the WFP and the Government of Brazil jointly launched the Centre of Excellence against Hunger (the Centre), an initiative to help food-insecure nations improve, expand, and run school meal programs based on lessons learned from the Brazilian model. Brazil is well known for the success of its *Fome Zero* (Zero Hunger) strategy and school meals program that reaches about 45 million children per year, helping to reduce food insecurity and poverty. The Centre plans to play a key role in training and sharing knowledge and best practices among nations in a south-to-south framework.

From its base in Brasilia, the Centre assists governments in Africa, Asia, and Latin America to improve, expand, and eventually run their own school meal programs to advance nutrition, education, and food security of school children. Thus far, the Centre has organized eight study visits for Mali, East Timor, Haiti, Guinea Bissau, Malawi, Rwanda, Niger, and Guinea (Conakry). The Centre also maintains statistics on both malnourished school children in want of

school feeding interventions and the assistance provided to them. It also tracks progress of nationally owned and WFP-supported programs. It seeks to become “a global reference and source of international and national expertise on all aspects of school feeding.” Centre staff provides direct technical assistance (training and experts) to national governments in selected target countries.

USDA is also leveraging resources with other government donors in McGovern-Dole Program projects. One example is the WFP in **Kenya**, where USDA is donating bulgur, corn-soy blend, yellow split peas, and vegetable oil. This three-year project is valued at \$28.5 million, and school feeding activities will take place in Nairobi and the arid and semi-arid regions of Kenya. Funding 75 percent of WFP’s project in Kenya, McGovern-Dole is supporting the feeding of 650,000 children in over 2,000 schools. Australia, Japan, and Kenya were the other major government donors supporting the project.

WFP is working with the Government of Kenya (GoK) to accept increasing responsibility for managing the project and assume the cost of feeding an additional 50,000 children each year. In FY 2011, USDA provided \$9.4 million to the program for the WFP to provide the GoK technical assistance in planning, budgeting, monitoring, and evaluation at the national, district, and local levels. Since FY 2004, USDA has provided a total of \$77.8 million to WFP for school feeding in Kenya.

More than 100 schools within Nairobi’s unplanned settlements (such as the Kibera slum) are receiving school meals from USDA and WFP. One example is the Stara Rescue Centre, which like many other informal primary schools in Nairobi’s slums, started and grew quickly after free primary education was introduced in Kenya in January 2003. The schools do not receive government assistance and often lack adequate basic facilities such as classrooms, school books, desks, cooking items, water, and sanitation. School staff and other community contributors often provide basic infrastructure for a productive learning environment. The rescue centre was initially founded in 2000 by a group of women to help the growing number of children orphaned by AIDS. With community contributions and financial support from a private donor in the Netherlands, the rescue centre first opened its doors to just three children. A mid-morning porridge and a lunch were provided to the children starting in September 2004, and today the school has more than 600 students, most of whom have been affected by AIDS in some manner.

USDA’s project in **Nicaragua** with Food for the Poor (FFTP) is another example of impact from leveraging resources. FFTP is employing \$4.7 million in McGovern-Dole funding to support a larger partnership of organizations delivering a comprehensive school feeding program designed to improve not only school attendance and enrollment through provision of school meals but also the quality of education. This is supplemented by \$7 million in private donations brought by FFTP. Using counterpart funding and working with the Autonomous University of Nicaragua (UNAN), public school teachers are being trained in planning, mathematics, and classroom environments. Also with counterpart funding, workshops were conducted to help local organizers train others including parents, on improving diets, hygiene, good nutrition, and developing community networks. Community activities have provided 150 schools and 7,000 parents with training, and those that involve parents help promote the long-term graduation of the program.

VII. Looking Forward: Focus on Education

USDA is building on earlier successes and experience gained by the McGovern-Dole Program in delivering school-based feeding and nutritional interventions, while improving literacy. Addressing short-term hunger and improving health and sanitation are key variables in improving children's attentiveness and attendance at schools, while reducing gender inequities in access to education. A key focus beyond FY 2012 will be to improve literacy outcomes and the quality of education. This involves more consistent teacher attendance, better access to school supplies and materials, improved instructional materials, increased skills and knowledge of school administrators, and improved awareness of educational value and attainment by parents (who may themselves be illiterate). The projects that will be selected for funding would emphasize interventions in educational achievement.

USDA's project in **Mali** with CRS, for example, has focused on education in collaboration with the USAID PHARE Project to enhance education in the schools in which it is working on school feeding. Led by the Education Development Center (EDC), PHARE is currently providing support to all of Mali's schools in education quality and literacy. PHARE has developed curricula for teacher training, regional education officer training, and interactive literacy programs for classrooms through radio emissions. The project also distributed curricula to all schools, teaching institutes, and regional education officers throughout Mali. CRS provides a bottom-up approach to increasing the demand for improved educational outcomes within schools that have received PHARE materials. The program will work with the PTAs, local school management committees, and locally elected officials to inform parents and communities about available support and ensure that teachers in targeted areas can access training and resources to promote improved educational outcomes and literacy in the classroom.

The government of Mali has made education a priority issue, allocating funding to improve the quality of education for locally elected committees to use in schools. How this funding should be used has not been well defined, however, and communities and commune councils do not always know that funding exists. It is expected that, through the development of greater awareness and advocacy skills, communities will be better equipped to address quality of education at their schools.

To encourage parent participation and improve student achievement levels, CRS is collaborating with the Mali Ministry of Education to develop a report card format for illiterate parents to track their child's academic performance. This report card format will be made available to all targeted schools, local school management committees, and other stakeholders. Training will also be provided to teachers and parents to ensure that the report card is understood and used.

In **Nicaragua**, with USDA and counterpart funding, FFTP is making large investments to improve the quality of education by training 160 teachers and school administrators from nearly 150 schools in collaboration with the Ministry of Education and the Autonomous University of Nicaragua (UNAN). The training focuses on new techniques and recently developed curriculum. After completing the coursework, participants will receive certificates and will be required to teach the new techniques to their peers at the schools they represent in a "train the trainer" style

approach. Working with the American-Nicaraguan Foundation, other workshops for teachers are being provided with a focus on excellence in teaching.

FFTP will work with school communities to establish PTAs, through which parents will learn the importance of education and actively participate in their children's education through a School-to-School Mentorship Program. Those who have shown remarkable engagement in program activities with positive results will mentor other participating schools, providing advice and sharing experiences about ways to improve educational quality.

Such programs exemplify the next level of McGovern-Dole Program investments.

APPENDIX I:

McGovern-Dole Food for Education Funding Allocations for FY 2011 by Country

| AFRICA | | | | | | | |
|--------------------|---------------------|---------------------------------|--------------------|----------------------------------|---------------------------------------|-----------------------------|------------------------------|
| Country | Organization | Donated U.S. Commodities | Metric Tons | Estimated Commodity Value | Estimated Transportation Costs | Financial Assistance | Total Agreement Value |
| Burkina Faso | CRS | Veg Oil | 740 | \$1,313,500 | \$272,631 | | |
| | | Lentils | 1,080 | \$891,000 | \$397,894 | | |
| | | Corn-Soy Blend | 1,310 | \$543,650 | \$397,894 | | |
| | | Soy Fortified Bulgur | 5,480 | \$2,164,600 | \$482,630 | | |
| | | | 8,610 | \$4,912,750 | \$1,551,049 | \$7,715,158 | \$14,178,957 |
| Congo, Republic of | IPHD | Veg Oil | 960 | \$1,704,000 | \$446,400 | | |
| | | Dehydrated Potatoes | 960 | \$1,608,451 | \$446,400 | | |
| | | Rice | 3,780 | \$2,060,100 | \$1,757,700 | | |
| | | Beans | 2,370 | \$2,027,488 | \$1,102,050 | | |
| | | Soy Protein Concentrate | 70 | \$345,006 | \$32,550 | | |
| | | | 8,140 | \$7,745,045 | \$3,785,100 | \$6,074,896 | \$17,605,041 |
| Guinea-Bissau | IPHD | Veg Oil | 1,900 | \$3,372,500 | \$551,000 | | |
| | | Dehydrated Potatoes | 960 | \$1,665,600 | \$278,400 | | |
| | | Rice | 3,800 | \$2,071,000 | \$1,102,000 | | |
| | | Beans | 2,840 | \$2,911,000 | \$823,600 | | |
| | | | 9,500 | \$10,020,100 | \$2,755,000 | \$5,122,109 | \$17,897,209 |
| Guinea-Bissau | IPHD | Dairy Paste | 30 | \$233,400 | \$68,250 | | |
| | | | 30 | \$233,400 | \$68,250 | \$1,467,817 | \$1,769,467 |
| Kenya | WFP | Bulgur | 5,500 | \$1,925,000 | \$1,925,000 | | |
| | | Yellow Split Peas | 3,550 | \$1,633,000 | \$1,242,500 | | |
| | | Veg Oil | 220 | \$291,500 | \$77,000 | | |
| | | Corn-Soy Blend | 330 | \$173,300 | \$115,500 | | |
| | | | 9,600 | \$4,022,800 | \$3,360,000 | \$1,987,500 | \$9,370,300 |
| Liberia | WFP | Bulgur | 3,440 | \$1,204,000 | \$1,290,000 | | |
| | | Yellow Split Peas | 640 | \$294,400 | \$240,000 | | |
| | | Veg Oil | 210 | \$278,300 | \$78,800 | | |
| | | | 4,290 | \$1,776,700 | \$1,608,800 | \$3,039,000 | \$6,424,500 |

| AFRICA | | | | | | | |
|-------------------------|--------------|--------------------------|---------------|---------------------------|--------------------------------|----------------------|-----------------------|
| Country | Organization | Donated U.S. Commodities | Metric Tons | Estimated Commodity Value | Estimated Transportation Costs | Financial Assistance | Total Agreement Value |
| Malawi | WFP | Corn Soy Blend | 6,090 | \$3,197,300 | \$2,436,000 | | |
| | | | 6,090 | \$3,197,300 | \$2,436,000 | \$1,820,800 | \$7,454,100 |
| Mali | CRS | Veg Oil | 1,360 | \$2,414,000 | \$548,882 | | |
| | | Rice | 6,170 | \$3,516,900 | \$2,490,150 | | |
| | | Peas | 1,220 | \$793,000 | \$492,380 | | |
| | | | 8,750 | \$6,723,900 | \$3,531,412 | \$13,744,681 | \$23,999,993 |
| Senegal | CPI | Veg Oil | 300 | \$532,500 | \$95,832 | | |
| | | Lentils | 510 | \$420,750 | \$162,914 | | |
| | | Bulgur | 1,940 | \$679,000 | \$619,714 | | |
| | | | 2,750 | \$1,632,250 | \$878,460 | \$6,489,291 | \$9,000,001 |
| Sub-Total Africa | | | 57,760 | \$40,264,245 | \$19,974,071 | \$47,461,252 | \$107,699,568 |

| ASIA/NEAR EAST | | | | | | | |
|---------------------------------|--------------|--------------------------|---------------|---------------------------|--------------------------------|----------------------|-----------------------|
| Country | Organization | Donated U.S. Commodities | Metric Tons | Estimated Commodity Value | Estimated Transportation Costs | Financial Assistance | Total Agreement Value |
| Bangladesh | WFP | Wheat | 39,480 | \$15,463,000 | \$7,908,107 | | |
| | | | 39,480 | \$15,463,000 | \$7,908,107 | \$8,749,800 | \$32,120,907 |
| Laos | WFP | Veg Oil | 330 | \$585,750 | \$129,403 | | |
| | | Rice | 4,860 | \$2,770,200 | \$1,905,752 | | |
| | | Corn Soy Blend | 1,710 | \$1,008,900 | \$670,542 | | |
| | | | 6,900 | \$4,364,850 | \$2,705,697 | \$3,559,453 | \$10,630,000 |
| Nepal | WFP | Rice | 570 | \$324,900 | \$297,660 | | |
| | | Veg Oil | 1,720 | \$3,053,000 | \$898,201 | | |
| | | | 2,290 | \$3,377,900 | \$1,195,861 | \$1,404,600 | \$5,978,361 |
| Sub-Total Asia/Near East | | | 48,670 | \$23,205,750 | \$11,809,665 | \$13,713,853 | \$48,729,268 |

LATIN AMERICA/CARIBBEAN

| Country | Organization | Donated U.S. Commodities | Metric Tons | Estimated Commodity Value | Estimated Transportation Costs | Financial Assistance | Total Agreement Value |
|--|---------------------|---------------------------------|--------------------|----------------------------------|---------------------------------------|-----------------------------|------------------------------|
| Guatemala | SHARE | Veg Oil | 930 | \$1,650,750 | \$275,066 | | |
| | | Rice | 1,390 | \$757,550 | \$411,120 | | |
| | | Beans | 1,390 | \$1,390,000 | \$411,120 | | |
| | | Soybean Meal | 3,980 | \$1,771,100 | \$1,177,165 | | |
| | | Corn-Soy Blend | 680 | \$401,200 | \$201,124 | | |
| | | | 8,370 | \$5,970,600 | \$2,475,595 | \$16,553,819 | \$25,000,014 |
| Nicaragua | FFP | Nonfat Dry Milk | 1,150 | \$4,692,000 | \$531,898 | | |
| | | Vegetable Oil | 420 | \$745,500 | \$194,258 | | |
| | | Rice Milled | 1,350 | \$769,500 | \$624,402 | | |
| | | Dark Red Kidney Beans | 960 | \$960,000 | \$444,019 | | |
| | | Textured Soy Protein | 810 | \$801,900 | \$374,641 | | |
| | | | 4,690 | \$7,968,900 | \$2,169,218 | \$4,661,886 | \$14,800,004 |
| Haiti | WFP | Veg Oil | 260 | \$339,300 | \$78,000 | | |
| | | Rice | 3,250 | \$1,738,750 | \$975,000 | | |
| | | Beans | 770 | \$562,100 | \$231,000 | | |
| | | | 4,280 | \$2,640,150 | \$1,284,000 | \$2,063,700 | \$5,987,850 |
| Haiti | HVI | Veg Oil | 560 | \$994,000 | \$113,898 | | |
| | | Rice | 1,920 | \$1,084,800 | \$390,509 | | |
| | | Beans | 440 | \$330,000 | \$89,492 | | |
| | | | 2,920 | \$2,408,800 | \$593,899 | \$1,557,287 | \$4,559,986 |
| Sub-Total Latin America/Caribbean | | | 20,260 | \$18,988,450 | \$6,522,712 | \$24,836,692 | \$50,347,854 |
| WORLDWIDE TOTAL | | | 95,750 | \$69,272,195 | \$52,797,984 | \$77,406,667 | \$206,776,690 |

APPENDIX II:

McGovern-Dole Program Beneficiaries in FY 2011

| Region/ Country | Organization | Estimated Number of Beneficiaries Fed | Supplementary Activities to Feeding Programs |
|----------------------------|---------------------|--|---|
| AFRICA | | | |
| Burkina Faso | CRS | 200,000 | <ul style="list-style-type: none"> • Build capacity of PTAs and local management committees to (i) independently manage school canteens (ii) implement community programming (iii) improve schools and girls' education and (iv) improve health, hygiene and sanitation. • Cultivate the use of community animators to help disseminate model schools practices. • Provide training to improve teachers' community leadership and increase awareness of gender inequities. • Provide mentoring programs for girls in schools. • Provide safe playground equipment. • Donate vitamin A and iron supplements and deworming medication. • Promote health practices through the use of radio and theater. • Organize regional meetings with government ministries to improve school environments. • Provide training to early childhood caregivers on child development and health. • Implement savings and internal lending communities to mobilize funding resources needed by communities to support their income-generating activities. |
| Congo, Republic of | IPHD | 110,000 | <ul style="list-style-type: none"> • Improve malaria education and prevention in coordination with local country agencies and UNICEF. • Supply essential educational materials (pens, notepads, blackboards) to 125 primary and pre-schools. • Repair and construct water cisterns and improve sanitation facilities for 35 schools. • Rehabilitate 44 schools needing maintenance. • Provide training to strengthen capacity of PTAs and community groups and develop a national association. |
| Guinea-Bissau | IPHD | 105,000 | <ul style="list-style-type: none"> • Provide 20,000 mosquito nets and expanded malaria education and prevention programs. • Provide training and materials to help develop capacity of PTAs and community support groups. • Donate school fees for girls for two school years to support girls' attendance. • Repair and improve school kitchens. • Improve school infrastructure such as benches, water systems, and latrines. • Improve 150 previously established school gardens and develop 60 new gardens. |

| Region/ Country | Organization | Estimated Number of Beneficiaries Fed | Supplementary Activities to Feeding Programs |
|----------------------------|---------------------|--|---|
| Guinea-Bissau | IPHD | 5,000 | <ul style="list-style-type: none"> • Provide deworming and vitamin supplements. • Reinforce storage facilities. • Train local nongovernmental organizations, ministry of education/health personnel, school administrators, and district staff on implementation of the micronutrient study. |
| Kenya | WFP | 703,000 | <ul style="list-style-type: none"> • WFP's Essential Package* |
| Liberia | WFP | 339,000 | <ul style="list-style-type: none"> • WFP's Essential Package* |
| Malawi | WFP | 339,000 | <ul style="list-style-type: none"> • WFP's Essential Package* |
| Mali | CRS | 8,000 | <ul style="list-style-type: none"> • Administer deworming and vitamin A medicine twice annually to students and cooks at targeted schools. • Provide training in hygiene and sanitation practices. • Provide behavior change programs to redress malnutrition at the household level including peer learning, community mobilization, and child weight monitoring. • Develop a report card format to enable illiterate parents to track childrens' academic performance. • Provide incentives for performance to students. • Construct and rehabilitate school canteen and food storage facilities and donate cooking stoves and fuel. • Create school gardens. • Complement the USAID PHARE project to improve education through training educators, providing curricula and literacy programs. • Strengthen school management committees' capacity for advocacy to support improved education. • Support community savings and lending programs to help women in the community generate income and increase household access to credit. |
| Senegal | CPI | 76,000 | <ul style="list-style-type: none"> • Provide training for 156 primary and pre-school administrators in nutrition and health. • Conduct social mobilization campaigns in villages with low school enrollment and attendance to improve educational participation. • Rehabilitate or construct 70 classrooms. • Provide deworming and vitamin A supplements in conjunction with UNICEF, World Bank funding programs and the Ministry of Health on a bi-annual basis. • Conduct training in issues related to breast feeding and early childhood sanitation training. • Support existing school garden projects in 70 schools and conduct 210 school garden trainings. • Support 50 schools with fencing, water and sanitation infrastructure. • Provide training to build capacity of PTAs to generate and pursue funding. |

| Region/ Country | Organization | Estimated Number of Beneficiaries Fed | Supplementary Activities to Feeding Programs |
|----------------------|--------------|---|--|
| | | | <ul style="list-style-type: none"> • Provide workshops and roundtables on the long-term sustainability of and support for the school feeding program with local government agencies and community groups. |
| ASIA | | | |
| Bangladesh | WFP | 1,050,000 | WFP's Essential Package* |
| Laos | WFP | 573,000 | WFP's Essential Package* |
| Nepal | WFP | 180,000 | WFP's Essential Package* |
| LATIN AMERICA | | | |
| Guatemala | SHARE | 170,000 | <ul style="list-style-type: none"> • Provide teachers teaching materials and classroom supplies in 1,010 schools. • Train teachers dealing with new primary school students who only speak indigenous languages. • Distribute story books to approximately 28,000 first graders. • Improve sanitary infrastructure in approximately 150 schools by providing professional supervision of this work and part of the cost of materials and labor. • Provide trainings, supplies (e.g., soap, toothpaste and toothbrushes), and promotional materials to improve student hygiene practices for approximately 10,000 students. • Provide supplies and training to implement school gardens for 400 schools. • Strengthen and assist PTAs, Boards of Education and cooperating institutions through technical training on commodity and funds management and in pursuing funding to continue programs after USDA funding ends. |
| Haiti | WFP | 315,000 | WFP's Essential Package* |
| Haiti | HVI | 20,000 | <ul style="list-style-type: none"> • Upgrade basic kitchen storage and latrine facilities and secure storage facilities for 80 schools. • Provide cooking utensils and equipment and bowls. • Provide soap. • Ensure water supply through purification or through supply tanks and containers. • Coordinate and train PTAs to help them manage future feeding programs. • Develop demonstration vegetable gardens for at least three schools and include it as an educational component. • Provide literacy curricula in 80 targeted schools, with an emphasis on promoting lessons on health and preventative care. |
| Nicaragua | FFTP | 210,000 | <ul style="list-style-type: none"> • Provide training on food preparation. • Distribute deworming tablets to 70,000 students at 260 schools biannually. • Construct sanitation facilities including latrines (100) and hand washing stations (20). • Construct 30 new school kitchens using prefabricated |

| Region/ Country | Organization | Estimated Number of Beneficiaries Fed | Supplementary Activities to Feeding Programs |
|---|----------------------|---|---|
| | | | <p>panels and equip them with cooking supplies and fuel-efficient stoves.</p> <ul style="list-style-type: none"> • Provide training on health, nutrition, and preventative care to parents & teachers. • Train 160 teachers and school administrators from 150 schools on new techniques and new curricula. • Train 540 teachers on improving student performance through new and improved pedagogic techniques. • Conduct training for 7,000 parents on health, nutrition, parenting, and leadership. • Help establish PTAs. • Establish a school-to-school mentorship program. • Refurbish broken infrastructure in 15 rural schools. • Provide 4,000 school desks, 400 blackboards and other school supplies and furniture to participating schools. |
| Previously funded Projects Ongoing in 2011 | | | |
| AFRICA | | | |
| Angola | Joint Aid Management | 200,000 | <ul style="list-style-type: none"> • JAM will work with its subrecipient, Humana People to People (ADPP), to conduct 44 school-feeding seminars in which 2,200 PTA representatives will be trained and 440 PTAs will be established. • Arrange for the five representatives who attended from each school to organize a group of volunteers from their school community for the construction of the storeroom and kitchen at the school. • Drill wells and install water pumps at 260 schools. • Train 1,500 teachers over a period of four years to become fully certified primary school teachers. • Arrange for ADPP to establish vegetable gardens at 160 participating schools. • Procure the services of the Global Child Nutrition Foundation (GCNF) to assist the Ministry of Education (MoE) at a macro-policy level in formulating policies and crafting a framework and roll-out plan for the implementation of an effective national school-feeding program. • JAM has entered into an agreement with Deworm the World to purchase deworming medication. |
| Cameroon | CPI | 28,150 | <ul style="list-style-type: none"> • Provide capacity-building to PTA members in the selected primary schools through training and mentoring. • Contract with a local construction company and build or rehabilitate two latrines at each of the selected primary schools. • Donate deworming medicine and vitamin A supplements and arrange for Community Health Workers (CHWs) to administer medicine to deworm all children in participating primary schools every six months. • Develop and provide training in health and nutrition curricula and provide related teaching materials to teachers in the selected primary schools. • Establish school gardens and conduct training during |

| Region/ Country | Organization | Estimated Number of Beneficiaries Fed | Supplementary Activities to Feeding Programs |
|--------------------|--------------|---|--|
| | | | each year of the program for children, teachers, and PTA leaders and members to learn how to cultivate crops and maintain a subsistence food base through the use of proper agricultural techniques. |
| Ethiopia | WFP | 125,000 | WFP's Essential Package* |
| Liberia | IRD | 45,400 | <ul style="list-style-type: none"> • Rehabilitate and upgrade all participating schools to make them more comfortable and weather-proof. • Train PTAs to manage schools and take ownership of their children's education. • Establish school farms and youth clubs. • Design an age-appropriate, child-centered health and nutrition curriculum in consultation with the Liberian Ministries of Education. • Provide each school with a \$250 grant to establish its own garden to promote experiential learning. • Conduct bi-annual deworming campaigns. |
| Madagascar | CARE | 15,500 | <ul style="list-style-type: none"> • Conduct nutrition and health initiatives for 10,000 students and 3,000 parents with children under the age of 6. • Construct 90 gardens/wood lots/fish ponds for 2,500 parent association members. • Conduct community capacity building for 2,500 parent association members and 260 education committee members. |
| Rwanda | WFP | 300,000 | <ul style="list-style-type: none"> • Provide technical assistance. • Conduct public awareness campaigns and training to school officials, communities, PTAs, local authorities, and counterpart staff. |
| Sierra Leone | CRS | 5,000 | <ul style="list-style-type: none"> • Furnish a basic package of school health interventions to all targeted schools, improving health and hygiene. • Improve infrastructure to ensure all 100 schools have access to clean water and sanitation facilities and an adequate canteen and storeroom. • Provide training for the head teachers of all 100 schools, as well as training for an additional teacher per school, per year, for a total of 400 teachers. • Provide educational materials, in addition to furniture, to the schools. |
| Uganda | WFP | 245,000 | <ul style="list-style-type: none"> • Support school in establishing gardens and fuel-saving stoves. • Provide nutritional health education and HIV/AIDS awareness. • Provide vitamin A supplements and deworming exercise for all benefiting children. • Train schools in food handling and management. |
| Uganda | ACDI/VOCA | 40,000 | <ul style="list-style-type: none"> • Assist in rehabilitating classrooms and teachers' residences. • Construct or rehabilitate latrines at the participating schools in order to decongest classrooms, improve living conditions for teachers, reduce absenteeism, improve sanitary conditions, and ensure a productive learning environment. • Rehabilitate storage facilities instead of classrooms, residences and/or latrines in schools that lack appropriate structures for food storage. |

| Region/ Country | Organization | Estimated Number of Beneficiaries Fed | Supplementary Activities to Feeding Programs |
|------------------------------------|------------------|---|--|
| | | | <ul style="list-style-type: none"> • Train students in nutrition and agriculture. • Work with schools to establish seed multiplication gardens a part of its sustainability package. • Provide basic training to the PTAs and SFMCs in group function, dynamics, and leadership. |
| ASIA | | | |
| Cambodia | WFP | 110,080 | <ul style="list-style-type: none"> • WFP's Essential Package* |
| Cambodia | Salesian Mission | 31,146 | <ul style="list-style-type: none"> • Village awareness committees were created to make villagers "aware" of the social and educational benefits associated with schools. • 600 teachers have received skills-upgrade training in methodology, child-abuse recognition, and other health related topics. • 23 schools kitchens were built. • 10 libraries were built. |
| LATIN AMERICA AND CARIBBEAN | | | |
| Bolivia | PCI | 128,245 | <ul style="list-style-type: none"> • Train teachers from each school on the practical implementation and importance of good health and nutrition for childhood learning, preservation of the environment, productive gardening, hygienic preparation of food, education fairs for children and families, and the construction of ecological stoves. • Train PTA members on children's rights, child health, hygiene and nutrition, hygienic preparation of daily nutritional meals, the importance of improved collaboration with teachers, the importance of nutrition for children's learning, the importance of education (especially for girls), and how to enroll children who do not attend school. • Train PTA members and municipal government representatives in the creation and construction of school gardens and/or greenhouses and chicken farms to produce vegetables and eggs to supplement the school meals. • Collaborate with Ministry of Health and Education officials to ensure that health and hygiene activities are institutionalized in annual budgeting and planning processes. • Purchase health supplies such as anti-parasite and lice treatments to distribute at the schools by health care staff. Promote the low-cost solar water disinfection methodology to ensure that school drinking water is clean. |
| Guatemala | SHARE | 72,300 | <ul style="list-style-type: none"> • Provide a basic package of school supplies (notebooks, pencils and pens, a ruler, etc.), valued at \$6.58, to each student at the participating schools. • Implement school improvement projects such as latrines, kitchens and classrooms for approximately 110 schools with the greatest need. • Provide approximately 240 of the poorest schools with improved basic classroom equipment. • Furnish approximately 300 schools with the supplies and training in basic horticulture necessary to implement school gardens. |

| Region/ Country | Organization | Estimated Number of Beneficiaries Fed | Supplementary Activities to Feeding Programs |
|--------------------|--------------|---|--|
| | | | <ul style="list-style-type: none"> • Offer a series of three training sessions per year to the recipient agencies with which SHARE works to strengthen their financial controls and programmatic effectiveness. • Train each school's PTA in the proper administration of resources and solicit support from its local municipality in the construction of infrastructure projects. |
| Guatemala | SHARE | 214,300 | <ul style="list-style-type: none"> • 41 water treatment/sanitation projects were completed. • 41 school infrastructure projects were completed. • 43 training sessions for capacity building of indigenous organizations were held to assist in the establishment of school feeding or education programs. • 134 schools received physical education infrastructure improvement. • 368 schools received school supplies. • 318 schools received printed materials to support literacy and numeric instructions. • 265 schools improved their physical education infrastructure. • 55,894 students have received school supplies. • 471 schools have received additional printed material to support literacy and numeric instructions. • 6,000 pre-primary students received school supply kits. • 54,000 primary students received school supply kits. • 2,000 school teachers received printed materials for literacy and numeric instructions. • 60 schools received improvements to latrines, kitchens, and classrooms. • 75 schools received basic school equipment, such as white boards, markers, chairs, desks, pots, ladles and other small classroom and school kitchen equipment to enhance the learning atmosphere and hygiene of students. • Teachers and community members will receive training on how best to use doses of vitamin A and doses of deworming medication to enhance the nutritional status of students. |

* The "Essential Package" was developed as a result of a stronger partnership between UNICEF and WFP to create a package of cost-effective interventions to improve the health and nutrition of school-age children. These interventions include:

- Basic education
- Food for Education
- Promotion of girls' education
- Potable water and sanitary latrines
- Health, nutrition, and hygiene education
- Deworming, psychosocial support, malaria prevention
- Micronutrient supplementation
- HIV/AIDS awareness and education
- School gardens and improved stoves

For more information, please visit [un.org](http://www.un.org):

<http://www.un.org/esa/socdev/poverty/PovertyForum/Documents/The%20Essential%20Package.pdf>

APPENDIX III:

Contributions from Other Donors to Supplement McGovern-Dole Programs in FY 2011

| Region/Country | Organization | Other Donor Organizations |
|--------------------|--------------|---|
| AFRICA | | |
| Burkina Faso | CRS | Ministry of National Education and Literacy MENA will transport commodities from Ouagadougou to the beneficiary schools and provide at least ten end-use checkers to monitor food with CRS. MENA will also finance all operational costs for its national school canteen program (including about 22 staff members), which collaborates with CRS in national-level planning and monitoring of food resources. MENA will provide three months of food (rice, beans and oil) for school lunches in all of the CRS supported schools in Bam and Sanmatenga. Local communities will supply food to schools for the remaining months that will not be covered by CRS or MENA. |
| Congo, Republic of | IPHD | IPHD expects the Congolese Government to make funds available annually for the program in order to facilitate and to assume full responsibility for continuing the school lunch program by the end of the third year. The Congolese Government will provide funds for the purchase of local foods and condiments for up to one kilo per month per child in the first year, increasing kilos in the second and third years of this program. The Government will also provide some local warehousing and administrative support in the first year. IPHD expects that the Congolese Government will provide cash contributions totaling US\$4.6 million for the first year and assume responsibility for feeding 36 percent of students at the end of that year; provide cash contributions of US\$6–7 million for the second year and assume responsibility for feeding 57 percent of students at the end of that year; and provide cash contributions of at least \$8 million for the third year and assume responsibility for feeding the remainder of the students at the end of that year. The transition will begin in Kouliou Department and the Brazzaville area, followed by Lekoumou and then the other departments. PTA and local community contributions are expected to reach up to \$1.5 million annually in materials, labor, food, and cash. |
| Guinea-Bissau | IPHD | <p>IPHD expects labor contributions from other organizations of up to 14 people, as well as office space and other contributions valued at an estimated \$75,000 per year.</p> <p>IPHD expects that the recipient schools and MOE will provide cooks, school lunch managers, warehousing, kitchens, and some utensils. In addition, parents will be encouraged to contribute food, labor, and time to the school feeding program. IPHD estimates that these local contributions will be valued at \$120,000 per year.</p> <p>The MOE will provide staff at its national school lunch office and will continue to provide a nutritionist and field workers to help teach food preparation. The MOE has a full-time staff member working as liaison in the IPHD offices. The MOE's contribution is estimated to be valued at \$150,000 for the duration of the program.</p> |
| Guinea-Bissau | IPHD | <p>IPHD will provide the costs of an in-country driver, translator, several monitors, and the part-time costs of a project officer and finance officer at its headquarters. IPHD will provide three in-country vehicles. These items are valued at \$49,000.</p> <p>IPHD expects that the Ministry of Education will provide storage at the selected schools and one or two teachers or administrators per school to manage the study at the school level.</p> |
| Kenya | WFP | The following donors provided cash for the purchase of food commodities: Australia, Denmark, Japan, Kenya, Singapore, UK, and private and other donors. |
| Liberia | WFP | The following donors provided cash resources for the purchase of food commodities: EU, Germany, Switzerland, UN, Other. Switzerland provided other in kind donations valued at \$37,224. |
| Malawi | WFP | The following donors provided cash for the purchase of food commodities: |

| Region/Country | Organization | Other Donor Organizations |
|--|---------------------|---|
| | | Belgium, Brazil, Germany, Greece, Iceland, Italy, Japan, UN, private and other donors. Private donors provided other in-kind donations of \$523. |
| Mali | CRS | CRS has arranged for local communities to supply food condiments, water for cooking, wood, labor, and local materials for school canteen kitchen and warehouse construction, with an undetermined cash value. The GOM will provide in-kind support, such as land for the school garden, payment of salaries of GOM national and regional school canteen supervisors, and a small amount of funding for condiments and limited vegetables. The GOM will also provide guidance for the start-up and continuation of the project. |
| Senegal | CPI | <p>CPI will contribute deworming medicine and vitamin A supplements, valued at approximately US\$2.1 million, which will be used over the three-year life of the program.</p> <p>CPI expects that local community councils will provide cash valued at an estimated \$244 per school year, with a total of approximately \$80,000. CPI expects that local communities will provide complementary foods with an estimated value of \$500,000.</p> <p>CPI has also obtained a commitment from the local authorities to provide storage space to warehouse some of the program commodities. This contribution is estimated to be worth \$21,600.</p> |
| ASIA | | |
| Bangladesh | WFP | Australia and Bangladesh provided high energy biscuits and wheat for the school feeding program. The following donors provided cash resources for the purchase of food commodities: Australia, Canada, EU, Germany, Italy, Japan, Spain, UK, UN, private and other donors. |
| Laos | WFP | The following donors provided cash for the purchase of food commodities: Australia, Germany, Korea, Luxembourg, private and other donors. |
| Nepal | WFP | The following donors provided cash for the purchase of food commodities: Australia, Canada, Denmark, EU, Germany, Korea, Norway, New Zealand, UK, private and other donors. Norway provided other in-kind donations valued at \$208,985. |
| LATIN AMERICA AND THE CARIBBEAN | | |
| Guatemala | SHARE | SHARE, national and local government entities, the private sector, NGOs and communities will support the program with approximately \$14,409,719 in cash and in-kind contributions to support program activities and leverage greater impact of USDA funds. |
| Haiti | WFP | The following donors provided cash for the purchase of food commodities: Belgium, Brazil, Canada, France, Spain, private and other donors. France provided in kind contributions of 2,530 mt commodities, valued at \$3,223,601. |
| Haiti | HVI | HV expects to contribute cash and gifts in kind, with a total value of approximately \$50,000, to support school gardening and literacy activities. These contributions will likely include private voluntary organization labor arranged for by HV, garden inputs, and literacy tools. |
| Nicaragua | FFTP | FFTP and its partners are expected to contribute approximately \$7 million in cash or in-kind donations. A significant portion of these funds will pay for deworming tablets, locally procured fruits, vegetables, and dairy products, and school supplies and furniture. |

APPENDIX IV:**WFP School Feeding by Region Supported by All Donors**

| Region | Number of Countries | Beneficiaries |
|--|----------------------------|----------------------|
| Asia | 13 | 8,803,413 |
| Middle East, Central Asia and Eastern Europe | 9 | 1,447,925 |
| West Africa | 16 | 3,129,695 |
| Southern Africa | 5 | 1,917,696 |
| Central and East Africa | 11 | 5,815,835 |
| Latin America and Caribbean | 7 | 4,832,329 |
| TOTAL | 61 | 25,946,893 |

APPENDIX V:

WFP Country Programs Supported by McGovern-Dole and Other Donors

| Program Country | Donor | Country Program Description | Total Contributions to Country Program | McGovern-Dole Contribution (School feeding and ancillary activities) |
|------------------------|--|---|---|---|
| Bangladesh | Australia Bangladesh Canada EU Germany Italy Japan Spain UK UN USA Other private donors | WFP's operations are aligned with the Bangladesh Government's strategy for reducing poverty (<i>National Strategy for Accelerated Poverty Reduction II 2009-2011</i>), which focuses on strengthening food security, tackling under-nutrition, achieving universal primary education, improving resilience against natural disasters, and reforming government-run safety-net programs. WFP is also providing assistance to people affected by emergencies, including recovery from cyclones and short-term assistance to people affected by flooding. | \$221,832,389 | \$30,000,000 |
| Haiti | Belgium Brazil Canada France Spain USA Other private donors | WFP activities in Haiti focus on strengthening the country's ability to prepare for, assess, and respond to food insecurity caused by natural disasters and other shocks through social and production safety-net programs. WFP also supports country-wide emergency preparedness and response activities. WFP invests in nutrition and school-based social protection measures, provides cash and food-based support to vulnerable groups, and provides emergency food assistance. At the same time, WFP works with the government to build local capacity and reinforce local ownership within a number of social protection programs. | \$104,158,087 | \$5,987,800 |
| Kenya | Australia Denmark Japan Kenya Singapore UK USA Other private donors | The Horn of Africa drought directly made about 4 million Kenyans acutely food insecure. WFP's contributions focus on saving lives of those most affected, especially acutely malnourished children. WFP programs have helped to meet emergency needs, build resilience, and support recovery and social development in Kenya. | \$92,910,132 | \$9,370,200 |
| Laos | Australia Germany Korea Luxembourg USA Other private donors | WFP activities in Laos focus on reducing under nutrition in the country as well as providing emergency food rations to families that face severe food shortages after disasters. WFP directly supports the School Meals Program, which benefits primary school students and their families in over 1,500 schools in six provinces. WFP supports government efforts to reduce wasting, stunting, and micronutrient deficiencies through the Mother and Child Health and Nutrition (MCHN) program, which provides nutritional support for chronically malnourished children, food incentives encouraging pregnant and lactating women to access health facilities, and nutrition education for women of child-bearing age and other caregivers. Additionally, the WFP supports the Livelihoods Initiatives for Nutrition program, which focuses on chronically food-insecure households and communities. Through cash/food for assets | \$34,052,140 | \$10,000,000 |

| | | | | |
|---------|---|---|----------------------|---------------------|
| Liberia | EU Germany Switzerland UN USA Other | <p>activities, WFP supports them in creating physical and human assets that increase their food and nutrition security in the long term.</p> <p>WFP is supporting the Liberian government's social and economic recovery efforts and is strengthening its safety nets. In 2011, WFP had to adjust its activities to respond to the refugee influx triggered by the Cote d'Ivoire crisis that triggered higher food and fuel prices. WFP helps to meet the food needs of highly vulnerable people including Ivorian refugees and Liberian host populations, people living with HIV (PLHIV), pregnant and lactating women, and children at risk of malnutrition. WFP provides food assistance to schoolchildren to support access to education, and other food assistance. Food assistance also helps to support agricultural production and infrastructural rehabilitation and strengthens the government's capacity to develop and manage hunger reduction policies and programs.</p> | \$36,746,726 | \$6,424,400 |
| Malawi | Belgium Brazil Germany Greece Iceland Italy Japan UN USA Other private donors | <p>WFP supports the food needs of households enduring successive shocks to health, food production, and income, which are at risk of hunger and poverty. Assistance concentrates on nutritional support for malnourished children, pregnant and lactating women, chronically ill people and their families, a school feeding program, and TB treatment patients.</p> | \$54,971,803 | \$8,328,200 |
| Nepal | Australia Canada Denmark EU Germany Korea Norway New Zealand UK USA Other private donors | <p>WFP's contributions to Nepal focus on preventing hunger and improving nutrition for the most vulnerable, providing humanitarian response, and helping to prepare for environmental disasters. WFP provides food assistance to refugees living in camps in eastern Nepal who are entirely reliant upon external assistance for their daily subsistence. WFP also supports food-insecure populations in mountain regions of Nepal who have to live with the triple shock of drought, high food prices, and continued political instability.</p> | \$100,177,002 | \$5,978,300 |
| | | Total | \$644,848,279 | \$76,088,900 |

APPENDIX VI:

Project Selection Process

McGovern-Dole food assistance grants provide U.S. agricultural commodities and cash resources to program participants, which were either PVOs or the WFP, through a competitive grant approval process. Project proposals must include:

- A comprehensive plan detailing who the beneficiaries are and how the U.S. food product will be provided to them;
- A detailed description of complementary activities enhancing school feeding, and improving education, nutrition, and health;
- Support from the local government, community, and/or national government;
- A plan to sustain the benefits of the project after U.S. intervention has ceased;
- Evidence of previous experience carrying out a similar type of project, either in the country of donation or in another country with a comparable social, political, and economic environment; and
- An understanding of beneficiaries' needs and the corresponding social, economic, and political environment.

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

- The implementing organization's prior experience with successfully administering school feeding and/or food projects;
- The clarity of the intended project outcomes, objectives, and goals;
- The strength of the proposal's graduation and sustainability plan;
- A demonstrated coordination with national, regional, and local governments, U.S. government agencies, and national plans; and
- Commodity appropriateness and distribution plan.

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

- **Direct distribution** – as school snacks and meals and as the distribution of take-home rations;
- **Food for work** – the exchange of food rations or meals for work done by beneficiaries; and
- **Barter** – the exchange of the commodity for a good or service to be used to carry out the objectives of the food aid agreement, *e.g.*, processing U.S. donated wheat into biscuits for school feeding projects.