WFP EVALUATION

Midterm Evaluation of USDA McGovern-Dole Grant for WFP Home-Grown School Feeding Project in Rwanda (2020 to 2025)

Decentralized Evaluation Report

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Key Personnel for the Evaluation

WORLD FOOD PROGRAMME RWANDA

Evaluation Manager, Sangita Bista

PREPARED BY

Bruce Ravesloot, Team Leader

Jeanne Downen, Senior Evaluator

Hannah Barber, Research Associate

Padraic Finan, Research Associate

Monica Mueller, Quality Assurance Advisor

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Executive Summary

1. **Overview.** This is a report of the midterm evaluation of Phase II of the US Department of Agriculture McGovern-Dole grant for the World Food Programme (WFP) Home-Grown School Feeding project in Rwanda (2020 – 2025) ("HGSF" or "McGovern-Dole project"). The evaluation serves accountability and learning objectives, emphasizing learning and readiness for the transition of McGovern-Dole-supported schools to the National School Feeding Program (NSFP). This decentralized evaluation was commissioned by the WFP Rwanda Country Office (CO) and conducted by TANGO International in partnership with local research partner Ihema Research Team Ltd.

2. **Evaluation purpose and objectives.** The purposes of the midterm evaluation are:

    - Review the project's relevance, effectiveness, efficiency, impact, and sustainability;
    - Collect performance indicator data for strategic objectives and higher-level results;
    - Assess whether the project is on track to meet the results and targets;
    - Assess how well gender issues were mainstreamed and integrated into the project;
    - Review the results frameworks and theory of change; and
    - Identify any necessary mid-course corrections and operational lessons.

3. **Context.** Rwanda ranks in the lowest quarter of the World Bank Human Capital Index (2020), which reported that Rwandan youth are 62 percent below what they could achieve with better health and education. Rwanda's Education Sector Strategic Plan (2018/19-2023/24) promotes equal educational access for girls, children from poor families, and people with disabilities. In 2019 the Government adopted the Comprehensive National School Feeding (NSF) Policy and Strategy, the framework for Rwanda's NSFP.

4. School closures due to COVID-19 had a severe impact on education. Primary school net enrolment is on par with pre-pandemic rates however dropout rates have increased by two percent. The baseline Early Grade Reading Assessment (EGRA) for this project found that 62 percent of P3 students can read and understand grade-level text; this is slightly lower than national figures. While nationally there is near gender parity of school staff, traditional gender roles affect boys' and girls' academic opportunity and achievement, such as girls' domestic workload and lack of parental support for girls' learning. The Government's education plan has a dedicated budget line to address girls' education barriers, including the provision of gender-sensitive WASH facilities.

5. **Subject of the evaluation.** Phase II of HGSF aligns with McGovern-Dole strategic objectives to improve literacy in school-age children (SO1), increase the use of health and dietary practices (SO2) in targeted areas and improve the effectiveness of food assistance through local and regional procurement (LRP SO1). An overarching objective is to strengthen government capacity at national, district and school levels to manage the NSFP. The project is implemented jointly with the Rwanda Ministry of Education, Ministry of Agriculture and Animal Resources, National Child Development Agency, Ministry of Trade and Industry, World Vision, Gardens for Health International, Rwanda Biomedical Centre and seven districts.

6. Phase II of the McGovern-Dole grant provides USD 25 million over five years. It supports the direct implementation of school feeding, WASH, health and nutrition, education and infrastructure activities in 140 pre- and primary schools: 108 "Group 1" primary schools supported in Phase I in Karongi, Rutsiro, Nyamagabe, Nyaruguru districts and 32 pre- and primary "Group 2" schools added in Phase II in Burera, Kayonza and Gasabo districts. The life-of-project (LOP) goal is to reach 145,793 student beneficiaries and 351,285 indirect beneficiaries.

7. The project theory of change and results framework posit that WFP government- and community-level support to school feeding will increase institutional and community capacity for operating and managing the NSFP, leading to improved literacy and quality of education and resulting in children who are better educated, nourished and prepared to achieve Rwanda's national development goals.

8. **Evaluation users.** Within WFP, the main evaluation stakeholders are the CO, Regional Bureau (Nairobi), the School-Based Programmes Division and Office of Evaluation in headquarters, and the Executive Board.

External stakeholders include schools and communities affected by the project, national and district government, donors, implementing partners, the National School Feeding Technical Working Group (TWG), and the United Nations Country Team.

9. **Methodology.** The midterm evaluation questions correspond to relevance, effectiveness, efficiency, impact, and sustainability criteria. The evaluation approach combines a desk review, school and head teacher survey, school records survey, EGRA, key informant interviews and focus groups, and quantitative data from WFP and partner reports and databases. The midterm includes reporting on required McGovern-Dole performance indicators. Primary data collection activities were conducted using a representative sample of 31 HGSF schools in the seven intervention districts and 10 control schools. In-country data collection took place from May 24- June 19, 2023. The main methodological limitation relates to the different lengths of time Phase I and Phase II schools participated in HGSF; any additional benefits from extended school exposure for Phase I schools may be reflected, but unaccounted for in the treatment-effect analysis. Errors identified in the baseline computation of some indicators have been corrected and have no impact on the direction of change.

10. **Key findings: Relevance.** The project is highly relevant to the needs of target beneficiaries. As only slightly more than half of P3 students in Rwanda had met grade-level reading standards in 2022, activities to improve student literacy have addressed an important need. Activities align with USDA, government, United Nations, and WFP objectives, strategies, and frameworks.

11. **Key findings: Effectiveness.** The project has made significant progress toward output and outcome targets and is largely on track to reach its objectives. It has reached the LOP target for 13 of the 23 standard output indicators. Three of the ten outcome indicators have already met LOP targets. At midterm, slightly more than half of students in McGovern-Dole-supported schools can read and understand grade-level text by the end of grade P2. Notably, WFP is supporting the NSF Strategy and the NSFP Financing Strategy. WFP also assisted MINEDUC to develop a transition strategy for Group 1 schools to join the NSFP in July 2023.

12. The expansion of nutritious school meals to pre-primary students and the scale-up of fortified whole-grain maize meal was a major accomplishment. A nutritious school lunch is served daily to all enrolled students and the nutritional value of student meals has improved since baseline. School meals also benefit from the supplement of fresh foods from school gardens. Teachers attribute increased student enrolment and attendance partly to school feeding.

13. Indicators for access to an improved water source, WASH infrastructure construction and hygiene training have improved. Students and teachers highlighted the construction of girls' sanitary rooms and messaging on good menstrual hygiene as a notable achievement. Disability-accessible latrines are an important first step in improving access to schools for students with disabilities.

14. WFP is strengthening the capacity of farmers and agricultural cooperatives, and the linkages with schools and local government. Key barriers to farmer organizations supplying the school feeding system are transportation, unclarity around contracting and procurement, limited awareness of the NSFP, and the lower prices schools offer.

15. *Gender equality and women's empowerment (GEWE).* WFP is addressing gender barriers in the project, though partners are aware of the need to integrate GEWE into a broader range of activities and to continue GEWE sensitization efforts. A major challenge is that gender activities are not specifically funded in WFP or partner budgets.

16. *Effectiveness of activities in preparing for transition.* According to the WFP's School Feeding Readiness Assessment, as of May 2023 most schools had achieved nearly all readiness criteria and all districts had achieved over half of the 21 readiness indicator targets. District and government frameworks are beginning to absorb transition activities, though the midterm evaluation suggests districts often do not have the resources to undertake some activities.

17. **Key findings: Efficiency**. Activities were implemented in line with McGovern-Dole project plans and in a timely manner. The school feeding team supporting the project is well staffed, the project monitoring system supports timely and adaptive management, and strong partnerships with the Government allow for efficient programming and implementation. However, WFP faces significant financial constraints due to a shortfall of nearly USD 4.6 million for 2023-2025 and is working to raise funds. The COVID-19 pandemic delayed some activities, including the construction of WASH infrastructure in Group 1 schools. Delays are being addressed.

18. **Key findings: Impact**. Significant achievements were observed in student literacy and in the use of health and dietary practices. The impact of project achievements is evident when comparing outcomes against baseline and against control schools. Literacy scores have mostly remained high or improved, though results are not consistent across all indicators. McGovern-Dole-supported schools outperform control schools on some literacy benchmarks, though control schools also exhibit high performance. Support for health and hygiene practices has increased, and student awareness and behavior in these areas are progressing as training and support improve.

19. Gender-specific programming had a positive impact on adolescent girls' attendance and performance. Female students reported that sanitary rooms support their needs during menstruation, which reduced their absenteeism. WFP has ensured that GEWE is a focus for implementing staff and partners, and the project is addressing power dynamics and norms through sensitization and gender-sensitive programming.

20. Smallholder farmers received significant support from WFP, which strengthened their production and marketing capacity and their ability to supply the NSFP. Though currently few schools and cooperatives have formal contracts, cooperatives are increasingly aware of the opportunities school feeding provides.

21. **Key findings: Sustainability**. WFP has taken steps to ensure project initiatives and outcomes are sustained through the transition of McGovern-Dole supported schools into the NSFP. Rwanda's membership in the global School Meals Coalition and the work of the National School Feeding TWG ensure the NSFP aligns with government strategies and policies and promotes NSFP sustainability. Capacity-strengthening activities, initiatives to transition activity ownership to communities, and WFP's support to the NSF Strategy, Financing Strategy, and Transition Plan are expected to sustain project outcomes after graduation of McGovern-Dole schools into the NSFP. Some schools reported concern regarding their ability to provide diverse and nutritious meals under the NSFP budget allocation, given current food prices, and schools have expressed the importance of receiving all parent contributions. Additional capacity strengthening is needed for school administration to operationalize MINEDUC procurement guidelines.

22. WFP is discussing plans to continue commodity support of oil and rice through the September 2023 handover period. WFP will also retain monitoring and programming staff through the end of the school year. District Coordinators are a critical element for sustainability and will be retained by WFP until the end of 2024, though WFP acknowledges that the District Coordinators cannot monitor all schools and monitoring capacity will have to be addressed in the future, possibly by tracking some indicators through the School Data Management System.

23. **Lessons.** An important strength of the WFP HGSF team is its responsiveness to government strategic information needs and to opportunities to support government decision-makers. WFP's facilitation of evidentiary support appropriately equipped government officials to lead the procurement decision-making process and is a clear example of how the project was designed to set the Government up for success. Rwanda senior government officials have become strong HGSF advocates, largely due to WFP's support through appropriate governance structures, strategies and policies and analytical work. The Government's solid achievements in the NSFP should now fundamentally change the nature of WFP's country-capacity strengthening (CCS) engagement, with an explicit two-way learning process across all activities. Applying the WFP CCS framework guides and reenforces systems approaches and systems strengthening. Finally, the alignment of project support with other initiatives such as USAID literacy and RBC deworming has been critical to securing efficient and effective government support. Continued intersectoral collaboration is key to achieving shared goals and mandates.

24. **Conclusions.** *Relevance***:** The McGovern-Dole project is relevant to the education, food security and nutrition, health and literacy needs of its intended beneficiaries, to national policies, and to the specific types of support the Government needs to implement Rwanda's NSFP. The project's awareness-raising among parents on the importance of girls' education and nutrition, and the addition of menstrual management rooms, are having a positive effect on girls' attendance.

25. *Effectiveness*: The project has made good progress toward its overall objectives at midterm. The quality of activities is recognized by participants and key stakeholders. Literacy instruction has improved in project schools, and parent engagement and contributions have increased. All schools have established an improved water source and handwashing stations. Teachers and parents report that children are healthier because of better nutrition. Progress has been made to strengthen the capacity and governance of smallholder farmer cooperatives and establish linkages with schools. WFP plans to implement more structured linking activities

in the second half of Phase II. Monitoring structures are regular, elicit input from relevant stakeholders, and inform and enable effective decision-making. Capturing learning related to school feeding scale-up will be a key focus for the project remainder.

26. *Efficiency*: The COVID-19 pandemic, staff turnover and gaps, and global food price increases were the main factors impacting project implementation and efficiency. Appropriate systems and processes are in place for adaptive management: WFP proactively addressed implementation delays resulting from the pandemic and reallocated resources to respond to food price increases. The midterm results illustrate the high level of awareness of risks, challenges, and opportunities for solutions in the remaining implementation period, and the project is on schedule to achieve all expected results.

27. While the project has taken steps to incorporate gender sensitization into teacher training and community outreach activities, GEWE interventions are a limited focus of the project design. The project is primed to implement gender tools more widely in the remaining implementation period.

28. *Impact*: The project has positively impacted targeted beneficiaries and made significant contributions to overall objectives for school feeding in Rwanda. WFP has leveraged its strong relationships with the Government to strengthen government systems. WFP's role in the TWG and its support in developing the School Feeding and Financing strategies are key examples of leveraging project knowledge, resources and experience to strengthen government capacity.

29. *Sustainability*: WFP and partners have taken concrete steps to ensure the sustainability of project outcomes after the transition of project schools into the NSFP, including development of the School Feeding and Financing strategies and the Transition Plan. Progress has been made in facilitating inter-ministerial collaboration necessary for scale-up and success, and in helping to ensure adequate resourcing. The transition of McGovern-Dole schools to the NSFP is on track, though partners note that a phased approach would have been better, rather than graduating all project schools at once and abruptly stopping project support for transitioning schools.

30. ***Recommendation 1 (operational)*:** Strengthen transition support for Group 1 schools, including post-transition accompaniment.

31. ***Recommendation 2 (operational)*:** Continue to strengthen the monitoring system, setting targets and including GEWE, country capacity strengthening and disability indicators.

32. ***Recommendation 3 (operational)*:** Develop and implement a knowledge management and learning strategy to cover the HGSF project and the NSFP.

33. ***Recommendation 4 (operational)*:** Organize an outcome-to-impact reflection process to update the theory of change and consider this evaluation's strategic recommendations.

34. **Recommendation 5 (operational):** Strengthen focus on students living with disabilities to ensure their meaningful participation and inclusion in the NSFP and education opportunities.

35. **Recommendation 6 (operational):** Conduct small-scale qualitative research studies to probe more deeply into questions this evaluation has raised, to generate more detailed evidence that can inform adaptive management and sector learning. Specific suggestions for research questions are provided.

36. ***Recommendation 7 (strategic)*:** Bolster district capacity strengthening for NSFP activities. Engage closely with national and local government decision-makers to explore options for scaling up the District School Feeding Coordinator model to the national level.

37. ***Recommendation 8 (strategic)*:** Organize an agile HGSF technical support function that can provide short-term high-quality technical consulting services to the NFSP. Replicate the demonstrated success of rapidly providing technical and financial support to the Government's short-term needs.

1. Introduction

1.1. EVALUATION FEATURES

38. This is a report of the midterm evaluation of Phase II of the US Department of Agriculture (USDA) McGovern-Dole grant for the World Food Programme (WFP) Home-Grown School Feeding project in Rwanda (2020 – 2025) (hereafter, "HGSF" or "McGovern-Dole project"), which includes in-kind and home-grown school feeding). The evaluation is part of a five -year series that comprises a baseline study (completed in February 2022) and midterm and endline evaluations. These three exercises are commissioned by the WFP Rwanda Country Office (CO) as decentralized evaluations to be conducted by TANGO International and its research partner in Rwanda, Ihema Research Team Ltd. The midterm evaluation covers all activities implemented from the start of the FY2020 project in October 2021 to June 2023. It is timed at project midpoint to allow for mid-course corrections and operational lessons to be applied during the project's remaining time, and to capture results before select McGovern-Dole-supported schools transition into the National School Feeding Programme (NSFP).

39. The evaluation serves dual objectives of accountability and learning, emphasizing learning and readiness for the transition of McGovern-Dole-supported schools to the NSFP. The evaluation also considers the crosscutting themes of gender equality and women's empowerment (GEWE) per the United Nations System-Wide Action Plan (UN-SWAP) and human rights—particularly children's rights and the rights to education and health, including nutrition.

40. The specific purposes of the midterm evaluation[1] are as follows:

    - Review the project's relevance, effectiveness, efficiency, impact, and sustainability;
    - Collect performance indicator data for strategic objectives and higher-level results;
    - Assess whether the project is on track to meet the results and targets;
    - Assess how well gender issues were mainstreamed and integrated into the project;
    - Review the results frameworks and theory of change; and
    - Identify any necessary mid-course corrections and operational lessons.

41. The evaluation assesses performance against project objectives and associated activities under i) McGovern-Dole Strategic Objective (SO) 1 (improved literacy of school-age children) and SO2 (increased use of health and dietary practices), as detailed in the McGovern-Dole Results Framework (Annex 2); ii) Local and Regional Procurement Results Framework (Annex 3); and iii) Foundational Results (Annex 3), which focus on strengthening government capacity for school feeding. It emphasizes the transition aspect of the project, i.e., how well prepared (or not) are the original 108 schools and districts to be transferred to the NSFP and addresses the CO's specific interest in reviewing the activities to link smallholder farmers with schools.

42. The expected users of the evaluation are WFP; donors; governmental and non-governmental partners; and the communities and beneficiaries the project is intended to serve. Within WFP, the main stakeholders and users are the CO, Regional Bureau (Nairobi), the School-Based Programmes Division and Office of Evaluation in headquarters, and the Executive Board. External stakeholders include the schools and communities affected by the project, national and district government, donors (USDA, France, Republic of Korea, and Novo Nordisk Foundation), implementing partners (World Vision, Gardens for Health International, and Rwanda Biomedical Centre), the School Feeding Technical Working Group (TWG), and the United Nations Country Team.

43. The evaluation findings, conclusions and recommendations are based on a quasi-experimental, mixed-method evaluation approach. This includes analysis of primary quantitative data from an Early Grade Reading Assessment (EGRA), school/head teacher survey, and school records review survey administered to a representative panel sample of 31 HGSF schools in all districts of intervention and 10 control schools. It also

[1] See Annex 4 for Summary Terms of Reference.

includes analysis of primary qualitative data collected via key informant interviews and focus group discussions with project stakeholders and participants, and of secondary data from a desk review of project documents and other relevant literature. Full descriptions of the methodology are given in Section 1.4 and Annex 5.

44. The evaluation team was comprised of two international evaluators from TANGO International (one female, one male) and four Rwandan evaluators from Ihema Research Team (three females, one male), supported by TANGO research assistants and a quality control advisor. The Ihema team collected data in the field from May 24- June 19, 2023; the TANGO team travelled to Rwanda for interviews in Kigali and the districts from June 3-9, 2023. Both international and national teams conducted some remote interviews to accommodate schedules and logistical constraints.

1.2. CONTEXT

Poverty and food security

45. Rwanda is a small, hilly, landlocked, and densely populated country in East Africa with 13.2 million people (as of August 2022).[2] While Rwanda ranks 165th out of 191 countries in the 2021 Human Development Index (HDI), Rwanda's HDI value increased from 0.286 to 0.534 from 1995 to 2021, an increase of 86.7 percent.[3] Rwanda is among the countries that have seen the highest rise in human development since 1994.[4] Poverty decreased between 2011 and 2017 from almost 45 percent to just over 38 percent;[5] extreme poverty declined from 24.1 percent to 16 percent.[6] Rwanda has made significant progress in implementing the Sustainable Development Goals (SDGs).[7] Annual Gross Domestic Product (GDP) growth has trended upward since 2017, with a real GDP growth rate of 9.2 percent in the first quarter of 2023.[8]

46. Despite these gains, results of the most recent Comprehensive Food Security and Vulnerability Analysis (2021) indicate food insecurity is experienced by 20.6 percent of the population, of which 18.8 percent are moderately food insecure and 1.8 percent are severely food insecure.[9] Female-headed households are more food insecure than male-headed households (27 percent compared to 18 percent). Food security in Rwanda has declined by two percent since 2018, but most districts targeted by the McGovern-Dole project face higher rates of food insecurity. Food security in Karongi and Burera has deteriorated at markedly faster rates than the country as a whole, declining by 14.7 percent in Karongi and by 13.4 percent in Burera. Households in Rutsiro and Nyaruguru districts also face high levels of food insecurity: nearly 50 percent of households in Rutsiro and 32 percent in Nyaruguru are food insecure. In contrast, the prevalence of food secure households in Kayonza District increased by 20 percent.

47. Thirty-six percent of Rwandans are considered undernourished (SDG indicator 2.1.1).[10] Despite progress on nutrition, especially on wasting for children under five years of age (CU5), stunting rates remain at 37 percent for females and 29.2 percent for males (2019/2020),[11] with the highest rates among the poorest families.[12] All seven project districts have severe levels of stunting over 10 percent. Karongi especially has seen an

[2] NISR (National Institute of Statistics of Rwanda). 2022. Main Indicators: 5th Rwanda Population and Housing Census (PHC), Rwanda 2022.

[3] UNDP (United Nations Development Programme). 2022. Human Development Report 2021-22: Uncertain Times, Unsettled Lives: Shaping our Future in a Transforming World. New York.

[4] United Nations Rwanda, 2021. Common Country Analysis, March 2021.

[5] NISR. 2015. Rwanda Poverty Profile Report 2013/14.

[6] NISR. 2018. Rwanda Poverty Profile Report 2016/17-Results of Integrated Household Living Conditions Survey (EICV5). (These are the most recent Rwanda poverty statistics found.)

[7] NISR. 2020. GDP National Accounts, 2020.

[8] NISR. 2023. GDP National Accounts (First Quarter 2023).

[9] WFP. 2021. Rwanda CFSVA. October.

[10] World Bank Data. 2019. Prevalence of undernourishment (% of population) – Rwanda. Website consulted 9 March 2023.

[11] NISR [Rwanda], Ministry of Health (MOH) [Rwanda], and ICF. 2021. Rwanda Demographic and Health Survey 2019-20 Final Report. Kigali, Rwanda, and Rockville, Maryland, USA: NISR and ICF.

[12] WFP. 2021. Rwanda CFSVA. October.

increase in stunting, from 35 percent in 2018 to 42 percent in 2021. Nationally, over 8 percent of CU5 are underweight and only 19 percent of children in rural areas are fed to meet minimum acceptable dietary standards. The prevalence of acute malnutrition for CU5 is 2.4 percent, a slight increase compared to 2018. Main drivers of malnutrition are food insecurity, poor access to quality water, sanitation, and hygiene (WASH), poor household dietary practices, and not receiving antenatal care, even among those who can access a balanced diet.

48. Micronutrient deficiencies are also a concern; the prevalence of anaemia in CU5 has remained high since 2010 (38 percent in 2010 and 37 percent in 2019-2020). Similarly, 17 percent of women of reproductive age are anaemic (2019 figures).[13] The most common causes of anaemia are lack of iron in the diet and intestinal worms. Worm infections affect 45.2 percent of the population in Rwanda, and school-aged children are particularly affected.[14]

49. Five of the seven project districts are among the districts with the highest prevalence of inadequate dietary diversity: Karongi (28 percent of households with low dietary diversity), Burera (26 percent), Nyaruguru (25 percent), Nyamagabe (24 percent) and Rutsiro (23 percent).

50. Atypically high food prices have impacted households' ability to purchase food. Inflation peaked in November 2022, with 64.5 percent year-on-year inflation on food items nationally and 73.3 percent in rural areas.[15] For April 2023, inflation on food items remained high, at 54.6 percent nationally and 62.6 percent in rural areas.[16] High prices are likely driven by domestic, regional, and global factors, including reduced domestic and regional crop production due to climate change,[17] increased fertilizer prices, the war in Ukraine, and high transportation costs,[18] as well as increased global prices of fertilizer and fuel.[19] Additionally, in May 2023, flooding and landslides in northern, western, and southern Rwanda caused loss of livestock, crops, and food stores, and over one hundred deaths.[20] Burera, Karongi, Rutsiro, and Nyamagabe were among the affected districts. It is likely that the loss of infrastructure and assets will further strain low-income households' ability to secure food.

51. The Government of Rwanda is supporting the modernization of agriculture and increased productivity, and numerous national policies support agricultural improvements. The Strategic Plan for Agriculture Transformation (PSTA4) anticipated average annual agriculture growth of 10 percent through 2023 and the percentage of food-insecure households to be reduced to 10 percent by 2023/2024.[21] Between 2019 and 2020, annual crop production increased by 5 percent.[22] Still, production is highly seasonal and poor families face higher prices and lower supply during the lean season. Most households in Rwanda are smallholder farmers with small plots of land. Women play an important role in farming, and 24 percent of the land is owned by women.[23] However, women are mainly engaged in production rather than better-paying value-added agricultural processing and marketing activities.[24]

[13] World Bank Data. 2019. Prevalence of anaemia among women of reproductive age (% of women ages 15-29) - Rwanda. Prevalence of anaemia among children (% of children ages 6-59 months) - Rwanda. Website consulted 9 March 2023.

[14] The END Fund. 2018. Partnering to End Neglected Tropical Diseases in Rwanda.

[15] NISR [Rwanda]. 2022. Consumer Price Index (CPI): November 2022.

[16] NISR [Rwanda]. 2023. Consumer Price Index (CPI): April 2023.

[17] Lydie, M. 2022. Droughts and Floodings Implications in Agriculture Sector in Rwanda: Consequences of Global Warming. March.

[18] Famine Early Warning Systems Network. 2023. Remote Monitoring Report: Interseason crops, and labor income expected to mitigate effects of lean season. April.

[19] International Monetary Fund. 2022. World Economic Outlook: Countering the Cost-of-Living Crisis. October.

[20] International Federation of Red Cross and Red Crescent Societies (IFRC). 2023. DREF Operation: Rwanda – Floods and Landslides. International Monetary Fund. 2022. World Economic Outlook: Countering the Cost-of-Living Crisis. May.

[21] WFP. 2021. Rwanda CFSVA. October.

[22] NISR. 2020. Upgraded Seasonal Agricultural Survey 2020: Annual Report.

[23] Gender Monitoring Office. 2019. The State of Gender Equality in Rwanda.

[24] Ministry of Gender and Family Production. 2018. Rwanda Country Strategic Review of Food and Nutrition Security.

Gender

52. Rwanda was ranked sixth in the 2022 Global Gender Gap Index by the World Economic Forum and is one of two African countries to rank in the top ten in gender parity along with Namibia (eighth).[25] Gender equality and women's empowerment are key overarching principles in the Government 's legal and policy frameworks (National Gender policy in 2004, 2010 and 2021). Rwanda's constitution recognizes women's rights, gender equality, and women's legal rights to land and inheritance. The National Strategy for Transformation (2017-2024) includes indicators for gender progress in education, employment, health, and other areas. Gender equality was also introduced as an assessment criterion for districts' performance contracts (*imihigo*) to enhance their accountability on gender equality in local development planning. [26] Rwanda has made efforts to respond to gender-based violence (GBV) by providing comprehensive support to GBV survivors through the Isange One Stop Centre model.[27]

53. Government policies on education incorporate principles of gender equality in education, and enrolment of girls and boys in primary school is at near parity.[28] There is gender balance of school staff, with 49.3 percent female and 50.7 percent male staff. There are encouraging signs that the Ministry of Education (MINEDUC), with WFP support, is broadening its thinking on gender equality beyond enrolment statistics. For example, MINEDUC has adopted gender-sensitive school toilet facilities, and worked with WFP to design meals to meet the nutritional needs of adolescent girls,[29] though the McGovern-Dole project Phase I endline found that greater sensitivity in siting of and access to girls' sanitation rooms is needed.[30] [31]

54. Rwanda still needs concerted efforts to address social norms and culturally rooted stereotypes that perpetuate gender inequalities. The 2020 Gender Inequality Index, which captures inequality in reproductive health, empowerment, and labour markets, ranks Rwanda 92nd out of 189 countries.[32] A 2017 study on gender and education in Rwanda concluded that, "despite high levels of gender equality among respondents, attitudes among parents and community members continue to promote outdated traditional cultural perspectives on gender."[33] This is expressed in less power, mobility and authority for girls, a high domestic workload and a lack of parental support and encouragement for learning; in addition, for women, accessing family planning methods is often difficult due to gender norms that give men more decision-making power in relationships.[34] Traditional attitudes among parents affect girls' education. For example, girls are expected to complete household chores before going to school. This often makes it hard for girls to reach school on time, though the McGovern-Dole project Phase I endline evaluation showed that girls' on-time arrival at school improved when school meals were served. Girls perform better in school than boys, and their enrolment in secondary school is high but falls off sharply at the tertiary level, suggesting that parents prioritize education for boys over girls, especially when resources are scarce.[35] The gender assessment WFP conducted in December 2021 to inform the HGSF project found that traditional gender dynamics are perpetuated in schools, which further model unequal behaviour for boys and girls and reinforce stereotypes, especially the idea that women and girls' primary role is domestic. The assessment reported that girls have lower re-entry rates after dropping out, associated with their limited agency.[36] Education priorities do not

[25] World Economic Forum. Global Gender Gap Report 2022. Insight Report. July 2022.

[26] United Nations Rwanda. 2021 Rwanda Common Country Analysis.

[27] WFP Rwanda. 2021. Gender Assessment, Home Grown School Feeding Programme.

[28] Republic of Rwanda. Ministry of Education. Rwanda Statistical Year Book 2022.

[29] The project does not define an age range for adolescent girls. However, UNICEF defines the age range as 10-19.

[30] WFP. 2021. WFP's USDA McGovern-Dole International Food for Education and Child Nutrition Program's Support in Rwanda 2016-2021. Endline evaluation. 23 November.

[31] Phase I was implemented 2016-2021. The Phase I endline was conducted in 2021.

[32] United Nations Development Programme. Human Development Report 2020.

[33] Government of Rwanda/UNICEF. A Study of Knowledge, Attitudes and Practices around Gender and Education in Rwanda. October 2017.

[34] WFP Rwanda. 2021. Gender Assessment, Home Grown School Feeding Programme. December.

[35] Government of Rwanda. 2017. A Study of Knowledge, Attitudes and Practices Around Gender and Education in Rwanda.

[36] WFP Rwanda. 2021. Gender Assessment: Home Grown School Feeding Programme. December.

adequately enable girls' continued academic achievement, job opportunities and leadership roles in society.[37] WFP has trained school staff on gender, and further sensitization of teachers is an important area to address.[38]

55. Women's equal participation is a challenge in some project activities. Women's household duties affect their membership and participation in agricultural cooperatives. WFP's study on gender dynamics and access to the bean value chain[39] among agricultural cooperatives led to gender sensitization training for WFP-supported cooperatives.[40]

Education

56. Education indicators have the strongest correlation with poverty in Rwanda. [41] Household heads who completed at most some primary years of education represent 77 percent of those in poverty. According to the 2022 census, 55.9 percent of females in rural areas completed primary school compared to 59.2 percent of males.[42] In addition, a higher proportion of females have never attended school; in rural areas, 25 percent of females have never attended school compared to 22.7 percent of males. Rwanda ranks in the lowest quarter of the World Bank Human Capital Index (2020), which reported that the future potential of Rwandan youth is 62 percent below what they could achieve with better health and education.[43] The report attributed this in part to high stunting levels and the poor quality of education, reflected in low overall test scores and high grade-repetition rates. Undernutrition undermines student educational performance through hunger, frequent illness, and limited learning capacity associated with deficient cognitive development. This translates into a greater probability of starting school at a later age, grade repetition, drop-out, and ultimately a lower level of education.

57. The Human Capital Index (2018) analysis generated high-level government discussions on school feeding during the 2019 and 2020 National Leadership Retreats. In 2019, the Government endorsed a Comprehensive National School Feeding Policy (NSFP) ,[44] and expanded the budget in 2020 and again in 2021. The NSFP has been implemented with universal coverage as the NSFP since October 2021 to support Rwanda's human capital creation. The NSFP increased the coverage of school feeding nationwide from 600,000 schoolchildren to over 3.6 million, achieving universal coverage. The Government views school feeding as a critical contribution to Rwanda's education, health, social protection, and agricultural sectors and is prioritizing school feeding through the NSFP, increased budget allocation, and multisectoral coordination.

58. Rwanda has improved the quality, coverage, and access to basic education through the Education Sector Strategic Plan (ESSP) (2018/19-2023/24). In 2003, the Government eliminated fees for basic education, enabling more children, especially girls, to attend school.[45] Rwanda has nearly reached universal primary education, with a net enrolment rate of 95.2 percent.[46] Gender parity in primary education has been achieved (87.3 percent for both girls and boys). In secondary schools, the net enrolment rate has decreased from 2017 to 2021, with female enrolment slightly higher than male enrolment for each year except for 2018; during the

[37] Republic of Rwanda. Ministry of Education. Rwanda Statistical Year Book 2022.

[38] WFP. 2021. WFP's USDA McGovern-Dole International Food for Education and Child Nutrition Program's Support in Rwanda 2016-2021. Endline evaluation. 23 November.

[39] Bean production is a major agricultural activity in Rwanda and women farmers play an important role. However, women are often limited to labor input for bean production without access to training and to more lucrative supply and marketing channels. WFP is supporting agricultural cooperatives and women's equal participation in all aspects of a value chain as a path to economic empowerment.

[40] WFP and FAO. 2020. Capacity Building in Rural Finance partnership in collaboration with ICCO Rwanda. Financial Services for Women Case Study on Women's Participation in the Maize and Bean Value Chains in Rwanda. January.

[41] WFP. 2021. Rwanda CFSVA. October.

[42] National Institute of Statistics of Rwanda. 2022. Main Indicators: 5th Rwanda Population and Housing Census (PHC), Rwanda 2022.

[43] World Bank. 2020. The Human Capital Index 2020 Update; The Human Capital Index 2020 Update : Human Capital in the Time of COVID-19. World Bank, Washington, DC.

[44] See paragraph 68 for further details.

[45] MINEDUC. 2003. Education Sector Policy. July 2003.

[46] Republic of Rwanda, Ministry of Education. 2023. 2021/22 Education Statistical Yearbook: School Year Ended in July 2022.

2020/2021 academic year, female net enrolment was 29.0 percent compared to 21.8 percent male net enrolment). Though enrolment is up from previous years, so is the number of students who repeat a grade. Repetition rates in primary schools increased from 10 percent in 2018/19 to 24.6 percent in the 2020/21 school year. Boys are more likely to repeat a grade than girls (males: 26.9 percent, females: 22.3 percent in 2020/2021). In contrast, the primary dropout rate decreased from 7.8 percent in 2018/19 to 7.1 percent in 2020/21. Still, boys are also more likely to drop out (males: 7.8 percent, females: 6.4 percent in 2020/2021). The primary school completion rate has remained steady: 86.3 percent overall in 2017 (females: 87 percent; males: 85.5 percent) and 90.7 percent in 2022 (females: 91.3 percent; males: 90.0 percent).

59. The ESSP (2018/19-2023/24) promotes equal educational access for girls, children from poor families, and people with disabilities, though equitable access to disadvantaged students remains a challenge.[47] In 2022, 0.78 percent of children enrolled in pre-primary education were identified as having a disability; in primary schools, children with disabilities represent 1.1 percent of the total number of children enrolled, an increase of nearly 20 percent compared to the previous three years.[48] Students with a disability represented 0.6 percent of the total enrolled in secondary education in 2022, also an increase from prior years.

60. The national standard for student-teacher ratio is 45 students to one teacher. This standard is met in secondary school (29:1) and primary school (44:1) but not in pre-primary school (48:1).[49] Overcrowded classrooms have a negative effect on the teaching and learning environment and contribute to low educational attainment. In 2020, MINEDUC started construction of 22,505 classrooms, 31,932 latrines and 81 technical and vocational education and training (TVET) schools to reduce overcrowding.[50] The average school has one toilet for every 28 students, more than the recommended ratio of one toilet for every 25 students (girls: 1:27; boys 1:28).[51] Only 54.1 percent of schools have piped water.[52] MINEDUC estimates that menstruation accounts for an average of 50 days/girl/year in absences, and menstrual management negatively affects girls, especially in the poorest districts. The education sector plan has a dedicated budget line to address education barriers for girls, including the provision of gender-sensitive WASH facilities.

61. Research reported by the National Examination and School Inspection Authority (NESA) found that in 2022, 54 percent of P3 students met grade-level standards of oral reading fluency and reading comprehension in Kinyarwanda, while only 10 percent of P3 students met grade-level benchmarks in English.[53] [54] The EGRA conducted for the baseline evaluation of the Phase II McGovern-Dole project in February 2022 found that 62 percent of P3 students demonstrated that they can read and understand the meaning of grade-level text; however because of differences in methodology these statistics cannot be compared with the MINEDUC statistics.

62. The COVID-19 pandemic had a severe impact on education. Schools in Rwanda were closed in March 2020; upper primary (P4-P6) and secondary students returned to school in November 2020 and lower primary (P1-P3) returned to school in January 2021. The Government introduced online and distance learning modalities; however, there were severe limitations due to limited internet connectivity. WFP continued to support vulnerable children during the school closure by adapting HGSF to provide take-home rations to all students in June 2020 and to lower primary students in November 2020 after schools had reopened for older students.

63. While the post-pandemic net enrolment rate for primary education has remained on par with pre-pandemic enrolment rates, MINEDUC statistics indicate that primary and secondary school dropout rates have

[47] Republic of Rwanda, Ministry of Education. 2018. Education Sector Strategic Plan, 2018/19-2023/24.

[48] Republic of Rwanda, Ministry of Education. 2023. 2021/22 Education Statistical Yearbook

[49] Republic of Rwanda. Ministry of Education. 2021/22 Education Statistical Yearbook.

[50] Republic of Rwanda. Towards Achieving Adequate School Infrastructure and Equipment. 2020.; and Republic of Rwanda. Ministry of Education. July 2020. Environmental and Social Impact Assessment (ESIA) Report Construction of New Schools under Rwanda Quality Basic Education for Human Capital Development (QBE-HCD) Project in Southern and Western Provinces.

[51] Republic of Rwanda, Ministry of Education. 2023. 2021/22 Education Statistical Yearbook.

[52] United Nations Rwanda. 2017. Rwanda Common Country Analysis.

[53] NESA. (2022). Learning Achievement in Rwandan Schools. Executive Summary Report. August 2022.

[54] At the end of 2019, MINEDUC changed the language of instruction for lower (P1-P3) and upper primary (P4-P6) from Kinyarwanda to English. (MINEDUC. 2019. Communiqué: MINEDUC endorses the use of English language as a medium of instruction in lower primary. December. https://www.mineduc.gov.rw/news-detail/communique1)

increased by two percent, suggesting substantial learning losses. In response, MINEDUC developed a National Strategy for Accelerating Improvements in Foundational Learning in pre-primary and lower primary.[55] In early 2020, the Global Partnership for Education awarded the Government of Rwanda USD 10 million to support post-pandemic school re-openings. Half of this grant provided a three-month top-up to 25 percent of the 3.3 million students supported by the NSFP, temporarily exempting parents in 11 districts from paying the expected school feeding contribution. Another USD 1 million was allocated to the construction of 1,348 permanent handwashing stations in schools using a design developed jointly by World Vision, WFP, MINEDUC and UNICEF. Most schools in the country now have handwashing stations, and more classrooms have been built in areas where the NSFP operates.[56]

64. Heavy flooding and landslides in early May 2023 directly affected at least 58 schools.[57] Over 7,684 families across the Northern, Western, and Southern provinces were displaced.[58] Houses, roads, health centers, local water systems, and power stations were damaged. These disruptions make it difficult for evacuated children to return to school.[59] Displaced children may have difficulty accessing food and clean water, further hindering students' ability to return to school. Additionally, school buildings were being used to shelter evacuated households, impacting all learners.

65. Rwanda is currently host to over 133,062 refugees and asylum seekers; 91 percent of this population resides in five refugee camps (Kigeme, Kiziba, Mahama, Mugombwa and Nyabiheke) or are hosted within the Emergency Transit Mechanism and the remaining 9 percent live in urban areas (i.e., Kigali).[60] Overall, children make up about 50 percent of the registered population, while women and children combined are 75 percent. Refugees in Rwanda are legally allowed to work and are integrated into national health and education systems.[61]

Government policies and priorities relevant to the project

66. **Overall.** Rwanda's national development plan, Vision 2050, envisions Rwanda transforming from an agrarian to a knowledge-based economy, attaining upper middle-income country status by 2035 and high-income status by 2050. Its poverty reduction strategy, the National Strategy for Transformation (2017-2024), prioritizes quality education for all as a prerequisite for a knowledge-based economy. Other policies relevant to the project are the national Food and Nutrition Policy (2018-2024), which focuses on eliminating chronic malnutrition,[62] and the School Health and Nutrition (2014) policy, which declares that all schoolchildren shall study in a healthy environment in child-friendly schools.

67. **Human rights**. The Government of Rwanda has committed to ensuring human rights, especially children's rights, having ratified or acceded to eight of the nine core international human rights instruments.[63] These include conventions on the elimination of racial discrimination and discrimination against women, on civil, political, economic, social, and cultural rights, and conventions against torture, and on migrant workers and persons with disabilities. Since Rwanda's 1991 ratification of the Convention on the Rights of the Child (CRC), which establishes a child's right to education and health, the Ministry of Gender and Family Promotion developed and enacted the Integrated Child Rights Policy,[64] affirming CRC principles and establishing a comprehensive policy. This includes the commitment to "develop effective programmes for feeding children,

[55] UNICEF. 2023. Case Study: Rwanda, Remedial catch-up learning programmes support children with COVID-19 learning loss and inform the national foundational learning strategy, March 2023.

[56] Input from World Vision during draft report review session, 16 September 2021.

[57] ECHO Emergency Response Coordination Centre (ERCC). 2023. Published Daily Flash of 16 May 2023.

[58] International Federation of Red Cross and Red Crescent Societies (IFRC). May 2023. Pluvial/Flash Flood – 2023-05 – Heavy rains causing floods and landslides.

[59] IFRC. May 2023. DREF Operation: Rwanda – Floods and Landslides.

[60] UNCHR. 2021. Operational Data Portal. https://data2.unhcr.org/en/country/rwa consulted 05 July 2023.

[61] United Nations Rwanda. 2021 Rwanda Common Country Analysis.

[62] WFP Rwanda. 2018. Draft Country Strategic Plan (2019-2023).

[63] OHCHR. 2023. The Core International Human Rights Instruments and their monitoring bodies. https://www.ohchr.org/en/core-international-human-rights-instruments-and-their-monitoring-bodies. Consulted 29 April 2023.

[64] Ministry of Gender and Family Promotion. August 2011. National Integrated Child Rights Policy.

including through school feeding programmes at the level of basic education (for all children in the grades 1-9) and feeding programmes for children in the 0-6 year's age group." In addition, the Government states its responsibility for ensuring adequate and nutritious food for children who lack the means.

68. **School feeding policy.**[65] In 2019 the Government adopted the Comprehensive NSFP, representing the initial framework for developing Rwanda's NSFP. The policy calls for comprehensive, universal education with a focus on WASH and nutrition, plus unconventional procurement for local purchase of fresh and long shelf-life nutritious foods to enhance nutrition, dietary diversity, and economic development for rural smallholder farmers by linking them to the reliable NSFP market. The Government, supported by WFP's technical assistance, also established the National School Feeding TWG in late 2019 to coordinate school feeding stakeholders and investments at high level and align the project with long-term government strategy. WFP co-chairs this working group with MINEDUC. WFP also co-chairs the government-led NSF Steering Committee (NSFSC) proposed by the Comprehensive School Feeding Policy that is emerging out of the McGovern-Dole project steering committee. The role of the NSFSC is to oversee strategic direction of the NSFP and coordinate programming across Rwanda's 30 districts. To support increasing government participation in school meals, WFP and the Office of the Prime Minister initiated discussions in 2019. This engagement resulted in high-level government participation in the Global Child Nutrition Forum that informed national policy, which was supported by McGovern-Dole and aligned with the United States Global Nutrition Coordination Plan. In October 2021, the Government implemented the NSFP, which immediately achieved universal school feeding coverage of children in pre-primary, primary and secondary day and boarding schools, beginning with a school meal subsidy of 56 RWF.[66] The education sector budget for the coming fiscal year is RWF 760 billion, a 15 percent increase over the current year; of this, RWF 78 billion (approximately USD 74 million) is allocated to school feeding, however MINEDUC highlighted a funding gap of over RWF 12 billion as the requested amount was RWF 90 billion. [67]

69. WFP Rwanda has continued to support government engagement and positioning within the School Meals Coalition, created in 2021 at the inaugural United Nations Food Systems Summit (UNFSS) to help governments provide food to all schoolchildren, where Rwanda showcased its achievements in the first year of the NSFP. In collaboration with MINEDUC, WFP conducted the first nationwide School Feeding Survey and Market Assessment, which informed the development of the National School Feeding Strategy and Financing Strategy. [68] A major change in strategy early in the project was to reduce parents' financial contribution for all pre-primary and primary students to 10 percent of the school meal cost, with a plan to increase the government subsidy from 40 percent to 90 percent to cover the cost of the meal in academic year 2022/2023. Also, in response to the WFP-supported market assessment, the NSFP updated the procurement model for the 2023/2024 academic year, moving procurement functions to the district level as compared to the original entirely school-based procurement model.[69] Under the new model, districts will procure commodities with long shelf lives, while schools continue to procure fresh foods. Finally, School Feeding District Coordinators continued to support districts, sectors, and schools to operationalize school feeding committees and enhance compliance with school feeding operational guidelines.[70]

70. The midterm evaluation of Phase I of the McGovern-Dole project identified a need for WFP to undertake greater capacity development of government partners as part of a longer-term strategy for project transition and sustainability. During the second half of Phase I, WFP made substantial contributions to the capacity of local and national institutions in school feeding design, management, and implementation. WFP has been working closely with the TWG to lay the foundation for operationalizing the school feeding policy. In July 2019, WFP and MINEDUC spearheaded the development of draft School Feeding Operational Guidelines that were finalized by MINEDUC and WFP for Q3-Q4 2020 deployment, and in 2020, developed a cook/storekeeper

[65] This section borrows largely from WFP Rwanda. 2021. WFP Rwanda Country Strategic Plan (draft).

[66] Republic of Rwanda. 2021. Ministry of Education. Rwanda School Feeding Operational Guidelines.

[67] The New Times. 2023. Inside the Rwf760 billion education budget. 22 May.

[68] WFP is currently working with MINEDUC on the NSF Strategy (using the previous draft from 2019 as a basis), which may be passed later this year/early next year. The NSFP also contains a separate section on the NSF Financing Strategy.

[69] WFP Rwanda. 2022. WFP Rwanda FY 2023 McGovern-Dole Project Semi-Annual Report. October 1, 2022 - March 31, 2023.

[70] WFP Rwanda. 2022. WFP Rwanda FY 2023 McGovern-Dole Project Semi-Annual Report. October 1, 2022 - March 31, 2023.

training video curriculum. The curriculum has been finalized, however digitalization to create "edutainment" is not yet completed.[71]

71. According to MINEDUC, WFP and McGovern-Dole country-specific guidance, the process to operationalize Rwanda's NSFP will require additional capacity strengthening at local, district, and national levels to include procurement, logistics, storage, safe food handling and hygiene (including to cooks and storekeepers), and systems strengthening. While significant progress is made, capacity strengthening from national to school level in the coming years is needed to set up an effective, efficient, impactful national program and open a pathway for sustainable transition of school feeding to the Government.

72. WFP supported MINEDUC and the Ministry of Finance and Economic Planning (MINECOFIN) to develop the National School Feeding and Financing strategies, which outline how the NSFP can become sustainably financed within the next 10 years.[72] Both strategies were validated by the TWG within the first half of the 2023 fiscal year. Next, the Government will review and validate the two strategies. In addition, MINEDUC has approved the strategy for the transition of 108 project schools into the NSFP. The transition strategy, which was developed by WFP in close collaboration with MINEDUC and the seven project districts, defines the roles and responsibilities of MINEDUC, WFP, the districts, and schools for the transition at the end of the 2022/2023 academic year.

73. Other government programs relevant to school feeding are One Cup of Milk, initiated in 2010 to address malnutrition and dairy sector development,[73] and the Secondary School Feeding Programme that began in 2014 to cover three meals per day via cash transfer to schools for secondary-level learners in boarding schools. As of 2018, One Cup of Milk covered 107,653 children, including preschoolers and primary grade 1 learners in 253 schools across 19 districts, and Secondary School Feeding covered all 490,800 boarding students and secondary-level public day schoolers. This program reaches 17.6 percent of Rwandan pre-school, primary, and secondary-level learners. The initiative has begun to be scaled down for pre-primary and primary students who were recipients due to the universal coverage of the NSFP.[74]

74. **Administration.** MINEDUC leads the education sector in policy formulation, planning, coordination, regulation, and monitoring and evaluation (M&E). MINEDUC works closely with the Rwanda Education Board (REB), responsible for national oversight of coordinating and implementing education activities at pre-primary, primary and secondary levels, and with NESA, which monitors the implementation of norms and standards through school inspections and administers comprehensive assessments from levels one through five in TVET and basic education. District Administrations are responsible for the delivery of district education services. District Development Plans (DDPs) determine district priorities and resource allocation. District Education Officers and Sector Education Officers are employed by the Ministry of Local Government (MINALOC) to plan, deliver, and monitor education services in their districts. All are important local partners in the project and have significant influence over education at the district level.

Other international assistance in Rwanda relevant to the project

75. Projects in Rwanda that complement HGSF include the United States Agency for International Development (USAID)-funded Uburezi Iwacu (Homes and Communities) Activity (2021-2026), which seeks to contribute to literacy outcomes of all Rwandan children by the end of P3 through holistic pre-primary and primary education and improving social and emotional learning skills. Its objectives are to improve home literacy environments, increase community engagement in promoting children's literacy, and improve literacy learning opportunities for children with disabilities.[75] Recent USAID-funded predecessor projects include Soma Umenye (2016-2021), a national early-grade reading intervention to improve Kinyarwanda reading skills for P1-P3 in public and government-aided schools, and Mureke Dusome (2015-2020), a nationwide early-grade literacy project supporting partnerships between schools and the broader community to improve Kinyarwanda literacy among primary students through community mobilization and reading clubs. USAID

[71] Information on digital curriculum provided by the CO in an earlier review of this report.

[72] WFP Rwanda. 2022. WFP Rwanda FY 2023 McGovern-Dole Project Semi-Annual Report. October 1, 2022 - March 31, 2023.

[73] WFP Rwanda. 2021. WFP Rwanda Country Strategic Plan (draft).

[74] Information on project scale-down provided by the CO in an earlier review of this report.

[75] United States Agency for International Development. nd. USAID Rwanda: Uburezi Iwacu Fact Sheet.

also currently funds the Tunoze Gusoma (Schools and Systems) literacy project (July 2021-July 2026),[76] which addresses access to educational resources and incorporates research-based instruction and assessments in pre-primary and lower primary classrooms to ensure more children meet Kinyarwanda literacy benchmarks.[77] These USAID investments are reinforced by the Building Learning Foundations project funded by UK Aid[78] with MINEDUC and REB, which focuses on strengthening English language and math teaching skills in public and government primary schools and includes teacher development, leadership and systems strengthening.

76. As a COVID-19 prevention measure, complementary WASH programs were implemented in 3,931 pre-primary and primary schools in 2020 to improve infrastructure and build capacity and knowledge at the school level.[79] These programs have since closed.

77. National education goals are also supported by UNICEF through modelling and scaling-up Child-Friendly School standards, which were adopted as the national quality guidelines for school infrastructure and software. UNICEF supported the Learning Achievement in Rwandan Schools (LARS) Assessment to improve the quality of education and measure learning outcomes in literacy and numeracy, which improved the capacity of the REB to manage sample-based evaluations, although assessments have been infrequent. The World Bank Quality of Basic Education for Human Capital Development project (2020-2024) supports the technical review of tools, frameworks and methodologies, and is piloting a new system to inform policy development and instructional practices. The joint United Nations Sustainable Development Cooperation Framework (UNSDCF) 2018-2023 is focusing on increased and equitable access to quality education, health, nutrition, and WASH services.[80]

Other WFP Rwanda Activities

78. Under its current strategic plan, WFP Rwanda has several activities in addition to the McGovern-Dole project. Under SO1, it provides food and nutrition assistance and basic livelihood support to refugees and returnees, and food or cash, nutrition support and other assistance to local Rwandan populations in need of assistance.[81] Under SO2, it supports the design, implementation, and scale-up of national food security and nutrition-sensitive social protection programs. SO3 activities provide capacity-strengthening support to national programs that improve the nutrition status of targeted populations. SO4 provides support, education, and capacity-strengthening services for smallholder farmers and value chain actors. The school feeding team has increasingly engaged SO4 in recent years to enhance cooperative linkages to schools.[82] SO5 delivers supply-chain services and expertise to enable all partners to provide assistance to affected populations. This SO is only activated in case of an emergency and when requested by the Government.

Effect of COVID-19 in Rwanda

79. The COVID-19 pandemic has adversely affected income opportunities in Rwanda, reversing economic gains and impairing food security.[83] Its immediate effects on education included government prevention measures such as movement restrictions and school closures.[84]

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[76] USAID. 2022. Rwanda Tunoze Gusoma (Schools and Systems) Activity, Quarterly Performance Report. : April – June 2022.

[77] FHI 360 web site consulted 22 May 2023.

[78] UK Aid is, in turn, funded by the UK Foreign, Commonwealth and Development Office (FCDO).

[79] Republic of Rwanda. 2020. Towards Achieving Adequate School Infrastructure and Equipment.

[80] WFP Rwanda. 2021. Terms of Reference: Evaluation of USDA McGovern-Dole Grant for WFP Home-Grown School Feeding Programme in Rwanda from 2020 to 2025.

[81] WFP Rwanda. 2021. WFP Rwanda Country Brief, August 2021.

[82] Information about SO4 provided by the CO in an earlier review of this report.

[83] WFP. 2021. Rwanda CFSVA. October.

[84] University World News – Africa Edition. 2021. *Smooth start as universities in Kigali reopen.* 01 March. https://www.universityworldnews.com/post.php?story=20210228222455672

80. WFP Rwanda and partners adapted in various ways to continue McGovern-Dole activities in the latter part of the Phase I project.[85] These included distributing take-home rations during school closures, shifting reading clubs to book lending, changing in-person training for school administrators and teachers to self-learning manuals, incorporating COVID-19 topics into health and hygiene trainings and messaging materials, and distributing vegetables from school gardens to vulnerable families who could not obtain fresh produce due to movement restrictions. MINEDUC also required that permanent handwashing stations be established at schools to prevent the spread of COVID-19, which catalyzed partner efforts to replace temporary handwashing stations with permanent ones.

81. The pandemic delayed the endline evaluation of the Phase I (FY 2015) McGovern-Dole project; the Phase II (FY 2020) baseline planned for April 2021 commenced in September 2021. The pandemic also delayed the implementation of some activities planned for the first reporting period of Phase II (1 October 2021 to 31 March 2022) and delayed the project's expansion to pre-primary students in Group 1 schools and to pre-primary and primary students in the 32 Group 2 schools (the original 28 schools at baseline plus the four added since baseline).[86]

1.3. SUBJECT BEING EVALUATED

Overview

82. **Project description.** Phase II of the McGovern-Dole project (2020-2025) is designed to align with McGovern-Dole strategic objectives (SOs) to improve literacy in school-age children (SO1), increase the use of health and dietary practices (SO2), and improve the effectiveness of food assistance through local and regional procurement (LRP SO1) in the targeted areas (see McGovern Dole and LRP Results Framework in Annex 2 and Annex 3). A key intervention overarching both objectives is strengthening government capacity at national, district and school levels to oversee and manage the NSFP.[87] The midterm and endline evaluations of the Phase I project (2016-2021) noted how technical support and capacity-strengthening were delivered from national to district and school level in alignment with government systems, rather than parallel to them.[88] The Phase I focus on handing over the project to the Government has shifted in Phase II to transitioning McGovern-Dole project schools into the NSFP. This decision follows the approval of the Comprehensive National School Feeding Policy in 2019, and the resulting increased budget allocation to scale up the NFSP to all pre-, primary, and secondary students in the 2020/21 academic year. WFP's focus on strengthening capacity to implement the NSFP is indicative of the CO's shift from an implementer to an enabler of Government.

83. **Partners.** The project is implemented jointly with the Rwanda Ministry of Education (MINEDUC), Ministry of Agriculture and Animal Resources (MINAGRI), National Child Development Agency (NCDA), Ministry of Trade and Industry (MINICOM), World Vision, Gardens for Health International (GHI), Rwanda Biomedical Centre (RBC) and seven districts.[89] The McGovern-Dole Project National Steering Committee, established in 2017, is co-chaired by MINEDUC and WFP. The committee brings together key stakeholders to coordinate the project and ensure sustainability. In 2020, MINEDUC established the National School Feeding Steering Committee, also co-chaired with WFP, to oversee all school feeding operations in the country. The full transition of the McGovern-Dole Project Steering Committee into the National School Feeding Steering Committee is expected by the end of Phase II of the McGovern-Dole project (2020-2025).

84. Table 1 presents the project objectives and corresponding implementing partners.[90]

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[85] WFP Rwanda. 2021. WFP's USDA McGovern-Dole International Food for Education and Child Nutrition Program's Support in Rwanda 2016-2021. Endline evaluation. 23 November.

[86] WFP Rwanda. 2022. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. October 1, 2021 – March 31, 2022.

[87] See McGovern-Dole Results Framework in Annex 2.

[88] WFP. 2020. Strategic Evaluation of the Contribution of School Feeding Activities to the Achievement of the Sustainable Development Goals. Centralized Evaluation Report. Office of Evaluation OEV/2019/019. May.

[89] Information re MINECOM provided by CO in an earlier review of this report.

[90] See the results frameworks for McGovern-Dole (Annex 2) and LRP (Annex 3) for further reference.

Table 1: McGovern-Dole project objectives and implementing partners in Rwanda

No.	Project Objectives	Implementing Partner
1	Improve literacy skills of pre- and primary students through community and parent engagement, targeted teacher training and coaching, the provision of learning materials, and student reading competitions	World Vision
2	Increase enrolment, reduce dropout, alleviate short-term hunger, and improve student learning, concentration, and access to nutritious food by providing daily on-site, hot school meals	WFP
3	Improve student health and dietary practices through Social Behavior Change Communication, hygiene education and improved water systems and latrine/handwashing facilities	GHI, RBC, World Vision
4	Strengthen government capacity to implement the NSFP through systems building, policy and strategy development, and targeted support to Government at the central and decentralized levels	WFP
5	Enhance farmer capacities to produce sufficient nutritious food for the NSFP while also improving household food security and nutrition through targeted capacity development, enhanced financial inclusion and connecting farmers to schools to supply for school feeding	WFP
6	Increase engagement and capacity of communities to deliver and manage the NSFP through targeted capacity and infrastructure development	WFP

85. **Activities.** The Phase II project supports the direct implementation of school feeding, WASH, health and nutrition, education, and WASH infrastructure activities in 140[91] pre- and primary schools in seven of the poorest and most food-insecure districts in Rwanda. Phase II transitions the 108 "Group 1" primary schools supported in Phase I in Karongi, Rutsiro, Nyamagabe, Nyaruguru districts to the NSFP midway through the project and adds 32 pre- and primary "Group 2" schools in Burera, Kayonza and Gasabo districts.[92] The Phase II project continues to implement activities in Group 1 schools until the transition midway through the project. Phase II delivers the same services to both groups.

86. The Phase II project builds on Phase I, with mostly the same activities, including direct implementation of interventions and multi-sectoral capacity strengthening. It includes a hot nutritious meal for all students comprised of in-kind and locally or regionally procured foods and fresh foods purchased through cash transfers to schools.[93] Phase II also aims to model best practices ahead of handover to inform the further development of the NSFP. Per MINEDUC request, Phase II includes model schools located in all five Rwandan provinces, with siting done in consultation with district officials and MINEDUC.[94] It also includes WFP support to strengthen the capacity of agricultural cooperatives and small farmers to provide the primary

[91] At baseline, the project supported 136 schools. Some project documents (e.g., April 1, 2022 – September 30, 2022, semi-annual report) inconsistently report the total number of schools as 136 or 140, sometimes within the same document. During the inception phase, the CO clarified that in September 2022, with the approval of USDA, four satellite schools were created in Gasabo to reduce overcrowding and provide schools to which students did not need to travel long distances. This increased the total number of project schools to 140.

[92] WFP Rwanda. 2022. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. April 1, 2022 - September 30, 2022.

[93] The pilot cash-to-schools initiative is funded by France, Republic of Korea, Novo Nordisk Foundation and WFP's Share the Meal program. See paragraph 96 for additional funding information.

[94] The criteria for sector selection included poverty rates, percentage of population in *ubudehe* categories 1 and 2, and proximity and complementarity with other WFP/Government of Rwanda programmes, community support, and likelihood of success.

commodities/ingredients for school meals, with procurement plans overseen by school-level tender committees.[95]

87. The Phase I endline, Phase II baseline, and gender assessment constituted the analytical work that informed the Phase II design. The Phase I endline recommended WFP develop and present a clear understanding of the existing procurement system to support further development of a national procurement strategy. In response, WFP collaborated with MINEDUC to conduct the 2022 School Feeding Survey and Market Assessment, which led to updates to the NSFP procurement model for the 2023/2024 academic year. The Market Assessment also informed the NSFP and Financing Strategy, which reduced parents' school feeding contributions. WFP's input to the School Feeding Survey and Market Assessment and subsequent strategies responded to Phase II baseline recommendations for continued support for initiatives which address parent contributions.

88. Phase I endline recommendations also called on WFP to implement a gender analysis, which the WFP CO commissioned in 2021. The gender assessment noted that the project design did not incorporate an intentional GEWE approach and recommended actions to reduce gender barriers for girls and women that hinder their participation in the HGSF project. The Phase II design has been responsive to the assessment's recommendations; according to WFP key informants, the project has followed up by ensuring activities pay attention to gender issues, e.g., conversations with parents on nutrition incorporate a gender lens. The project has conducted gender-sensitization sessions with district officials. GHI states that it is encouraging more male engagement in nutrition education, traditionally seen as women's responsibility. Feedback mechanisms for complaints including harassment have been established at schools and are checked regularly by WFP staff.

89. The Phase II baseline noted that the McGovern-Dole project needed stronger collaboration and partnership with local leadership (including parents) to ensure that nutrition interventions reach households and communities. Phase II project activities incorporated this recommendation, including training for school leadership, local leaders and parent representatives on health and nutrition and garden establishment. Phase II project activities have engaged local government officials in project implementation and planning for the transition to the NSFP. Local leaders are involved in district school feeding committees and are using project schools as models for other schools in their districts.

90. **Targets.** The FY2023 target is to reach 117,095 pre- and primary students in grades 1-6 and 944 adults (384 teachers, 560 cooks and storekeepers) who participate in the project at school level. Through local capacity strengthening, 1,120 School General Assembly Committees (SGACs)[96] or similar school governance structures and 498 school administration members will directly benefit. Over the life of project, 145,793 student beneficiaries and 351,285 indirect beneficiaries will benefit from project activities.[97]

91. **Gender and Inclusion.** Although the project supports WFP's Gender Policy, the original design does not include a specific approach to address gender or inclusion issues. WFP Rwanda commissioned a formative assessment as part of the Phase II baseline study to assess how gender dynamics in the immediate environment (home, school and community) are potentially influencing and/or hindering the impact of HGSF, and what opportunities the project has to promote GEWE more holistically throughout its activities, emphasizing the adoption of a gender-transformative approach. [98] Project activities designed to be gender-responsive include the development of a school meals menu to address the nutritional needs of adolescent girls,[99] the construction of girls' sanitary rooms, and teaching girls good menstruation hygiene. Further gender-sensitive dimensions include special attention to the position of women as smallholder farmers and within group structures, promoting them in leadership positions. WFP has worked to sensitize stakeholders

[95] WFP. 2021. WFP's USDA McGovern-Dole International Food for Education and Child Nutrition Program's Support in Rwanda 2016-2021. Endline evaluation. 23 November.

[96] SGACs were formerly known as Parent-Teacher Associations.

[97] WFP Rwanda. 2022. Agreement between the Government of the United States of America and World Food Programme for the Provision of Agricultural Commodities through the McGovern-Dole International Food for Education and Child Nutrition Program Act. Amendment II.

[98] WFP Rwanda. 2021. Gender Assessment Brief. Home Grown School Feeding Programme. December.

[99] WFP. 2021. WFP's USDA McGovern-Dole International Food for Education and Child Nutrition Program's Support in Rwanda 2016-2021. Endline evaluation. 23 November.

and school staff on gender equality and encourage greater female participation in the project through parent and school committees. The project has also conducted awareness raising on the importance of girls' education.

92. Though WFP has worked to ensure the project is inclusive, the project design does not directly target issues of inclusion. Relevant project activities include the construction of disability-inclusive latrines and WFP engagement of stakeholders on disability awareness.

93. Overall, for the Country Strategic Plan SO that includes HGSF (SO2: Vulnerable populations in food-insecure communities and areas have improved access to adequate and nutritious food all year), in the CO's self-assessment using the corporate WFP Gender and Age Marker (GaM) tool, gender is considered well integrated; SO2 was assigned the highest GaM score (4 on a scale of 0-4). In justifying this rating, the 2022 Annual Report notes, "For HGSF, WFP supported gender parity in education access and learning, construction of girls' sanitary rooms in schools, and the improvement of menstrual health and hygiene to address specific needs of girls."[100]

94. **Theory of Change (ToC).** The original ToC for the project posits: If the project can leverage government commitment to universal school feeding, as well as community-level support to the same, and if the project can provide the right accompaniment, tools and resources at all levels, then increased community and institutional capacity for operating and managing the NSFP will be achieved along with enhanced literacy and quality of education. This will result in children who are better educated, better nourished and better prepared to achieve Rwanda's national development goals. Moreover, this will result in a sustainable and resilient NSFP, with sustained multiple benefits for education, nutrition, agriculture, and local economic development. The CO confirmed that together with USDA, an updated ToC was drafted in February 2022, before implementation began in Group 2 schools. However, this ToC was never submitted or approved, so at midterm the ToC and results framework described here remain the formal representation of project logic and change pathways.[101]

95. The evaluation team finds that the change pathways and associated assumptions of the results framework and ToC still hold true at the time of the midterm evaluation. The original results framework also remains appropriate to assess the project's progress towards results at midterm. The CO confirms that this midterm evaluation serves as an important update in terms of project progress towards expected results and the evolving school feeding context and government needs in Rwanda, which will be taken into account when updating the ToC and, where necessary, the results framework for the second half of the project.

96. **Funding.** Phase II of the McGovern-Dole grant provides USD 25 million over five years. Additional funding was needed to achieve McGovern-Dole objectives; approximately USD 3.5 million of complementary funding was provided by France, Republic of Korea, Novo Nordisk Foundation and WFP's Share the Meal program between the start of Phase II in 2021 and September 2023.[102] Complementary funding was used to pilot a cash-to-schools initiative in 140 schools to improve the diversity and nutrition of meals using vegetables, fruits, and animal-sourced protein and to purchase local commodities to complement the LRP funding under the McGovern-Dole grant.[103] In addition, the Rockefeller Foundation provides support to capacity strengthening through four key pillars: *Good Food Procurement*, *Good Food Policy*, *Good Food Data* and *Good Food Innovation*.[104] The Foundation also provides complementary funding for testing new energy-saving recipes in school meals and associated activities. This has involved research in collaboration with

[100] WFP Rwanda. 2022. Annual Country Report (Country Strategic Plan 2019 – 2024).

[101] Developing the ToC is not within the scope of the evaluation firm. In the review of an earlier draft of this report, the CO confirmed with WFP HQ that the original results framework submitted with the project proposal serves as the ToC. See also Annex 18.

[102] Information regarding the magnitude and use of additional funding provided by the CO in an earlier review of this report.

[103] WFP Rwanda. 2022. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. April 1, 2022 - September 30, 2022.

[104] WFP. 2022. Scaling up Fortified Whole Meal in School Feeding Programs in Rwanda and Burundi and Supporting an Innovation Hub in Kenya. Regional Interim Narrative Report. 1 November 2021- 31 October 2022

Loughborough University on fuel-efficient recipes and cooking guidance to reduce firewood usage and cooking time while ensuring quality, healthy school meals.[105]

97. The CO indicated that budget figures by outcome and year are not available, but provided the following information on funding gaps (as of 22 May 2023):

98. When the project was initially drafted, it was clear that additional funds would need to be secured to fully complement the LRP SO1 portion of McGovern-Dole, since this is strictly capped at 10 percent of the grant. However, prices for school-meal commodities including fortified whole-grain (FWG) maize meal, beans and salt have skyrocketed over the past year. LRP shortfall: over USD 1.2 million. [106]

99. As the McGovern-Dole LRP component does not allow for cash transfers, the CO included these to enable schools to purchase fresh fruits, vegetables, and animal-source protein. Funding is sufficient to provide this to schools three days/week only, rather than five days/week.[107] [108] The calculation is based on the daily meal cost as determined by the Government under the NSFP (RWF 150/child/day), subtracting the cost of in-kind commodities that WFP provides. This results in a cash transfer amount of RWF 59/child/day. However, the cash-to-schools transfer will likely be reduced further over time, as funds run out. Cash-to-schools shortfall: over USD 2.1 million. [109]

100. The funding shortfall for capacity-strengthening activities is approximately USD 1.2 million. The project has been unable to support the Government on all their capacity strengthening requests; as a result, some activities were not completed.[110] It is to note that these activities were added after the design of Phase II of the McGovern-Dole project was finalized (i.e., September 2021), as the Government requested WFP to support more areas of work (e.g., fuel efficiency, procurement modalities).[111]

101. In summary, WFP Rwanda's school feeding programme support (including the McGovern-Dole project) faces an overall shortfall of nearly USD 4.6 million for 2023-2025.[112]

Outputs and planned versus actual beneficiaries

102. WFP is on track to achieve its target to reach 117,095 students in FY 2023 in grades 1-6, providing over 14 million meals to school-aged children in the first half of FY 2023 (FY 2023 target: 22,833,525).[113] During this same period, the average student attendance rate in participating schools was roughly 94.3 percent (94.7 percent female, 94 percent male), which improved from FY 2022 (93 percent) but still less than the target of 99 percent. An additional 142,525 individuals, including smallholder farmers and people in government, participated in USDA food security programs.

103. Substantial progress toward output targets was achieved during the first half of FY 2023 (Annex 6, Table 18). In many cases, output targets had already been met during the October 2022 to March 2023 reporting period. Notably, the number of policies under development, the number of CU5 receiving nutrition-specific interventions, the number of schools using an improved water source, and the number of students receiving deworming medications had already met or exceeded year-end targets. WFP collaborated with MINEDUC to

[105] WFP Rwanda. 2022. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. April 1, 2022 - September 30, 2022.

[106] Funding information provided per CO email 22 May 2023.

[107] WFP Rwanda. 2023. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. October 1, 2022 - March 31, 2023.

[108] Funding information provided per CO email 15 August 2023.

[109] Funding information provided per CO email 22 May 2023.

[110] Funding impact information provided per CO email 15 August 2023.

[111] Funding information provided per CO email 22 May 2023.

[112] Ibid.

[113] WFP Rwanda. 2023. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. October 1, 2022 - March 31, 2023. These data are derived from WFP semi-annual reports and are generally consistent with the data from the midterm school survey. Survey findings on attendance (including comparisons across baseline-midterm comparisons and comparisons across school categories) are shown in Annex 14, Table 55.

draft the School Feeding Strategy during the reporting period as planned.[114] Over 1,897 CU5 (892 female, 1,005 male) had received nutrition-specific interventions, exceeding the target of 1,565. Targets for the number of schools using an improved water source and the number of students receiving deworming medications were already met, demonstrating an improvement from FY 2022.[115]

104. Some indicators had achieved at least 50 percent of the annual target, indicating good progress as of March 2023. The project aimed to support 498 (FY 2023 target) of the project schools' administrators through training on teacher coaching and mentoring techniques; it is on track to reach that goal, having trained 453 (215 female, 238 male) between October 2022 and March 2023. The number of School General Assembly Committees or other school governance structures supported achieved 50 percent of the target (560 of 1,120).

105. Some output indicators had not yet reached 50 percent of the assigned targets by the end of March 2023 (the most recent required reporting period for USDA), such as:

- Number of teachers/educators/teaching assistants trained or certified.
- Number of educational facilities rehabilitated/constructed.
- Number of individuals trained in safe food preparation and storage.

106. While the following indicators did not reach 50 percent of the assigned target by March, World Vision reported additional progress on the following indicators in their July 2023 quarterly report:[116]

- Number of teaching and learning materials provided.
- Number of individuals trained in child health and nutrition.
- Number of schools with improved sanitation facilities.

107. Between October 2022 and March 2023, WFP provided beans, salt, and FWG maize meal to 81 of the 140 project schools through the FWG maize meal pilot, as planned. A total of 80 metric tons (MT) of FWG maize meal and 576 MT of fortified beans were purchased via USDA LRP, roughly half of the target (1,447 MT). WFP acknowledges that the total MT purchased will likely not be reached due to current food prices.[117] However, WFP continues to purchase food items under LRP despite rising food prices and is utilizing complementary funds to ensure project output targets are met.

[114] Ibid.

[115] In FY2022, targets were only partially achieved for the number of schools using an improved water source (82.8 percent of target) and the number of students receiving deworming medications (92.2 percent of target).

[116] Information from World Vision's July 2023 quarterly report provided by the CO in an earlier review of this report.

[117] Information related to the LRP target provided by the CO in an earlier review of this report.

Outcomes

Table 2 presents progress made towards life-of-project (LOP) targets for McGovern-Dole outcome indicators. See Annex 7 for disaggregated information and progress towards targets.

Table 2: HGSF outcome indicators

Outcome Indicator[1, 2]	Baseline	FY 2022	FY 2023	End Target
Improved Literacy of School-aged Children				
% 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[3]	62.1%	62.1%	55.7%[4]	69%
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	0	445	509	384
Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	0	445	947	498
Average student attendance rate in USDA supported classrooms/schools	83%	91.62%	94.3%	99%
Number of students enrolled in school receiving USDA assistance	78,410	111,075	117,934	145,793
Increased Use of Health and Dietary Practices				
Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	0	0	84	6,000
Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	0	723	1,391	20,386
Improved Effectiveness of Food Assistance through Local and Regional Procurement				
Value of annual sales of farms and firms receiving USDA assistance	$280,000	$372,000	$625,703	$1,747,312
Volume of commodities sold by farms and firms receiving USDA assistance	643 MT	1,105 MT	1,674 MT	6,500 MT
Number of individuals in the agriculture system who have applied improved management practices or technologies with the USDA assistance	100	23,195	24,590	15,000
Color code key:	End target achieved	50% or higher of end target achieved by midterm	Less than 50% of end target achieved by midterm	

[1] As reported by WFP in the SPR corresponding to the year indicated in the column heading unless otherwise noted. Targets reflect revised targets given in *WFP Rwanda – FFE-696-2020-013-00 – Attachment D baseline amendment WFP edits 23.02.2023_clean*

[2] See Annex 7 for disaggregated information and progress towards targets.

[3] Student literacy data collected by evaluation team at baseline and midterm. Calculation follows the same methodology applied at baseline. A new, additional analysis was conducted at midterm, by CO request, following NESA standards (see full discussion in Section 2.4. Applying the "NESA-standard" analysis, the combined results for Group 1 and Group 2 are 38.6 percent at baseline (33.5 percent for males; 43.7 percent for females) and 36.7 percent at midterm (32.8 percent for males; 42.5 percent for females) (percentages calculated by evaluation team). The NESA analysis is a higher standard and thus the percentages are lower than what was calculated using the baseline methodology; the direction of change in both analytical approaches is the same (downward).
[4] Percentage calculated by evaluation team. Includes Group 1 and Group 2 schools.

1.4. EVALUATION METHODOLOGY, LIMITATIONS AND ETHICAL CONSIDERATIONS

Methodology

108. Table 3 presents the midterm evaluation questions organized by the OECD-DAC[118] criteria of relevance, effectiveness, efficiency, impact, and sustainability. The criteria and questions adhere to the TOR, which was vetted by the Evaluation Reference Group prior to the baseline, and to the Inception Report; there have been no changes or omissions.

Table 3: Midterm evaluation criteria and questions

Focus Area	Key Questions – Midterm evaluation
Relevance	1. To what extent is the McGovern-Dole project appropriate to the needs of the target beneficiaries on men, women, boys and girls? To what extent has the design of capacity strengthening activities aligned with and/or enhanced government capacity building gaps within the NSFP? 2. To what extent is the McGovern-Dole project aligned with overall USDA objectives as well as strategies, policies and normative guidance; and Government's relevant stated national policies, including sector policies and strategies? 3. To what extent is the McGovern-Dole project aligned with frameworks of UN agencies and relevant development partners? To what extent is it aligned with WFP's overall strategy and related guidance? 4. To what extent are the changes made to activities (design and implementation) due to external shocks and other factors (e.g., the food price crisis, weather-related disasters, climate change, Covid-19) relevant for beneficiaries?
Effectiveness	1. To what extent at the mid-term point progress has been made towards reaching the overall objectives of the McGovern-Dole project (outlined in attachment A of the Agreement) for various beneficiary groups (for men, women, boys and girls) and by type of activity? 2. What were the major factors influencing the achievement or non-achievement of the objectives and outcomes of the McGovern-Dole project by the time of the mid-term evaluation? What, if any, unexpected outcomes resulted from programme implementation? 3. To what extent has the M&E system been adequately designed to respond to the needs and requirements of the project? Has the M&E system been sufficiently able to capture changes in the lives of the beneficiaries? 4. To what extent have the information supplied by the monitoring and Beneficiary/Stakeholder Complaint and Feedback mechanisms been utilized for the McGovern-Dole project corrective measures as well as for WFP's learning agenda? What specific lessons have been identified through these mechanisms? 5. To what extent did external shocks and other factors (e.g., the food price crisis, weather-related disasters, climate change, COVID-19) affect project implementation and performance?

[118] Organisation for Economic Co-operation and Development – Development Assistance Committee

Efficiency	1. Were the activities implemented in line with the McGovern-Dole project implementation plan and in a timely manner (programme delivery, logistics and M&E arrangements)? What factors impacted the delivery process (cost factors, WFP and partners performance, external factors)? 2. Were the activities undertaken as part of the McGovern-Dole project cost-efficient? 3. What factors impacted the efficiency and cost efficiency of the project implementation? What measures can support enhancement of the McGovern-Dole project efficiency for the remaining implementation period?
Impact	1. What are the medium-term effects on beneficiaries' lives, men, women, boy and girl - through comparison of targeted and non-targeted schools against the project objectives? 2. What are the gender-specific medium-term impacts? Did the intervention influence the gender equality and women's empowerment (GEWE) context? If yes, how? 3. What are the internal factors contributing to the achievement or non-achievement of the expected outcomes (factors within WFP's control): the processes, systems, and tools in place to support the operation design, implementation, monitoring and evaluation and reporting; the governance structure and institutional arrangements (including issues related to staffing, capacity, and technical backstopping from RB/HQ); and internal partnership and coordination approaches and arrangements; etc.? 4. What are the medium-term effects on smallholder farmers' lives through the support received under the McGovern-Dole project?
Sustainability	1. To what extent were the McGovern-Dole project implementation arrangements include considerations for sustainability (handover to the Government) at national and local levels, communities and other partners for all project components (school feeding, literacy, food safety, WASH and hygiene, nutrition education, agricultural market support, etc.) agreed with and endorsed by the Government and national stakeholders? To what extent progress has been made against the overall transition process against the project plan and handover plan/strategy agreed with and endorsed by the Government? 2. To what extent progress has been made towards institutionalization of the measures planned as part of the technical assistance to the Government that is expected to support the sustainability of the intervention (including policy work, to systems, institutional capacity etc.)? What progress has been made since the project design stage (through strategic engagement, advocacy and other efforts with Government and relevant stakeholders) in supporting the transition of school feeding implementation from the McGovern-Dole project beyond WFP's intervention to the NSFP, to the extent it can be evaluated by the mid-term evaluation (national budget for the NSFP and other funding sources)? 4. What is the demonstrated capacity at central and sub-national levels to manage school feeding programmes in Rwanda (WFP and government programmes)? 5. To what extent are local communities (SGACs, School Feeding Committees, Procurement Committees, farmers' groups, etc.) involved in and contributing toward school feeding and education activities? 6. Based on available evidence, to what extent are the benefits of the project likely to continue beyond WFP's intervention for the targeted beneficiaries (men, women, boys and girls)?

109. As noted in Section 1.1, the evaluation has a strong focus on readiness for the transition of McGovern-Dole-supported schools into the NSFP; as such, while the evaluation questions in Table 3 are all important and mutually reenforcing, the questions pertaining to relevance and sustainability are of particular importance to informing prospects for a successful transition. The evaluation questions are developed and reflected in

an evaluation matrix (Annex 9) detailing the questions and sub-questions, indicators/specific areas of inquiry, data sources, data collection methods, and data analysis and triangulation methods.

110. The evaluation questions were addressed through a mixed-methods approach that considers primary and secondary data to triangulate information from different methods and sources to enhance the validity and reliability of findings. The evaluation team systematically reviewed all known sources pertinent to each evaluation question and sought to present a robust evidence base for each finding and conclusion presented. The approach combines a desk review; school and head teacher survey; school records survey; EGRA; qualitative fieldwork including semi-structured interviews with key informants and focus groups; and the examination of quantitative data from WFP and partner monitoring reports and databases. The midterm also includes reporting on required McGovern-Dole performance indicators (Annex 10), deriving a large portion of the quantitative data from existing WFP and partner reports.

111. The EGRA tool, which tests reading and comprehension skills in Kinyarwanda, was updated from baseline in two ways. First, the content of the testing sections was modified, maintaining a comparable skill level, to ensure students would have no previous exposure to the material, Second, a listening module and a second timing stop for the reading comprehension section were added to align the tool with current NESA standards. Consistent with the Phase I EGRA and Phase II baseline EGRA, the midterm EGRA also included questions to capture data on health, hygiene and nutrition practices. See further details on the EGRA in Annex 5, Table 15.The evaluation sought to assess the GEWE dimensions of the project design in terms of implementation processes and results achieved, identify contextual constraints and opportunities in relation to gender equality, and review how well the main actors have reached out to girls, boys, women, and men to promote gender equality. The data collection tools were designed to enable collection of information such as where the project has made an effort to incorporate GEWE considerations, the success of those approaches, and how the project affects boys and girls differently.[119]

112. The evaluation team also performed a rapid assessment of country capacity using the WFP country capacity strengthening (CCS) framework.[120] The evaluation team finds the CCS framework appropriate for HGSF, especially as it phases schools over to Government, and recommends that the CO apply it annually going forward. Given that no baseline exercise was done using this framework, the team reconstructed the baseline based on qualitative information gathered at midterm.

113. The evaluation team used UN-SWAP criteria to guide the methodology and the evaluation approach. Per Criterion 1, primary data are disaggregated in this report by gender and/or other characteristics as specified in the performance indicator table (Annex 10). The qualitative survey incorporated questions on gender equality and access for disabled students. Gender equality and human rights aspects of the project were specifically addressed in quantitative and qualitative interviews and mainstreamed across the evaluation topics. For Criterion 2, a mixed-methods approach was used to collect data from a diverse range of stakeholders in the project (Government, WFP, schools, parents). This included students, teachers, and parents from the most vulnerable and food-insecure districts in Rwanda. The evaluation methodology aimed for equal representation of men and women as far as possible, and probed gender differences and the reasons for it in the qualitative interviews. Ethical standards were adhered to throughout the evaluation and participants were informed prior to interviews that all participation was voluntary, and their information was confidential. Per Criterion 3, gender issues were further explored in-depth with key informants. The analysis reports on progress in gender equality and human rights issues such as equal access to education and food security, noting gaps in the project design relating to gender and where additional work is needed. Human rights considerations were addressed in relation to access to education by gender, parents' attitudes toward girls' education, access for disabled students, and food security (i.e., school meals).

[119] For example, the qualitative topical outlines seek information on unique challenges faced by both boys and girls regarding attendance, enrolment, and access to post-primary education; they also probe for these and other equity issues facing students with different characteristics such as children with disabilities.

[120] WFP. 2017. WFP. Corporate Approach to CCS Toolkit Component 001.

Sampling

114. Primary data collection activities were centered on a representative panel sample comprised of 31 HGSF schools in the seven intervention districts and 10 control schools in nearby communities with similar characteristics as the project (or "treatment") schools but that do not participate in HGSF, to generate an accurate reflection of project sites relative to control sites.[121] This sampling approach resulted in three strata, as follows:

- Group 1: WFP McGovern-Dole Phase I project schools (stratum: 108 schools from four districts; final sample: 21 schools from Group 1)
- Group 2: Project schools added to the original 108 (stratum: 32 schools from three districts; final sample: 10 schools from Group 2)
- Group 3: Control schools (10 purposively selected schools from nearby communities as a counterfactual)

115. Table 4 presents the number of sampled schools in each stratum, by district.

Table 4: Sampled schools, by district

District	Group 1	Group 2	Control	Total
Burera	0	5	3	8
Gasabo	0	1	1	2
Karongi	4	0	0	4
Kayonza	0	4	1	5
Nyamagabe	4	0	1	5
Nyaruguru	5	0	1	6
Rutsiro	8	0	3	11
TOTAL	**21**	**10**	**10**	**41**

116. The same panel of schools was visited at baseline and midterm. The EGRA and school/head teacher survey were administered in all panel schools. The qualitative portion of the evaluation involving interviews and focus groups was conducted in a purposive sample identified from within this panel; it involved qualitative "deep dives" at 10 schools total across the three groups of schools: Group 1 (4x), Group 2 (4x), and control schools (2x). This purposive sample was drawn in consultation with WFP to ensure basic representation of key school characteristics across the total, and the selection of interviewee categories and key informants sought to cover the full range of stakeholders across the sample. The control schools were selected to ensure similarity of their characteristics with project schools and thus allow for comparability. For a detailed discussion of the sampling approach and sample size calculations, see Annex 5.

Data collection

117. In-country data collection took place from May 24 – June 18, 2022; some remote interviews took place shortly after this period as follow-up or to speak with key informants who could not be interviewed in person due to logistical or scheduling constraints. The quantitative data (EGRA results, school/ head teacher survey data, and school records review data) were collected on Android tablets using Tangerine (RTI) data collection software and Open Data Kit (ODK), respectively. Paper versions of the tools exist in both English and Kinyarwanda to facilitate quality control in the data review and are included as annexes. However, all questions were administered in Kinyarwanda, thus final versions of the tools were coded for application onto the Android devices in Kinyarwanda. Annex 5 contains a full description of the data collection methods and associated tools.

118. **Error! Reference source not found.** summarize the FGDs conducted. Details are presented in Annex 11.

[121] The term "treatment schools" refers to schools that received the project interventions.

Table 5: Summary of key informant interviews

Stakeholder Category	# KIIs	M	F
WFP	17	8	9
NGO partners	4	4	0
Government	19	18	1
United Nations and multilateral agencies	3	1	2
TOTAL	**43**	**31 M**	**12 F**

Table 6: Summary of focus group discussions

Focus Group Type	# FGDs	#M	#F
Cooks	6	15	11
Agricultural cooperatives	6	22	18
P5 students	7	40	39
School Feeding and School Tendering Committees	9	23	16
Teachers	7	17	24
TOTAL	**35**	**117 M**	**108 F**

119. The data collection plan was carried out as planned with no major challenges.

Data analysis

120. This evaluation employed mixed methods and as such involved a variety of complementary analytical approaches. The evaluation team sought to validate and triangulate findings by drawing on a range of primary quantitative data, primary qualitative data, and secondary data of both types, examining the issues through different lenses and perspectives. Primary quantitative data from the EGRA and school survey were analyzed to provide accurate point estimates of student literacy and WASH indicators. Indicators were statistically analyzed for comparison with baseline survey findings, as well as for comparisons of project and control schools at confidence levels of 90 percent, 95 percent and 99 percent. An additional difference-in-difference analysis was done using baseline and midterm values to estimate the effect of WFP activities for key indicators. Changes in outcome values between Group1 and control at baseline and midterm, and Group 2 and control at baseline and midterm are reported at confidence levels of 90 percent, 95 percent and 99 percent. These findings were triangulated with project monitoring data and with qualitative results.

121. A primary illustrative example of combining quantitative and qualitative data in analysis is in the interpretation of EGRA results. The statistical analysis of the EGRA data was designed to show changes over time in literacy indicators and to compare results of project schools and control schools; the primary qualitative data and information from document review were used to help identify and explain relationships between the literacy outcomes and other trends, and to offer insight into the reasons for the similarities, comparisons and trajectories identified in the quantitative findings. Further details about the evaluation methodology are described in Annex 5.

Limitations

122. **Recalculation of some baseline values**. An error in baseline calculations was detected during the EGRA midterm analysis. While adapting the baseline syntax for the expanded analysis recommended by World Vision, it became apparent that a single STATA command used in the EGRA analysis had encoded variables with inaccurate value labels. This resulted in a miscalculation at baseline of three EGRA reading indicator values. For the midterm analysis, this command was replaced with an alternative STATA command and manual reanalysis of the data has confirmed the accuracy of the new EGRA syntax. Using the corrected syntax, the baseline values for those indicators changed, but the direction of change was unaffected. The corrected baseline analysis is presented alongside midterm analysis in this report. The CO has confirmed that the new (corrected) value of the affected baseline indicator will be updated in the October 2024 project report to USDA.

123. **Sample limitation.** Group 1 and Group 2 schools received the same project activities and support from WFP HGSF, but for different lengths of time (Group 1 schools having participated for longer). Additional benefits from extended school exposure to the WFP HGSF project for Group 1 schools may be reflected, but unaccounted for in the treatment-effect analysis. In addition, the Government made additional investments

in control schools while the project was ongoing, which dampens the project effect and the ability to detect a measurable difference between project and control schools (see, for example, the discussion in paragraph 224). This development could not have been foreseen at the time of sample design; the evaluation team only learned about this after the survey started. This is a project design issue that must be more carefully considered going forward; for the endline survey, a pure control should be selected.

124. **Limited cost analysis.** Some cost-efficiency questions have not been fully addressed at midterm. The quality of evidence for these questions was noted in the evaluation matrix (Annex 9) as medium, with the midterm evaluation relying largely on the state of cost analysis conducted by the CO. Cost-efficiency themes will be included in a more in-depth scoping of cost-efficiency analysis priorities in the endline inception phase.

125. There were no other limitations regarding the evaluation methodology or process.

Ethical considerations

126. The midterm evaluation conforms to WFP ethical standards and norms and the 2020 United Nations Evaluation Group (UNEG) Ethical Guidelines. TANGO International, Inc. takes responsibility for safeguarding and ensuring ethics at all stages of the evaluation cycle. This includes, but is not limited to, ensuring informed consent, protecting the privacy, confidentiality, and anonymity of participants, ensuring cultural sensitivity, respecting the autonomy of participants, ensuring fair recruitment of participants (including women and socially excluded groups) and ensuring that the evaluation results in no harm to participants or their communities.

127. TANGO assisted the CO to prepare the application for a "survey visa" required by the National Institute of Statistics of Rwanda (NISR). The survey visa is a written authorization granted on request by the NISR to anyone wishing to undertake a statistical survey, stating that the methods to be used are standards and lead to the production of high-quality statistical data. WFP submitted the application, which was approved in advance of the start of data collection.

128. Annex 5 provides more details on the ethical considerations and safeguards relevant to this evaluation.

2. Evaluation findings

129. The findings presented in the narrative below are organized by OECD-DAC evaluation criteria. Each criterion is associated with a series of evaluation questions and sub-questions presented in Table 3 and elaborated in the evaluation matrix in Annex 9; the discussions associated with each question and sub-question are mapped by paragraph in the concordance table in Annex 12. Select quantitative data from the EGRA and school/head teacher survey are integrated into the narrative in tables or figures; full quantitative results are presented in separate annexes for output, outcome and custom indicators (Annex 6, Annex 7, and Annex 8, respectively), as well as separate annexes for EGRA (Annex 13) and school/head teacher survey data (Annex 14).

2.1 RELEVANCE

130. The McGovern-Dole project's activities are highly relevant to the needs of the target beneficiaries. In 2022, just over half (54 percent) of P3 students met grade-level standards of oral reading fluency and reading comprehension in Kinyarwanda, while only 10 percent of P3 students met grade-level benchmarks in English.[122] In response, the project implemented activities to address the multiple factors contributing to student literacy, including the provision of a nutritious school meal, teacher capacity strengthening, and WASH-related activities. Evidence from the midterm evaluation shows that attendance in McGovern-Dole-supported schools has increased, dropout rates decreased, late arrivals and absenteeism decreased, the nutritional value of student meals has improved, and teachers reported improved student attention and performance. Teachers report that they have more time to concentrate on lessons as a result, which supports the project objective of enhancing the school environment and complements the objective of improved quality of instruction from teacher training. Beyond the classroom, the project has improved WASH infrastructure, increased linkages between farmers and schools, improved health through activities such as

[122] NESA. (2022). Learning Achievement in Rwandan Schools. Executive Summary Report. August 2022.

deworming, and strengthened the capacity of farmer groups. Project adaptations to respond to external shocks have been appropriate to the changing context and relevant to beneficiary needs. This was especially evident during the COVID-related school closures in Phase I, e.g., in the substitution of take-home rations for in-school meals and in the distribution of school garden vegetables to households: both measures provided a dietary alternative to help students' meet food needs during the pandemic. Other relevant measures include the shift from in-person training for school administrators to self-study and the reallocation of resources to address food price increases (see also paragraph 80).

131. **Alignment with USDA objectives.** The USDA McGovern-Dole objectives support 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. The WFP Rwanda McGovern-Dole project is in direct alignment with these objectives through its activities in providing nutritious, balanced school meals to pre-primary and primary schoolchildren; literacy, health, hygiene and WASH education; infrastructure improvements, and the introduction of girls' sanitation rooms.

132. The WFP Rwanda HGSF project supports but does not directly address the USDA objectives of maternal, infant, and child nutrition programs for pregnant women, nursing mothers, and infants (nutrition for 3-5-year-olds is, however, addressed directly for children in pre-primary school, given the school meal and health activities). The project's indirect support to this objective is through school-based health, hygiene and nutrition education activities that are communicated to parents, and through community outreach on nutrition from project partners. Deworming activities at project schools benefit the entire household as schoolchildren do not bring home intestinal parasites to infect other household members.

133. WFP Rwanda has also leveraged its McGovern-Dole experience to assist the Government of Rwanda to adopt many of the USDA objectives in the NFSP. During Phase I of the project, WFP Rwanda distributed USDA commodities in the HGSF project, which aligns with the USDA objective to promote procurement of agricultural commodities and provide financial and technical assistance to carry this out.

134. **Alignment with government strategies and objectives.** The McGovern-Dole project is aligned with and supports the Government' strategies and objectives on the NSFP across many sectors, including education, nutrition, health, and gender equality. In the NSFP and education sector plan, project activities support national strategies and objectives to improve literacy of school-aged children by providing a nutritious meal that promotes regular attendance, attention, and concentration, all of which contribute to improved learning and literacy. The project provides an enriched classroom environment, supports book lending clubs, and trains teachers in modern teaching methods. It has strengthened capacity at national and district levels to develop systems to implement and manage the NSFP. With the shift to English instruction, project partners worked with the Government to develop tools and train teachers on English language teaching methodologies. By supporting schools in some of the poorest areas of the country, the project helps the Government improve educational services for underserved children.

135. The McGovern-Dole project interventions are compatible with other early education and literacy initiatives in Rwanda. These include the current USAID-funded Uburezi Iwacu (Homes and Communities) Activity (2021-2026) and its predecessors, Mureke Dusome (2015-2020), and Soma Umenye (2016-2021). The project also aligns with the UK-Aid -funded Building Learning Foundations project (details in paragraph 75).

136. The project also aligns with national health priorities. The project partners with the RBC to administer deworming medicine at schools, as intestinal worms that impair nutrient absorption affect many Rwandan schoolchildren. Handwashing is emphasized in the McGovern-Dole project to promote health and good hygiene practices in schools, in support of the Rwanda Ministry of Health's national strategy to promote handwashing at critical health points for all families by 2024. During the COVID-19 pandemic, MINEDUC worked with World Vision and UNICEF to develop a permanent low-cost handwashing station and in Phase II, World Vision is training teachers, parents, and community leaders to build mobile handwashing stations using locally available materials. Government and McGovern-Dole project partners also designed a low-cost kitchen in Phase I and continue to train cooks in hygiene and food safety.

137. The Government emphasizes gender equality in school participation, performance, and outcomes. The McGovern-Dole project promoted the construction of sanitation rooms for menstrual management, which reduced absenteeism among adolescent girls and has been adopted by the NSFP for all schools. The HGSF Gender Assessment sought to better understand project activities' alignment with the Government of Rwanda's emphasis on gender equality in school participation, performance and outcomes, as well as the

nuanced gender context and how it may be impacting project outcomes.123 Project stakeholders report that awareness-raising among parents on the importance of girls' education has reduced tardiness, as parents are not keeping girls at home in the morning to do household chores. Some stakeholders reported the project should consider the Government's National Strategy for Transformation, which emphasizes the reduction of gender-based violence as a key priority for Rwanda.

138. According to a WFP key informant, considerable work was done to mobilize government officials and provide evidence to support government planning and decisions on school feeding during Phase I. This work came to fruition with the school feeding strategy, the operational guidelines and now the new Financing Strategy.

139. The McGovern-Dole project has provided a great example for the NFSP. One aspect of the project which MINEDUC hopes to implement in all schools nationwide is a shift to clean cooking (e.g., with liquefied petroleum gas, electricity, or biogas).[124] [125] While planning is still underway, TWG stakeholders have discussed an initial plan to reduce the use of biomass (i.e., firewood and charcoal), drawing on the learning and experiences of WFP and partners throughout the HGSF project.

140. **Alignment with United Nations agencies' objectives and frameworks.** The project aligns with United Nations agency frameworks. The One UN initiative coordinates agencies on issues of economic and social activities through the United Nations Sustainable Development Cooperation Framework (UNSCDF). Since 2008, United Nations agencies have coordinated their economic and social transformation and transformational governance activities through the United Nations Development Assistance Programme (UNDAP) (now UNSCDF). Inter-agency collaboration includes WFP and UNHCR's joint work on refugee issues, and WFP, UNICEF, and UNESCO collaboration on education activities such as creating Child-Friendly School standards and assessing literacy and numeracy. WFP supported the Government to establish a TWG on school feeding under the Education Sector Working Group (ESWG) in 2019 and is an active member of the ESWG, which is co-chaired by UNICEF and MINEDUC and provides a forum for cross-sector planning. WFP collaborates with UNICEF on education policy and technical approaches to nutrition and WASH. WFP partnered with UNICEF, World Vision, and MINEDUC to design low-cost permanent handwashing stations for schools in response to the pandemic, and to jointly advocate for construction funds. WFP worked closely with FAO on a framework for the NSFP operational guidelines.

141. The project is partially aligned with the United Nations Disability Inclusion Strategy (2019), which affirms the goal of integrating and including persons with disabilities in every pillar of work of the United Nations.[126] WFP has made strong effort to ensure the project is inclusive; WFP has engaged stakeholders at all levels on disability awareness and are making progress at the local level where the context and resourcing allows. Appropriately, WFP is working to align disability awareness within the practical parameters of the Rwanda policy context, the local school locations as well as McGovern-Dole and NSFP resourcing. As the school feeding sector is underfunded, these steps demonstrate good progress. However, the project does not currently collect disability-disaggregated information or report explicitly on disability inclusion in semi-annual or annual reports.

142. **Alignment with development partner strategies and goals.** Synergies with NGO development partners have been strategic and successful in meeting evolving beneficiary and stakeholder needs. World Vision and GHI serve as sub-recipients and primary partners for the McGovern-dole project in Rwanda. World Vision targets vulnerable children and their families in several areas that are congruent with McGovern-Dole interventions, including education, literacy, health and nutrition, and WASH. The partnership with World Vision was critical for the project to meet learner needs during the COVID-19 school suspensions, for example, by reallocating project resources to strengthen community literacy activities. World Vision's experience with WASH interventions strengthened the component of the McGovern-Dole project that supported separate latrines for disabled students, piped water, permanent handwashing stations, and girls' sanitation rooms. GHI implemented school kitchen gardens and nutrition education in project schools,

[123] WFP Rwanda. 2021. Gender Assessment: Home Grown School Feeding Programme. December.

[124] WFP Rwanda. 2023. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. October 1, 2022 - March 31, 2023.

[125] Centre for Sustainable Transitions: Energy, Environment and Resilience, Loughborough University. 2022. A study of fuel-efficient school menus and cooking practices for cost savings in Rwanda's school feeding programme. October 2022.

[126] United Nations. 2019. United Nations Disability Inclusion Strategy (UNDIS).

consistent with its own mission to improve the nutritional status of children and mothers. Through GHI's leadership, the project trained teachers and leaders on nutrition, health and agriculture; organized school cooking demonstrations; established school nutrition clubs; distributed educational materials on health and nutrition topics; established gardens; and distributed vegetable seed packets.[127]

143. **Alignment with WFP strategies and objectives.** The HGSF fits within the WFP corporate Strategic Plan (2022-2025), which is guided by SDGs 2 (Zero Hunger) and SDG 17 (Partnerships for the Goals) of the 2030 Agenda for Sustainable Development.[128] The project directly supports the SDG 2 targets of access to food, ending malnutrition, smallholder productivity and incomes, and sustainable food systems. The project further supports the targets of SDG 17 in diversified resources (through government funding for school meals), capacity strengthening (of national school feeding systems), policy coherence (with government initiatives on education, health, and food security), and global partnerships (through Rwanda's membership in the Global School Meals Coalition).

144. The project shares mutual objectives with WFP Strategic Plan outcomes. It directly contributes to Outcome 2, People have better nutrition, health and education outcomes and Outcome 4, National programs and systems are strengthened. The project supports Outcome 1, People are better able to meet their urgent food and nutrition needs, and Outcome 3, People have improved and sustainable livelihoods. GEWE as a cross-cutting priority is aligned between the project and WFP's priorities per its results framework.

145. While the results framework may not include specific disability metrics or targets, WFP is appropriately starting to incorporate disability through dialogue at the national, local, and school level. Much of this is integrated into the ongoing technical support on school feeding. However, there is limited evidence of specific outreach or activities focused on disability-inclusion. At the local level, WFP has made some progress within schools. For example, some project activities directly target students with disabilities (e.g., the construction of disability-inclusive latrines).[129] Still, without broader access measures to reduce barriers in attendance for students with disabilities, the value of these activities is reduced. Stakeholders generally agree that these activities may be imperfect, but they are a necessary first step towards universal access. WFP has taken a people-centered approach by focusing on local needs and opportunities for its infrastructure investments; these initiatives are co-created with schools and communities.

146. The project is congruent with the WFP School Feeding Policy (2013), which focuses on helping countries to establish and maintain nationally owned programs linked to local agricultural production. It also aligns with the WFP School Feeding Strategy (2020-2030) focus to establish and maintain government-led school feeding programs through technical support and capacity development, and to develop links with smallholder agricultural producers to supply schools, support livelihoods, and strengthen market linkages.

147. The project also aligns with the WFP 2022 Gender Policy. Though at the time of the baseline stakeholders believed more could be done to align the project with the WFP Gender Policy,[130] the project has taken important steps during the first half of Phase II to ensure the project is in greater alignment with the Gender Policy. At baseline, implementing partners reported a need for greater coordination and consistent messaging regarding GEWE and said the project lacked a unified approach to gender mainstreaming and strategies to address barriers observed in practice. At midterm, WFP has worked to sensitize MINEDUC, school administrators, teachers, and cooks on gender equality and to encourage greater female participation in the project through parent and school committees. The project has raised awareness on the importance of girls' education and has undertaken gender analysis to inform project outcomes. It also provides for the construction of gender-sensitive toilet facilities for girls (as well as separate, non-gendered toilets for disabled students).

2.2. EFFECTIVENESS

[127] WFP and GHI. 2022. Integrating Nutrition: Home Grown School Feeding Program. One-pager.

[128] WFP. 2021. WFP strategic plan (2022-2025). November.

[129] WFP Rwanda. 2023. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. October 1, 2022 – March 31, 2023.

[130] WFP Rwanda. 2021. Gender Assessment: Home Grown School Feeding Programme. December.

148. As described in Section 1.3, the project has made substantial progress toward output and outcome targets and is largely on track to reach its objectives. The project has reached at least 50 percent of the LOP target for 13 of the 23 standard output indicators; of these, 7 have already achieved the LOP target at midterm. Of the ten outcome indicators, three have met LOP targets. An additional three have achieved at least 50 percent of the LOP target.[131] Progress made in FY 2023 has shown improvement compared to FY 2022. For example, in FY 2022 only nine output targets were achieved.

149. This section presents schools', districts, and farmer cooperatives' readiness for transition into the NSFP and key achievements in each of the six activity areas:1) nutritious school meals, 2) health, 3) nutrition and dietary practices, 4) literacy, 5) NSFP management capacity, and 6) capacity of farmer groups. This is followed by findings related to other factors impacting effectiveness, and the effectiveness of gender programming and M&E.

Readiness for transition into the NSFP

150. In preparation for schools' transition into the NSFP, WFP conducted a School Feeding Readiness Assessment in May 2023.[132] The assessment was administered at the school and district level, as well as with farmer cooperatives. At the school level, readiness was assessed by examining four thematic areas: 1) infrastructure and school gardens, 2) implementation, 3) community participation and 4) monitoring. As of May 2023, most schools (75 percent or greater) had achieved nearly all readiness criteria.[133] Though all readiness indicators were achieved by over 60 percent of schools, the assessment revealed a continued need for additional adequate handwashing facilities, and messaging around the NSFP and NSFP strategy in school communities. In contrast, all schools provided meals to students every school day, used food from the school's garden in meals, and had a SFC trained by sector or district authorities.

151. Two rounds of school readiness data collection took place in Group 1 schools: the first in December 2021 and the second in early 2023.[134] Overall, Group 1 schools' readiness scores remained unchanged or improved between the two rounds. Notable achievements were made in the proportion of schools with SFCs and STCs trained; 100 percent of SFCs and STCs were trained by Round 2, up from 38 percent of SFCs and 24 percent of STCs in Round 1. While the change between the two rounds was largely positive, there were decreases in the number of schools with operational SFCs[135] and in the number of schools whose community was aware of the NSFP or the importance of school feeding, as reported by school administration. In Round 2, Group 1 school readiness respondents indicated that parent contributions were still low and continued community sensitization was needed.

152. At the district level, readiness was assessed by examining planning, coordination, budgeting, inspection and reporting, as well as overall institutional capacity.[136] All districts achieved over half of the 21 readiness indicator targets.[137] The two highest -scoring districts were Kayonza, which achieved 19 of the readiness indicator targets, followed by Gasabo (18 of 21), though neither district includes Group 1 schools that will be transitioning within the year. Burera was the lowest-scoring district, having achieved 14 of the indicators. No district had achieved the target for an operational sector-level SFC.[138]

153. Farmer organizations were also assessed for school feeding readiness.[139] The assessment included 59 McGovern-Dole-supported cooperatives and examined capacity and past production, sales and marketing, information and data storage, post-harvest practices, quality assurance, and knowledge of the NSF Policy and

[131] WFP Rwanda. 2023. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. October 1, 2022 – March 31, 2023.

[132] WFP Rwanda. 2023. School Feeding Readiness Assessment.

[133] WFP Rwanda. 2023. HGSF School Level Scorecard. May.

[134] Ibid.

[135] An SFC was considered operational if the committee had regular meetings and implemented key responsibilities.

[136] WFP Rwanda. 2023. School Feeding Readiness Assessment.

[137] WFP Rwanda. 2023. District Level Scorecard. June.

[138] A sector-level SFC was considered operational if the committee had four meetings per years, 70 percent attendance, and implementation of meeting recommendations.

[139] WFP Rwanda. 2023. School Feeding Readiness Assessment for Farmer Organisations.

Strategy.[140] Key barriers to readiness identified included transportation challenges, lack of formal agreements between cooperatives and schools, limited awareness of the NSF Policy and Strategy, a long procurement process and lower prices offered by schools for goods.[141] Only 47 percent of cooperatives have the capacity to transport their own produce, mostly using hired trucks or motorbikes. Similarly, only about half of cooperatives were aware that schools had been instructed to purchase directly from farmers, and that those purchases were tax-free: the tax for school procurement had been waived as a measure to mitigate the effect of food price inflation on school meals. However, nearly all organizations were aware that the Government provided a budget to all public schools for school feeding and considered schools a promising market. This indicates many cooperatives do not have a complete understanding of the NSF Policy or Strategy and may not be taking full advantage of the school feeding initiative. Most cooperatives (74 percent) had no agreement to supply food to schools; of the 26 percent who did have a contract, a few were only verbal contracts.

154. Though school feeding transition plans have been discussed and activities have begun to be absorbed into district and government frameworks, district officials expressed concern that capacity strengthening activities for school and district staff may not continue on the same scale as under the project and that it will be a challenge to maintain the infrastructure built as part of the project. There is also a concern that the suddenness of the transition will impact McGovern-Dole-supported schools. Key informants noted that after the transition, only a skeleton staff will remain to support project schools, who may not have the capacity to continue monitoring and implementing all activities. There is also a concern that McGovern-Dole schools, whose students were receiving a daily school meal, will be unable to offer a school meal with the same frequency.

155. It is premature at midterm to state best practices for the HGSF transition strategy in Rwanda; this is an area for future learning. At this stage, readiness activities are just gaining momentum, in that schools are being informed of the upcoming transition. Most schools the evaluation team visited had so far had little interaction with WFP regarding readiness aspects. While at this stage there is no definitive evidence for the effectiveness of specific approaches, key informants suggest that a better strategy would have been to slowly phase out activities, i.e., stagger the drawdown of in-kind and cash support from the start of the school year and throughout the year to allow iterative assessment of all stakeholders regarding where schools are struggling, and build in points for reflection and for problem-solving on how to address emerging challenges. An approach to readiness planning that includes this kind of assessment and is co-created with government stakeholders is a planning dimension under WFP's control.

Nutritious school meals

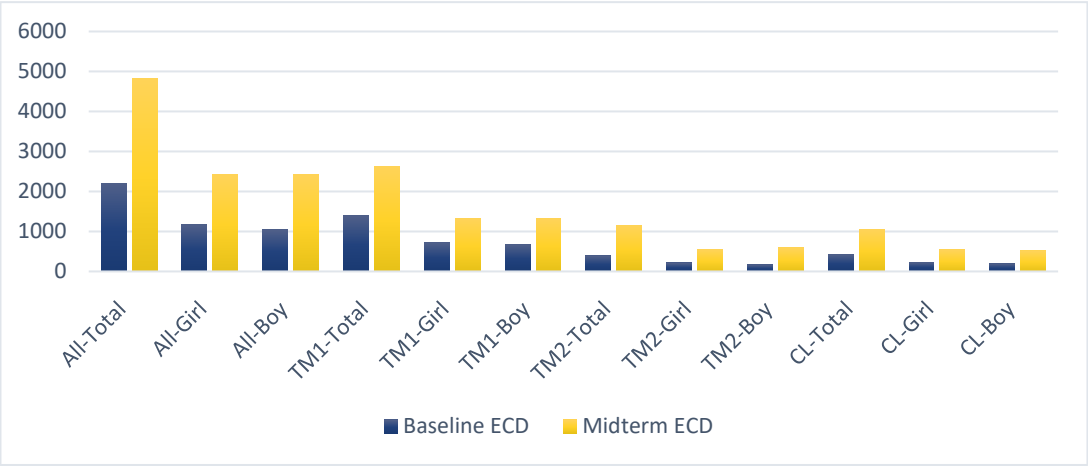
156. At midterm, nutritious school meals are being served to nearly 100 percent of enrolled students, who receive a lunch meal every school day, demonstrating a sizeable and highly significant increase from baseline in the percent of enrolled students being served a meal for Group 2 and control schools (Table 34, Annex 14). Interviewed beneficiaries and stakeholders, including government officials, teachers, students, cooks, and School Feeding Committee (SFC)/School Tender Committee (STC) members, highly valued the school meal and associated it with improved enrolment, reduced school dropouts and absenteeism, and increased student focus and performance.

157. Enrolment in McGovern-Dole-supported schools is 117,934 at midterm, 80.9 percent of the LOP target of 145,793 (Table 19, Annex 7). This is an increase from FY 2022, which had a reported 111,075 enrolled students. Teachers attribute increased student enrolment at least in part to school feeding. While there was a general increase in enrolment in all grades, the only statistically significant change since baseline was in early childhood development (ECD) (Table 36, Annex 14 and Figure 1). At both baseline and at midterm, the average enrolment by grade declines as the grades advance (Table 36, Annex 14). Given that dropout rates have also declined, this suggests that students are finishing the school year but are not continuing their education. Qualitative data suggests that boys from poor families experience more pressure to leave school, generally to earn income for themselves or for their families.

[140] WFP Rwanda. 2023. School Feeding Readiness Assessment for Farmer Organisations. PowerPoint. May.

[141] Ibid.

Figure 1: Enrolment in early childhood development



158. Table 35 (Annex 14) shows improvement in dropout rates in Group 2 schools, with statistically significant decreases for both boys and girls in grades 1-5; the decrease for girls was also statistically significant for grade 6. This may have been due to project activities that supported student retention, with the effect more dramatic in Group 2 because of their more recent entry into WFP HGSF than Group 1, where dropout numbers remained stable. Dropout numbers were also unchanged in control schools, which did not have HGSF activities. It bears noting that these dropout numbers appear fairly low to start, especially for Group 1 and control schools, with only a handful of dropouts in any given grade; though assessment of the "severity" of the dropout issue would require analysis relative to the total number of students in each grade, which was beyond the scope of this analysis.

159. Repetition rates were collected from school records and surveyed students. School records indicate that the percentage of students repeating grade levels has slightly decreased. Still, nearly one fifth of students are repeating grades P1-P5 (Table 37, Annex 14), a figure consistent with the national trend.[142] However, self-reported data from students in the EGRA survey indicate higher repetition rates than what is recorded in school records; 64.7 percent of students self-reported they had repeated a grade (girls: 59.9 percent, boys: 69.4 percent; Table 25, Annex 14). Self-reported data from Group 1 students indicate a statistically significant increases in grade repetition, from 40.9 percent to 66.1 percent for girls and 54.5 percent to 74.6 percent for boys. The self-reported student data from Group 1 schools also show statistically significantly higher repeat rates than control schools. The increase in the Group 2 student self-reported repetition rate was also statistically significant from 48.9 percent to 60.5 percent.

160. The average student attendance rate increased from 93 percent in FY 2022 to 94.3 percent in FY 2023, demonstrating consistent progress towards the LOP target of 99 percent (Table 19, Annex 7). The provision of a nutritionally balanced school meal is highly valued by government officials, teachers, committee members, cooks, and students. Interviewed teachers observed that girls now arrive at school on time because they are no longer kept at home in the morning for chores. A parent at a Phase II school stated that knowing her child gets a meal at school provides a sense of peace and enables parents to focus on other responsibilities; it also reduces the financial burden on poor families, a benefit that was echoed by teachers.

161. Teachers report they have more time to follow up with struggling students as all students attend more regularly. Some schools reported that with increased attendance, serving meals is difficult to manage and time-consuming. In schools where teachers help to facilitate the school meal, teachers reported that time spent supervising the meal results in less time for them to break for their own lunch. A few teachers reported that afternoon classes are sometimes delayed since teachers must wait for students to finish eating and classrooms need to be cleaned after the meal; teachers must work faster to ensure all material is covered in

[142] As discussed in Section 1.2, the national repetition rate for primary school students was 24.6 percent in the 2020/21 school year (males: 26.9 percent, females: 22.3 percent).

the time left for classes. Teachers in all schools visited (HGSF and NSFP) felt that the additional burden on teachers is not considered by the project.

162. The value of the daily school meal is also reflected in student attentiveness. Both teachers and students reported that the school meal helps students concentrate and sustain their focus throughout the day. Students' attentiveness (as perceived by teachers) has significantly increased in every grade level since baseline (Annex 13, Table 22). Overall, teachers report that approximately 88 percent of students in project schools and 81 percent of students in control schools are attentive in the classroom at midterm. This is a significant increase from baseline in both Group 1 and Group 2 schools. The percentage of Group 1 students considered attentive increased from 74.7 to 87.8 percent and from 69.8 to 88.2 percent in Group 2. Most of the P5 students interviewed by the qualitative team do not eat breakfast every day, especially in poor families, and report that breakfast is often leftovers from the previous night's dinner. One student in Burera district said, "We eat food that we don't eat in our family because the family cannot afford it." The provision of a school meal ensures students have the energy to be attentive in class.

163. According to parents and students, the availability of a nutritious meal at school has positive health benefits for students and acts as an income transfer for poor parents, which alleviates some of their financial burden, especially with rising food costs. Virtually all enrolled students receive lunch five days a week during the school year, though interviews with WFP partners, school administration, and teachers indicate that some Group 1 schools fear that the quantity and quality of the school meal will be reduced due to insufficient resources after they transition.

164. The expansion of nutritious school meals to pre-primary students and the scale-up of FWG maize meal, was a major accomplishment at midterm. This expansion to pre-primary students increased the number of students served from 83,000 to 106,639.[143] Starting in FY 2022, WFP distributed FWG maize meal to 56 schools in the southern province and Gasabo district to enhance the nutrient content of the daily school meal. An additional 25 schools received FWG maize meal in the first half of FY 2023; now 81 of the 140 HGSF schools receive FWG maize meal for school meals.[144] Recent changes to the government subsidy and guidance on the parents' financial contribution may have also contributed to project achievements. The Government increased the government subsidy for pre-primary and primary students from 40 percent to 90 percent of the school meal cost as of the 2022/2023 academic year.[145] WFP, Government, and school officials also worked to raise awareness of the importance of parent contributions as part of the Transition Plan; this work was confirmed in qualitative interviews with head teachers. The project has also emphasized clean cooking and conducted campaigns to increase parents' contributions. Indeed, Table 7 shows that parent contributions are up since baseline: there is a moderate and statistically significant increase in the percentage of schools with parents able to make 100 percent of contributions. This may have contributed to the significant decrease in the dropout rate at midterm (Annex 14, Table 35). Head teachers reported that they expect similar parent contributions for the upcoming 2023-2024 school year.

[143] WFP Rwanda. 2022. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. April 1, 2022 – September 30, 2022.

[144] WFP Rwanda. 2023. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. October 1, 2022 - March 31, 2023.

[145] WFP Rwanda. 2022. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. April 1, 2022 – September 30, 2022. Additional information provided by the CO via email. The government contribution for secondary students is 15 percent.

Table 7: NSFP readiness – parent contributions

Baseline	All		Group 1		Group 2		Control	
Percent of schools where 50% of parents **were able** to make 100% of the required National School Feeding Programme contribution *during the 2021-2022 school year*?	43.9		61.9*		30.0		20.0	
Midterm	All		Group 1		Group 2		Control	
Percent of schools where 50% of parents **were able** to make 100% of the required National School Feeding Programme contribution *during the 2021-2022 school year?*	75.6	c	76.2	d	60.0		90.0	c
^Percent of schools where 50% of parents **were able** to make 10% of the required National School Feeding Programme contribution *during the 2022-2023 school year?*	73.2		76.2		50.0*		90.0	
^Percent of schools where 50% of parents **will be able** to make 10% of the required National School Feeding Programme contribution *during the following 2023-2024 school year?*	75.6		66.7		80.0		90.0	
N (schools)	36		21		8		7	

Difference between treatment and control schools is statistically significant at 10% (*), 5% (**) and 1% (***)
Difference between baseline and midterm is statistically significant at 10% (a), 5% (b) and 1% (c)
Difference in change between treatment and control over time is statistically significant at 10% (d), 5% (e) and 1% (f)
^ There are no comparable baseline data on the two indicators on the percentage of parents making at least 10 percent of contributions because these questions were added at midterm per CO request

165. Despite the advances in parent contributions, qualitative interviews suggest that a few parents still believe the Government or WFP should pay for the school meal. Several head teachers suggested that parents have become increasingly dependent on the project to provide school meals. Head teachers believed some parents no longer see it as their responsibility to contribute, as students are still allowed to have a meal, even when their parents do not pay their contribution. This may at least partially explain the difference in parent contributions between project and control schools (Table 7). Head teachers interviewed in both project and control schools noted the continued need for parent mobilization/sensitization regarding parent contributions to school feeding. On a promising note, the percentage of control schools where at least half the parents made the full contribution increased from 20 to 90 percent from baseline to midterm (see Table 7) – a large and statistically significant change. However, estimates from the qualitative data (thus perception-based) are that between 30 and 68 percent of parents in control schools pay the parent contribution for school feeding; this is a wide range suggesting that there is substantial variability. See also Section 2.5, paragraph 246 for further comment on the effect of parent contributions on sustainability.

Hygiene and health

166. Overall, the project has made progress to achieve WASH and health/hygiene objectives. Indicators for the construction of WASH infrastructure and training on hygienic behaviors have improved since baseline, especially for Group 2 schools (Table 10). By midterm, a total of 30 VIP latrines, 6 permanent handwashing stations and 30 girls' sanitary rooms had been constructed. Five of the VIP latrines constructed were disability inclusive. Interviews with school and government staff indicate that disability-inclusive latrines are an important first step for improving access to schools for students with disabilities. At the same time, interviews also show that significant challenges remain, not in the least the geographic location of some government schools, which are often located on high ground with poor road access. Key informants noted that students with special needs are more likely to attend special schools such as religious or private schools, in part due to these challenges in accessing some government schools. As reported by WFP, overall, 25,000 students benefited from newly constructed latrines as of March 2023 (Annex 8, Table 20).

167. Of the WASH activities, school administration and teachers highlighted the construction of girls' sanitary rooms and messaging on good menstrual hygiene as a notable achievement. WFP's Menstrual Health Management (MHM) policy brief found that over 92 percent of adolescent schoolgirls used MHM services.[146]

[146] WFP Rwanda. 2021. Impact and Usage of Menstrual Hygiene Services in Schools for Teen School Girls in Rwanda. November.

Girls' sanitary rooms provided female students with a private space to practice menstrual hygiene and to source sanitary pads.[147] Between October 2022 and March 2023, nearly 19,000 female students were trained on good menstrual hygiene practices (Table 20, Annex 8). Interviews with teachers indicate that the WASH clubs improved hygiene and sanitation practices among students. Parents also reported an increase in hygienic behaviors, such as handwashing before mealtime, at home.

168. At midterm, all schools reported access to at least one water source (Annex 13, Table 23). For all schools, there was also a significant increase in the availability of a water source for four or more days, from roughly 24 percent at baseline to 65 percent at midterm. However, a significantly smaller percentage of Group 2 schools have access to water sources for four or more days compared to control schools, as water connection projects in Group 2 schools were scheduled to be completed after the midterm evaluation. Furthermore, World Vision staff indicated that even when schools have a water source local authorities ration water, limiting access. Project staff are advocating that districts ensure schools are prioritized when water is rationed. Piped water is the most common water source at midterm. The use of rainwater, which was the predominant water source at baseline, has seen a significant decline (Table 39, Annex 14). Since baseline, World Vision has provided over 105 water filters to schools and one water system, benefiting more than 78,000 students.[148] [149]

169. At midterm, school audit committees were supported to ensure WASH infrastructure is well managed and maintained; all 32 Group 2 schools had an audit committee.[150] World Vision staff indicate that audit committees are responsible for conducting tours to assess WASH infrastructure and evaluate any damage. Audit committees then make recommendations to school management on what needs to be repaired. Moving forward, World Vision will communicate these recommendations to senior government officials at the sector and district level so they can follow up and support school administration as needed.

170. Despite good progress towards objectives, activity delays resulting from the COVID-19 pandemic impacted project implementation. WFP and its partners were unable to complete all WASH infrastructure construction in Group 1 schools as planned, prior to Groups 1 schools' integration into the NSFP.[151] The planned infrastructure will still be constructed, but this will be after schools have transitioned into the NSFP with the aim of finishing by the end of 2023.The water systems of some project schools in Western Province were damaged by floods in May 2023; a key informant reported schools took steps to repair the systems if it was within their capacity. These delays in WASH implementation were justifiable and WFP is catching up at a good pace given the scope and timing of the delays vis a vis the midterm stage of the project.

171. Additional health and hygiene activities included the establishment of WASH committees at schools, training sessions on menstrual hygiene and soap making, CU5 growth monitoring and promotion, and deworming activities. WFP's national deworming decentralized campaign knowledge, attitudes and practices study revealed that only 3.5 percent of teachers had received training on Soil-Transmitted Helminths or Schistosomiasis.[152] The study recognized the need to strengthen the training program, intensify WASH interventions, and include adults in the deworming program. The RBC, which partners with the project to promote a healthy school environment, administers deworming medicine to schoolchildren nationally on a regular basis through community health workers. Its outreach via the McGovern-Dole project helped raise awareness in schools and among parents of the importance of deworming to the health of children and their households. Over 95 percent of Group 1 schools and 90 percent of Group 2 schools reported deworming training at midterm; all control schools reported trainings (Annex 14, Table 40). An RBC key informant said that a concept note is being developed to determine whether the combination of deworming with other project interventions has had a greater impact on health than in non-project schools.

[147] Ibid.

[148] WFP Rwanda. 2022. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. April 1, 2022 – September 30, 2022.

[149] WFP Rwanda. 2023. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. October 1, 2022 – March 31, 2023.

[150] Ibid.

[151] Ibid.

[152] WFP Rwanda. 2021. Agents of Change in Education, Sensitization, and Reduction of Deworming in Rwanda. November.

Nutrition and dietary practices

172. The nutritional value of student meals has improved since baseline (Annex 13, Table 24). Of the meals provided in FY 2023, over 14 million meals included fruits, vegetables, legumes, or animal source proteins (Annex 8, Table 20). This is a significant increase from the 444,000 meals including these commodities in FY 2022. Though the frequency with which fruit is served fell significantly at midterm, 73.1percent of schools continue to provide fruit almost weekly. Interviews with head teachers indicate that the reduction in fruit served with the school meal is predominantly the result of increased prices and the unavailability or insufficient quantity of fruit in the local market. Students are eating animal protein weekly, and vegetables and legumes daily at school, a significant improvement in both the number of schools serving these foods and the frequency these food items are served. Teachers observed that children from poor families were introduced to new foods such as eggs, oil, and small fish and consequently have gained weight and look healthier.

173. Despite these improvements in the nutritional value of student meals, high food prices have posed challenges to offering a nutritious diet. In qualitative interviews, teachers and SFC/STC members cited increases in food prices as the main external shock; this has affected their cash budgets and forced them to reduce the quality and quantity of fruits and vegetables in the school meal. SFC members in a school in Gasabo District explained that they spend time figuring out how to manage the budget without compromising meal quality. For example, some schools reduce the frequency of serving dried fish and fruit to once a week and purchase less-expensive fruit like bananas. In other situations, schools mitigate budgetary constrictions due to price increases by supplying produce from the school garden. While this has allowed schools to stretch their budgets, some schools say that food prices still have the negative effect of reducing the nutritional quality of meals.

174. School gardens are supported by GHI and while originally intended to provide practical nutrition education to schools and communities, GHI's activities have expanded to include seed provision, nurseries, and nutrition outreach. Schools have revived and adopted gardens to the extent that many schools are able to obtain fresh vegetables seasonally from their gardens. The quantitative data show that nearly all schools (Group 1: 90.5 percent; Group 2: 80 percent) have gardens, a significant increase for Group 2 schools since baseline (Annex 14, Table 41). In FY 2022, 136 school gardens were established or maintained, reaching nearly 103,000 students (Table 20, Annex 8).[153] So far, 32 school gardens have been established in FY 2023, benefiting 24,767 students. Qualitative interviews reveal that these gardens supply a variety of vegetables for meals as frequently as two to three times a week during the rainy season. Teachers report that other schools are learning about school gardens from project schools, and that community members have also adopted kitchen gardens for home consumption of vegetables. The project's successful use of school gardens to supplement fresh foods in school meals and as a vehicle for nutrition outreach to communities goes beyond the intended use of school gardens as demonstration plots: a key informant said community knowledge of the importance of vegetables to nutrition gained through school gardens has caused a positive change in men's views about eating vegetables.

175. Delayed rains during the 2023 agricultural season resulted in an insufficient water supply at schools, which ultimately impacted gardens. Seeds that had been distributed to schools and planted at the beginning of the season dried out due to lack of rain. As seeds were unproductive, GHI distributed additional seeds in supported schools.

176. To improve nutrition and dietary practices, WFP and GHI focused on ensuring the sustainability of nutrition interventions in Group 1 schools as they prepared for transition.[154] This included teacher-led nutrition education, cooking demonstrations, class gardening competitions, nurseries and seed banks, and the establishment of Nutrition Oversight Committees in all Group 1 schools. In the second half of FY 2022, GHI introduced nutrition interventions and worked to increase stakeholder capacity in Group 2 schools.[155]

[153] WFP Rwanda. 2023. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. October 1, 2022 – March 31, 2023.

[154] WFP Rwanda. 2022. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. October 1, 2021 - March 31, 2022.

[155] WFP Rwanda. 2022. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. April 1, 2022 – September 30, 2022.

Activities included ToT for school leadership, local leaders and parent representatives on health and nutrition and garden establishment, in addition to similar activities conducted in Group 1 schools. GHI's focus in Phase II includes strengthening the capacity of project schools as models of nutrition education for non-project schools.

177. Training of cooks and storekeepers has promoted better food safety in schools. Cooks interviewed by the qualitative team talked about the importance of a clean kitchen and the preparation of nutritious, balanced meals as a result of WFP training. The ability of school cooks and storekeepers to identify food safety practices has generally increased over time (Annex 14, Table 42). The food safety practice, "food must be handled and prepared with utmost cleanliness, including proper hand washing before preparing food" was the most-identified practice at midterm.

178. Other project activities to promote nutrition in Phase II included class nutrition competitions, community "Seed Week" events, nutrition-focused clubs, distribution of nutrition-focused educational materials, community-level messaging on maternal and child nutrition, and cooking demonstrations during maternal and child nutrition events.

Literacy

179. Midterm survey results indicate students have better reading and study practices at home compared to baseline, which may contribute to improved reading scores. Study practices across all schools have improved significantly (Table 26, Annex 14). Students reported more time to study and complete their homework, more help from their parents and more encouragement to read. Group 1 schools study habits were significantly better than control schools, though this was not observed for Group 2 schools. Students were able to improve their study habits despite completing household chores; virtually all students (>95 percent) having chores or other household work at midterm. These results suggest the McGovern-Dole project and NSFP are having a positive impact on students' studies at home and are increasing parents' participation in students' education. While there is no definitive evidence to explain the improvements in reading and study practices, KIIs and project staff referred to a shift in project approach from WFP direct intervention to an emphasis on home study, relying more on current complementary programming supported by USAID: *Uburezi Iwacu* (Homes and Communities) Activity and the *Tunoze Gusoma* (Schools and Systems) literacy project. [156]

180. At midterm, the percent of students in McGovern-Dole-supported schools who, by the end of two grades of primary school, are estimated to completely read a short story and demonstrate understanding of grade-level text (Table 9) remains high with approximately 50-60 percent of Group 1 and 2 students achieving these goals. Students in Group 1 schools performed slightly better than Group 2 (58 percent and 50.9 percent, respectively). No significant changes were observed in the baseline-midterm comparison, and in fact, students in Group 2 schools had lower performance at midterm, overall (54.8 percent at baseline, 50.9 percent at midterm). Unexpectedly, control schools outperformed McGovern-Dole-supported schools on some reading benchmarks. Though reading comprehension scores were high across all schools, control schools performed significantly better than both Group 1 and Group 2 schools on the number of students who could read and understand grade-level text. A possible explanation for this difference may be the duration of exposure to project activities, and the reinforcement needed over time; as noted by teachers in a Group 2 school in Burera District, performance is still low, but it is a process. World Vision has also offered the explanation that the schools where they work had either few or limited reading materials, and that Phase II implementation began a bit late, with interventions having been conducted for only one year at the time of midterm data collection, so the duration of implementation has been less than what could have been if project implementation commenced on time. See further discussion in 2.4. Impact.

[156] The data do not suggest a clear explanation for different results across groups. Reading habits and other indicators that reflect behavior change are typically highly sensitive to duration of exposure to, modeling of, and practice of the target behaviors, as well as to recency of exposure/training/reinforcement of those behaviors.

Table 8: Percentage of students estimated to completely read a short story (>12 CWPM)[1]

Baseline	All		n	Group 1		n	Group 2		n	Control		n
Male students	*61.3*		*452*	59.1*		*235*	58.3		108	68.8	a	*109*
Female student	*67.0*		*451*	64.3**		*235*	64.6		113	75.7		*103*
All Students	64.11		903	61.7***		*470*	61.5*		221	72.2		*212*
Midterm	**All**		*n*	**Group 1**		*n*	**Group 2**		*n*	**Control**		***n***
Male students	*64.4*		*452*	*62.5***		*232*	*58.2***		*110*	*74.5*		*110*
Female student	*66.6*		*449*	*66.5***		*230*	*55.5****		*110*	*77.9*		*109*
All Students	65.4		*901*	64.5***		*462*	61.5**		*220*	76.2		*219*

Difference between project and control schools is statistically significant at 10% (*), 5% (**) and 1% (***)
Difference between baseline and midterm is statistically significant at 10% (a), 5% (b) and 1% (c)
Difference in change between project and control schools over time is statistically significant at 10% (d), 5% (e) and 1% (f)
[1] Baseline values recalculated at midterm to correct for a coding error.

Table 9: Percentage of P2 students estimated to completely read and understand a grade-level short story [1, 2]

Baseline	**All**		***n***	**Group 1**		***n***	**Group 2**		***n***	**Control**		**n**
Male students	*56.2*		*452*	*52.7***		*235*	*55.6*		*108*	*64.2*		*109*
Female student	*59.6*		*451*	*58.7*		*235*	*54.0***		*113*	*67.9*		*103*
Total students	57.9		*903*	55.7**		*470*	54.8**		*221*	66.3		*212*
Midterm	**All**		***n***	**Group 1**		***n***	**Group 2**		***n***	**Control**		***n***
Male students	*59.5*		*452*	*58.1***		*232*	*52.7***		*110*	*69.1*		*110*
Female student	*58.2*		*449*	*57.8***		*230*	*49.1****		*110*	*70.6*		*109*
Total students	59.2		*901*	58.0***		*462*	50.9***		*220*	69.8		*219*

Difference between treatment and control schools is statistically significant at 10% (*), 5% (**) and 1% (***)
Difference between baseline and midterm is statistically significant at 10% (a), 5% (b) and 1% (c)
Difference in change between treatment and control over time is statistically significant at 10% (d), 5% (e) and 1% (f)
[1] Students were estimated to completely a short story if reading at above 12 CWPM, based on midterm estimations.
[2] Baseline values recalculated at midterm to correct for a coding error.

181. Project activities are focused on building teacher and school administration capacity to improve student literacy skills. Table 10 shows all schools at midterm continue to receive some type of training support, including from HGSF activities. Over half of Group 1 schools reported training in coaching and mentoring, sensitization on reading awareness and the importance of education, nutrition, and garden establishment and management. Group 2 frequently reported School Feeding Committee training. Nearly all McGovern-Dole-supported schools reported teacher training.

Table 10: WFP HGSF support – school trainings

Percentage of schools receiving WFP HGSF support	All		Group 1		Group 2		Control	
Percent of head teachers receiving WFP HGSF support at baseline	36.6		71.4***		0.0		0.0	
Percent of head teachers receiving WFP HGSF support at midterm	73.2	c	90.5***		90.0***	c,e	20.0	
WFP HGSF trainings at midterm								
Training on leaning roots model	23.4		38.1**		20.0		0.0	
Training on using English as a medium of instruction	19.5		38.1**		0.0		0.0	
Training on coaching and mentoring	41.4		66.7***		30.0*		0.0	
Training on sensitization on reading awareness and importance of Educ.	39.0		66.7***		20.0		0.0	
Training on nutrition education	48.8		66.7***		40.0		20.0	
Training on Garden establishment and management	39.0		57.1***		40.0**		0.0	
Food handling and safety training for cooks	26.8		38.1**		30.0*		0.0	
Food handling and safety training for storekeeper	12.2		19.0		10.0		0.0	
Training on food procurement for School Tender committee training	26.8		47.6***		10.0		0.0	
School Feeding committee training	43.9		47.6**		70.0***		10.0	
Training on complaint and feedback mechanism	2.4		4.8		0.0		0.0	
Governance	4.8		9.5		0.0		0.0	
Hygiene and Sanitation	31.7		42.9***		40.0**		0.0	
School management	19.5		33.3**		0.0		0.0	
Teaching techniques	19.5		33.3**		10.0		0.0	
Others (Please Specify)	4.8		4.8		10.0		0.0	
n	41		21		10		10	

Difference between treatment and control schools is statistically significant at 10% (*), 5% (**) and 1% (***)
Difference between baseline and midterm is statistically significant at 10% (a), 5% (b) and 1% (c)
Difference in change between treatment and control over time is statistically significant at 10% (d), 5% € and 1% (f)

182. At midterm, World Vision has trained a total of 64 teachers and teaching assistants (female: 54, male: 10) and 453 school administrators and officials (female: 215, male: 238) on tools to improve students' literacy (Annex 6, Table 18).[157] These tools included learning models and coaching and mentoring techniques. Subsequently, by midterm 502 school administrators (female: 229, male: 273) have coached 1,273 teachers (female: 873, male: 400). In addition, World Vision organized reading competitions, sensitized parents and community members on the importance of reading, distributed pre-primary starter kits to schools, and promoted "reading buddies."

NSFP management capacity

183. WFP has provided technical support, helped design, manage and implement school feeding programs, and worked on operationalizing the NFSP, including assisting MINEDUC to develop a transition strategy for 108 Phase I schools to join the NSFP in July 2023. Notably, WFP is providing support to two strategic milestones for the NSFP, the National School Feeding Strategy and the Financing Strategy for the NSFP. The strategies were reviewed by the School Feeding Technical Working Group and have been presented to the Government. The National School Feeding Strategy complements the Comprehensive National School Feeding Policy (2019) and provides further guidance on the implementation of the NSFP. The Financing Strategy, developed by MINEDUC and MINECOFIN with WFP support, projects the future cost of the NSFP and describes options for the Government to sustainably fund the NSFP over the next 10 years. WFP key informants report that WFP is encouraging the Government to have ministries in addition to MINEDUC contribute to the financing plan, as the NSFP is a national priority.

184. WFP is directly supporting NSFP management by embedding its school feeding staff within MINEDUC's new School Feeding Unit to support the School Feeding Director and team. WFP will also support a Health and Education specialist at NCDA and an embedded staff at MINAGRI to support and enhance the capacity of national and sub-national stakeholders to plan, implement and monitor nutrition and agriculture in

[157] WFP Rwanda. 2022. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. October 1, 2021 - March 31, 2022.

alignment with school feeding activities while ensuring strong collaboration. NCDA designs school meal menus based on nutritional requirements at different ages, though budget limitations constrain the ability to fully meet those requirements.

185. Other support to strengthen NSFP management includes market analysis and training on LRP. WFP has supported the Government's efforts to address procurement challenges, which were frequently reported by schools. The NSFP Survey attributed these challenges, at least in part, to poor adherence to the procurement process outlined in the School Feeding Operational Guidelines.[158] In response, MINEDUC and WFP implemented a national ToT to improve compliance with the Operational Guidelines and include information on effective procurement from local markets, food safety and quality, environmentally sustainable cooking methods, and food storage and handling.[159] The activity will have a cascading effect and ultimately train over 10,000 national stakeholders, of which over 8,000 stakeholders have already been trained.[160]

186. In a few schools, procurement challenges were the result of suppliers not delivering food as agreed.[161] Cost and availability of food, delayed or insufficient parent contributions, and minimal linkages between schools and cooperatives were also barriers to providing nutritionally diverse school meals, i.e., containing foods from least four of five food groups daily. The NSFP Survey identified opportunities for schools to reduce costs and address some of the procurement barriers, including strengthening negotiation skills, continuous monitoring of the market, establishing SFC and STC in every school, and establishing provincial and seasonal menus.

187. As noted in the most recent semi-annual report, "WFP's school feeding procurement expert had already been working on an analysis of how the current school feeding procurement model works and how it can be improved. Findings from this analysis will be shared with MINEDUC and are expected to inform additional guidance around the implementation of the new procurement modality. WFP will leverage its strength as an inter-ministerial convener and facilitate discussions between MINEDUC and MINALOC to clarify roles and responsibilities for school feeding procurement ahead of the upcoming school year."[162] By way of update, the CO has noted that findings from the analysis are informing ongoing school feeding procurement model review whereby long shelf-life food commodities shall be procured by districts to increase efficiencies.[163]

188. WFP also worked to strengthen NSFP management by establishing and supporting school committees. All Group 1 and Group 2 schools now have a SFC and STC, a significant increase from baseline (Annex 14, Table 43). In addition, significantly more McGovern-Dole schools have "other" committees compared to control schools. These included audit, agricultural, hygiene, sanitation, and disciplinary committees.

189. Not only do more schools have established committees, but WFP support for committees, and schools in general, has increased since baseline (Table 11). Compared to baseline, both Group 1 and 2 schools received significantly increased support for improved school management and nutrition and school feeding committees.

[158] Republic of Rwanda, Ministry of Education. 2022. Rwanda National School Feeding Survey 2022.

[159] WFP Rwanda. 2023. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. October 1, 2022 – March 31, 2023.

[160] Gardens for Health International. 2023. Quarter 3 Narrative Report, 2023: April – June.

[161] Republic of Rwanda, Ministry of Education. 2022. Rwanda National School Feeding Survey 2022.

[162] WFP Rwanda. 2023. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. October 1, 2022 - March 31, 2023.

[163] Per CO review of an earlier draft of this report.

Table 11: WFP HGSF support - school committee trainings

Baseline	All		Group 1		Group 2		Control	
Percent of schools receiving WFP HGSF committee support	68.29		90.6***		60.0		30.0	
Type of WFP HGSF trainings at baseline								
School governance	22.0		42.9***		0.0		0.0	
Improved school management	19.5		38.1**		0.0		0.0	
School infrastructure	0.0		0.0		0.0		0.0	
School garden	39.0		76.1***		0.0		0.0	
Nutrition / school feeding	39.0		76.1***		0.0		0.0	
Health	7.3		14.3		0.0		0.0	
Other	41.5		39.0		60.0		30.0	
Midterm	All		Group 1		Group 2		Control	
Percent of schools receiving WFP HGSF committee support	97.6		100.0		100.0		90.0	
Type of WFP HGSF trainings at midterm								
School governance	17.1		23.8		20.0**		0.0	
Improved school management	63.4	c	85.7 ***	c,d	70.0***	c,f	10.0	
School infrastructure	4.9		9.5		0.0		0.0	
School garden	46.3		71.4***		40.0**	b,e	0.0	
Nutrition / school feeding	80.5	c	100.0***	b	100.0***	c,f	20.0	
Health	14.6		19.0		20.0**		0.0	
Other	43.3		47.6		20.0**	a,e	70.0	a
n	41		21		10		10	

Difference between treatment and control schools is statistically significant at 10% (*), 5% (**) and 1% (***)
Difference between baseline and midterm is statistically significant at 10% (a), 5% (b) and 1% (c)
Difference in change between treatment and control over time is statistically significant at 10% (d), 5% € and 1% (f)

190. The qualitative data indicate that WFP's capacity-strengthening activities detailed above are appropriate, of good quality and meet the needs of NSFP management. The evaluation team finds that appropriate high priority has been given to focusing Phase II resources on NSFP capacity strengthening, with good results to date. The team further concurs with feedback from HGSF and government interviews that HGSF is on track to build sustainable management capacity at national level – in the school feeding unit in MINEDUC – by project end. Stakeholders indicate, and the evaluation team agrees, that the priority in the second phase of the HGSF project is to direct increased resources towards building decentralized government capacity to manage NSP activities, specifically at district level.

Capacity of farmer groups

191. Strengthening the capacity of farmer groups was primarily realized through support to McGovern-Dole cooperatives. WFP support included training on post-harvest handling and storage (PHHS), good agricultural practices, and nutrition, as well as aggregation and sale support during the harvest period.[164] Notably, WFP promoted farmer-level savings through the Farmer-to-Market Alliance (FtMA);[165] the FtMA initiative is supported with complementary funding, but WFP is leveraging that funding to also benefit McGovern-Dole-supported cooperatives and farmers.[166] A total of 39 savings groups were supported from 13 cooperatives. These groups had an outstanding savings balance of USD 63,611 as of March 2023. While Table 41 (Annex 14) shows that only 12 percent of schools are using a local farmers group, over 65 percent of food is purchased through local farmers at local markets.

192. Agricultural cooperatives interviewed by the qualitative team said that WFP has built their capacity in crop production and marketing. Training in post-harvest handling and financial management has enabled cooperatives to minimize economic losses and calculate their investments against net profits. A district

[164] WFP Rwanda. 2022. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. October 1, 2021 - March 31, 2022.

[165] Ibid.

[166] Information about complementary funding provided by the CO per comments on an earlier draft of this report.

Director of Education confirmed this and stated that WFP has enhanced farmers' knowledge and skills. Teachers stated that the project has had a positive impact on local farmers by creating a reliable market, creating economic opportunities and contributing to community development. The progress of farmer groups may be attributed to the project's increased presence with these cooperatives compared to Phase I: in Phase II, WFP CCS specifically focused on identifying and managing opportunities to link to local procurement (e.g., to businesses and markets), in addition to training on farmer productivity, including access to finance and financial practices such as savings,

193. Qualitative interviews revealed several challenges to farmers and schools with HGSF. In some areas (Burera, Nyamagabe) farmers do not traditionally grow horticulture crops and changing their supply chain is a challenge and somewhat of a risk: farmers in Gasabo district said that they do not always have buyers for their horticultural products. Obtaining financing and meeting transportation costs were mentioned by several cooperatives. A WFP key informant observed that MINEDUC has issued a procurement guideline for schools but implementing national regulations can be challenging for school administrations with limited knowledge of procurement. Two schools interviewed have formal contracts with farmers: other schools report purchasing from local markets and individual farmers. Annex 14, Table 41 shows that the percentage of panel schools with partnerships with farmers groups increased from 5.5 percent to 12.2 percent and purchases from local markets increased from 71.4 percent to 81.0 percent in Group 1 schools. Purchases from local markets decreased in Group 2 schools from 75.0 percent to 60.0 percent, but the Group 2 change is not statistically significant when compared to control schools. The qualitative data indicate the main reason for these differences is that Group 1 schools are farther along in learning how to navigate HGSF processes than Group 2 schools. Some KIIs further emphasized that Group 1 schools have more experience and bandwidth than the newer Group 2 schools to seek and develop relationships outside their own school.

Gender

194. The 2021 gender assessment sought to better understand the project's gender context and how gender dynamics affect project outcomes. It found that gender norms in schools and communities reflected the patriarchal roles of the broader society, and greater social constraints and lower educational expectations for women. The midterm evaluation has found awareness among partners about the need to better integrate GEWE into a broader range of project activities, and a need to sensitize all stakeholders to GEWE issues. Key informants observe that behavior change around GEWE is a process that takes time and faces several challenges. One of the major challenges to mainstreaming gender equality, according to WFP key informants, is that gender activities are assumed to be cost-free but require funding that is not in WFP or partner budgets. For example, incorporating GEWE information into training materials for students, teachers, and parents requires funds that were not budgeted and so has not yet been done. While the NSFP's adoption of menstrual management facilities for adolescent girls is a significant step for gender equality in education, MINEDUC indicators around gender equality focus on quantitative measures like attendance, drop-out, and performance, while GEWE issues in education go beyond those. Some partners say current USDA templates do not include a place to record gender activities, so it is difficult to incorporate GEWE topics into reports. The gap in staffing for the McGovern-Dole project also slowed action on the recommendations of the gender assessment, according to key informants. Stakeholders also stated that at the community level, activities like school and kitchen gardens and nutrition education need more engagement from men and boys.

M&E

195. WFP conducts monthly output monitoring in schools.[167] Schools submit monthly reports to HGSF district coordinators detailing beneficiary information, the amount of food distributed, and data on stock movements. District coordinators verify school reports before submitting them to WFP, where the information is then recorded in the WFP corporate system.

196. Other monitoring activities include field visits, surveys, and spot checks at schools.[168] Nationally, school data, including school feeding data, are tracked through the School Data Management System (SDMS), which captures the number of days meals are served, meal attendance, the food groups in meals, food sources,

[167] WFP Rwanda. 2022. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. October 1, 2021 – March 31, 2022.

[168] Ibid.

and parental contributions, and includes indicators to capture procurement processes and stock management at school level. HGSF schools do not have access to SDMS for school feeding indicators since this system is only used to track schools under the government program (NSFP).

197. Monitoring data are disaggregated by gender for relevant output and outcome indicators, though the evaluation team found two exceptions in the most recent semi-annual report; one was noted in the report as a partner omission and the gender breakdown for the other was provided to the evaluation team by the CO from the monitoring database.[169] Currently, disability-disaggregated monitoring data are not collected. Disability targets would catalyze action. However, key informants emphasized that resources are limited for disability monitoring. School feeding committee members have been trained in data entry to help in M&E. However, several key informants told the qualitative team that M&E and reporting skills need to be strengthened and continuous training in the system is needed due to staff transfers. WFP M&E staff also acknowledged the project lacks sufficient assessment and analysis to inform the transition of project schools into the NSFP and would benefit from a knowledge management plan to document learning related to the scale-up of school feeding.

198. WFP is also supporting the capacity strengthening of district officials to take over the monitoring of schools after they transition to the NSFP. District officials expressed concern that managing and monitoring food safety, hygiene practices, and quality control in the larger NSFP will be challenging.

199. Farmer cooperatives are monitored via mobile Vulnerability Assessment Mapping (mVAM).[170] The mobile survey measures the effectiveness and impact of capacity-strengthening interventions conducted with individual farmers. To collect data at the cooperative level, extension staff conduct on-farm visits throughout the agricultural season; extension workers collect data on seed and fertilizer inputs, loans, and sales. This information is shared with WFP in implementing partners' monthly and quarterly reports. In addition, implementing partners record issues reported by farmer cooperatives related to planting, harvesting, or the sale of produce.

200. During FY2022, the Community Feedback Mechanism (CFM) was developed and operationalized in all project-supported schools.[171] WFP surveyed parents, students, cooks, and storekeepers in project schools to identify preferred feedback communication channels and identify potential complaint categories.[172] Survey results indicated that beneficiaries preferred to use committees, suggestion boxes, and a toll-free hotline to submit feedback. Parents, STCs, SFCs, and district officials were all sensitized on the CFM and other platforms available to communicate with WFP.[173] In September 2022, parent beneficiaries reported a few cases, all of which were addressed and closed within the FY2022 reporting period. WFP staff consider the mechanisms for beneficiary and stakeholder feedback effective but noted they do not explicitly target gender and disability access. Staff indicate that feedback – and resolutions on feedback related to the issues reported and the program more broadly – have been integrated, e.g., if the CO receives a call or a few calls about an issue, they discuss it with field office staff, determine if there is/was a communication issue, and devise standard messages to be shared/re-shared across the program. Staff indicate that so far, the CFM has mostly been used to raise issues and ask questions related to the meal itself. WFP has noted the mechanism can and should be used for all project components, and will work on raising awareness on that fact, including through partners (WVI and GHI), in the interest of improving the feedback received on all project areas, including gender and disability.

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[169] "Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance" (omission of gender breakdown by GHI); "Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance," respectively, in WFP Rwanda. 2023. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. October 1, 2022 – March 31, 2023.

[170] WFP Rwanda. 2022. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. October 1, 2021 – March 31, 2022.

[171] WFP Rwanda. 2022. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. April 1, 2022 – September 30, 2022.

[172] WFP Rwanda. 2022. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. October 1, 2021 – March 31, 2022.

[173] WFP Rwanda. 2022. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. April 1, 2022 – September 30, 2022.

201. Custom indicators were included in the Performance Monitoring Plan, but USDA and WFP decided not to include them in the agreement. WFP never set targets but has been reporting the data when available. WFP is in the process of deciding whether to remove custom indicators from the MEAL plan,

Factors contributing to effectiveness

202. WFP key informants attribute project effectiveness to a solid team supporting school feeding, with international and national technical experts, headquarters and regional expertise, field staff, District Coordinators, resources to support them, and attention to program quality. Several district level government officials confirmed to the qualitative team there is effective communication and collaboration between project partners, and that district-based WFP staff play a crucial role in monitoring the district school feeding program. In addition to the project's contributions to education and the NSFP model, school feeding is seen as an investment in human and agricultural capital and a support to local economies, according to a WFP key informant.

203. Project partners reported that their staff meets with WFP monthly at the CO and field office level. Quarterly review workshops with WFP senior management focus on reviewing accomplishments and receiving feedback and guidance on work in progress.

204. Teacher's attendance has also improved significantly since baseline (Annex 14, Table 44). Significant gains in this indicator were reported in Group 2 and control schools, specifically. All schools supported by McGovern-Dole reported a decline in faculty turnover, as well. Group 1 schools had fewer unfilled teaching positions when compared with control schools. The McGovern-Dole project's investment in teachers may have contributed to increased teacher attendance and reduced turnover. The qualitative data indicate that teachers highly valued teacher training. Teachers reported that they were more effective in performing their duties due to literacy training; training has helped teachers feel more confident and enhanced their ability to create effective educational materials. Several teachers reported the nutrition training is benefiting their own families. They now know how to prepare balanced, nutritious meals in their own homes.

205. Partnerships with local leaders help to ensure community buy-in and effectiveness of activities. For example, local leaders are involved in project trainings, attended handover events for Group 1 schools,[174] and engaged with most schools regarding school feeding.[175] WFP has capitalized on other partnerships, too. Following the successful pilot and scale-up using FWG maize meal in school meals in the 2021/2022 academic year, WFP entered into a multi-year partnership with the Rockefeller Foundation (2021-2024).[176] The partnership is intended to support WFP's efforts under the McGovern-Dole project and the NSFP as a whole through development of "cost-neutral and nutritious menus" for the NSFP, including "value-chain assessments of animal-source and biofortified foods, procurement system reviews of school feeding, and capacity building for school feeding stakeholders," as well as training and dissemination of materials across all public schools.

206. The qualitative data show that through their participation in school gardens in HGSF and the NFSP, school staff, parents, and students have a better understanding of their respective added responsibilities to make sure school meals are optimized. In none of the schools visited was there a dependence on gardens, but where they do exist, their potential was maximized. School staff in both HGSF and NSF schools further noted the emphasis on self-sufficiency when resources are limited, and the importance of considering a wide range of sources to organize inputs for school meals, including local farmers and farmer coops and local markets, and also making better use of available land such as school gardens.

207. External factors also influenced effectiveness. Several activities were only partially realized prior to midterm, in some cases due to delayed implementation of some activities at baseline as a result of the COVID-19 pandemic.[177] In FY 2022, eleven output indicators and five outcome indicators had unmet targets (Table 18,

[174] WFP Rwanda. 2022. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. April 1, 2022 – September 30, 2022.

[175] Republic of Rwanda, Ministry of Education and World Food Programme Rwanda. 2022. Rwanda National School Feeding Survey 2022.

[176] WFP Rwanda. 2022. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. October 1, 2021 - March 31, 2022.

[177] WFP Rwanda. 2023. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. October 1, 2022 – March 31, 2023.

Annex 6; Table 19, Annex 7). As of March 2023, seven output indicators and four outcome indicators have achieved less than 50 percent of the target, though half of the year has passed. The CO reported that many of the activities were planned for the remaining half of the 2023 fiscal year.

2.3. EFFICIENCY[178]

208. Overall, activities were implemented in line with McGovern-Dole project plans and in a timely manner. The school feeding team supporting the project is well staffed, the project monitoring system supports timely and adaptive management, and strong partnerships with the Government allow for efficiency in programming and implementation. While the project faced constraints at the beginning of Phase II, WFP and partners made efficient use of resources to ensure progress was not hindered further.

209. **Systems to support efficiency.** The M&E system's monthly data collection allows WFP and partners to make timely decisions that achieve expected results. In addition, WFP has real-time access to the issue log, and implements regular checks and verifications to ensure data accuracy.[179] WFP key informants cite a solid and well-managed team supporting school feeding, with international and national technical experts, headquarters and regional expertise, field staff, District Coordinators, resources to support them, and attention to program quality.

210. Additional factors that have strengthened efficiency are regular and structured internal meetings between WFP units, and regular meetings with HGSF partners that involve colleagues at strategic and operational levels. The HGSF project team staffing has improved since Phase I with staff roles more closely aligning to school feeding priority domains like procurement, policy advocacy and local government support.

211. **Role of Government in efficiency.** WFP key informants cite a positive ongoing dialogue with Government and the openness of Government as key factors to the successful operation of the McGovern-Dole project and the NSFP. The Government is engaged in school feeding at a very high level, an important factor supporting efficiency in implementation. Throughout evaluation interviews, the knowledge of and high level of engagement of government officials in HGSF activities, and the quality of relationships between HGSF staff and government officials was noteworthy. Interviews show this is the result of deliberate social capital investment by HGSF staff. In addition, interviews showed that in Phase II there is more engagement by senior WFP leadership with key ministries than was the case in Phase I, especially on strategic positioning of HGSF at national and international levels. This was widely acknowledged as another enabling factor for government ownership and agency in school feeding.

212. Another key factor strengthening government efficiency is the operationalization of the school feeding unit, which is situated in MINEDUC. At the time of the evaluation, the unit was in the process of filling its final staffing positions. The support of the WFP technical officer embedded in the unit was also extended through 2024, upon request of the government, with a specific focus to continuing critical support to NSF program scale-up. This unit is emerging as an effective government focal point to consolidate and focus national and international support to school feeding in Rwanda, including providing critical direction and feedback to HGSF activities.

213. **Funding constraints.** Despite strong partnerships and strategic resources available to the project, WFP faces significant financial constraints due to a shortfall of approximately USD 4.6 million for 2023-2025 programming.[180] The budget shortfall is the result of three distinct financial challenges. First, as noted in Section 1.3, the LRP budget is capped at 10 percent of the overall grant, but skyrocketing food prices in 2022 and 2023 have impacted WFP's ability to supply certain food commodities to schools. One key informant reported that prices for some goods had more than doubled; the price of a basket of tomatoes increased from RWF 7,000 to RWF 15,000. This has resulted in an approximate USD 1.2 million shortfall. Second, cash transfers using McGovern-Dole LRP funds are not permitted. However, WFP incorporated cash transfers into

[178] The evaluation team conducted a limited cost analysis at midterm. The endline analysis of this theme will delve further, to include additional scoping of cost-efficiency vis a vis equity considerations; this will be done in the inception phase to ensure lines of inquiry are optimized to available costing data, and to identify key areas of analysis in collaboration with the CO.

[179] WFP Rwanda. 2022. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. April 1, 2022 – September 30, 2022.

[180] Information on budget shortfalls provided per CO email 22 May 2023.

project programming to allow schools to purchase fresh fruits, vegetables, and animal-source protein to schools three times a week. Finally, the Government requested additional support from WFP after the McGovern-Dole project was finalized. An additional USD 2.1 million is needed for cash transfers and USD 1.2 million is needed to fund government-requested capacity strengthening activities. WFP is actively applying for and receiving new funds, but the shortfall remains a programmatic challenge.

214. **Adaptations to improve efficiency.** The evaluation revealed two strong examples of ways the project successfully adapted to optimize efficiency in the face of changing circumstances. First, lower-than-anticipated enrolment rates in FY2022 led to a 93 MT surplus of vegetable oil that would not be consumed by the September 2022 "best if used by" date (BUBD).[181] The project adapted by distributing one liter of oil to 107,000 students in 136 project schools, which ensured consumption before the BUBD and subsequently attracted more students to enroll in the 2022/2023 academic year. Second, according to a WFP key informant, the Operational Guidelines for school meals were based on a pre-inflation model of RWF 150 per child per day (USD 0.13), with Government financing RWF 135 and parents contributing RWF 15 per child per day. With inflation, the cost is now RWF 250 (USD 0.22). To reduce costs, the local purchase model for commodities was recently changed to district-level purchasing for economies of scale. This is a new initiative with the details of rollout still to be decided by government; an analysis of potential for economies of scale results has yet been undertaken.

215. **Delays in implementation timeline.** As discussed in other sections, delays due to COVID-19 slowed infrastructure activities supporting the transition of Group 1 schools. In addition, a staffing gap of approximately six months during year one of Phase II affected the regularity of meetings and some initiatives, such as transition readiness planning for the 108 schools, according to WFP key informants: the original project manager departed in mid-2022 and her replacement took over in mid-October, assuming full responsibilities in December 2022.

2.4. IMPACT

216. Significant achievements have been observed in both student literacy outcomes and the use of health and dietary practices, as outlined in the Theory of Change. The impact of project achievements is evident when comparing outcomes against baseline and control schools. Literacy scores have mostly remained high or improved, though results are not consistent across all indicators. McGovern-Dole-supported schools outperform control schools on some literacy benchmarks, though control schools continue to exhibit high performance and have higher scores in other areas. Project activities also positively impacted adolescent girls, women and smallholder farmers. The project's gender-inclusive and gender-sensitive programming addressed barriers to female students' education and success. Smallholder farmers received significant support from WFP, which in turn strengthened their production and marketing capacity and increased their ability to supply the NSFP.

217. This section goes on to discuss the McGovern-Dole project's progress on the theory of change, impact on student literacy, student health and dietary practices, GEWE, and smallholder farmers in greater detail.

218. **Progress on the Theory of Change.** At mid-term, the evaluation team finds that the project is making good progress along the pathways laid out in the descriptive ToC. The project has successfully leveraged government commitment towards universal feeding to the extent that the government has launched the NSFP. The second step in the ToC is in process and is at a critical point with the rollout of the NSFP. The project has, and is, providing support, tools, and resources that are strengthening institutional capacity to manage the NSFP. This capacity is stronger at the national level in terms of policies, operational guidelines, and now the Financing Strategy. Capacity at the district level requires further strengthening and continued support as district officials take on the additional tasks of implementation and logistics associated with the NSFP. WFP will assist districts by funding the District Coordinators until 2024. Community capacity for operating and managing the NSFP is also in the early stages with the establishment of procurement committees and tender committees and linking schools with farmers and will require strong support from districts to ensure that schools and communities have good management skills. The cash-for-food component introduced by WFP has strengthened the ability and confidence of McGovern-Dole project school staff to do their own

[181] WFP Rwanda. 2023. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. October 1, 2022 - March 31, 2023.

procurement and can provide lessons to the NSFP. The goal of better- educated, better-nourished and better-prepared children will depend on how effectively the Government, with WFP assistance, can fund and manage the NSFP, and will be reassessed during the final evaluation. At midterm, the project has made substantial contributions to achieving the ToC, with the potential for multiple benefits to various sectors, but realizing these changes still faces several challenges.

219. **Impact on literacy:** Table 12 shows the results for the percentage of P2 students who demonstrate that they can read and understand the meaning of grade-level text at NESA benchmarks[182]. This is a composite indicator combining students who can reach an oral fluency of 25-35 correct words per minute (CWPM) or higher and a reading comprehension score of three or more correct answers to five questions about the passage. At midterm, reading skills are holding steady at 36 percent, a slight drop from baseline. There is a statistically significant drop in the number of control-school boys reaching this mark at midterm; this may suggest that the activities in HGSF schools are indeed helping those students maintain reading and comprehension skills over time and directly after the COVID-19 pandemic. However, there are no statistically significant differences between the HGSF schools (Group 1 + Group 2) and controls for this indicator.

Table 12: Percentage of P2 students who demonstrate that they can read and understand the meaning of grade-level text (applying NESA benchmarks)[1]

Baseline	**All Schools**		***n***	**Group 1**		***n***	**Group 2**		***n***	**Control**		**n**
Male students	*34.1*		*452*	*33.6*		*235*	*33.3*		*108*	*35.8*		*109*
Female student	*46.1*		*451*	*44.3*		*235*	*42.5*		*113*	*54.3*		*103*
Total students	40.0		*903*	38.9		*470*	38.0		*221*	44.8		*212*
Midterm	**All Schools**		***n***	**Group 1**		***n***	**Group 2**		***n***	**Control**		***n***
Male students	*30.8*		*452*	*32.8*		*232*	*32.7*		*110*	*24.5*	*a*	*110*
Female student	*41.2*		*449*	*40.0*		*230*	*41.8*		*110*	*43.1*		*109*
Total students	36.0	a	*901*	36.3		*462*	37.3		*220*	33.8	b	*219*

Difference between project and control schools is statistically significant at 10% (*), 5% (**) and 1% (***)
Difference between baseline and midterm is statistically significant at 10% (a), 5% (b) and 1% (c)
Difference in change between project and control schools over time is statistically significant at 10% (d), 5% (e) and 1% (f)

[1] This is a composite indicator that combines oral fluency and reading comprehension. It uses the NESA benchmark for oral fluency, 25-35 CWPM. Students were considered to comprehend the story if they could correctly answer three or more (out of five) questions about the story. The percentages refer to students who met both criteria. As advised by the World Vision Literacy Team, if the student could not finish reading (aloud) the passage on their own, the enumerator read the rest of the story to the student before asking the student comprehension questions about the story.

220. At midterm, students' reading and listening comprehension was found to remain stable for all groups; with only one improvement : at midterm, 87.3 percent of girls in Group 2 schools demonstrated reading/listening comprehension at target levels, a statistically significant change from 78.8 percent at baseline (Table 13).

[182] At midterm, per CO request, analysis for this indicator was conducted using the NESA benchmark for oral fluency and reading/listening comprehension. Baseline data were also reanalyzed using this method to allow comparability.

Table 13: Percentage of P2 students to fully comprehend the short story (reading or listening)[1]

Baseline	All			Group 1			Group 2			Control		
			N			*n*			*n*			n
Male students	*83.4*		*452*	*83.8*		*235*	*86.1*		*108*	*87.2*		*109*
Female students	*85.1*		*451*	*81.7*		*235*	*78.8*		*113*	*84.5*		*103*
Total students	81.6		*903*	82.8		*470*	82.4		*221*	85.8		*212*
Midterm	**All**			**Group 1**			**Group 2**			**Control**		
			n			*n*			*n*			*n*
Male students	*86.9*		*452*	*89.7*	*a*	*232*	*87.3*		*110*	*86.4*		*110*
Female students	*88.3*		*449*	*83.5*		*230*	*87.3*	*a*	*110*	*88.1*		*109*
Total students	85.5	b	*901*	86.5		*462*	87.3		*220*	87.2		*219*

Difference between project and control schools is statistically significant at 10% (*), 5% (**) and 1% (***)
Difference between baseline and midterm is statistically significant at 10% (a), 5% (b) and 1% (c)
Difference in change between project and control schools over time is statistically significant at 10% (d), 5% (e) and 1% (f)

[1] As advised by World Vision Literacy Team, if the student could not finish reading the story on their own, the enumerator read the rest of the story aloud to the student before asking the student comprehension questions about the passage. The NESA benchmark used to analyze this indicator is three or more correct answers to five comprehension questions about the story.

221. Additionally, statistically significant improvements were seen at midterm in the percentage of boys and girls in both Group 1 and 2 schools who achieved the highest NESA standard reading/listening comprehension: five out of five questions correctly (Table 27, Annex 13). These ranged from a small improvement for Group 2 girls (21.7 percent at baseline to 22.9 percent at midterm) to a 24-percentage point improvement for Group 2 boys at midterm. Results also showed a statistically significant improvement between Group 1 and 2 boys and control groups both over time and at midterm.

222. Progress toward other reading benchmarks has shown general improvement (Table 28, Annex 13). At midterm, 36 percent of all students (girls: 41.2 percent, boys: 30.7 percent) are reading correct words at a rate that meets (25-35 CWPM) or exceeds expectations (>36 CWPM); a slight decrease from baseline (38.2 percent). There were also notable and statistically significant gains in the percentage of girls that meet expectations (25-35 CWPM) for all three strata (Group 1, Group 2, and control).

223. Also, overall there were highly statistically significant decreases in the percentage of students who were unable to read any words from baseline to midterm. Additionally, there were significant decreases in Group 1 boys and girls, and Group 2 boys, and boys in control schools , suggesting improvements in oral fluency. There were some losses in the percentage of students exceeding targets (>36 CWPM), however, results indicate that project activities positively impacted student literacy, with both treatment groups now outperforming control schools in this category at midterm. A third of Group 1 and Group 2 students fell into the "slightly below expectations" category (10-24 CWPM), a statistically significant improvement from baseline. This result, coupled with the decrease in the number of unable to read a word, indicates that students are doing better overall. Students' ability to read syllables, familiar words, and unfamiliar words has seen statistically significant and positive change since baseline (Table 29, Annex 13). While students' ability to read letters or sounds decreased significantly (worsened) in Group 1 and control schools compared to baseline. No significant baseline-midterm difference was detected in the number of words students in any group were able to correctly read in a text or story at 60 or 180 seconds/

224. Regarding good performance of control schools (see Table 9), World Vision staff hypothesize that the Government's investment in control schools has impacted their performance, at least in part. Key informants report that the Government has made significant efforts to reduce classroom size, focusing heavily on the construction of classrooms and recruitment of additional teachers. However, the reported teacher to student ratio did not significantly differ between project and control schools at midterm (Table 45, Annex 14). Qualitative data also indicate the Government has emphasized teacher development and has mandated that time be set aside during the school day for reading. Additionally, all schools now have a school feeding program, which may indicate why differences between the control and project schools are less pronounced.

225. Informants also cite USAID projects that are implementing activities across the nation as having a positive impact on education outcomes. USAID's LEARN project, implemented in all public and government-aided schools nationwide, includes teacher trainings, the provision of teaching and learning materials, and school

community partnerships to improve literacy skills of children in the Kinyarwanda language in P1-P3, and pre-reading skills for pre-primary children.[183]

226. **Impact on use of health and dietary practices.** Recent support for health and hygiene practices has increased, and student awareness and behavior are still progressing as training and support improve. Nevertheless, few students report using at least three health and hygiene practices. Results for Group 2 schools show a statistically significant increase in the use of hygiene practices, from 6.8 percent at baseline to 12.7 percent at midterm. However, students in Group 1 schools show a statistically significant decrease in the use of these practices since baseline: from 11.3 percent to 5.0 percent (Annex 14, Table 30), with a marked decrease for girls (14.0 at baseline to 3.9 percent at endline). A potential explanation for these different results suggested by school staff, is that the uptake of target behaviors tends to be stronger when trainings are recent, intensive, and constantly reenforced; it is reasonable to expect some decline in the practice over time if the behavior was not fully adopted. This explanation aligns with the better results for Group 2, who may have had more recent exposure to training and reinforcement than Group 1. Indeed, Group 2 schools also show a statistically significant increase in the percent of students who can identify at least three health and hygiene practices, whereas the reverse is true in Group 1 schools (Table 14).

Table 14: Percent of students who can identify at least three health and hygiene practices

Baseline	**All Schools**			**Group 1**			**Group 2**			**Control Schools**		
			n			***n***			***n***			**n**
Male students	*13.3*		*452*	*18.3*		*235*	*9.3*		*108*	*6.4*		*109*
Female student	*13.7*		*451*	*19.1****		*235*	*7.9*		*113*	*7.8*		*103*
Total students	13.4		*903*	18.7***		*470*	8.6		*221*	7.1		*212*
Midterm	**All Schools**			**Group 1**			**Group 2**			**Control Schools**		
			n			***n***			***n***			***n***
Male students	*16.6*		*452*	*15.1*		*232*	*24.5****	*c*	*110*	*11.8*		*110*
Female student	*7.6*	*c*	*449*	*7.0****	c	*230*	*16.7****	*a,f*	*110*	*0.0*	*c*	*109*
Total students	12.1		*901*	11.0**	c,d	462	20.5***	c,f	*220*	5.9		*219*

Difference between treatment and control schools is statistically significant at 10% (*), 5% (**) and 1% (***)
Difference between baseline and midterm is statistically significant at 10% (a), 5% (b) and 1% (c)
Difference in change between treatment and control over time is statistically significant at 10% (d), 5% (e) and 1% (f)

227. **Gender-specific impacts.** Project interventions (such as the sanitation rooms) had a positive impact on adolescent girls' attendance and performance and made progress addressing gender stereotypes and norms around girls' education in schools and the community. Survey results indicate major and statistically significant jumps in attendance rates for Group 2 schools for both girls and boys; while attribution cannot be conclusively made based on the data gathered, a likely reason for this is that the school meal, newer to Group 2 schools than to Group 1 schools (where attendance rates were similar to baseline) encouraged attendance (see Annex 14, Table 55). The survey results also indicate significantly fewer female student dropouts at midterm (Annex 14, Table 35). Interviews with teachers revealed that girls' attendance is higher than boys', as boys from poor families may leave school early to earn money. A qualitative interview in a control school indicated that these challenges remain at some control schools.

228. Gender-specific programming was linked to the improvement in girls' regular attendance and retention. Female students reported that sanitary rooms, in particular, allowed them to access menstrual hygiene products and support their needs during menstruation, which reduced their absenteeism.[184] This view was shared by teachers, who reported that girls' attendance and performance in upper primary has improved with the introduction of sanitation rooms. The HGSF Gender Assessment reported over 92 percent of upper primary girls used sanitary rooms for MHM.[185] Members of an SFC/STC in one interview observed that the ability of girls to regularly attend school during their menstrual periods now has reduced the incidence of girls dropping out to seek domestic work.

[183] United States Agency for International Development. nd. USAID Rwanda: Tunoze Gusoma: Schools and Systems. Fact Sheet.

[184] WFP Rwanda. 2021. Gender Assessment: Home Grown School Feeding Programme. December.

[185] Ibid.

229. Though additional work is needed, qualitative interviews suggest that progress has been made to address parents' attitudes regarding girls' education. The 2021 HGSF Gender Assessment results indicated the project did little at baseline to directly address gender norms and attitudes that perpetuate the belief that girls' education is not valuable or necessary. Gender stereotypes were reinforced at school, including the marginalization of girls and the normalization of gender-based violence.[186] However, at midterm, one teacher observed that there is more acceptance of the importance of girls' education, and girls arrive at school on time instead of being delayed by chores at home. Though virtually all girls reported having chores or housework (Annex 14, Table 26), 85.7 percent indicated they also had enough time to complete their schoolwork and study, a significant improvement compared to baseline (76.3 percent).

230. The school meal itself is another area in which WFP has supported GEWE. With the addition of cash-to-schools programming that started in 2022/2023, WFP is encouraging schools to develop menus that meet the nutritional needs of adolescent girls, such as through the inclusion of dried fish. This is being done and benefits all students, not only adolescent girls.[187] WFP stated that all children receive the same meal, which adheres to menu guidance and the school feeding operational guidelines.

231. In addition to empowering female students, the project has also taken steps to promote gender equality in supported communities. For example, the project has created some employment opportunities for women, though the cooks interviewed by the qualitative team said that women's roles are primarily limited to cleaning and vegetable preparation. Still, there are some female cooks in schools. Men are considered more suitable for cooks' jobs reportedly because it requires more strength; this has been a persistent issue throughout the project. Mothers reported the school meal frees up time for them to pursue other activities, as they do not have to cook lunch for their children.

232. In the 2021 HGSF Gender Assessment, WFP partners reported that female head teachers and women within the community are more invested than men in the success of HGSF activities.[188] Roughly two-thirds of community members and parents attending project sessions are women and women provide the bulk of in-kind contributions and labor for school gardens. Stakeholders report that female head teachers are present at schools more than male head teachers, who "tend to be distracted and preoccupied with other activities related to making money." Partners also reported that schools led by female head teachers were often cleaner and better organized, and that female head teachers produced better quality reports, paid greater attention to detail, and were better at mobilizing parents.

233. There is strong engagement of female community members and representation of female head teachers in the HGSF, though as noted above, traditional gender roles determine participation. Girls make up nearly 70 percent of participants in food preparation and nutrition sessions.[189] The HGSF Gender Assessment recognized that, to achieve sustainable gender equality, women's unpaid care work would need to be reduced and redistributed.

234. WFP has ensured that GEWE is a focus for implementing staff and partners. World Vision staff noted that gender sessions were included in quarterly meetings, in which staff discuss the differences between gender and sex, gender equality and gender equity, and gender-based violence.[190] The McGovern-Dole project is addressing power dynamics and norms through sensitization and gender-inclusive and gender-sensitive programming, targeting both boys and girls at an early age to prevent perpetuation of stereotypes. However, the evaluation team found limited evidence of consultation by WFP with government central and district stakeholders on gender- responsive performance management, which promotes training and teaching practices to address specific learning needs of both sexes, and equal treatment of girls and boys in the classroom.[191]

[186] Ibid.

[187] Information on meals to support adolescent girls provided per CO email 04 May 2023.

[188] WFP Rwanda. 2021. Gender Assessment: Home Grown School Feeding Programme. December.

[189] Ibid.

[190] WFP Rwanda. 2022. Gender and Protection Session with WFP Staff and Cooperating Partners (CPs). PowerPoint.

[191] FAWE (2018). Gender Responsive Pedagogy: A Toolkit for Teachers and Schools. 2nd, updated ed.

235. **Impact on smallholder farmers.** Smallholder farmers' capacity has been significantly strengthened since baseline with support from the McGovern-dole project. Specifically, WFP, MINICOM, and MINAGRI have partnered to link smallholder farmers and farmer cooperatives with schools.[192]

236. Though currently few schools and cooperatives have formal contracts, cooperatives are increasingly aware of the opportunities school feeding provides. Farmers in areas such as Nyamagabe do not traditionally grow horticultural crops and are shifting production to supply schools, according to district officials. Nyamagabe district officials were proactive in requesting WFP to do district mapping to maximize local sourcing as much as possible. After WFP linked them with schools, one cooperative talked internally about its current capacity to supply schools and how that capacity can be improved. Some key informants expressed concern about cooperative capacity to produce the quantities needed to supply all schools though WFP's 2022 market assessment for the NSFP states there is evidence cooperatives could meet the demand from schools. MINICOM continues to sensitize cooperatives on the NSFP.[193] The 2022 market assessment for the NSFP found that 15 percent of cooperatives had sold to a school at least once.[194] The low number of cooperatives supplying to schools was attributed to several factors including limited awareness of the NSFP, lack of resources to produce more, issues with transportation, bad weather conditions, high input prices, and limited land for cultivation.

237. Other project activities to support smallholder farmers have included initiatives to strengthen cooperative governance structures and financial management and trust-building between cooperative leadership farmers, and support for farmers' enrolment in national agriculture insurance schemes.[195]

238. WFP and partners have provided extensive training on various topics, including post-harvest handling and storage, contracting and contract management, improving access to finance, and good agricultural practices. The impact of these training sessions is apparent from interviews with agricultural cooperatives. Participants reported that WFP has strengthened their capacity in production and marketing and shown them how to minimize losses and calculate investments against net profits. WFP has introduced a market-oriented approach and has emphasized producing agricultural goods that align with market demand, including the needs of school feeding programs. Farmers reported they had been encouraged to grow maize, fruits, and vegetables during WFP training. Members of an agricultural cooperative in Gasabo said WFP training on calculating investment costs and revenue enables them to make informed decisions on production, understand which crops are profitable, and manage their income so they can save and invest in needed inputs, which they had not done before. Additionally, farmers stated they gained knowledge on the proper use of fertilizers and pesticides, which produced better-quality crops.

239. In midterm qualitative interviews, several cooperatives voiced concerns about being paid on time by the schools, even though they had not yet started supplying the HGSF. Members worry that cash payments will be delayed at the district level and prefer to be paid directly by the schools; however, schools that are procuring from local farmers say they have not experienced any payment issues. WFP is working to develop a detailed case study that documents the process undertaken by the Government of Rwanda in realizing the NSFP, its achievements and challenges.

2.5. SUSTAINABILITY

240. WFP has taken steps to ensure project initiatives and outcomes are sustained through the transition of McGovern-Dole-supported schools into the NSFP. WFP support to the School Feeding and Financing strategies, as well as steps taken to strengthen the capacity of schools, communities, and the Government, have primed beneficiaries for a successful transition. School feeding is highly appreciated by beneficiaries and stakeholders and there is a strong desire for school feeding to continue and expand. However, key barriers to the sustainability of school feeding remain. Namely, school feeding is not systematically integrated across the current national policy framework, and policies that do account for school feeding do not include

[192] WFP Rwanda. 2023. The National School Feeding Programme in Rwanda: A case study. May.

[193] Ibid.

[194] WFP Rwanda. 2022. Rwanda Market Assessment for the National School Feeding Programme 2022.

[195] WFP Rwanda. 2023. The National School Feeding Programme in Rwanda: A case study. May.

guidance on how to adapt school feeding in times of crisis. An additional barrier is the lack of an M&E framework for the NSFP.

241. This section will examine the sustainability of school feeding in detail, presenting findings on the sustainability of project initiatives, the capacity of teachers, schools, districts, the Government, and communities to manage school feeding, strategies and measures to support the NSFP, planning and progress towards transition to the NSFP, and potential barriers to sustainability.

242. **Sustainability of project initiatives.** Capacity-strengthening activities, especially, support the long-term sustainability of McGovern-Dole project initiatives. Agricultural cooperatives, school administration, teachers and community leaders have benefited from project training, which is expected to sustain project outcomes even after transition of McGovern-Dole schools into the NSFP. Participants in ToT sessions will share their knowledge, which should have a cascading effect in schools and communities.

243. WFP has also begun initiatives to transition ownership of activities to local communities, which will also support the sustainability of project outcomes. Between April and September 2022, over 450 audit committee members in 108 schools were trained to advise school administration on how to manage and maintain WASH infrastructure.[196] Also in 2022, WFP and partners organized handover events for Group 1 schools as they prepared to transition into the NSFP.[197] These events were attended by village, sector, and district leaders.

244. However, interviews with World Vision staff suggest that the sustainability of WASH infrastructure may be limited. Schools often lack the financial resources to repair infrastructure, even when they understand the importance of WASH facilities. In addition, World Vision key informants noted that water scarcity impacts schools' ability to practice healthy and hygienic behaviors. Changes in climate, regional disasters, and the rationing of water all impact a school's ability to use handwashing stations and other WASH facilities; informants indicated that some schools may have access to water only two days per week. Partner staff also report that handwashing stations, though easy to replace, break frequently and students often forget to set them out for use each day. Still, World Vision staff have seen improvements in students' hygiene behaviors and use of handwashing stations.

245. There has been some concern from schools related to their ability to maintain project activities following the transition, despite WFP, districts, and partners' messaging on transition plans and support. [198] Schools reported concern regarding their ability to provide daily diverse and nutritious meals under the NSFP budget allocation, given the current food prices in Rwanda. According to WFP partners, the budget allocated for school meals under the NSFP is significantly lower than the in-kind and cash-to-schools support currently provided by WFP, and sometimes sufficient to only cover three meals per week.

246. Moreover, schools have expressed the importance of receiving the full expected parent contributions.[199] Parent contributions are still below what is needed to fully fund school feeding and will be even more important once schools transition to the NSFP. In response to schools' concerns, WFP continues to conduct parent mobilization campaigns at school and district level to increase parent contributions. However, it bears noting that parents' intent/ willingness to contribute is a separate issue from affordability: parents' capacity to pay the expected amount must be considered. While both affordability and attitudes toward contributing could hinder sustainability, further study is needed, as the extent of the challenge may vary by geographic area, season, and other variables.

247. Procurement challenges are another cited barrier to sustainability. Challenges to supplying food commodities to schools include obtaining financing and transportation issues for cooperatives. Several key informants suggested that the NSFP should initiate a knowledge-exchange activity between schools at district level to strengthen institutional capacity for procurement. The value of this is underscored by one district-

[196] WFP Rwanda. 2022. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. April 1, 2022 – September 30, 2022.

[197] WFP Rwanda. 2022. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. October 1, 2021 – March 31, 2022.

[198] WFP Rwanda. 2023. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. October 1, 2022 - March 31, 2023.

[199] Ibid.

level government official, who stated different schools are buying the same commodity at different prices, indicating procurement practices need to be harmonized.

248. Planning, coordination and communication between schools and cooperatives for local, perishable foods is a challenge currently being addressed by WFP. According to a WFP key informant, guaranteed demand from schools is necessary to keep the cooperatives engaged on the supply side, but farmers could also learn to proactively approach schools as they would other markets.

249. For schools, informants reported that school administration needs capacity strengthening on advance planning and communication with farmers about food requirements, as well as additional training to operationalize MINEDUC procurement guidelines for schools. One key informant observed that implementing national regulations can be challenging for school administrations with limited knowledge and experience in procurement. For example, per the NSFP procurement model for the 2023/2024 school year, districts will procure long-shelf-life commodities to "harmonize food prices for schools within the same district," while procurement of fresh foods will remain decentralized at the school level. District-level procurement is expected to save money but implementation modalities and roles and responsibilities among schools, districts, MINEDUC and MINALOC are unclear.

250. To address these current challenges, WFP is bringing together schools to share information around supply and demand for school feeding and link prospective buyers and sellers. Stakeholders expect that this will result in cost savings for schools, increased profits for cooperatives, and benefits to the local economy. In addition, WFP's school feeding procurement expert is analyzing how the current school feeding procurement model works and how it can be improved.

251. To address procurement challenges, WFP will continue to support district staff to ensure schools adhere to the school feeding procurement process laid out in the School Feeding Operational Guidelines.[200] WFP will provide "on-the-job coaching, mentorship, and technical support to district staff, specifically around aggregating procurement demand, tendering for commodities in the school feeding basket." As noted, few schools have formal contracts with farmers yet; WFP will support schools in sourcing fresh foods directly from farmer cooperatives.

252. Overall, the Government is well positioned to support the sustainability of project activities. WFP key informants state WFP has provided substantial technical and project support to the Government on timely cash transfers and are confident the Government is able to make timely transfers to schools if the budget is there.

253. **Capacity to manage school feeding in Rwanda.** WFP has strengthened the capacity of teachers, schools, districts, cooperatives, and the Government in preparation for the transition of McGovern-Dole project schools to the NSFP. These initiatives have prepared stakeholders at all levels to manage school feeding programming and ensure sustainability.

254. The evaluation team's rapid desk review on CCS using the WFP CCS framework[201] shows an overall capacity level change from moderate to mostly self-sufficient at the time of this evaluation. Preliminary review of government capacity changes from baseline to midpoint of the project show improvements against all five pathways: Policies and Legislation; Institutional Effectiveness and Accountability; Strategic Planning and Financing; Stakeholder Initiative Design and Delivery; and Engagement and Participation of Civil Society and Private Sector. The area where the Government has the most room to improve is in the engagement of civil society. In all other pathways, the Government has made good progress towards self-sufficiency with technical and financial support from WFP. See Annex 15 for further details. As a preliminary and rapid evaluation, results are not definitive from this evaluation.

255. As previously described, WFP will support local stakeholders to prepare them to manage procurement processes and comply with the School Feeding Operational Guidelines through training and technical

[200] WFP Rwanda. 2023. Concept Note for Funding for School Feeding Systems Development Amidst the Global Food Crisis.

[201] WFP. 2017. WFP. Corporate Approach to CCS Toolkit Component 001.

support.[202] WFP secured USD 700,000 in complementary funding in order to offer this support at the school and district level.[203]

256. Cooperatives' capacity has been strengthened through linkages to schools and training. WFP, MINICOM, and MINAGRI have partnered to link smallholder farmers and farmer cooperatives with schools.[204] Other activities have included "capacity strengthening of farmer cooperatives through strengthening cooperative governance structures and financial management, supporting trust-building between cooperative leaderships farmers, trainings on post-harvest handling and storage, contracting and contract management trainings, support to increasing productivity including trainings on good agricultural practices, improving access to finance, and supporting farmer enrolment in national agriculture insurance schemes, among others." MINICOM continues to sensitize cooperatives on the school feeding program.

257. WFP has provided significant and continuous support to the Government to strengthen capacity, through strategy development and direct staff support to the MINEDUC School Feeding Unit. WFP has embedded staff within this unit who support national and sub-national stakeholders in planning, implementing, and monitoring nutrition and agriculture to ensure strong alignment with school feeding priorities. WFP also supported MINEDUC to promote the enhanced integration of school health and nutrition within the NSFP and helped to develop the Financing Strategy.[205]

258. The government ministries and the Prime Minister's office are aligned in their support for school feeding from national level to district and sector level. WFP plays an important convening role for government stakeholders at multiple levels, for example, through WFP's role in the TWG.

259. **Communities' capacity to manage school feeding.** School committees have been largely successful in managing the project's school feeding and education activities and have benefitted from refresher training from the project. Interviews across all stakeholder categories indicated that training was a major contributor to strengthening the various school-based committees. It is too early to assess how the committees and project participants will manage the transition and the school meal modalities under the NSFP. However, the introduction of the cash purchase activity by WFP has built the confidence of SFCs, Procurement Committees, teachers, and school administrators to manage the purchase of fresh foods and the transition to the NSFP. Teachers in three schools visited by the international evaluators assured the evaluators that they will be able to manage purchases under the NSFP as they are already buying fresh foods under the McGovern-Dole project. WFP field staff observed that the capacity of STCs, SFCs and audit committees, and cooks is much stronger than in Phase I due to the training they received in Phase II.

260. One key informant noted that schools in Western Province have had shorter experience with the current feeding modality than schools in Southern Province and thus may need more support after the transition to manage commodities and fresh foods. To prepare project schools for the transition, one government official told the qualitative team that the district is planting fruit trees and mobilizing schools to cultivate bean, maize, and cassava in the school garden so the crops can be used in the first year after transition.

261. Teachers and SFC/STC members stated in qualitative interviews that parent contributions remain a challenge, but they are working to create awareness about the importance of the project and parents' role in supporting it. Both cash and in-kind contributions are acceptable forms of parent contributions. Where poverty prevents parents from contributing, especially when they have several school-age children, the parents may work in the school garden instead. Other options for in-kind contributions exist, such as providing firewood, or beans from a household garden. A few SFC/STC members note that some parents think the Government and WFP should provide the meals.

262. Along with community members, local government officials are highly engaged in project implementation and transition planning. District vice mayors in charge of social affairs chair the technical SFC at district level. WFP key informants said the Governor of Kayonza District stated that he will use the project's model schools as centers of excellence from which other schools in the district can learn.

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[202] WFP Rwanda. 2023. Concept Note for Funding for School Feeding Systems Development Amidst the Global Food Crisis

[203] Per CO review of an earlier draft of this report.

[204] WFP Rwanda. 2023. The National School Feeding Programme in Rwanda: A case study. May.

[205] WFP Rwanda. 2022. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. October 1, 2021 – March 31, 2022.

263. An area for further strengthening of school-based groups identified in the qualitative work is how they can access continued support and accompaniment after the project ends. The HGSF district coordinator was seen as playing a major role here, though committee training was less under Phase II compared to Phase I.

264. **Strategies to support sustainability of the NSFP.** In addition to capacity strengthening at the school, district and community level, WFP has supported the development of two national strategies to ensure the sustainability of the NSFP. The NSF Strategy, which includes the Financing Strategy, has reached the final stages of development and awaits government validation, which is expected before the end of FY 2023.[206] The strategy recognizes financing and implementation challenges, increasing food prices, a significant funding shortfall, and continued need for capacity strengthening. Increasing food prices are having a large impact on the Government's budget for the NSFP, with major implications for the transition and the sustainability of school meals.

265. The Financing Strategy identifies a 2023 funding gap of RWF 211 billion (USD 187 million) and anticipates that this shortfall will increase to RWF 480 billion (USD 432 million) by 2032.[207] The strategy proposes potential steps to reduce the gap, including maximizing efficiency (e.g., increasing fuel efficiency, optimizing, and digitizing meal planning tools), generating additional government revenue, and securing additional parent, civil society, and public contributions. Until the funding gap can be closed, temporary external funding is needed. The strategy predicts that if the funding gap cannot be closed, the school feeding initiative in its current format (i.e., with universal coverage) would be unsustainable, and the NSFP would need to be rethought.

266. WFP and MINEDUC have taken several steps to minimize the financing shortfalls. WFP is actively working to increase contributions for the NSFP by engaging in donor forums.[208] WFP is also leveraging its partnerships to help support the NSFP. USAID has offered to champion school feeding in Rwanda. WFP and USAID are examining how US government funds can be used to enhance WFP's support to the NSFP. This may include enhancing the Government's new procurement model.

267. The School Feeding Strategy identifies several additional challenges related to the implementation of the NSFP. As previously stated, procurement processes require further strengthening, as well as support to SFCs and farmer cooperatives to increase the number of schools purchasing directly from producers and processors.[209] These steps can further reduce costs for schools and the NSFP.

268. The Financing Strategy initiated by WFP helped the Government address the funding challenges to the sustainability of a scaled-up NSFP. WFP support to the 2021 NSFP Operational Guidelines and the NSFP Survey and Market Assessment largely informed the strategy.[210] Specifically, the Operational Guidelines describe how the NSFP should be implemented, and the Financing Strategy explicitly lists all associated costs.[211] Evidence gathered in the NSFP Survey and Market Assessment identified procurement challenges that were subsequently used to form recommendations in the financing strategy. Finally, WFP's cash-for-food initiative provided a model for the NSFP on local procurement of fresh foods and gave schools the experience and confidence to carry out local procurement. Local procurement, which is part of the NSFP, is calculated into the Financing Strategy.

269. The Government found the Financing Strategy very useful, according to WFP key informants. The strategy is not yet formally adopted but is being discussed and referenced across ministries. A key result of the Strategy was that it engaged new ministries and made the NSFP a true multi-ministerial effort. There is substantial involvement from the Prime Minister's office in the NSFP; from MINICOM, in the NSFP, including support to

[206] WFP Rwanda. 2023. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. October 1, 2022 – March 31, 2023.

[207] Republic of Rwanda, Ministry of Education, Ministry of Finance and Economic Planning. 2023. National School Feeding Programme Financing Strategy. April. Final draft.

[208] WFP Rwanda. 2023. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. October 1, 2022 – March 31, 2023.

[209] Republic of Rwanda, Ministry of Education. 2023. National School Feeding Strategy: 2023-2032. Final draft.

[210] WFP Rwanda. 2022. Annual Country Report (Country Strategic Plan 2019 – 2024).

[211] Republic of Rwanda, Ministry of Education, Ministry of Finance and Economic Planning. 2023. National School Feeding Programme Financing Strategy. April. Final draft.

cooperatives; and from MINECOFIN, on NSFP and the financing strategy. MINELOC, which coordinates governance activities and is responsible for social protection and community development, is becoming engaged, and MINAGRI is more involved now compared to Phase I.

270. **Planning and progress towards transition to the NSFP.** WFP and partners are primed to support the transition of project schools into the NSFP. WFP has developed a comprehensive Transition Strategy that identifies technical assistance priorities and a timeline for the transition, outlines roles and responsibilities, and presents the transition work plan.[212] It includes meetings to communicate details of the transition with stakeholders at district level (e.g., mayors, sector education officers, head teachers, etc.), sector level (sector executive secretary, local ministry representatives) and school and community level. Awareness meetings are followed by refresher training of school audit committees, SFCs, cooks and storekeepers, linking farmers and schools, and working with savings groups to support parent contributions. Official handover events for the transition of schools to the NSFP are scheduled for July 2023.

271. The transition strategy developed by WFP and MINEDUC for project schools is in place and stakeholders are ready for the transition, according to WFP. WFP will retain the seven WFP-supported School Feeding Coordinators in district education offices one more year to support project schools to transition. WFP will also retain the district coordinators for the four districts that are transitioning into the NSFP until the end of 2024. The other three (where Group 2 schools are located) will be kept until the end of the project, as originally planned. The District Coordinators are key to understanding schools, guidelines, logistics, local government relations and other aspects of the project, according to WFP. Their support will be especially important to schools in the Western Region that have used the current school meal modality for only the past 2-3 years.

272. WFP will continue to support the Government and NSFP by engaging in policy development, capacity development, monitoring and reporting, and community and private sector engagement.[213] In addition, some activities, which were delayed during the pandemic, will continue. WFP and its implementing partners have expedited WASH infrastructure activities in Group 1 schools and will continue after they transition into the NSFP.[214] It is anticipated that the construction of WASH infrastructure will be completed by the end of 2023.

273. Responsibilities of the Government, WFP and districts are outlined in the transition strategy. MINEDUC is responsible for revising the budget for the existing and additional schools and communicating changes to stakeholders. WFP is responsible for providing training in seven districts; focusing on communication and mobilization of parents for contributions; maintenance plans and agreements on infrastructure; support from the Field Office teams; mobilizing funds to retain the district coordinators and other human resources; and continuing to strengthen supplier/farmer connections to schools. Districts are responsible for embedding transition activities in their own plans and budgets; retaining district coordinators' knowledge; ensuring strong district committees; and strengthening supplier/farmer connections to schools.

274. **Measures to support sustainability of the NSFP.** Rwanda's membership in the global School Meals Coalition (SMC) and its work of the National School Feeding Technical Working Group (NSF TWG) ensure that the NSFP aligns with government strategies and policies and promotes the sustainability of the NSFP. As part of the SMC, the Government committed to achieving universal coverage of school feeding for basic education, updating the NSFP Policy, strengthening school feeding coordination structures, and participating in peer-to-peer learning activities by 2023. These commitments align with the Comprehensive National School Feeding Policy and School Feeding Operational Guidelines. In line with the Government's commitments, WFP has supported MINEDUC through close engagement in the coalition's activities, helping to strengthen government technical capacity to build management skills and ownership of the NSFP. WFP has continued to support the Government in its leadership role within the coalition. Rwanda was among the first countries to join the global SMC and has taken a leading role.[215] Between October 2022 and March 2023, the

[212] WFP Rwanda and Republic of Rwanda, Ministry of Education. 2023. Joint transition strategy for Home-Grown School Feeding Programme to the National School Feeding programme: January 2023 – September 2025.

[213] Ibid.

[214] WFP Rwanda. 2023. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. October 1, 2022 – March 31, 2023.

[215] Republic of Rwanda, Ministry of Education and World Food Programme Rwanda. 2022. Rwanda National School Feeding Survey 2022.

Government and WFP met with nine East African countries in preparation for the launch of the East African sub-regional SMC network.[216] Rwanda hosted the launch in June of 2023.[217] The Government also participated in international SMC events, such as the Africa Day of School Feeding's roundtable discussions and the launch of the State of School Feeding Worldwide.[218]

275. The NSF TWG works closely with MINEDUC "to ensure the efficient and effective implementation of the NSFP."[219] The NSF TWG meeting in March 2022 was attended by government representatives and partner organizations and agencies.[220] During the meeting, the Government gave updates on the NSFP, including discussion of the development of the School Feeding and Financing strategies and how to increase school meals' nutrient content. As a result of the TWG meeting, recommendations to strengthen school feeding were shared, including the implementation of a national school feeding survey and the mobilization of additional capacity strengthening.

276. The NSF TWG also provided final inputs to the National School Feeding Strategy and Financing Strategy between October 2022 and March 2023.[221] During the same period, the TWG discussed initial plans to reduce the use of firewood in schools, a challenge identified in the school feeding market assessment. WFP and MINEDUC plan to co-host a workshop to develop a plan for the transition from firewood to cleaner biomass fuel for school kitchens and requested WFP to support the TWG to develop a strategy.

277. The links between the national TWG and district-level TWGs need to be strengthened, according to a project key informant. District TWGs are not as active as the national TWG but are responsible for implementing the NSFP and coordinating and disseminating lessons from the McGovern-Dole project. Greater speed in transferring these lessons to the NSFP and to communities is also needed.

278. **Barriers to sustainability.** The joint transition strategy recognizes several areas that require further strengthening to ensure the sustainability of the NSFP.[222] Though the Education Sector Strategic Plan (2018/19 – 2023/24) considers school feeding as a cross-sector initiative, it is not currently embedded across the national policy framework. For those policies that do integrate school feeding, they do not offer guidance on steps to amend modalities and budgets in times of crisis. In addition, the NSFP lacks an M&E framework. During the remaining McGovern-Dole implementation period, WFP will support the Government in strengthening the policy framework by offering technical assistance on the development of the School Feeding Strategy (2023-2030), integrating school feeding into sector policies, and sector strategy planning.

279. Overall, good progress has been made to ensure the sustainability of school feeding and project outcomes after the graduation of project schools into the NSFP. WFP and the Government have taken proactive and effective steps to address barriers and promote school feeding.

3. Conclusions and Recommendations

280. The conclusions and recommendations are based on the evaluation team's analysis of the findings presented in this report per the mixed-method approach and validation processes described in Section 1.4 and Annex 5. Annex 16 maps each recommendation to the primary findings and conclusions to which it responds.

[216] WFP Rwanda. 2023. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. October 1, 2022 – March 31, 2023.

[217] The New Times. 2023. Step towards better nutrition: How East Africa could unlock school feeding programme success. 27 June.

[218] WFP Rwanda. 2023. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. October 1, 2022 – March 31, 2023.

[219] WFP Rwanda. 2022. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. April 1, 2022 – September 30, 2022.

[220] WFP Rwanda. 2022. WFP Rwanda FY 2020 McGovern-Dole Project Semi-Annual Report. October 1, 2021 – March 31, 2022.

[221] Ibid.

[222] WFP Rwanda and Republic of Rwanda, Ministry of Education. 2023. Joint transition strategy for Home-Grown School Feeding Programme to the National School Feeding programme: January 2023 – September 2025.

3.1. CONCLUSIONS

281. **Relevance:** The McGovern-Dole project is relevant to the education, food security and nutrition, health and literacy needs of its intended beneficiaries, who are students and communities in the poorest and most food-insecure districts in Rwanda. It is relevant to government policies that seek to enhance national economic and social development through access to quality education for all. Project experience and WFP support are relevant to the specific types of support the Government needs to implement Rwanda's NSFP.

282. The project's awareness-raising among parents on the importance of girls' education and nutrition, and the addition of menstrual management rooms, are having a positive effect on girls' attendance. Such gender-sensitive activities are relevant to supporting greater gender equality in a traditional society where the roles and expectations for girls and women are limited. Though few students with disabilities attend government schools (including McGovern Dole-supported schools), as many schools are inaccessible due to their location and few resources are available to respond to students' needs, project planning shows limited alignment with United Nations and WFP disability-inclusion goals.

283. **Effectiveness:** The McGovern-Dole project has made good progress toward its overall objectives at midterm and is continuing to demonstrate leading practice in school feeding. The project's continued success from Phase I into Phase II is effectively reinforcing government practices and strengthening national policies and integrated planning. In Phase II, the project made a concerted effort to strengthen district capacity and engagement with encouraging results emerging at midterm, specifically in local government awareness and coordination.

284. The quality of project activities is recognized by participants and key stakeholders and is validated by the evaluation team. Activities lead to the expected results. Training for school administrators, teachers and community members has been effective and appropriate, which has translated into improved literacy instruction in project schools and increased parent engagement and contributions. Reading comprehension scores were high across both project and control schools. All schools have established an improved water source and handwashing stations. Where infrastructure was damaged, i.e., due to floods, schools are addressing this to the extent resources allow. The evaluation team has high confidence that schools will be able to maintain the current level of functionality of water infrastructure. At the same time, key informants emphasize the importance of ongoing efforts to improve access to water: schools with irregular access to water are considered less likely to prioritize maintenance and further improvement of water infrastructure. While health and hygiene outcomes have not been fully achieved, teachers and parents report that children are practicing better hygiene and are healthier because of better nutrition.

285. The evaluation found the provision of a daily nutritious meal is well appreciated and the food items provided are appropriate to the local context and students' nutritional needs. The project has made good progress in establishing local market linkages and has appropriately adjusted procurement processes in response to identified challenges. Further work is needed to ensure these revised procurement processes are sustainable, including consultation, orientation, and training, but the evaluation team and stakeholders recognize the appropriateness of the model and are confident that it was an effective response.

286. The M&E system was a particular challenge under Phase I and has been significantly strengthened in Phase II. The current system is well designed to respond to the needs and requirements of the project. It sufficiently captures changes in the six activity areas and their impact on the lives of beneficiaries. Specifically, the evaluation noted an improvement in activity and output M&E when compared to Phase I. Monitoring structures are timely and regular, elicit input from relevant stakeholders, and inform and enable effective and efficient decision-making. Work remains to be done on implementing a system for disability-disaggregated information and developing a knowledge management plan to capture learning related to the scale-up of school feeding, which is a key purpose of Phase II.

287. **Efficiency:** The COVID-19 pandemic and increased food prices were the main factors impacting project implementation and efficiency. Implementation delays resulting from the pandemic were proactively addressed and the project is on schedule to achieve all expected results. Project resources are being negatively impacted by global food price increases. In response, WFP has reallocated resources to optimize implementation.

288. Overall, WFP has demonstrated strong adaptive management. The midterm results illustrate the high level of awareness of risks, challenges, and opportunities for solutions in the remaining implementation period of

Phase II. Additionally, appropriate systems and processes are in place for effective adaptive management across a range of shocks and challenges. The evaluation team notes that previous and current changes in WFP staffing have slowed the implementation of direct and support activities, such as transition readiness planning, strengthening the project focus on disability, updating the theory of change, undertaking specific activities to document and utilize crossover learning between HGSF and the NSP, and M&E system improvements as outlined above.

289. **Impact:** The McGovern-Dole project has positively impacted targeted beneficiaries and made significant contributions toward overall objectives for school feeding in Rwanda. At the national level, WFP has leveraged its strong relationships with the Government to strengthen government systems. WFP's role in the TWG and WFP's support in developing the National School Feeding Strategy and Financing Strategy are key examples of leveraging project knowledge and experience to strengthen government capacity. District Coordinators have maximized learning from the McGovern-Dole project and their support has been critical to the expansion of the NSFP in their districts.

290. Some progress was observed at midterm to address GEWE in the local context. While the project has taken steps to incorporate gender sensitization into teacher training and community outreach activities, GEWE interventions are a limited focus in project design. The project has worked proactively to strengthen the GEWE capacity of local and national government colleagues and ensure programming and training are gender-inclusive. The project is primed to implement gender tools more widely in the remaining implementation period; however, this would benefit from a gender strategy and gender-focused approach to knowledge management and learning.

291. At midterm, smallholder farmers' capacity has been significantly strengthened because of project activities and initiatives. Training in PHHS, crop production and marketing has contributed to smallholder farmers' and cooperatives' ability to supply food items for school feeding. While the market assessment revealed more could be done, progress has been made to strengthen cooperative governance and establish linkages with schools. WFP plans to implement more structured linking activities in the second half of Phase II.

292. **Sustainability:** WFP and partners have taken concrete steps to ensure the sustainability of project outcomes after the transition of project schools into the NSFP, including development of the School Feeding and Financing strategies and the Transition Plan. The project design did not clearly articulate a transition strategy but WFP and MINEDUC have created a transition plan to orient all stakeholders at national, district, school, and community levels to the incorporation of McGovern-Dole schools into the NSFP. It will be important for WFP to support sustainability by supporting coordination, providing evidence of the most effective approaches and information on leading practices to the Government.

293. Inter-ministerial collaboration, like what occurred for the Financing Strategy, is necessary for scale-up and success, and to help to ensure adequate resourcing. Recent efforts have been successful in engaging more ministries in the NSFP through the Financing Strategy and enabling ministries to collaborate on defining roles and responsibilities for the NSFP. WFP and partners acknowledge that more collaboration is needed for sustainability. Coordination among stakeholders is more mature at the district level, and support can be consolidated from different sources (WFP, USAID, Government) and then underpinned by strong district government capacity and district-to-national policy/process linkages.

294. The transition of McGovern-Dole project schools to the NSFP is on track, though partners note that a phased approach would have been better, rather than graduating all project schools at once and abruptly stopping project support for transitioning schools. WFP is already discussing plans to continue commodity support with oil and rice supplies through the September 2023 handover period. WFP will also retain monitoring and programming staff through the end of the school year. District Coordinators are a critical element for sustainability and will be retained by WFP until the end of 2024, though WFP acknowledges that the District Coordinators cannot monitor all schools and monitoring capacity must be addressed in the future, possibly by tracking some indicators through the SDMS. It will also be important for WFP to continue to focus on district-level support, which is where the main responsibility lies for NSFP implementation and the continued success of the McGovern-Dole schools.

3.2 LESSONS

295. This section synthesizes the lessons learned from the WFP Rwanda HGSF project that have broader relevance for WFP's work in school feeding globally and are inherently of strategic nature for WFP positioning, specifically, in transition planning and country capacity strengthening for school feeding.

296. **Evidence and support to government decision-making.** An important strength of the WFP HGSF team is its responsiveness to the Government's long-term strategic information needs and to opportunities to support government decision-makers. This approach to government engagement in school feeding has been carried over from Phase I; multiple interviewees commented on the continued success of this strategy at midterm. An illustrative example is the analysis of risks and opportunities related to current procurement modalities generated by a WFP school feeding procurement expert to guide government decisions. This timely responsiveness to specific information needs is where WFP needs to continue applying this learning.

297. **Local procurement.** Strategic support to the process of defining and developing a local procurement system for the NSFP is critical. Rather than driving the process forward, WFP Rwanda appropriately equipped government officials to lead decision-making on local procurement. As such, procurement has become an iterative co-creation process engaging multiple government stakeholders – despite pressure on WFP to provide more direct support. Government ownership of the procurement decision-making process is a clear example of how the project was designed to set the Government up for success. As noted, WFP's facilitation of evidentiary support is a critical element of this process.

298. **Broad, high-level government engagement.** Government leadership in school feeding policy and implementation at the most senior levels is vital. Rwanda senior government officials have become strong HGSF advocates, largely because WFP has responded to government needs with timely, specific, and succinct information. Additionally, WFP has enabled the Government's successes by working through appropriate governance structures (i.e., national SFC, NSF TWG), support to strategies and policies (e.g., NSFP, operational guidelines, financing strategy) and analytical pieces that have brought praise from within and outside the Government. The Government of Rwanda's engagement in the global School Meals Coalition and the UNFSS process have further garnered government interest in being part of what is now seen as a global success story. The project has ensured broad government engagement by working not only with MINEDUC but with other ministries that directly or indirectly support national development goals related to education, gender, health, and agriculture.

299. **Giving credit where credit is due.** It is important to acknowledge Rwanda's successes in school feeding. The Government's solid achievements in NSF should now fundamentally change the nature of CCS engagement, with an explicit two-way learning process across all activities and CCS engagement at multiple levels, with a focus on individuals.

300. **Deliberate approach to CCS.** Understanding the interaction between other parts of the CSP and the HGSF project and the impact of decisions in each area is crucial. The CCS framework helps guide communication and coordination – within WFP and with external partners – around decision-making and the implications for other programmatic sectors. Applying the framework guides and reenforces systems approaches and systems strengthening.

301. **Partner collaboration and engagement.** The alignment of WFP Rwanda's HGSF support with other initiatives such as USAID literacy and community mobilization activities and RBC deworming has been critical to securing efficient and effective government support. This partnership model recognizes the necessity of intersectoral collaboration to achieve shared goals and mandates.

3.2. RECOMMENDATIONS

302. This section presents recommendations for the remaining implementation period of Phase II of the McGovern-Dole project. Recommendations are based on the evaluation findings and conclusions, as well as discussions with WFP Rwanda staff, stakeholders, and participants. The evaluation team proposes six operational and two strategic recommendations.

Recommendation	Type	Responsibility	Other contributing entities	Priority	By when
Recommendation 1: Strengthen transition support for Group 1 schools, including post-transition accompaniment. The transition process should have been initiated at the start of the school year through a step-by-step process aligned with school and district transition readiness levels. The project should apply a more structured, deliberate, and documented approach to its transition activities to increase the efficiency and effectiveness of efforts in this critical phase before transition to the NSFP. The transition planning document should include guidance for regular points of reflection with HGSF staff, school and district representatives, and a review of levels of school preparedness for the transition. In addition, WFP should identify lessons and leading practice emerging across schools with a view to developing updated guidance for the NSFP roll-out to all schools. WFP should also develop proactive and participatory process documentation to inform the blueprint for the upcoming Group 2 transition.	Operational	WFP Rwanda CO (Programming and M&E)	MINEDUC WFP RBN and HQ SBP MEAL for guidance/documentation of best practices	High	By September 2023
Recommendation 2: Continue to strengthen the monitoring system; specifically target setting and inclusion of project-level GEWE, CCS and PWD indicators. Specific GEWE targets should be defined that go beyond performance indicators, and monitoring should be strengthened and more deliberately tracked to better assess changes in GEWE results associated with the project. Where relevant, monitoring for PWD should be added. WFP should adopt CCS indicators in the project and undertake annual CCS monitoring to help assess progress in government capacity strengthening related to the NSFP. The indicators and monitoring system can be co-created with the HQ CCS unit. The budget will need to be aligned with these monitoring requirements. In addition, World Vision should track literacy indicators in Group 2 schools, including teachers' application of modern teaching methods and pedagogies learned from project training, and the number of District Education Officers and Sector Education Officers trained in modern pedagogies.	Operational	WFP Rwanda CO (M&E, Gender/ Inclusion, Programming)	WFP HQ CCS WFP HQ SBP MEAL World Vision	High	Within 6 months

Recommendation 3: Develop and implement a knowledge management and learning (KML) strategy to cover both the HGSF project and the NSFP. The main KML focus areas for HGSF are to i) document the Group 1 model and identify good practice models as demonstration schools for the NSFP at national and district level as it continues to evolve over the coming years, ii) strengthen Group 2 effectiveness, and iii) identify possible issues in Group 1 schools that may need specific support from the McGovern-Dole project or district government as they integrate in to the NSFP. The preliminary KML focus areas for the NSFP are to document lessons and good practices for i) local market linkages and local procurement processes, ii) parent contribution models, and iii) school, community and district communication and engagement processes on WASH, school meals and literacy issues. WFP should also document the transition process and best practices for transitioning the HGSF into the NSFP. WFP Rwanda can also draw on insights from the WFP Kenya McGovern-Dole evaluation regarding lessons learned on supporting the Government's M&E system.	Operational	WFP Rwanda CO (Programming, M&E)	Government of Rwanda (national and local levels) School staff; District Coordinators WFP RBN and HQ SBP MEAL for guidance/documentation of best practices	High	Within 6 months
Recommendation 4: Organize an outcome-to-impact reflection process to update the TOC/results framework; this process should consider strategic recommendations from the midterm evaluation. WFP should organize semi-annual reflection meetings with HGSF partners and stakeholders to take stock of progress toward expected outcome-level results with a focus on the bigger picture. As a general practice, WFP should revisit the causal pathways and the assumptions that underpin its intervention logic for Phase II to ensure that approaches and specific activities are optimized for effectiveness and relevance to the NSFP, including coherence with other sector initiatives that are supporting the NSFP. Specifically, for the HGSF and its role in enabling the NSFP, WFP should focus on understanding and maximizing responsiveness to current government technical and resourcing needs at national and district levels. This reflection process should result in an updated TOC/results framework, which may include new or revised outcome-level	Operational	WFP Rwanda CO (Programming, M&E)	HGSF partners and stakeholders, such as Government of Rwanda ministerial partners, World Vision, GHI, NCDA, Rwanda Biomedical Centre, etc.	High	Within 6 months

results that better reflect NFSP needs and a continued shift to an upstream country capacity-strengthening role for WFP in supporting the NFSP.					
Recommendation 5: Conduct small-scale qualitative research studies to probe more deeply into questions this evaluation has raised, to generate more detailed evidence that can inform adaptive management and sector learning. Suggested areas for additional research in 2023-2025 include: 1) What are the main reasons students repeat grades? (e.g., failed national exam required to pass to next grade? catching up after COVID-related learning losses? Other?) 2) In the local context, to what extent is grade repetition a "positive" for education? Should it be viewed favourably, in that staying in school is preferable to dropping out, or is it a sign that the student experience is deficient in some way that hinders them from advancing academically? 3) How does teachers' additional role and time spent on school meal prep and clean-up affect instruction time and time for teachers' own prep, lunch and other school activities? What coping strategies do teachers use to mitigate negative impacts? How can negative strategies be mitigated and positive ones be scaled? 4) What factors have contributed to the success of school gardens despite challenges such as delayed rains and the additional effort required by school staff and volunteers to install and maintain them? How can school gardens be more strategically incorporated into future school meals project design? 5) What accounts for the differences in results between Group 1 and Group 2 schools? Research Qs can be developed to investigate specific results of interest. Possible factors to explore: differences in implementation models, differences in enabling environment across time and across geographic locations. 6) What role did WFP capacity strengthening play in the success of farmer savings and the increase in local purchase? Why was Group 2 not as successful with local purchase as Group 1?	Operational	WFP Rwanda CO	WFP RBN WFP HQ SBP MEAL	High	Within 3-6 months

Recommendation 6: Strengthen focus on students living with disabilities to ensure their meaningful participation and inclusion in the NSFP and education opportunities. Disability-accessible latrines are an important first step for improving access to schools for PLWD. WFP is appropriately starting to address access to schools for PLWD through dialogue at national, local, and school level and has integrated ideas around access into the ongoing technical support on school feeding. The next step is to systematically investigate and address barriers to attendance for PLWD. This could include: 1) undertaking a meta-assessment/analysis of disability risk and opportunity in school feeding in Rwanda (not only in HGSF), 2) establishing a medium-long term roadmap for disability inclusion in school feeding in consultation with government, and 3) identifying activities that can be readily addressed in current planning to kickstart parts of that roadmap. This would include integrating disability inclusion into project planning, collecting disability-disaggregated information, and reporting on disability inclusion in semi-annual or annual reports. Existing projects in Rwanda with a disability focus that can be leveraged include Tunoze Gusoma, Uburezi Iwacu, and others.	Operational	WFP Rwanda CO (Programming, Gender/ Inclusion, M&E)	Government of Rwanda (MINEDUC) WFP HQ unit focusing on disability inclusion	High	Within 6 months
Recommendation 7: Bolster district capacity strengthening for the NSFP activities. Evaluation findings demonstrate a critical need for capacity at district and local government level to enable effective and efficient roll-out of the NFSP. The district support model implemented by HGSF with local government is looked to as a model that can be replicated. WFP needs to engage closely with national and local government decisionmakers to explore options for scaling up the District School Feeding Coordinator model to the national level. The evaluation team acknowledges that the HGSF project is already extending its District Coordinators in the project districts through 2024, providing an opportunity to explore pathways for scaling, including working with the Government to document the business case and develop resourcing options for employing HGSF District Coordinators in all districts in Rwanda.	Strategic	WFP Rwanda CO (Programming)	Government of Rwanda (national and local levels)	Medium	By the end of the project

Recommendation 8: Organize an agile HGSF technical support function that can provide short-term, high-quality technical consulting services to NFSP activities. A key success under Phase I was WFP's ability to rapidly provide technical and financial support to the Government's short-term needs. This agility enabled the development of timely evidence, case studies and advocacy material for the Government to use in inter-ministerial efforts to establish the NFSP, and the organization of critical meetings to move decision-making processes forward. The high level of responsiveness by WFP was specifically noted by the Government as a good example of true partnership between development partners and government organizations. The success of this type of technical support should be replicated in the second half of the Phase II project as the Government is stepping up its efforts to expand school feeding into a cross-sectoral initiative with more government and non-government partners. This also builds on WFP's ongoing shift to a CCS role in Rwanda and provides an opportunity for learning and applying lessons across WFP's country strategic priorities.	Strategic	WFP (Programming, M&E)	n/a	Medium	By the end of the project

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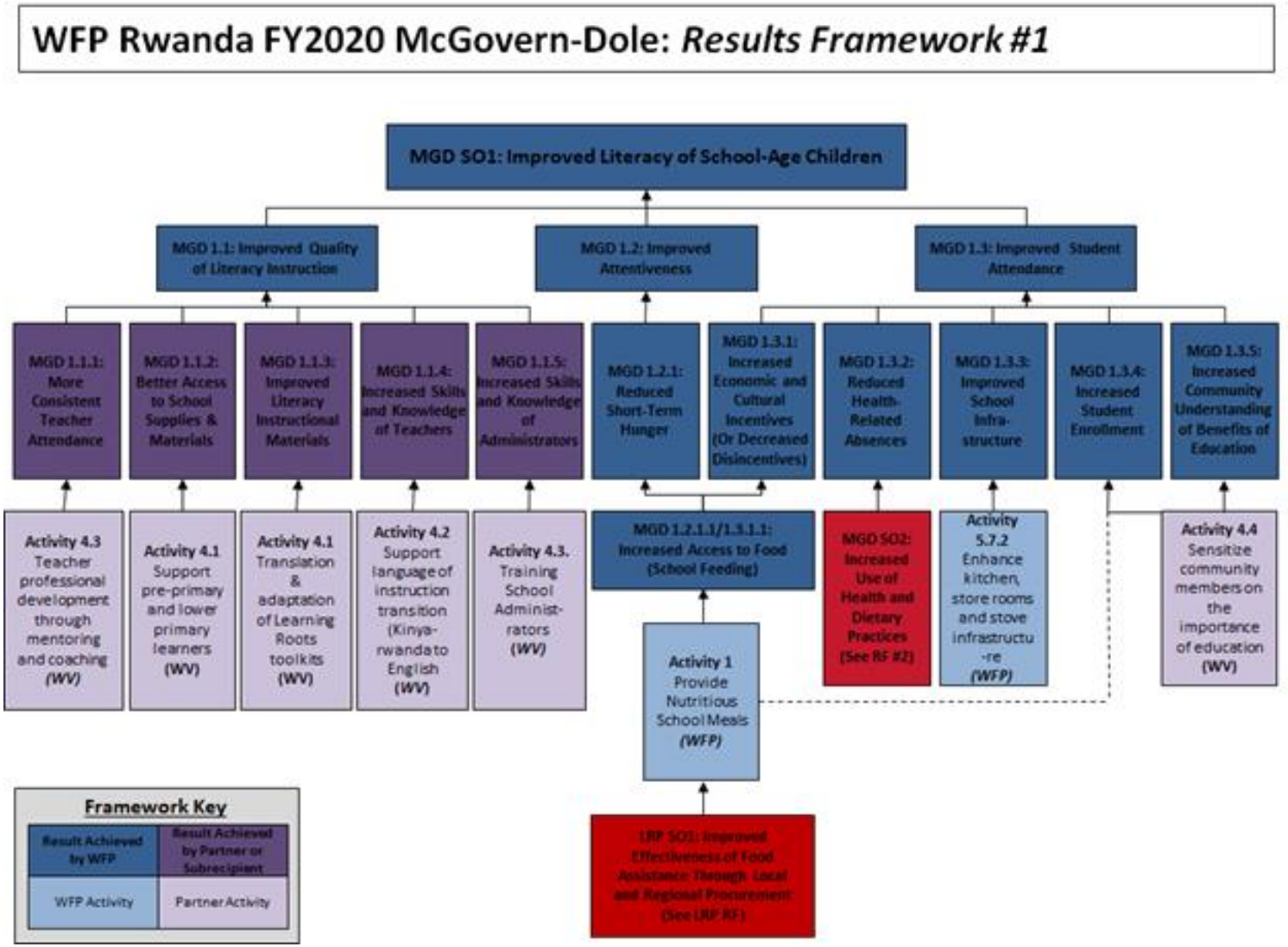
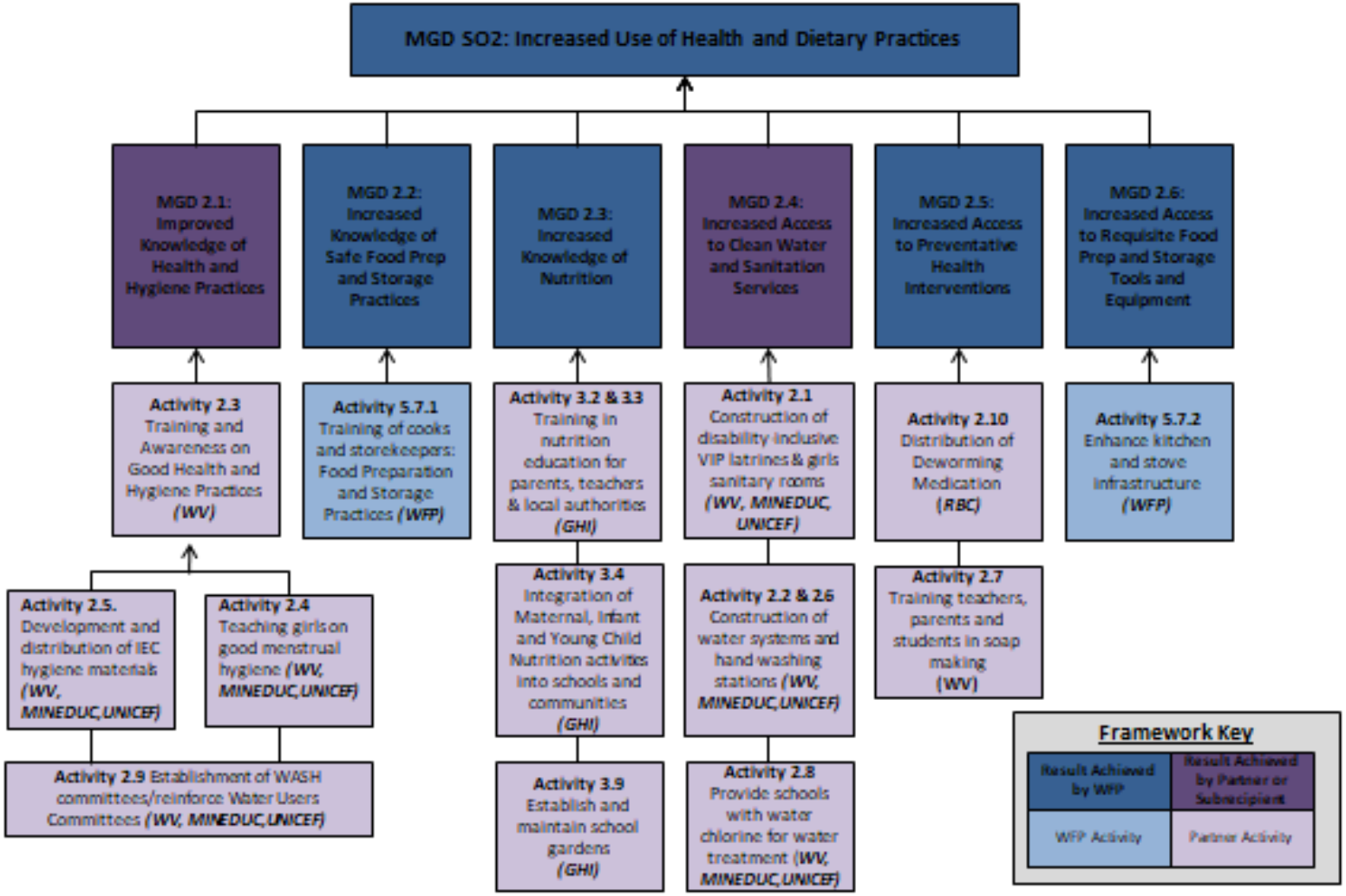
Annex 2: Results Framework of McGovern-Dole



WFP Rwanda FY2020 McGovern-Dole: *Results Framework #2*



WFP Rwanda FY2020 McGovern-Dole Proposal: *Critical Assumptions*

1. Political Assumptions

- Continued government support for school feeding from the senior leadership, MINEDUC, MINAGRI and other ministries involved as well as district level government structures, particularly for development of integrated and nutrition-sensitive programme models;
- Adequate coordination of stakeholders involved in local smallholder procurement for school feeding;
- MoH engagement for collaboration in growth monitoring

2. Environmental Assumptions

- Sufficient agricultural production for local purchase of non-USDA commodities namely maize, beans and fresh foods;
- Continued national economic growth and absence of large-scale natural disasters or macro-economic shocks that could affect farmer production;
- Adequate linkages to health care and social services, and social protection.

3. Funding Assumptions

- Continued ability of government, partners and communities to provide complementary resources towards the activities;
- Allocation of sufficient government budget to the National School Feeding Programme to enable planned transition.

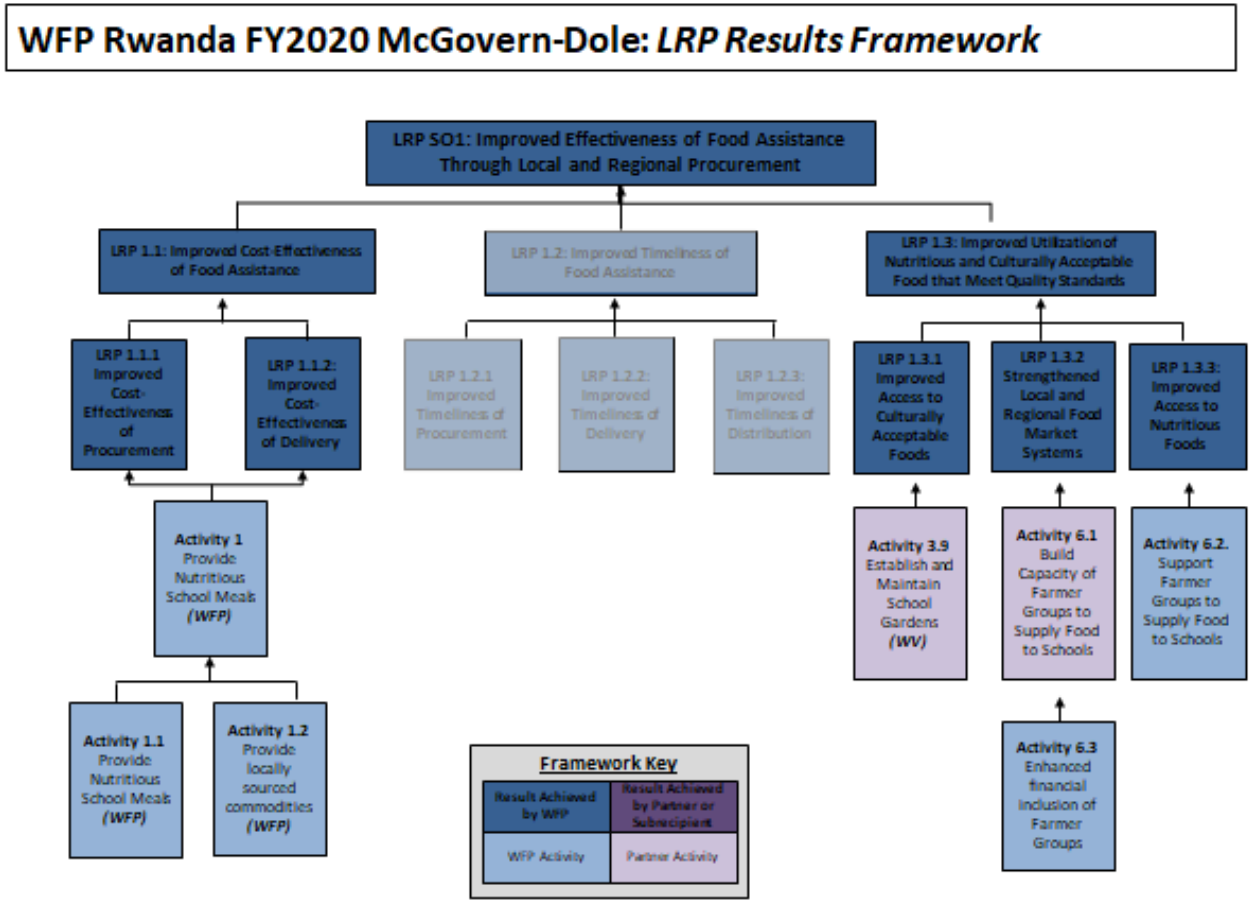
4. Programmatic Assumptions

- Sufficiently qualified personnel hired by the government in the intervening schools including teachers, cooks and storekeepers;
- Adequate quality of education and sufficient support for literacy activities at community level through the national literacy initiatives;
- Availability of cooperating partners and technical expertise to support implementation

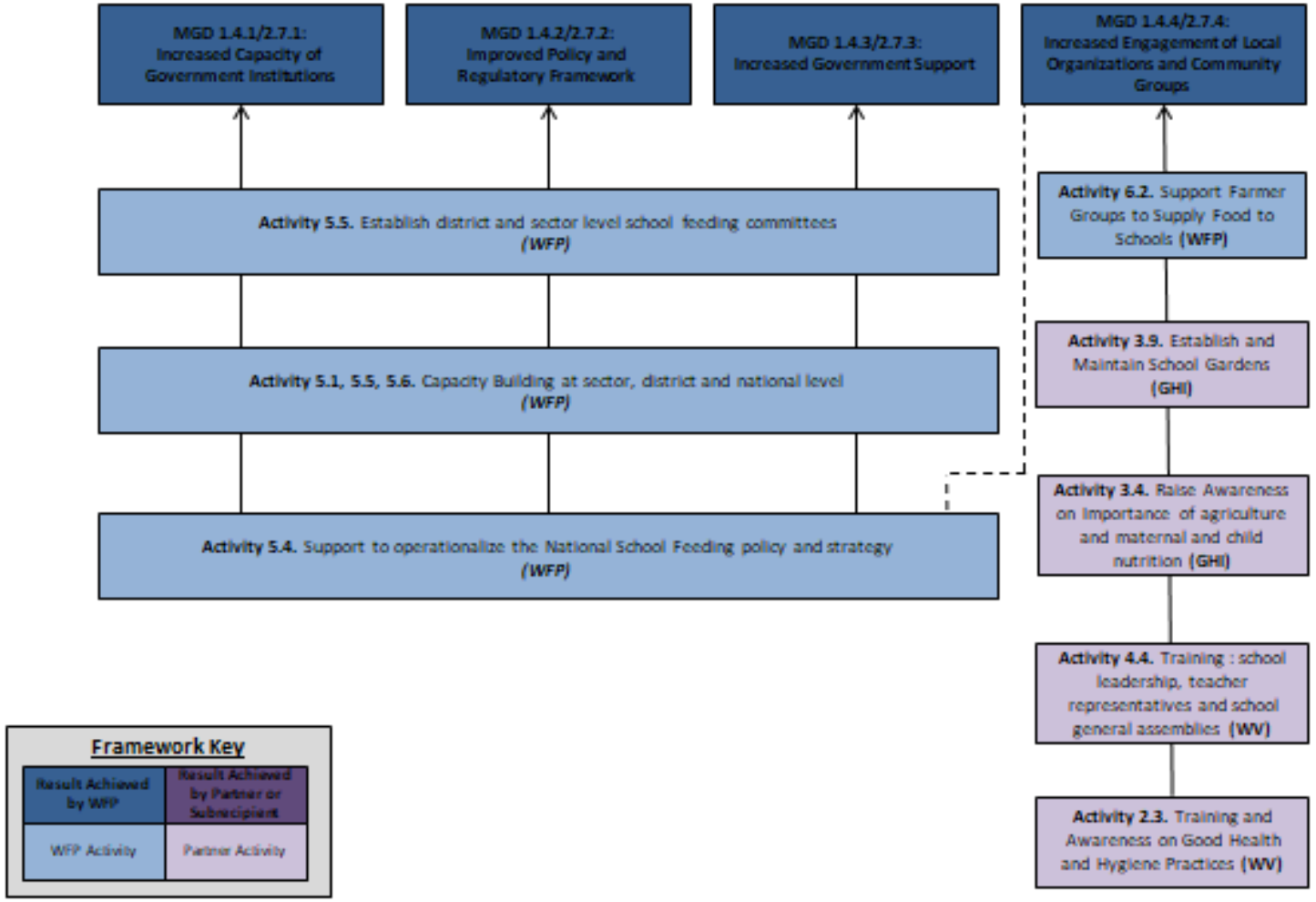
5. Other Assumptions

- Children are being fed adequately /normally in house - meet dietary calories

Annex 3: Results Framework of LRP



WFP Rwanda FY2020 McGovern-Dole Proposal: *Foundational Results*



Annex 4: Summary Terms of Reference

(see next page)

Evaluation of USDA McGovern-Dole Grant for WFP Home-Grown School Feeding Programme in Rwanda (2020-2025)

Summary Terms of Reference

The WFP RWCO is commissioning a baseline study, a midline and an endline evaluation for the FY 2020-2025 McGovern-Dole programme grant in support of WFP McGovern-Dole Programme activities in Rwanda for fiscal year (FY) 2020, to be evaluated from the period 1 March 2021 to 30 September 2025, to critically and objectively assess performance of the programmes and associated interventions for the purposes of accountability and learning and to fulfil a requirement of the USDA.

Subject and focus of the evaluation

These Terms of Reference (TOR) are to guide an evaluation process comprising three distinct evaluation processes over a five-year period. The evaluations are commissioned by the WFP Rwanda Country Office (RWCO) for the evaluations of the McGovern-Dole International Food for Education and Child Nutrition (McGovern-Dole programme) programme for fiscal year (FY) 2020. The TOR covers three deliverables: a baseline study (July-January 2021), a mid-term review (March-May 2023) and an endline evaluation (July-September 2025) for the McGovern-Dole programme. They will be undertaken in a single assignment (contract).

It outlines the evaluation requirements for the $25 million McGovern-Dole programme grant supporting direct implementation of activities in 135 pre and primary schools in Karongi, Rutsiro, Nyamagabe, Nyaruguru, Burera, Kayonza and Gasabo districts, reaching 117,095 students (49 percent girls, 51 percent boys) and 820 adults (including 280 teachers, 405 cooks and 135 storekeepers) who participate in the programme at school level. Household and community-level interventions will directly benefit 18,256 parents. Through local capacity strengthening, 135 School General Assembly Committees and 386 school administration members will directly benefit.

The $25 million FY20 project builds on significant achievements of the FY15 programme. The new programme will, in its early stages transition the four current districts representing 108 schools from McGovern-Dole to National School Feeding Programme support. Three final districts representing 28 new schools will be added to McGovern-Dole support in FY20 in order to install best practices through model schools in vulnerable regions ahead of handover.

Objectives and stakeholders of the evaluation

WFP evaluations serve the dual and mutually reinforcing objectives of accountability and learning.

The evaluation will seek the views of, and be useful to, a range of WFP's internal and external stakeholders and presents an opportunity for national, regional and corporate learning. More weight will be given to the learning objective considering that the Evaluation findings will be used to build and transition the McGovern-Dole programme into the national school feeding programme (NSFP). The evaluation reports will be presented to USDA for accountability purposes.

Key evaluation questions

The evaluations proposed will systematically employ the standard evaluation criteria of Relevance, Effectiveness, Efficiency, Impact and Sustainability. Gender Equality and the Empowerment of Women (GEEW) should be mainstreamed throughout.

The baseline evaluation will address the proposed key evaluation questions outlined in the approved evaluation plan (see Annex IV: Baseline Evaluation Matrix) to provide high-level insight on risks and opportunities related to the OECD-DAC criteria to ground evaluation analysis at midterm and endline on 1) quality of program design, 2) quality of WFP output and outcome monitoring tools (to the extent these are available), and 3) WFP's targeting for the overall indicator set.

The evaluation will take a programme theory approach based on the results framework. It will draw on the existing body of documented data as far as possible and complement and triangulate this with information to be collected in the field.

Scope, methodology and ethical considerations

The evaluations for this programme cover all five school feeding years of implementation of the McGovern-Dole funded programme for FY 2020-2025 related to its formulation, implementation, resourcing, monitoring,

evaluation, and reporting relevant to answer the evaluation questions for McGovern-Dole. The evaluation exercises will be designed to assess the impact of the programme's respective strategic objectives SO1: Improved Literacy of School-Aged Children, and SO2: Increased Use of Health and Dietary Practices.

The evaluations will adopt a mixed methods approach and a variety of primary and secondary sources, including key informant interviews, surveys, and focus groups discussions as well as a review of the quantitative data from the monitoring data from on-going programme implementation. Systematic triangulation across different sources and methods will be carried out to validate findings and avoid bias in the evaluative judgement.

The evaluations will be carried out through the same representative sample of HGSF schools in all districts of intervention: Karongi, Rutsiro, Nyamagabe, Nyaruguru, Burera, Kayonza and Gasabo, and a representative sample of schools with no WFP home grown school meals programme in comparison provinces.

The measurement of early reading outcomes for pre-primary and grades P1-P6 will be conducted using early grade reading assessment (EGRA) in a randomized sample of the 28 new schools added in the second phase of the programme where literacy is a key activity.

In light the COVID-19 pandemic, the inception phase for the baseline evaluation will be conducted remotely. The data collection phase will be conducted through fully in-country fieldwork. A final stakeholder workshop will be held remotely for the baseline. The midline and endline evaluations are expected to be conducted

The evaluation conforms to WFP and 2020 UNEG ethical guidelines. This includes, but is not limited to, ensuring informed consent, protecting privacy, confidentiality and anonymity of participants, ensuring cultural sensitivity, respecting the autonomy of participants, ensuring fair recruitment of participants (including women and socially excluded groups) and ensuring that the evaluation results in no harm to participants or their communities.

Roles and responsibilities

EVALUATION TEAM: will conduct the evaluation under the direction of its team leader and in close communication with the WFP CO evaluation manager. The team will be gender-balanced and multi-national, with appropriate skills to assess gender dimensions and expertise in School Feeding, WASH, Primary Education, and Small Holder Farmer support. All team members should have strong analytical and communication skills, evaluation experience and some familiarity and/or recent work experience in Rwanda.

EVALUATION MANAGER: main focal point for these evaluations. The EM will manage the evaluation process through all phases including drafting this TOR, ensuring quality assurance mechanisms are operational and consolidating/sharing comments on draft TOR, inception and evaluation reports with the evaluation team.

An **Internal Evaluation Committee** chaired by the Deputy Country Director will be formed as part of ensuring the independence and impartiality of the evaluations. It will be comprised of a cross-section of WFP stakeholders from relevant business areas at different WFP levels to review and provide feedback on evaluation products.

An **External Reference Group** with representation from WFP country office, Regional Bureau, Government partners, UN agencies and NGO partners will be formed to support a credible, transparent, impartial and quality evaluation process in accordance with WFP Evaluation Policy 2016-2021 and UNEG norms and standards. ERG members review and comment on draft inception report, baseline report, midline and endline evaluation reports.

STAKEHOLDERS: WFP stakeholders at country, regional and HQ level are expected to engage throughout the evaluation process to ensure a high degree of utility and transparency. External stakeholders, such as beneficiaries, government, donors, implementing partners and other UN agencies will be consulted during the evaluation process.

Communication

Preliminary findings will be shared with WFP stakeholders in the Country Office, the Regional Bureau and Headquarters during a debriefing session at the end of the data collection phase. A country stakeholder workshop will be held in February 2022 to ensure a transparent evaluation process and promote ownership of the findings and preliminary recommendations by country stakeholders.

Evaluation findings will be actively disseminated by WFP Rwanda CO, and the final evaluation report will be publicly available on WFP's website.

Timing and key milestones

Inception Phase: July-September 2021
Remote/In-country data collection: October 2021
Remote Debriefing: November 2021
Reports: December 2021- January 2021
Stakeholder Workshop: February 2021

Annex 5: Methodology

OVERVIEW

303. This annex supplements information given in Section 1.4 with more details about the data collection methods and associated tools, sampling, gender considerations, data analysis, ethical considerations, and quality assurance measures employed in the midterm evaluation,

DATA COLLECTION METHODS AND ASSOCIATED TOOLS

304. Table 15 describes the data collection methods and associated tools employed in the midterm evaluation. As noted in Section 1.4, these methods are comprised of the EGRA; a school and head teacher survey; a school records survey; qualitative fieldwork; and desk review, including the examination of quantitative data from WFP and partner monitoring reports and databases.

305. NB: The Word and software versions of the EGRA tool and the combined school/head teacher and school records review survey were initially developed in Phase I. World Vision, TANGO and the national firm collaborated to update the tools for each evaluation round in Phase I and again in Phase II.

Table 15: Summary of data collection methods and associated tools

Data collection tool/method	Type of data collected	Description
School/ head teacher survey (ODK) (Combined School/Head Teacher and School Records Review tool provided in Annex 21 in Volume II)	McGovern-Dole indicators (NB: Annex 10 indicates the method/ approach of data collection or calculation for each McGovern-Dole indicator, as well as who is responsible to collect the data. Only a subset of indicators fall to TANGO for primary data collection.)	Consistent with the baseline methodology, the midterm included a structured survey to assess performance against school-level indicators. This survey is administered at baseline, midterm and endline to all panel schools. Survey respondents are the head teacher, grade teachers, and cooks. To ensure consistency across the three exercises, TANGO applies the same questions at each round, making any needed adjustments and improvements at midterm and endline to reflect changes in implementation, indicators, or context since the baseline. The school and head teacher survey tools are largely the same as baseline, enabling the comparison of key indicators such as attendance rates over time and across project and control schools. The tools were updated and adjusted to topics of special interest at midterm, particularly around school readiness to be transferred to the NSFP. Note that in the Phase II midterm, the school/head teacher survey and the school records review survey (next row) were combined into a single tool for ease of administration. At midterm, the national team conducted in-person interviews of head teachers or their designates for all panel schools. These interviews collected data on McGovern-Dole indicators and on selected questions relevant to the evaluation questions/matrix. These questions were administered via ODK survey programmed on Android devices and recorded on those devices. Annex 21 in Volume II of this report provides the Word version of this survey.

		During, or separate from those interviews, the national team collected additional qualitative data from KIIs and/or focus groups with teachers, students, cooks, storekeepers, SGACs, School Management Committees, School Feeding Committees, and School Tender Committees. Annex 17 details the schools visited and KIIs/FGDs conducted at each school. Data collection tools were designed seek to gain perspectives from men, women, boys, and girls on their perspectives on gender relations. Focus groups were disaggregated by gender.
School record review survey (Combined School/Head Teacher and School Records Review tool provided in Annex 21 in Volume II)	School statistics (available in school records/ledgers)	As was done in the Phase I evaluation rounds and at the Phase II baseline, the national team collected statistical data commonly available on-site in school records/ledgers such as gender-disaggregated enrolment and attendance data, teacher-student ratios, number of teachers, number of students, and dropout rate. This information is collected at baseline, midterm and endline. This serves as an additional validation exercise for WFP's own data collection/profiling of a selection of project schools; this subset of data was thus not collected from the control schools. The records questions were appended to the school/head teacher survey (previous row) for the sampled project schools, recording the data on Android devices loaded with an ODK tool for this purpose. The midterm followed the approach that has worked best in the past: collecting school records data via a combination of i) using the regularly scheduled in-person interviews to gather as much data as possible for the school records questions, and ii) phone follow-up in cases where the interviewee cannot be met in person, the school records are not on hand at the time of the interview, or time constraints.
EGRA (EGRA tool provided in Annex 22 in Volume II)	McGovern-Dole indicators	Student literacy was assessed using the Early Grade Reading Assessment tool, which tests reading and comprehension skills. The national team administered the EGRA in-person to P2 students in all panel schools. During the inception phase for this midterm, WFP Rwanda discussed and agreed with World Vision and the evaluation team that it is most appropriate to administer the EGRA to P2, not P3 as in the past. This is because of the timing of data collection and the precision of the literacy indicators, which measure student reading and comprehension performance "…by the end of Grade 2." In the past, data collection was timed at the beginning of the school year, so it made sense to administer the EGRA to the just-starting P3 students. For this midterm, data collection is at the end of the school year, so it made sense to administer the EGRA to P2 students as they completed 2nd grade. This change is not expected to affect the comparability of results, under the assumption that the reading level of students at the end of 2nd grade is approximately the equivalent of their reading level at the beginning of 3rd grade. World Vision's literacy team updated the midterm EGRA reading content to ensure students have had no previous exposure to the material; the updated material is designed at a skill level comparable to baseline. Under the advisement of World Vision, the midterm EGRA tool was also adjusted to align with NESA standards, specifically by adding a listening module and a second timing stop for the reading comprehension section (adding a 180-second

		marker to the existing 60-second marker). In addition, some questions were adjusted to ensure relevance to the project at the time of the tools' administration; these changes are minor, in the interest of preserving data compatibility across rounds. In sum, no other major changes were made to the tool since Phase I or the Phase II baseline; the midterm data will be comparable to baseline (with the understanding that the listening section and 180-second marker will not have comparable baseline values because they are new). Consistent with the Phase I EGRA and Phase II baseline EGRA, the EGRA included questions to capture data on health, hygiene and nutrition practices. The EGRA was administered in Kinyarwanda only. The evaluation team acknowledges that both Kinyarwanda and English are the official languages of instruction; this was not the case at the time of developing the overall methodology and budget at baseline, which included Kinyarwanda only. Hence the decision to administer an EGRA in Kinyarwanda was made considering the absence of an English EGRA in the original overall methodology and budget, and to ensure consistency and comparability of the EGRA approach across the three evaluation exercises. The local survey firm pre-tested the EGRA tool at a school outside the panel and adjusted the programming as needed based on the pre-test.
Collection of primary qualitative data: KIIs and FGDs (Topical outlines [interview guides] provided in Annex 23 in Volume II)	**All:** Qualitative data on all evaluation questions and to validate and help interpret indicator data **Agricultural cooperatives:** Qualitative data to validate quantitative operational and performance data collected as part of WFP's routine monitoring, to explore factors that affect cooperative performance, and assess readiness to supply schools	KIIs and FGDs were guided by interview guides that are largely the same across the three evaluation exercises. The tools were based on the Phase I tools and learning from the final evaluation; they were modified to ensure responsiveness to Phase II evaluation questions and stakeholders' interests. The tools were tailored to consider new contextual information and modified as needed based on remote interviews with staff early in the data collection process. Topical outlines were designed and applied for these stakeholder categories: --WFP Kigali and field staff (interviewer: international team) --Government ministries (interviewer: international team) --District government (District Education Officials) (interviewer: international team) --Implementing partners (interviewer: international team) --Donors (interviewer: international team) --United Nations Agency Partners (UNICEF) (interviewer: international team) --Schools (head teachers, teachers, SGACs, School Management Committees), School Feeding Committees, School Tender Committees) (interviewer: national team) --Agricultural cooperative partners (interviewer: national team) Most KIIs and FGDs were conducted by a team of two people, with one leading and the other taking notes; some KIIs were conducted by a single interviewer in person or by phone considering logistical or time constraints and in the interest of optimizing the range and number of KIIs. Team members were assigned KIIs and FGDs as much as possible

		in accordance with gender, language, and cultural considerations; some KIIs, for example, were conducted by a two-person team of an international and a national evaluator, to ensure interviewees could respond in their preferred language. All KIIs and FGDs followed informed consent protocols. In some cases, KIIs and FGDs were audio-recorded to assist interviewers and notetakers to document them accurately. All audio recording was done only with participants' verbal consent. The qualitative data from KIIs and FGDs were documented in real time, either into paper notebooks or laptops, by the interviewer and/or a notetaker. As soon as practicable after the interview/FGD took place, the interviewer and/or notetaker reviewed the notes for completion and organized them into structured templates corresponding to the topical outlines. While initial draft notes may have been taken in Kinyarwanda, final versions of the notes are in English. Information from KIIs and FGDs was analyzed using an Excel-based analysis process.
Desk review	Secondary data for history, context; indicator data collected by WFP and partners	The evaluation included a systematic review of relevant project documents such as the project proposal, annual and semi-annual donor reports, readiness scorecards (district, school and cooperative level); country-level analysis and assessments (e.g., gender, market, health), and the Phase II baseline and Phase I evaluation reports. It also included the review of performance indicator data collected by WFP and partners, and relevant literature and research from Government and other sources for contextual information. See Annex 1 for a list of documents cited.

SAMPLING

Overview

306. Data collection was based on covering three strata, referred to by group number or by their full designation. The strata are:

- Group 1: WFP McGovern-Dole Phase I project schools (stratum: 108 schools from four districts; final sample: 21 schools from Group 1)
- Group 2: Project schools added to the original 108 (stratum: 32 schools from three districts; final sample: 10 schools from Group 2)
- Group 3: Control schools (10 purposively selected schools from nearby communities as a counterfactual)

307. Group 1 and Group 2 are also referred to as "treatment" schools because they received the project interventions.

308. As established at baseline, the same panel of schools (sample project schools + control schools) was used at baseline and midterm and will be used at endline. This section describes further details on the sampling approach.

Project schools (Group 1 and Group 2)

309. The school sample selected at baseline serves as a panel, i.e., to be repeated at midterm and endline to ensure comparability across the three exercises.[223] This section thus describes the sampling approach applied at baseline.

310. To identify which project schools will participate in the EGRA assessment, TANGO made a simple random selection of schools within Group 1 and Group 2; Table 16 shows the target number of schools by strata. Given the small populations (<108 schools per group) of these groups, a 20 percent sample from each group ensures sufficient representation. However, TANGO adjusted the number of schools selected in Group 2 upward from 5.6 to 10. Schools from each group were selected using simple random sampling, ensuring each school had an equal probability of being selected relative to other schools in the stratum. Strata statistical weights are applied when indicator values are aggregated beyond the strata level (for example if Group 1 and Group 2 results are aggregated for one 'total' estimate, this estimate is estimated using statistical weights).

Table 16: Sample size selection

	Total Schools in Population	20 percent of All schools	Total Selected Schools for Sample	Minimum EGRA Sample Size (students)
Group 1	108	21.4	21	462
Group 2	28	5.6	10	220
TOTAL (MGD)	*Unknown*	*Unknown*	*31*	*682*
Control	*Unknown*	*Unknown*	10	220

311. TANGO applied the formula below to derive a minimum sample size of P2 students to assure statistical accuracy in comparisons across strata (groups 1, 2, and 3,) as well as across survey rounds (baseline, midterm, endline).[224]

[223] Four schools were added to the project since the Phase II baseline, bringing the total number of project schools from 136 at baseline to 140 at midterm. This does not affect the sampling approach.

[224] At baseline, the EGRA was administered to students in P3 as opposed to P2. The rationale for this decision is described in Table 15.

$$Required\ Sample\ Size = D\left[\frac{\left[(z_\alpha + z_\beta)^2 * [P_1(1-P_1) + P_2(1-P_2)]\right]}{(P_2 - P_1)^2}\right]$$

where:

Variable	Assumed value	Description
n =		
Deff =	2	Design effect for complex sample design (assumed to be = 2)
Zα =	1.282	Z value associated with desired significance level for confidence (90%, one-tailed)
Zβ =	0.842	Z value associated with desired significance level for power (80%, one-tailed)
P1 =	50.0%	estimated level of an indicator measured as a proportion at the time of the first survey or within a comparison group
P2 =	65.0%	expected level of the indicator either at a later survey round or different comparison group. (P2 - P1) is the magnitude of change or difference across subgroups that the sample is powered to detect (in this case, a difference of 30%, or 15 percentage points).
NR	10.0%	Non-response rate

312. The above formula computes a minimum required sample size of 210 students to enable statistically accurate comparisons for a single group (stratum). When Group 1 and Group 2 are combined into a single 'pool' this allows the researchers to establish statistically representative data points for boys and girls and thus allow meaningful comparisons between these two groups as well. TANGO rounded up the sample size to 220 for logistical ease – where 11 male and 11 female grade students are interviewed in 31 project schools and 10 control schools (refer to Table 16 above and Table 17 below). Note that project implementation in Group 1 schools will phase out two or three years after the baseline, so in effect, the midterm evaluation for the project serves as an endline for Group 1 schools, and the endline evaluation will serve as an ex-post evaluation. As such, the hypothesis and evaluation/research questions for the latter, in the phased-out schools, will differ from those in the schools that continued the project.

Table 17: EGRA target sample sizes

	Target Sample Size (ALL)	Target Sample Size (Male)	Target Sample Size (Female)
Group 1	462	231	231
Group 2	220	110	110
TOTAL (MGD)	*682*	*341*	*341*
Control	*220*	*110*	110

313. The same 31 project schools and 10 control schools (see next section) are surveyed at baseline, midterm, and endline.

314. Selection of students at the school level was done by randomly selecting grade students in the chosen schools using the same method used at baseline. The required number of EGRAs per school was 11 P2 boys and 11 P2 girls. Once on-site at the school, the team recorded the names of the P2 students present during that shift,

creating separate lists and counts for boys and girls. The total count for each sex was divided by 11, and a random number was selected between the resulting quotient and 1. The random number was used as a starting point for counting off students from the list (per the quotient/skip number) and selecting the EGRA sample for that sex. For example, if there were 55 P2 boys, 55/11 = 5; a random number was generated between 1 and 5 (say, "2"); the skip number is 5. Starting with the second boy on the list, every fifth boy was chosen to receive the EGRA.

Control schools

315. The 10 control schools, selected at baseline, had similar characteristics with project schools to allow for comparability. They were selected as follows. The evaluation team asked each head teacher (from the selected project schools) to identify/refer the three closest schools of the same level and type (e.g., government or private), and provide the following information for each "referred" school to the extent of their knowledge:

    - What is the school's location? Distance from this project school (i.e., the respondent's school)?
    - Is the school urban, peri-urban, or rural?
    - Is this a government or private school?
    - What is the estimated school size (i.e., student population)?

316. The head teacher was also asked to provide the name and contact information of the head teacher at each referred school named, if known.

317. The evaluation team cross-checked the "'referred" schools with the total list of schools receiving WFP support (from the sample frame they provided – which at the time of the baseline was 136 schools). Any "referred" schools receiving WFP support were removed from the list. This resulted in a list of 1-3 "referred" (i.e., potential control) schools per project school. The final stage of selecting the 10 control schools was purposive, based on the following traits, in rank order:

    - Proximity to another school in the sample
    - Alignment with urban/peri-urban/rural characteristic (i.e., strive for the same characteristic in the project and control school, e.g., to avoid pairing an urban school with a rural one)
    - Alignment of category: government vs private
    - Similar school size

318. Additional characteristics considered included the number of teachers and enrolment and attendance rates, if this information was available.

319. As part of control school selection, the proposed control group schools were asked for permission to conduct future data collection activities over the course of the project. This informed-consent-seeking process was co-designed and implemented with the CO. Following each data collection activity in control schools, WFP and World Vision will develop a summary brief to share with schools, outlining the EGRA results for McGovern-Dole schools and non-McGovern-Dole schools, including each school's EGRA results (aggregated across students, not per student) for use in school decision-making.

320. At midterm, the evaluation team learned that one of the control schools in the baseline panel (Gasabo School) had been integrated into the project. It was thus necessary to replace this school in the panel with a comparable control school. WFP staff identified the replacement school, applying the original selection criteria.

Qualitative sample

321. The sample for the qualitative work was based on the schools selected for the EGRA. First, every EGRA survey was accompanied by a head teacher KII to provide a qualitative data point for all panel schools. In addition, the evaluation team conducted qualitative deep dives at 10 schools total across the three groups of schools: Group 1 project schools (4x), Group 2 project schools (4x), and control schools (2x). This purposive sample was drawn in consultation with WFP to ensure basic representation of key school characteristics across the total. The sample will remain the same for all evaluations.

322. Interviewee categories and key informants were selected using purposive sampling, with the goal of covering the full range of stakeholders across the sample. KIIs were held with 31 males and 12 females knowledgeable

of the project, with positions in the WFP CO and RB, World Vision, GHI, national and district government, UNICEF, FAO and IFAD.

323. Thirty-five FGDs were held at school and community level with cooks, McGovern-Dole-supported cooperatives, P5 students, School Feeding Committees, School Tender Committees, and teachers. These were organized as much as possible with equal representation of males and females from each responding group. FGDs were single-sex and conducted by interviewers/facilitators of the same sex to the extent logistically feasible, Overall, there were 117 male and 108 female FGD participants.

324. See Section 1.4, Table 21 for summarized information of the KII and FGDs conducted, and Annex 11 for full details.

GENDER CONSIDERATIONS

325. Gender considerations are reflected in several aspects of the evaluation design. The quantitative data are sex disaggregated. The qualitative topical outlines incorporate questions on both boys' and girls' participation in McGovern-Dole project activities (e.g., school gardens, literacy activities); their access to education, especially those from very poor families or who have disabilities; teacher and parent attitudes about higher education and its influence on learners' perceptions; women's ability to manage household duties and participate in cooperatives; and other gender themes. Both the international and national evaluation teams had male and female evaluators, which facilitates same-sex assignments in the conduct of interviews and focus groups; same-sex focus groups (in terms of the gender of both the evaluator and the focus group members) were prioritized especially when the lines of inquiry were of a potentially sensitive nature (e.g., discussions about girls' sanitation rooms, gender dynamics, etc.). Responses to the qualitative survey will be compared with the school records reviews to highlight any disparities in gender balance (e.g., among repeat learners or school employees) that may need further investigation and response by school management. The evaluation team examined WFP contributions to a gender-transformative process in terms of WFP's advocacy and communications with governing bodies and communities regarding the rights of women and girls, particularly the most vulnerable. The evaluation adheres to UNSWAP Criteria 2c by integrating a diverse range of gender-responsive methods and tools in the data sources and processes, as listed above. The evaluation triangulated school-based data on gender and inclusion with interviews with WFP, Government, and implementing partners. The evaluation methods and sampling are designed to address stakeholder diversity and inclusion of the most vulnerable, per UNSWAP Criteria 2d.

DATA ANALYSIS

Quantitative analysis

326. The national team provided all raw quantitative data to TANGO's quantitative team for analysis. All data were thoroughly reviewed before data analysis, with preliminary data cleaning conducted by the local firm and followed up by the TANGO quantitative analyst. This process involved daily data uploads from the field and real-time review and feedback by the TANGO lead analyst. The national team performed all technical adjustments to the Tangerine tool and first-level daily quality control of the Tangerine data before forwarding to TANGO, while the ODK data and quantitative tools were managed by TANGO directly. This process follows the same process used effectively in Phase I and in the Phase II baseline study and is in accordance with TANGO's internal procedures and controls for data protection and quality assurance.

327. Primary quantitative data from the EGRA and school survey were analyzed to provide accurate point estimates of student literacy and WASH indicators. Indicators were statistically analyzed for comparison with baseline survey findings, as well as for comparisons of project and control schools at confidence levels of 90 percent, 95 percent and 99 percent. An additional difference-in-difference analysis was done using baseline and midterm values to determine significant treatment effects for key indicators.

Qualitative analysis

328. The main basis for the analysis of primary qualitative data was the evaluation team's summary notes from KIIs, FGDs and small group meetings. The notes were structured using a review template that aligns with the topical outlines and facilitates the identification of emerging topics and themes. The notes were shared regularly among team members for discussion and iterative analysis during the data collection phase and finalized at the completion of this phase. The desk review began in the inception phase and was ongoing

throughout data collection and analysis; documents were reviewed with reference to the evaluation questions, thematic focus areas, and emerging hypotheses, with relevant references incorporated into the report for context, comparison and triangulation.

ETHICAL CONSIDERATIONS

329. In addition to following UNEG guidelines identified in Section 1.4, all evaluation staff and consultants have complied with TANGO's policies and procedures, including TANGO's Code of Ethics and Conduct. This includes ethical research safeguards, and child and youth protection protocols based on UNICEF guidance.[225]

330. The evaluation team ensured ethical safeguards were in place for all interviews, particularly for sensitive populations, through transparent practices including: informing all interviewees of the purpose and duration of the interview, how they were identified to participate in the interview, informing interview participants of their rights, providing guarantees that specific interview findings will remain confidential and that all information provided will be used to assess the project – with no direct attribution to the interviewee. All interviewees were informed that they may choose not to participate; all prospective evaluation subjects gave verbal consent before commencing answering survey, key informant, or focus group questions. In the case of administering the EGRA to minors (students) and asking additional questions on health and hygiene practices, consent was given by the head teacher (see school/head teacher survey tool in Annex 21 of Volume II of this report; the consent is requested before proceeding with the interview).

331. The ethical and safeguarding protocols described above were monitored throughout the evaluation process, including during fieldwork, by the team leader and TANGO quality assurance manager. No concerns arose during the evaluation.

332. Regarding the protection of personally identifiable information (PII):

- *Quantitative data:* Includes EGRA, head teacher, and census surveys. At the end of the evaluation, TANGO will submit raw and clean STATA datasets and associated syntax files. The shared data will be stripped of PII such as location, school/organization/committee name, name and title/position/role of respondent.
- *Qualitative data:* Includes FGD data only; TANGO will not provide KII data, to protect the anonymity of key informants. TANGO will prepare and submit summary notes of FGD, stripped of PII such as location, school/organization/committee name, name and title/position/role of respondent. TANGO will not provide recorded audio recordings or transcripts of FGDs or KIIs.

333. The box below provides further information regarding technical measures taken to protect participant data.

TANGO International Data Collection Protocol

Phase II of the US Department of Agriculture (USDA) McGovern-Dole Grant for the World Food Programme (WFP) Home-Grown School Feeding Programme in Rwanda

Baseline, Midterm and Endline Evaluations

TANGO maintains daily backup copies of all qualitative and quantitative data in a secure physical location, on site at TANGO headquarters as well as in separate secure locations on secure cloud servers that are only accessible to TANGO data managers. TANGO assignments that employ tablets for data collection use CAPI software. Data are uploaded daily from the field to secure cloud servers in an encrypted format. Data on the servers are only accessible to authorized TANGO data managers. The downloadable ODK software TANGO uses does not have any mechanisms that might allow ODK to access or control TANGO's devices or systems. TANGO contracts with an IT specialist who follows a protocol to ensure that TANGO IT systems (hardware and software) are equipped with current anti-virus, malware, and other relevant tools to ensure the maintenance and security of the data and information that TANGO collects and produces in the course of business.

[225] https://www.unicef-irc.org/research/ethical-research-and-children/

QUALITY ASSURANCE

334. This evaluation has been implemented using the framework established by the WFP Decentralized Evaluation Quality Assurance System (DEQAS). Quality assurance was also built into TANGO's internal processes and communications throughout all evaluation phases, from team orientation and training through inception, data collection, analysis and reporting, and managed by TANGO's quality assurance manager in cooperation with the team leader. The evaluation team had regular correspondence and consultations to review analytical progress, discuss highlights and emerging themes, and enable triangulation and sense-making. The team also had regular communication with the CO to address questions and information needs that arose in the analysis process.

335. The international evaluation team conducted a debriefing session on the final day of the mission (June 9) and the team leader led a fuller remote debriefing on July 13 with the ERG and other stakeholders; both debriefings served in part to review and validate preliminary findings. The initial and final report drafts are subject to review by the Evaluation Committee and an Evaluation Reference Group (ERG) established by WFP Rwanda to ensure the independence and impartiality of the evaluation at all stages, which contributes to the impartiality of the evaluation and safeguards against bias and influence. As the process of report review by WFP and DEQAS progresses, TANGO will continue to engage with stakeholders via teleconferences as needed, sharing the draft report and considering reviewer comments, and a remote validation workshop. The purpose of the workshop is to present the findings, insights, and analysis in an accessible forum that encourages dialogue between the evaluation team and internal and external stakeholders, with a view to validate results and discuss the implications of the conclusions for future program design and strategy.

Annex 6: Output Indicators

Table 18. Standard output indicators

Standard Indicator Number	Performance Indicator	Baseline	Progress towards targets								Life of Project Target
			FY 2022			FY 2023			FY 2024	FY 2025	
			Annual Target	Actual (Oct '21 – Sept '22)	Target vs Actual[1]	Annual Target	Actual (Oct '22 – Mar '23)	Target vs Actual[2]	Annual Target	Annual Target	
3	Number of teaching and learning materials provided as a result of USDA assistance	0	0	28	n/a	112	0	0%	0	0	140
5	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance[3]	0	336	0	0%	384	64	16.7%	384	384	384
	Female	0	168	0		192	54		192	192	192
	Male	0	168	0		192	10		192	192	192
7	Number of school administrators and officials trained or certified as a result of USDA assistance[3]	0	365	473	129.6%	498	453	91.0%	120	120	498
	Female	0	182	216		249	215		60	60	249
	Male	0	183	257		249	238		60	60	249
8	Number of educational facilities (i.e., improved water sources, latrines, etc.) rehabilitated/constructed as a result of USDA assistance	0	34	17	50.0%	158	50	31.6%	0	0	179
	Classrooms	0	-	0		0	0		0	0	-
	Kitchens/Cook Areas	0	-	0		0	0		0	0	-
	Improved Water Sources	0	-	1		11	0		0	0	-
	Latrines	0	-	5		68	25		0	0	-

Standard Indicator Number	Performance Indicator	Baseline	Progress towards targets								Life of Project Target
			FY 2022			FY 2023			FY 2024	FY 2025	
			Annual Target	Actual (Oct '21 – Sept '22)	Target vs Actual[1]	Annual Target	Actual (Oct '22 – Mar '23)	Target vs Actual[2]	Annual Target	Annual Target	
	Permanent Handwashing Stations	0	-	6		17	0		0	0	-
	Temporary Handwashing stations	0	-	0		0	0		0	0	-
	Other school grounds or school building	0	-	5		62	25		0	0	-
10	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	0	0	0	n/a	1	1	100.0%	1	0	4
	Education (Stage 1-5 noted)	0	0	0		1	1		1	0	-
	Child Health & Nutrition (Stage 1-5 Noted)	0	0	0		0	0		0	0	-
13	Number of School General Assembly Committees or similar school governance structures supported as a result of USDA assistance	0	405	420	103.7%	1,120	560	50.0%	256	256	1,120
16	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	0	22,833,525	15,562,256	68.2%	22,833,525	14,032,146	61.5%	5,596,110	5,596,110	73,127,946
17	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	0	117,095	111,075	94.9%	117,095	117,934	100.7%	28,698	28,698	145,793
	New, Female	0	-	9,369			10,774				-
	Continuing, Female	0	-	98,433			47,322				
	New, Male	0	-	9,651			10,494				-
	Continuing, Male	0	-	100,261			49,344				

Standard Indicator Number	Performance Indicator	Baseline	Progress towards targets								Life of Project Target
			FY 2022			FY 2023			FY 2024	FY 2025	
			Annual Target	Actual (Oct '21 – Sept '22)	Target vs Actual[1]	Annual Target	Actual (Oct '22 – Mar '23)	Target vs Actual[2]	Annual Target	Annual Target	
18	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	0	117,095	111,075	94.9%	117,095	117,934	100.7%	28,698	28,698	145,793
	Community Assets	0	-	0		-	0		-	-	-
	Household Assets	0	-	0		-	0		-	-	-
	Human Assets/Capital, Female, New	0	-	9,369		-	10,774		-	-	-
	Human Assets/Capital, Female, Continuing	0	-	98,433		-	47,322		-	-	-
	Human Assets/Capital, Male, New	0	-	9,651		-	10,494		-	-	-
	Human Assets/Capital, Male, Continuing	0	-	100,261		-	49,344		-	-	-
22	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	0	405	84	20.7%	560	0	0.0%	128	128	10,000
	Female	0	-	17		-	0		-	-	-
	Male	0	-	67		-	0		-	-	-
23	Number of individuals trained in child health and nutrition as a result of USDA assistance.	0	4,204	723	17.2%	648	36	5.6%	152	152	9,492
	Female (55%)	0	2,312	376		356	14		84	84	5,220
	Male (45%)	0	1,892	347		292	22		68	68	4,272
24	Number of children under five (0-59 months) reached with nutrition-specific interventions through USG-supported programs	0	0	0	n/a	1,565	1,897	121.2%	1,565	1,565	4,695

Standard Indicator Number	Performance Indicator	Baseline	Progress towards targets								Life of Project Target
			FY 2022			FY 2023			FY 2024	FY 2025	
			Annual Target	Actual (Oct '21 – Sept '22)	Target vs Actual[1]	Annual Target	Actual (Oct '22 – Mar '23)	Target vs Actual[2]	Annual Target	Annual Target	
	Female	0	0	0		-	892		-	-	-
	Male	0	0	0		-	1,005		-	-	-
27	Number of schools using an improved water source	110	128	106	82.8%	136	140	102.9%	30	30	136
28	Number of schools with improved sanitation facilities	116	135	16	11.9%	140	41	29.3%	32	32	140
29	Number of students receiving deworming medication(s)	0	117,095	107,998	92.2%	117,095	117,934	100.7%	28,698	28,698	117,095
30	Number of individuals participating in USDA food security programs	0	132,095	135,978	102.9%	132,095	142,537	107.9%	43,698	43,698	165,938
	People in government, Male	0	-	-		-	9		-	-	-
	People in government, Female	0	-	-		-	4		-	-	-
	Proprietors of USDA-assisted private sector firms, Male	0	-	-		-	0		-	-	-
	Proprietors of USDA-assisted private sector firms, Female	0	-	-		-	0		-	-	-
	People in civil society, Male	0	-	-		-	0		-	-	-
	People in civil society, Female	0	-	-		-	0		-	-	-
	Laborers, Male	0	-	-		-	0		-	-	-
	Laborers, Female	0	-	-		-	0		-	-	-
	Producers, Smallholder farmers, Male	0	-	-		-	12,905		-	-	-
	Producers, Smallholder farmers, Female	0	-	-		-	11,685		-	-	-

Standard Indicator Number	Performance Indicator	Baseline	Progress towards targets								Life of Project Target
			FY 2022			FY 2023			FY 2024	FY 2025	
			Annual Target	Actual (Oct '21 – Sept '22)	Target vs Actual[1]	Annual Target	Actual (Oct '22 – Mar '23)	Target vs Actual[2]	Annual Target	Annual Target	
31	Number of individuals benefiting indirectly from USDA-funded interventions	0	351,285	449,200	127.9%	351,285	476,752	135.7%	86,094	86,094	351,285
32	Number of schools reached as a result of USDA assistance	0	135	140	103.7%	140	140	100.0%	32	32	140
LRP Standard 1	Number of individuals participating in USDA food security programs that include an LRP component	0	132,095	135,950	102.9%	132,095	142,524	107.9%	43,698	43,698	132,095
LRP Standard 2	Number of individuals benefitting indirectly as a result of USDA assistance	0	52,500	115,975	220.9%	52,500	122,950	234.2%	52,500	52,500	52,500
LRP Standard 5	Cost of commodity procured as a result of USDA assistance (by commodity and source country)	$0	$535,425	$464,623	86.8%	$535,425	$645,278	120.5%	$130,200	$64,600	$1,265,650
LRP Standard 6	Quantity of commodity procured as a result of USDA assistance (by commodity and source country)	0 MT	947 MT	450 MT	47.5%	1,447 MT	646 MT	44.6%	284 MT	170 MT	2,848 MT
	MML	0 MT	-	450 MT		-	80 MT		-	-	-
	Beans	0 MT	-	0 MT		-	576 MT		-	-	-

Standard Indicator Number	Performance Indicator	Baseline	Progress towards targets								Life of Project Target
			FY 2022			FY 2023			FY 2024	FY 2025	
			Annual Target	Actual (Oct '21 – Sept '22)	Target vs Actual[1]	Annual Target	Actual (Oct '22 – Mar '23)	Target vs Actual[2]	Annual Target	Annual Target	
LRP Standard 16	Number of schools reached with LRP activities as a result of USDA assistance	0	135	140	103.7%	140	140	100.0%	32	32	140

Source: WFP Semi-Annual Reports

[1] FY22 Key: red = less than 80% achieved, yellow = 80% to 99.9% achieved, green = 100%+ achieved

[2] FY23 Key: red = less than 10% achieved, yellow = 10% to 49.9% achieved, green = 50%+ achieved

[3] Data on teacher and school administrator trainings provided by World Vision via email.

Note: The pandemic delayed data collection for the Phase II baseline; the baseline was not conducted until February 2022. Thus, FY 2021 is not reported in the table.

Annex 7: Outcome Indicators

Table 19. Standard outcome indicators

Standard Indicator Number	Performance Indicator	Baseline	Progress towards targets								Life of Project Target
			FY 2022			FY 2023			FY 2024	FY 2025	
			Annual Target	Actual (Oct '21 – Sept '22)	Target vs Actual[1]	Annual Target	Actual (Oct '22 – Mar '23)	Target vs Actual[2]	Annual Target	Annual Target	
1	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[3]	62.1%	59%	62.1%	105.3%	64%	55.7%[4]	87.0%	64%	69%	69%
	Female	61.5%	59%	61.5%		64%	55.0%		64%	69%	69%
	Male	62.2%	59%	62.2%		64%	56.4%		64%	69%	69%
2	Average student attendance rate in USDA supported classrooms/schools	83%	98.5%	91.62%	93.0%	99%	94.3%	95.3%	99%	99%	99%
	Female	-	98.5%	92.22%		99%	94.7%		99%	99%	99%
	Male	-	98.5%	91.02%		99%	94.0%		99%	99%	99%
4	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	0	302	445	147.4%	384	64	16.7%	384	384	384

Standard Indicator Number	Performance Indicator	Baseline	Progress towards targets								Life of Project Target
			FY 2022			FY 2023			FY 2024	FY 2025	
			Annual Target	Actual (Oct '21 – Sept '22)	Target vs Actual[1]	Annual Target	Actual (Oct '22 – Mar '23)	Target vs Actual[2]	Annual Target	Annual Target	
	Female (60%)	0	181	215		230	54		230	230	230
	Male (40%)	0	121	230		154	10		154	154	154
6	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	0	329	445	135.3%	498	502	100.8%	96	96	498
	Female	0	-	230		-	229		-	-	-
	Male	0	-	215		-	273		-	-	-
9	Number of students enrolled in school receiving USDA assistance	78,410	117,095	111,075	94.9%	117,095	117,934	100.7%	26,698	26,698	145,793
	Pre-Primary Female	-	-	5,417		-	8,567		-	-	5,282
	Pre-Primary Male	-	-	5,090		-	8,421		-	-	5,496
	Primary Female	-	-	49,725		-	45,529		-	-	66,157
	Primary Male	-	-	50,843		-	51,417		-	-	68,858
19	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	0	2,943	723	24.6%	19,725	668	3.4%	4,605	4,605	37,752
	Female (55%)	0	1,619	376		10,849	307		2,533	2,533	20,764

Standard Indicator Number	Performance Indicator	Baseline	Progress towards targets								Life of Project Target
			FY 2022			FY 2023			FY 2024	FY 2025	
			Annual Target	Actual (Oct '21 – Sept '22)	Target vs Actual[1]	Annual Target	Actual (Oct '22 – Mar '23)	Target vs Actual[2]	Annual Target	Annual Target	
	Male (45%)	0	1,324	347		8,876	233		2,072	2,072	16,988
20	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	0	365	0	0.0%	336	84	25.0%	77	77	6,000
	Female (55%)	0	201	0		185	17		42	42	3,300
	Male (45%)	0	164	0		151	67		35	35	2,700
LRP Standard 7	Value of annual sales of farms and firms receiving USDA assistance	$280,000	$268,817	$372,000	138.4%	$403,226	$253,703	62.9%	$537,634	$537,634	$1,747,312
	Maize	-	-	$372,000		-	$253,703		-	-	-
	Beans	-	-	$0		-	$0		-	-	-
LRP Standard 8	Volume of commodities sold by farms and firms receiving USDA assistance	643 MT	1,000 MT	1,105 MT	110.5%	1,500 MT	569 MT	37.9%	2,000 MT	2,000 MT	6,500 MT
	Maize	-	-	1,084 MT		-	569 MT		-	-	-
	Beans	-	-	21 MT		-	0 MT		-	-	-
LRP Standard 12	Number of individuals in the agriculture system who have applied improved management practices or	100	15,000	23,195	154.6%	15,000	24,590	163.9%	15,000	15,000	15,000

Standard Indicator Number	Performance Indicator	Baseline	Progress towards targets								Life of Project Target
			FY 2022			FY 2023			FY 2024	FY 2025	
			Annual Target	Actual (Oct '21 – Sept '22)	Target vs Actual[1]	Annual Target	Actual (Oct '22 – Mar '23)	Target vs Actual[2]	Annual Target	Annual Target	
	technologies with the USDA assistance										
	Female	-	7,500	11,714		7,500	11,685		7,500	7,500	7,500
	Male	-	7,500	11,481		7,500	12,905		7,500	7,500	7,500

Source: Unless otherwise noted, all data comes from WFP Semi-Annual Reports

[1] FY22 Key: red = less than 80% achieved, yellow = 80% to 99.9% achieved, green = 100%+ achieved

[2] FY23 Key: red = less than 10% achieved, yellow = 10% to 49.9% achieved, green = 50%+ achieved

[3] Student literacy data collected by evaluation team at baseline and midterm. Calculation follows the same methodology applied at baseline. A new, additional analysis was conducted at midterm, by CO request, following NESA standards (see full discussion in Section 2.4. Applying the "NESA-standard" analysis, the combined results for Group 1 and Group 2 are 38.6 percent at baseline (33.5 percent for males; 43.7 percent for females) and 36.7 percent at midterm (32.8 percent for males; 42.5 percent for females) (percentages calculated by evaluation team). The NESA analysis is a higher standard and thus the percentages are lower than what was calculated using the baseline methodology; the direction of change in both analytical approaches is the same (downward).

[4] Percentage calculated by evaluation team. Includes Group 1 and Group 2 schools.

Note: The pandemic delayed data collection for the Phase II baseline; the baseline was not conducted until February 2022. Thus, FY 2021 is not reported in the table.

Annex 8: Custom Indicators

NB: Custom indicators were included in the Performance Monitoring Plan but USDA and WFP decided not to include them in the agreement. WFP never set targets but has been reporting the data when available. WFP is in process of deciding whether to remove custom indicators from the MEAL plan,

Table 20: Custom Indicators

Indicator Number	Performance Indicator	Disaggregation	FY22	FY23
Custom 1	Number of meals provided that include fruits, vegetables, legumes and/or animal source proteins in addition to the donated US commodity	n/a	444,300	14,034,146
Custom 2	Number of school-aged children who receive 5 or more meals per week that include fruits, vegetables, and/or animal source proteins in addition to US commodities	Total	111,075	117,934
		Female	55,142	54,096
		Male	55,933	59,838
Custom 3	Number of school gardens established and maintained	n/a	136	32
Custom 4	Number of students benefiting from the establishment and maintenance of school gardens	Total	102,978	24,767
		Male	52,297	-
		Female	50,681	-
Custom 5	Number of growth monitoring and promotion interventions conducted at pre-schools as a result of GHI advocacy	n/a	0	23
Custom 6	Number of children under five (0-59 months) reached with growth monitoring and promotion interventions	Total	0	1,897
		Female	0	892
		Male	0	1,005
Custom 7	Number of schools which received seeds package[226]	n/a	136	32
Custom 8	Number of nurseries established at schools	n/a	136	32
Custom 9	Percentage of children with whom a caregiver or older sibling was engaged in two or more direct actions to promote learning in the past week	n/a	0	n/a
Custom 10	Number of students participating in reading competitions facilitated as a result of USDA assistance	Total	106,148	65,342
		Female	50,395	31,153
		Male	55,753	34,189
Custom 11	Number of WASH committees established at schools	n/a	108	66

[226] The FY22 and FY23 values for Custom Indicator 7 are not cumulative. In FY2022, GHI supported 136 schools to establish or maintain gardens (Note: the total number of project schools was originally 136 and was expanded to 140 after the baseline evaluation). In advance of the transition, GHI supported the 108 Group 1 schools to maintain school gardens, and they completed the handover of these gardens in 2022. In 2023, GHI continues to support the remaining 32 McGovern-Dole project schools.

Custom 12	Number of female students trained on good menstrual hygiene practices	n/a	27,721	18,895
Custom 13	Number of Information Education and Communication (IEC) hygiene materials distributed	n/a	0	168
Custom 14	Number of students reached with health and hygiene messages as a result of USDA assistance	n/a	96,835	117,163
Custom 15	Number of parents, teachers and students trained in soap making	n/a	0	0
Custom 16	Number of fuel-efficient stoves provided and rehabilitated	n/a	0	18
Custom 17	Number of individuals directly benefiting from the provision and rehabilitation of fuel-efficient stoves	n/a	0	6,809
Custom 18	Number of parents trained as part of School Feeding Committees	n/a	0	280
Custom 19	Number of parents trained as part of School Procurement Committees	n/a	0	280
Custom 20	Number of students benefiting from newly constructed/rehabilitated latrines	n/a	3,776	25,684
Custom 21	Number of students benefiting from newly constructed or enhanced water systems	n/a	4,480	0
Custom 22	Number of students benefiting from kitchens, cook areas and storerooms built or rehabilitated	n/a	0	6,809
Custom 23	Number of Government staff trained at national level	n/a	5	7
Custom 24	Number of Government staff trained at district level	n/a	4	60
Custom 25	Number of Government staff trained at sector/cell level	n/a	0	517
Custom 26	Number of National School Feeding Steering Committee meetings supported	n/a	0	0
Custom 27	Number of District School Feeding Steering Committee meetings supported	n/a	16	14
Custom 28	Number of National School Feeding Technical Working Groups meetings supported	n/a	2	3
Custom 29	Number of students who participated in school internal class competitions on nutrition	Total	65,004	24,767
		Female	33,504	-
		Male	31,499	-
Custom 30	Number of community level seed week events organized	n/a	104	0
Custom 31	Number of schools with operational plan for school gardens	n/a	32	32
Custom 32	Number of nutrition-focused Parents' Day Implemented at schools	n/a	0	0

Custom 33	Number of schools that are using nutrition and food safety guides developed for cooks and food store managers	n/a	0	0
Custom 34	Number of maternal and child nutrition community events in which GHI shared nutrition and agriculture messaging	n/a	92	23
Custom 35	Number of cooking demonstration sessions conducted during maternal and child nutrition events	n/a	28	32
Custom 36	Number of nutrition-focused clubs established in schools	n/a	28	32
Custom 37	Number of nutrition-focused educational materials distributed	n/a	8,960	13,200
Custom 38	Number of technical working groups and district coordination meetings in which GHI shared lessons learned from the project and Maternal and Child Nutrition integration	n/a	39	7

Source: WFP Semi-Annual Reports

Annex 9: Evaluation Matrix

Key Evaluation Question				Criteria	Quality of Evidence
Relevance					
1. To what extent is the McGovern-Dole project appropriate to the needs of the target beneficiaries, including men, women, boys, and girls? To what extent has the design of capacity strengthening activities aligned with and/or enhanced government capacity building gaps within the NSFP?					High
Sub questions	**Indicators**	**Data collection methods**	**Sources of data/information**	**Data analysis methods/ triangulation**	**Quality of Evidence**
1.1 Is the project improving enrolment, literacy skills, etc. among all students, as intended? Are there differences based on gender, disability, poverty, teacher and parent engagement?	Attendance rates, drop-out rates, 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, poverty rates, food insecurity, health, and nutrition indicators.	Literature review, surveys, key informant interviews, focus group discussions	Monitoring reports from WFP and implementing partners, evaluation quantitative and qualitative data	Quantitative comparative analysis between baseline and midterm data, disaggregated by sex, difference-in-difference, qualitative analysis, triangulation	High
1.2 Is the project contributing to the improvement of health and hygiene at schools? In communities?	Attendance rates, days of school missed (by gender/age), health and nutrition indicators	Literature review, surveys, key informant interviews, focus group discussions, observation	Monitoring reports from WFP and implementing partners, evaluation quantitative and qualitative data	Quantitative comparative analysis between baseline and midterm data, disaggregated by sex, difference-in-difference, qualitative analysis, triangulation	High
1.3 How are programme interventions enhancing the capacities of farmers	Data on production changes, sales to schools,	Literature review, key informant interviews,	WFP quantitative data and reports, Monitoring reports from WFP and	Qualitative analysis, triangulation	High

to supply HGSF? What is working well, and why or why not?	purchases by school from farmers, etc.	focus group discussions (gender-balanced)	implementing partners, qualitative data		
1.4 What systems, policies, strategies and other support has WFP provided to help the Government meet its national school feeding goals?	Systems, policies, strategies, etc. supported by WFP Alignment with the objectives and orientations of relevant government policies (food security, nutrition, school health, education, etc.).	Literature review, interviews with key informants from government staff and WFP staff	Government policies on school feeding, nutrition, school health and social nets	Qualitative analysis, triangulation	High
1.5 How has WFP supported the capacity development of national, regional and district level structures to support school feeding and the transition to the NSFP?	Systems, policies, strategies, etc. supported by WFP Alignment with the objectives and orientations of relevant government policies (food security, nutrition, school health, education, etc.).	Literature review, interviews with key informants from government staff and WFP staff	Government policies on school feeding, nutrition, school health and social nets	Qualitative analysis, triangulation	High

2. To what extent is the McGovern-Dole project aligned with overall USDA objectives as well as strategies, policies, and normative guidance? To what extent is the McGovern-Dole project aligned with Government's relevant stated national policies, including sector policies and strategies?					High
Sub questions	**Indicators**	**Data collection methods**	**Sources of data/information**	**Data analysis methods/ triangulation**	**Quality of Evidence**
2.1 What aspects of the WFP Rwanda programme are aligned with USDA objectives? Where does it differ, and why?	Review of consistency with USDA objectives, strategies, policies, and guidance	Literature review, key informant interviews	Literature review, WFP staff	Qualitative analysis, triangulation	High
2.2 What aspects of the McGovern-Dole project are aligned with and support the Government's strategies and objectives on the national school meal programme? What aspects are not aligned, and why? How is the program aligned with the Government's Education Sector Plan?	Alignment with and support for Government of Rwanda policies and strategies on national school meal programme, nutrition, education, school health, gender equity, equal access to education, etc.	Literature review, interviews with key informants from government and WFP staff	Government policies on school meals, nutrition, school health, gender equity, equal access to education, including those of NCDA, MINEDUC, MINAGRI, RBC, REB, RCA.	Qualitative analysis, triangulation	High
2.3 What aspects of the McGovern-Dole project is the Government adopting for the NSFP? What aspects of the McGovern-Dole project will be/not be retained by the	Perspectives on Government capacity (technical, administrative, financial) to adopt programme aspects	Literature review, interviews with key informants from government and WFP staff	Government policies on school meals, nutrition, school health, gender equity, equal access to education, including those of NCDA, MINEDUC, MINAGRI, RBC, REB, RCA.	Qualitative analysis, triangulation	High

Government after the transition, and why?					

3. To what extent is the McGovern-Dole project aligned with frameworks of UN agencies and relevant development partners? To what extent is the McGovern-Dole project aligned with WFP's overall strategy and related guidance?					High
Sub questions	**Indicators**	**Data collection methods**	**Sources of data/information**	**Data analysis methods/ triangulation**	**Quality of Evidence**
3.1 Are there areas where the project and UN agencies and development partners are not aligned, and if so, why? What are the implications?	Consistency and complementarity with the frameworks and objectives of UN agencies and development partners	Literature review, interviews with key informants from government, WFP staff and other UN agencies, implementing partners	Policies and strategies as stated in the UNDAF (2018-2023); other policies and strategies of development partners (e.g., UNICEF, UNESCO, IFAD, FAO, MIINICOM), and district education officials; and implementing partners (World Vision, GHI).	Qualitative analysis, triangulation	High
3.2 What aspects of the McGovern-Dole and WFP's overall strategy support the objectives of both? Where do gaps exist, and why? What are the implications?	Consistency and complementarity with WFP strategy and guidance on school meals and complementarity with other relevant aspects of the country programme	Literature review, interviews with key informants from government, WFP staff	Policies and objectives as stated in WFP Rwanda country strategy, WFP global strategy and guidance, guidance specific to McGovern-Dole	Qualitative analysis, triangulation	High

4. To what extent are the changes made to activities (design and implementation) due to external shocks and other factors (e.g., the food price crisis, weather-related disasters, climate change, COVID-19) relevant for beneficiaries?					High
Sub questions	**Indicators**	**Data collection methods**	**Sources of data/information**	**Data analysis methods/ triangulation**	**Quality of Evidence**
4.1 What external shocks have affected the project? How have these shocks affected programme beneficiaries?	Review of external shocks and other unanticipated factors affecting programme (e.g., inflation, price increases, supply issues, climate shocks, COVID-19, etc.); perceptions and formal assessments of effect on programme and beneficiaries	Literature review; key informant interviews with WFP staff, Government staff, gender-balanced interviews with school personnel, and FGDs; observation	Literature review, WFP staff, Government staff, school-level key informants and FGDs, farmer groups,	Qualitative analysis, triangulation	High
4.2 What changes have been made to the project to address the effect of these shocks on beneficiaries? What has worked, what has not worked as expected?	Review of programmatic responses to external shocks, including timeliness, effectiveness, unanticipated outcomes.	Literature review, key informant interviews with WFP staff, Government staff, school-level interviews, FGDs	Literature review, WFP staff, Government staff, school-level key informants and gender-balanced FGDs and farmer groups,	Qualitative analysis, triangulation	High

Key Evaluation Questions				Criteria	Quality of Evidence
Effectiveness					
5. To what extent has progress has been made at the mid-term point towards reaching the overall objectives of the McGovern-Dole project *(outlined in attachment A of the Agreement)* for various beneficiary groups *(for men, women, boys and girls)* and by type of activity?					High
Sub questions	**Indicators**	**Data collection methods**	**Sources of data/information**	**Data analysis methods/ triangulation**	**Quality of Evidence**
5.1 Is the project on track to reach its objectives? What are the main achievements at mid-term?	Number of students receiving meals (actual vs. planned); number of teachers trained; 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; number of schools with an improved water source and hygiene facilities; engagement of community members; farmer capacities for HGSF	Literature review, secondary data, key informant interviews, primary quantitative data (e.g., outcome indicators collected in school survey and EGRA)	M&E data and reports from WFP Rwanda, implementing partners, key informants from schools, communities, farmer groups	Quantitative analysis comparing baseline and midterm data; disaggregated by gender; qualitative analysis; triangulation	High
5.2 Are there areas where progress towards programme achievements is not as expected, and why? What steps are being taken to address this?	Number of students receiving meals (actual vs. planned); number of teachers trained; Percent of students who, by the end of two grades of primary schooling, demonstrate that they can	Literature review, secondary data, key informant interviews, primary quantitative data (e.g., outcome indicators collected in school survey)	M&E data and reports from WFP Rwanda, implementing partners, key informants from schools, communities, farmer groups; school survey	Quantitative analysis comparing baseline and midterm data; disaggregated by gender; qualitative analysis; triangulation	High

	read and understand the meaning of grade-level text; number of schools with an improved water source and hygiene facilities, engagement of community members; farmer capacities for HGSF				
6. What were the major factors influencing the achievement or non-achievement of the objectives and outcomes of the McGovern-Dole project by the time of the mid-term evaluation? What, if any, unexpected outcomes resulted from programme implementation?					High
Sub questions	**Indicators**	**Data collection methods**	**Sources of data/information**	**Data analysis methods/ triangulation**	**Quality of Evidence**
6.1 What are the major achievements of the McGovern-Dole project at the mid-term? What are the key factors contributing to those achievements?	Examination of management and implementation strengths as reported by WFP, government, implementing partners, and programme participants	Literature review, key informant interviews, primary quantitative data (e.g., outcome indicators collected in school survey and EGRA)	WFP staff, government staff, implementing partners, programme participants; programme reports; school survey	Quantitative analysis comparing baseline and midterm data; disaggregated by gender; qualitative analysis; triangulation	High
6.2 What major aspects of the project have been partially achieved or not achieved? What are the key contributing factors? Actions taken to address non-achievements?	Examination of management and implementation challenges as reported by WFP, government, implementing partners, and programme participants	Literature review, key informant interviews, primary quantitative data (e.g., outcome indicators collected in school survey and EGRA)	WFP staff, government staff, implementing partners, programme participants; programme reports	Quantitative analysis comparing baseline and midterm data; disaggregated by gender; qualitative analysis; triangulation	High

6.3 What activities, if any, produced additional positive results? What activities, if any, produced an undesirable result? Actions taken to address each?	Perceptions of unintended outcomes or consequences as reported by WFP, government, implementing partners and programme participants, and effect on programme and participants	Literature review, key informant interviews	WFP staff, government staff, implementing partners, programme participants; programme reports	Qualitative analysis, triangulation	High

7. To what extent has the M&E system been adequately designed to respond to the needs and requirements of the project? Has the M&E system been sufficiently able to capture changes in the lives of the beneficiaries?					High
Sub questions	**Indicators**	**Data collection methods**	**Sources of data/information**	**Data analysis methods/ triangulation**	**Quality of Evidence**
7.1 Is the WFP M&E system producing information that is relevant for programme managers and useful for decision-making in a timely and user-friendly manner? Is it capturing information on GEWE?	Review of WFP M&E system against programme requirements and needs	Literature review, data review, key informant interviews	Monitoring and evaluation data and reports from WFP staff, implementing partners, key informants	Qualitative analysis, triangulation	High
7.2 Where has the WFP M&E system best captured changes in beneficiaries' lives due to the project? How is this measured? What are the areas where M&E can be improved to capture changes?	Attendance rates (by gender); drop-out rates, promotion rates, reading test scores, number of health-related absences (esp. girls); farmer production and/or sales for HGSF	Literature review, key informant interviews, field observations, quantitative survey	Monitoring and evaluation data and reports from WFP staff, implementing partners; beneficiaries	Quantitative analysis comparing baseline and midterm data; disaggregated by gender; qualitative analysis; triangulation	High

8. To what extent have the information supplied by the monitoring and Beneficiary/Stakeholder Complaint and Feedback mechanisms been utilized for the McGovern-Dole project corrective measures as well as for WFP's learning agenda? What specific lessons have been identified through these mechanisms?					High
Sub questions	**Indicators**	**Data collection methods**	**Sources of data/information**	**Data analysis methods/ triangulation**	**Quality of Evidence**
8.1 How effective are mechanisms for beneficiary and stakeholder feedback, including issues of gender and disability access? How is the information collected and used?	Review of Beneficiary/Stakeholder Complaint and Feedback mechanism including number of complaints, frequency, locations, follow-up (timeliness, completeness), evidence of resolution on issues; perceptions of efficacy of system by managers, partners, government	Literature review, key informant interviews	Monitoring and evaluation data and reports from WFP staff, implementing partners; beneficiaries	Analysis of data from feedback mechanism, qualitative analysis, triangulation	High
8.2 How has feedback and resolutions on feedback been incorporated into programme lessons and learning, including on gender and disability?	Examples of lessons identified, and process used for same; evidence of application of lessons identified through feedback mechanisms	Literature review, key informant interviews	Monitoring and evaluation data and reports from WFP staff, implementing partners; beneficiaries	Qualitative analysis, triangulation	High

9. To what extent did external shocks and other factors (e.g., the food price crisis, weather-related disasters, climate change, COVID-19) affect project implementation and performance?					High
Sub questions	**Indicators**	**Data collection methods**	**Sources of data/information**	**Data analysis methods/ triangulation**	**Quality of Evidence**
9.1 What external factors affected programme implementation and performance?	Perception of challenges to management, implementation, and overall performance posed by specific external shocks and other factors	Literature review, key informant interviews, secondary data review	WFP staff, government staff, implementing partners, programme participants (gender-balanced); programme reports	Qualitative analysis, triangulation	High
9.2 What adjustments to programme activities were made in response to external shocks and other factors? What were the most significant effects on performance?	Perception of challenges to management, implementation, and overall performance posed by specific external shocks and other factors	Literature review, key informant interviews, secondary data review	WFP staff, government staff, implementing partners, programme participants (gender-balanced); programme reports	Qualitative analysis, triangulation	High

Key Evaluation Questions				Criteria	Quality of Evidence
Efficiency					
10. Were the activities implemented in line with the McGovern-Dole project implementation plan and in a timely manner (programme delivery, logistics and M&E arrangements)? What factors impacted the delivery process (cost factors, WFP and partners performance, external factors)?					High
Sub questions	**Indicators**	**Data collection methods**	**Sources of data/information**	**Data analysis methods/ triangulation**	**Quality of Evidence**
10. 1 Are the systems, especially support systems in place to support programme implementation able to support activities in a timely and efficient manner?	Achievement of programme activities (planned vs actual) and systems supporting programme delivery, logistics, M&E	Data review, literature review, key informant interviews	WFP M&E data, WFP staff, government staff, implementing partners, programme participants; programme reports	Analysis of relevant M&E data, qualitative analysis, triangulation	High
10.2 Are the resources, expertise and partnerships that WFP has mobilized at mid-term adequate to implement Phase II and support the transition of the HGSF? (e.g., other donor support to cash purchases)	Achievement of activities against plan; explanations of mitigating factors that affected programme delivery	Data review, literature review, key informant interviews	WFP staff, government staff, implementing partners, programme reports	qualitative analysis, triangulation	High

11. Were the activities undertaken as part of McGovern-Dole project cost-efficient?					Medium
Sub questions	**Indicators**	**Data collection methods**	**Sources of data/information**	**Data analysis methods/ triangulation**	**Quality of Evidence**
11.1 Are programme resources being used to deliver results in an economic and timely way? If not, where does the project deviate, and why?	Review of budget data, budget revisions, perception of cost vs available funding	Data review, key informant interviews with WFP staff and relevant stakeholders	WFP financial and operational reports and information	Qualitative analysis, triangulation	Medium: This review will largely rely on the state of cost analysis conducted by the CO, which will be determined during data collection
11.2 How is the knowledge gained under the project being used to support the Government's NSFP financing strategy?	Examples of knowledge transfer and integration of lessons learned into Government programming	Literature review, key informant interviews	WFP staff, Government staff, meeting notes, reports	Qualitative analysis, triangulation	Medium: This review will largely rely on the state of cost analysis conducted by the CO, which will be determined during data collection

12. What factors impacted the efficiency and cost efficiency of the project implementation? What measures can support enhancement of the McGovern-Dole project efficiency for the remaining implementation period?					Medium
Sub questions	**Indicators**	**Data collection methods**	**Sources of data/information**	**Data analysis methods/ triangulation**	**Quality of Evidence**
12.1 Were there external or internal events that affected programme efficiency? To what extent were these anticipated and mitigated?	Review of budget data, budget revisions, perception of cost vs available funding	Data review, key informant interviews with WFP staff and relevant stakeholders	WFP financial and operational reports and information	Qualitative analysis, triangulation	Medium: This review will largely rely on the state of cost analysis conducted by the CO, which will be determined during data collection
12.2 What aspects of the project can be adopted/adapted or improved by Government after transition?	Perceptions of changes in efficiency in management, logistics, etc. that can be made by Government as part of the transition	Literature review, key informant interviews	WFP staff, government, implementing partners	Qualitative analysis, triangulation	Medium: This review will largely rely on the plans of Government for post-transition activities that will occur over the next two years and may not be fully formulated yet.

Key Evaluation Questions				Criteria	Quality of Evidence
Impact					
13. What are the medium-term effects on beneficiaries' lives, men, women, boy and girl - through comparison of targeted and non-targeted schools against the project objectives?					High
Sub questions	**Indicators**	**Data collection methods**	**Sources of data/information**	**Data analysis methods/ triangulation**	**Quality of Evidence**
13.1 What are the most significant achievements or changes among programme beneficiaries in targeted schools, as compared to non-targeted schools?	Assessment of impact of programme and its various activities at midterm on beneficiaries through review of progress against outcome indicators and perceptions on overall wellbeing changes, including on gender and disability access	Literature, review, key informant interviews; analysis of sample panel data on targeted and non-targeted schools	WFP staff, government, implementing partners, programme participants	Data analysis (difference-in-difference), disaggregated by sex; Qualitative analysis, triangulation	High
13.2 What are the areas that do not show a difference in achievement between targeted and non-targeted schools? What are the reasons for this?	Assessment of impact of programme and its various activities at midterm on beneficiaries through review of progress against outcome indicators and perceptions on overall wellbeing changes	Literature, review, key informant interviews; analysis of sample panel data on targeted and non-targeted schools	WFP staff, government, implementing partners, programme participants	Data analysis (difference-in-difference), disaggregated by sex; Qualitative analysis, triangulation	High

14. What are the gender-specific medium-term impacts? Did the intervention influence the gender equality and women's empowerment (GEWW) context? If yes, how?					Medium
Sub questions	**Indicators**	**Data collection methods**	**Sources of data/information**	**Data analysis methods/ triangulation**	**Quality of Evidence**
14.1 What, if any, changes have occurred in attitudes towards the safety and protection of adolescent girls at school; progression to tertiary level education; prioritization of education over household responsibilities for girls by parents, etc.	Assessment of positive or negative impact of programme activities at school level (e.g., access, equity, protection)	Literature, review, key informant interviews	WFP staff, government, implementing partners, programme participants; WFP M&E data disaggregated by gender (attendance, retention, etc.)	Qualitative analysis, triangulation	Medium: ET limited in its ability to accurately assess impact on GEWE beyond schools, e.g., at home and within community
14.2 Have school-based programme activities and community outreach affected gender equality and the empowerment of women in the communities of participating schools?	Assessment of whether and how McGovern-Dole GEWE-focused programme activities have affected attitudes among households and communities	Literature, review, key informant interviews	WFP staff, government, implementing partners, programme participants	Qualitative analysis, triangulation	Medium: ET limited in its ability to accurately assess impact on GEWE beyond schools, e.g., at home and within community
14.3 What is the nature and extent of consultation by WFP with government central and district stakeholders on gender responsive performance management?	To assess degree of WFP commitment and actions towards promoting gender equality and women's empowerment	Literature review, key informant interviews	WFP staff, government, implementing partners	Qualitative analysis, triangulation	High

15. What are the internal factors contributing to the achievement or non- achievement of the expected outcomes (factors within WFP's control): the processes, systems and tools in place to support the operation design, implementation, monitoring and evaluation and reporting; the governance structure and institutional arrangements (including issues related to staffing, capacity and technical backstopping from RB/HQ); and internal partnership and coordination approaches and arrangements; etc.?					High
Sub questions	**Indicators**	**Data collection methods**	**Sources of data/information**	**Data analysis methods/ triangulation**	**Quality of Evidence**
15.1 What are WFP's internal organizational systems and processes that support the achievement of programme goals in a coordinated, integrated way? How has the CO changed its internal processes to date to better support the project?	Review of internal processes, systems and tools to assess whether they adequately support all aspects of the project; steps taken by CO to improve coordination, communication and other cross-functions	Literature, review, key informant interviews	WFP staff, government staff, implementing partners	Qualitative analysis, triangulation	High
15.2 What internal organizational systems and processes could be strengthened or adjusted to better understand and uncover challenges to M&E during the transition to Government? If certain systems or processes cannot be altered, why and what is the effect on programme outcomes?	Review of internal processes, systems and tools and identification of areas where support needs to be strengthened	Literature, review, key informant interviews	WFP staff, government staff, implementing partners	Qualitative analysis, triangulation	High

16. What are the medium-term effects on smallholder farmers' lives through the support received under the McGovern-Dole project?					Medium
Sub questions	**Indicators**	**Data collection methods**	**Sources of data/information**	**Data analysis methods/ triangulation**	**Quality of Evidence**
16.1 How have the capacities of smallholder farmers been enhanced to date to produce nutritious food for the NSFP?	Assessment of positive or negative programme effects on smallholder farmers participating in HGSF	Literature, review, key informant interviews, FGDs with smallholder farmers	WFP staff, government staff, implementing partners, programme participants (farmers)	Qualitative analysis, triangulation	Medium: This review will rely mainly on performance measurement analysis conducted by WFP, which is in progress and will be provided during data collection phase.
16.2 What has been the progress to date in improving household food security, nutrition, and financial inclusion for smallholder farmers as a result of programme participation? What areas need to be addressed to support progress on outcomes?	Assessment of positive or negative programme effects on smallholder farmers participating in HGSF	Literature, review, key informant interviews, FGDs with smallholder farmers	WFP staff, government staff, implementing partners, programme participants (farmers)	Qualitative analysis, triangulation	Medium: This review will rely mainly on performance measurement analysis conducted by WFP, which is in progress and will be provided during data collection phase.
16.3 What has been the learning from the pilot activities (e.g., cash to schools, links between programme schools and farmers, etc.) and its effect on and benefits to smallholder farmers?	Assessment of positive or negative programme effects on smallholder farmers participating in HGSF	Literature, review, key informant interviews, FGDs with smallholder farmers	WFP staff, government staff, implementing partners, programme participants (farmers)	Qualitative analysis, triangulation	Medium: This review will rely mainly on performance measurement analysis conducted by WFP, which is in progress and will be provided during data collection phase.

Key Evaluation Questions				Criteria	Quality of Evidence
Sustainability					
17. To what extent do the McGovern-Dole project implementation arrangements include considerations for sustainability (handover to the Government) at national and local levels, communities and other partners for all project components (school feeding, literacy, food safety, WASH and hygiene, nutrition education, agricultural market support, etc.) agreed with and endorsed by the Government and national stakeholders? To what extent progress has been made against the overall transition process against the project plan and handover plan/strategy agreed with and endorsed by the Government?					High
Sub questions	**Indicators**	**Data collection methods**	**Sources of data/information**	**Data analysis methods/ triangulation**	**Quality of Evidence**
17.1 What programme activities best support the long-term sustainability of initiatives undertaken by the McGovern-Dole project (e.g., in school feeding, literacy, WASH, nutrition, smallholder support, capacity strengthening of school committees, communities, etc.). What activities are not likely to be sustainable, and why?	Review of McGovern-Dole project elements with priorities and capacities of NSFP; WFP and government institutional strategies, plans, and milestones for sustainability, of supporting government policies	Literature review, (reports, coordination meetings, MOUs, etc.) key informant interviews	WFP staff, government staff, implementing partners	Qualitative analysis, triangulation	High

17.2 Status of transition process and supporting strategies, timetables, etc. Challenges to transition process as envisioned or agreed upon and how those challenges are being addressed	Achievements against plan and milestones for programme transition	Literature review, (reports, coordination meetings, MOUs, roadmaps, etc.) key informant interviews	WFP staff, government staff, implementing partners	Qualitative analysis, triangulation	High
18. To what extent progress has been made towards institutionalization of the measures planned as part of the technical assistance to the Government that is expected to support the sustainability of the intervention (including policy work, to systems, institutional capacity, etc.)? What progress has been made since the project design stage (through strategic engagement, advocacy and other efforts with Government and relevant stakeholders) in supporting the transition of school feeding implementation from the McGovern-Dole project beyond WFP's intervention to the NSFP, to the extent it can be evaluated by the mid-term evaluation (national budget for the NSFP and other funding sources)?					High
Sub questions	**Indicators**	**Data collection methods**	**Sources of data/information**	**Data analysis methods/ triangulation**	**Quality of Evidence**
18.1 What is the status of measures to support the sustainability of the NSFP, (including the national policy framework, level of engagement in the global School Meals Coalition, effectiveness of the National School Feeding Technical Working Group)	Assessment of achievements against plan for technical assistance to support policies, systems, and institutional capacity to support transition and sustainability; status of government bodies responsible for specific roles in transition and sustainability	Literature review, (reports, coordination meetings, MOUs, etc.) key informant interviews	WFP staff, government staff, implementing partners	Qualitative analysis, triangulation	High

18.2 How effective is the National School Feeding Technical Working Group as the coordinator across ministries and partners? What features of the group support sustainability? Where does it need to be strengthened?	Strategies, objectives, roadmaps of the TWG; evidence of achievements against plans; achievements against plans and expectations in supporting the transition of McGovern-Dole project elements into the NSFP	Literature review, meeting notes, reports, key informant interviews	WFP staff, government staff, implementing partners	Qualitative analysis, triangulation	High
18.3 What is the status of the national school feeding strategy and financing strategy? What are the challenges to achieving the strategies? What are the plans to mitigate shortfalls in financing?	WFP and government institutional strategies, plans, and milestones for transition and sustainability, especially relating to long-term financing	Literature review, (reports, coordination meetings, MOUs, etc.) key informant interviews	WFP staff, government staff, implementing partners	Qualitative analysis, triangulation	High: Though the ET notes it may not have access to specific national budget data

19. What is the demonstrated capacity at central and sub-national levels to manage school feeding programmes in Rwanda (WFP and government programmes)?					High
Sub questions	**Indicators**	**Data collection methods**	**Sources of data/information**	**Data analysis methods/ triangulation**	**Quality of Evidence**
19.1 How has capacity been strengthened at the national, district, school and community level to prepare institutions and communities to transition to full management of school meal programmes?	Examination of structures, mandates, and capacities of designated bodies/agencies at central and sub-national level responsible for managing school feeding programme	Literature review, key informant interviews	WFP staff, Government staff (including MINEDUC district level staff), implementing partners	Qualitative analysis, triangulation	High
19.2 What management functions are national and subnational institutions responsible for at mid-term? What is their assessed performance against goals and expectations? Where are the gaps and what needs to be strengthened?	Assessed ability of national and subnational institutions to fulfil management responsibilities for school feeding programmes	Literature review, key informant interviews	WFP staff, Government staff (including MINEDUC district level staff), implementing partners	Qualitative analysis, triangulation	High

20. To what extent are local communities (SGACs, School Feeding Committees, Procurement Committees, farmers' groups, etc.) involved in and contributing toward school feeding and education activities?					High
Sub questions	**Indicators**	**Data collection methods**	**Sources of data/information**	**Data analysis methods/ triangulation**	**Quality of Evidence**
20.1 How have programme trainings (e.g., for Audit Committees, SFCs, SGACs, Procurement Committees, etc.) contributed to the ability of programme participants to fully manage school feeding and education activities? What areas need further strengthening?	Review of number and type of initiatives taken by formal school committees and farmer groups to support school feeding and education activities	Literature review, key informant interviews, FGDs with SGACs, SFCs, Procurement Committees, farmer groups	WFP staff, Government staff, implementing partners, school staff, community members	Qualitative analysis, triangulation	High
20.2 What is the level of community support for actively engaging in school feeding and education activities (e.g., recognition of important of literacy and education, adoption of promoted hygiene and nutrition activities, child's participation in literacy, nutrition club activities	Review of number and type of activities by parent representatives, and community leaders to support school feeding and education activities and encourage children's engagement	Literature review, key informant interviews, FGDs	WFP staff, Government staff, implementing partners, school staff, parents, community representatives	Qualitative analysis, triangulation	High

21. Based on available evidence, to what extent are the benefits of the project likely to continue beyond WFP's intervention for the targeted beneficiaries (men, women, boys and girls)?		Medium

Sub questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/ triangulation	Quality of Evidence
21.1 What aspects of the project are most highly valued by parents, school heads, teachers, and other community members? Why?	Perceptions of programme benefits that are most highly valued by participants, evidence of positive behavior changes related to programme interventions, parental and community attitudes about the value of education and literacy (especially for girls)	Literature review, key informant interviews, FGD interviews with school staff and community members	WFP staff, Government staff, implementing partners, school staff, community members	Qualitative analysis, triangulation	High
21.2 To what extent are parents, school heads, teachers, and other community members able and willing to practice behaviors and support school activities that they value?	Perceptions of the ability of programme participants to sustain benefits they value most, evidence of aspirations and plans post-programme, sense of agency to continue programme benefits	Literature review, key informant interviews, FGD interviews with school staff and community members	WFP staff, Government staff, implementing partners, school staff, community members	Qualitative analysis, triangulation	Medium: Given a dynamic policy environment, it may be difficult to identify/anticipate all the factors that will influence the continuation of programme benefits

Annex 10: Performance Indicators Overview

Note: this table first lists standard indicators; scroll down for the second heading indicating the list of custom indicators.

Performance Indicator	Result/Activity	Data Source	Method/ Approach of Data Collection or Calculation	Disaggregation	Data Collection When?	Data Collection: Who?
Standard Indicators						
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	4 Support Improved Literacy	Assessment report	Early Grade Reading Assessment Tool	**Total** Female Male	Baseline, Midterm, Final	**TANGO**
Average student attendance rate in USDA supported classrooms/schools	1.1 Provide Nutritious School Meals	School records: attendance registers collected by head teachers and school directors, WFP Monitoring tools	WFP analysis of school attendance records	**Total** Female Male	Biannual	Teachers and head teachers; WFP Field Monitors **TANGO**
Number of teaching and learning materials provided as a result of USDA assistance	4.2 Support Lower Grade Teachers	WV project reports	Monitoring forms	n/a	Biannual	WV
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	4..2 Support Lower Grade Teachers	Survey: interview	Direct observations with standard forms Literacy Boost Assessment Tool/ MECA (Measuring Evidence of Quality Achievement)	**Total** Female (60%) Male (40%)	Biannual	WV

Performance Indicator	Result/Activity	Data Source	Method/ Approach of Data Collection or Calculation	Disaggregation	Data Collection When?	Data Collection: Who?
Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	4.2 Support Lower Grade Teachers	WV project records, training records	Training attendance form	**Total** Female Male	Biannual	WV
Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	4.3 Support Teachers' professional development	Survey: interview	Direct observations with standard forms	**Total** Female Male	Biannual	Head teachers supervised by WV
Number of school administrators and officials trained or certified as a result of USDA assistance	4.3 Support Teachers' professional development	WV project records, training records	Training attendance form	**Total** Female Male	Biannual	WV
Number of educational facilities (i.e., improved water sources, latrines, etc.) rehabilitated/constructed as a result of USDA assistance	2,1 Construction of disability-inclusive VIP latrines and girls' sanitary rooms 2,2 Construction of water systems 2,6 Construction and establishment of hand washing stations	WV project records	WV analysis of project records	**Total** Classrooms Kitchens/Cook Areas Improved Water Sources Latrines Permanent hand washing stations Temporary hand washing stations Other school grounds or school buildings	Biannual	WV
Number of students enrolled in school receiving USDA assistance	1.1 Provide Nutritious School Meals	Government records: MINEDUC	Annual reports	**Total** Pre-Primary Female	Annual	WFP

Performance Indicator	Result/Activity	Data Source	Method/ Approach of Data Collection or Calculation	Disaggregation	Data Collection When?	Data Collection: Who?
		student enrolment records, District Student Enrolment records, and School records		Pre-Primary Male Primary Female Primary Male		
Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	3.11 Operationalize the national strategy on school gardens and increase sustainability of garden resources 5.4 Strengthening National Frameworks and Institutions	Government records (MINEDUC) and WFP and GHI project records	Review and analysis of sector policies and WFP/GHI records.	**Total** Education (Stage 1-5 noted) Child Health & Nutrition (Stage 1-5 noted)	Baseline, Midterm, Endline evaluations	**TANGO**
Number of School General Assembly Committees or similar school governance structures supported as a result of USDA assistance	2.4 -increased pupil and parents' awareness on good hygiene practices 3.6- support school management committees to become nutrition champions in their communities 3.10- increase parent and student engagement in garden activities 4.4- sensitize community members on the importance of education	School records, Project records	Analysis of project reports and programme records	n/a	Bi-annual report	WFP, WV

Performance Indicator	Result/Activity	Data Source	Method/ Approach of Data Collection or Calculation	Disaggregation	Data Collection When?	Data Collection: Who?
Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	1,1 Provide Nutritious School Meals	School reports and Cooperating Partners (CP) reports	WFP analysis of reports	n/a	Bi-annual report, monthly report by CP, daily collection by school	WFP, Head Teachers
Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	1,1 Provide Nutritious School Meals	School reports and CP reports	WFP analysis of reports	**Total** New, Female Continuing, Female New, Male Continuing, Female	Bi-annual report, monthly report by CP, daily collection by school	WFP, Head Teachers
Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	1.1 Provide Nutritious School Meals	School reports and CP reports	WFP analysis of reports	**Total** Community Assets Household Assets Human Assets/Capital, Female, New Human Assets/Capital, Female, Continuing Human Assets/Capital, Male, New Human Assets/Capital, Male, Continuing	Annual	WFP, Head Teachers
Number of individuals who demonstrate use of new child	3 Promote Nutrition and Dietary Practices	WV and GHI project reports	WV and GHI analysis of project records	**Total** Female (55%)	Annual	WV, GHI

Performance Indicator	Result/Activity	Data Source	Method/ Approach of Data Collection or Calculation	Disaggregation	Data Collection When?	Data Collection: Who?
health and nutrition practices as a result of USDA assistance				Male (45%)		
Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	5.7.1 Build Capacity of cooks and storekeepers	WFP reports	WFP analysis of reports	**Total** Female (55%) Male (45%)	Annual Baseline, Midterm, Endline	WFP **TANGO**
Number of individuals trained in safe food preparation and storage as a result of USDA assistance	5.7.1 Build Capacity of cooks and storekeepers	WFP reports	WFP analysis of reports	**Total** Female Male	Biannual	WFP
Number of individuals trained in child health and nutrition as a result of USDA assistance.	3 Promote Nutrition and Dietary Practices	WV and GHI project reports	WV and GHI analysis of project records	**Total** Female (55%) Male (45%)	Biannual	WV, GHI
Number of children under five (0-59 months) reached with nutrition-specific interventions through USG-supported programs	3,5 Child Growth Monitoring for children under 5 for pre-primary students	GHI project reports	GHI analysis of project records	**Total** Female Male	Annual	GHI
Number of schools using an improved water source	2,2 Construction of water systems	WV Project reports	WV analysis of project records	n/a	Biannual	WV

Performance Indicator	Result/Activity	Data Source	Method/ Approach of Data Collection or Calculation	Disaggregation	Data Collection When?	Data Collection: Who?
Number of schools with improved sanitation facilities	2,1 Construction of disability-inclusive VIP latrines and girls' sanitary rooms 2,7 Construction and establishment of hand washing stations	WV Project reports	WV analysis of project records	n/a	Biannual	WV
Number of students receiving deworming medication(s)	2,10 Distribution of Deworming Medication and Prevention Education	RBC reports, WV records	WFP review and analysis of project records	n/a	Biannual	WFP
Number of individuals participating in USDA food security programs	1 Provide Nutritious School Meals 2 Promote Improved Health	WFP reports	WFP review and analysis of project records	People in government, Male	Annual	WFP
				People in government, Female		
				Proprietors of USDA-assisted private sector firms, Male		
				Proprietors of USDA-assisted private sector firms, Female		
				People in civil society, Male		
				People in civil society, Female		
				Laborers, Male		

Performance Indicator	Result/Activity	Data Source	Method/ Approach of Data Collection or Calculation	Disaggregation	Data Collection When?	Data Collection: Who?
				Laborers, Female		
				Producers, Smallholder farmers, Male		
				Producers, Smallholder farmers, Female		
Number of individuals benefiting indirectly from USDA-funded interventions	1. Provide Nutritious School Meals	WFP reports	WFP review and analysis of project records	n/a	Annual	WFP
Number of schools reached as a result of USDA assistance	1. Provide Nutritious School Meals	WFP reports	WFP review and analysis of project records	n/a	Biannual	WFP
Number of individuals participating in USDA food security programs that include an LRP component	6. Build Capacity of Farmer Groups to Supply Food to Schools	WFP reports	WFP review and analysis of project records	n/a	Biannual	WFP
Number of individuals benefitting indirectly as a result of USDA assistance	6. Build Capacity of Farmer Groups to Supply Food to Schools	WFP reports	WFP review and analysis of project records	n/a	Annual	WFP
Cost of commodity procured as a result of USDA assistance (by commodity and source country)	6. Build Capacity of Farmer Groups to Supply Food to Schools	WFP reports	WFP review and analysis of project records	**Total**	Biannual Baseline, midline, endline	WFP

Performance Indicator	Result/Activity	Data Source	Method/ Approach of Data Collection or Calculation	Disaggregation	Data Collection When?	Data Collection: Who?
Quantity of commodity procured as a result of USDA assistance (by commodity and source country)	6. Build Capacity of Farmer Groups to Supply Food to Schools	WFP reports	WFP review and analysis of project records	**Total** MML Beans	Biannual Baseline, midline, endline	WFP
Value of annual sales of farms and firms receiving USDA assistance	6. Build Capacity of Farmer Groups to Supply Food to Schools	WFP reports	WFP review and analysis of project records	**Total** Maize Beans	Annual Baseline, midline, endline	WFP
Volume of commodities sold by farms and firms receiving USDA assistance	6. Build Capacity of Farmer Groups to Supply Food to Schools	WFP reports	WFP review and analysis of project records	**Total** Maize Beans	Annual Baseline, midline, endline	WFP
Number of individuals in the agriculture system who have applied improved management practices or technologies with the USDA assistance	6. Build Capacity of Farmer Groups to Supply Food to Schools	WFP reports	WFP review and analysis of project records	Total Female Male	Annual	WFP
Number of schools reached with LRP activities as a result of USDA assistance	6. Build Capacity of Farmer Groups to Supply Food to Schools	WFP reports	WFP review and analysis of project records		Biannual	WFP
Note: Outcome targets will be reviewed after the baseline survey						

Performance Indicator	Result/Activity	Data Source	Method/ Approach of Data Collection or Calculation	Disaggregation	Data Collection When?	Data Collection: Who?
Custom Indicators						
Number of meals provided that include fruits, vegetables, legumes and/or animal source proteins in addition to the donated US commodity	1. Provide Nutritious School Meals	WFP project reports	WFP review and analysis of project records	n/a	Biannual Baseline, midline, endline	WFP **TANGO**
Number of school-aged children who receive 5 or more meals per week that include fruits, vegetables, and/or animal source proteins in addition to US commodities	1. Provide Nutritious School Meals	WFP project reports	WFP review and analysis of project records	**Total** Female Male	Biannual	WFP
Number of school gardens established and maintained	3.9 Establish and maintain school gardens	GHI project reports	GHI analysis of project records	n/a	Biannual	GHI
Number of students benefiting from the establishment and maintenance of school gardens	3.9 Establish and maintain school gardens	GHI project reports	GHI analysis of project records	**Total** Female Male	Biannual	GHI
Number of growth monitoring and promotion interventions conducted at pre-schools as a result of GHI advocacy	3.5 Child Growth Monitoring for children under 5 for pre-primary students	GHI project reports	GHI analysis of project records	n/a	Biannual	GHI
Number of children under five (0-59 months) reached with growth monitoring and promotion interventions	3.5 Child Growth Monitoring for children under 5 for pre-primary students	GHI project reports	GHI analysis of project records	**Total** Female Male	Biannual	GHI

Performance Indicator	Result/Activity	Data Source	Method/ Approach of Data Collection or Calculation	Disaggregation	Data Collection When?	Data Collection: Who?
Number of schools which received seeds package	3.9 Establish and maintain school gardens	GHI project reports	GHI analysis of project records	n/a	Biannual	GHI
Number of nurseries established at schools	3.9 Establish and maintain school gardens	GHI project reports	GHI analysis of project records	n/a	Biannual	GHI
Percentage of children with whom a caregiver or older sibling was engaged in two or more direct actions to promote learning in the past week	4 Support Improved Literacy	GHI project reports	GHI analysis of project records	n/a	Biannual Baseline, midline, endline	WV **TANGO**
Number of students participating in reading competitions facilitated as a result of USDA assistance	4.5 Organize Reading Competitions	WV project reports	WV analysis of project report	**Total** Female Male	Biannual	WV
Number of WASH committees established at schools	2.9 Establishment of WASH committees/reinforce Water Users Committees	WV project reports	WV analysis of project report	n/a	Biannual	WV
Number of female students trained on good menstrual hygiene practices	2.4 Teaching girls on good menstrual hygiene	WV project reports	WV analysis of project report	n/a	Biannual	WV
Number of Information Education and Communication (IEC) hygiene materials distributed	2.5 Development and distribution of IEC hygiene materials	WV project reports	WV analysis of project report	n/a	Biannual	WV
Number of students reached with health and hygiene messages as a result of USDA assistance	2.3 Increase pupils' and parents' awareness on good hygiene practices	WV project reports	WV analysis of project report	n/a	Biannual	WV

Performance Indicator	Result/Activity	Data Source	Method/ Approach of Data Collection or Calculation	Disaggregation	Data Collection When?	Data Collection: Who?
Number of parents, teachers and students trained in soap making	2.7 Training teachers, parents and students in soap making	WV project reports	WV analysis of project report	n/a	Biannual	WV
Number of fuel-efficient stoves provided and rehabilitated	5.7.2 Enhance Kitchen and Stove Infrastructure	WFP project reports	WFP analysis of project reports	n/a	Biannual	WFP
Number of individuals directly benefiting from the provision and rehabilitation of fuel-efficient stoves	5.7.2 Enhance Kitchen and Stove Infrastructure	WFP project reports	WFP analysis of project reports	n/a	Biannual	WFP
Number of parents trained as part of School Feeding Committees	6.1 Establish district school feeding committees and provide capacity building at the district level	WFP project reports	WFP analysis of project reports	n/a	Biannual	WFP
Number of parents trained as part of School Tender Committees	6.1 Establish district school feeding committees and provide capacity building at the district level	WFP project reports	WFP analysis of project reports	n/a	Biannual	WFP
Number of students benefiting from newly constructed/rehabilitated latrines	2.1 Construction of disability-inclusive VIP latrines and girls' sanitary rooms	WV project reports	WV analysis of project reports	n/a	Biannual	WV
Number of students benefiting from newly constructed or enhanced water systems	2.6 Construction and establishment of hand washing stations	WV project reports	WV analysis of project reports	n/a	Biannual	WV

Performance Indicator	Result/Activity	Data Source	Method/ Approach of Data Collection or Calculation	Disaggregation	Data Collection When?	Data Collection: Who?
Number of students benefiting from kitchens, cook areas and storerooms built or rehabilitated	5.7.2 Enhance Kitchen and Stove Infrastructure	WFP project reports	WFP analysis of project reports	n/a	Biannual	WFP
Number of Government staff trained at national level	5.1 Provide capacity building and technical trainings at the national level	WFP project reports	WFP analysis of project reports	n/a	Biannual	WFP
Number of Government staff trained at district level	6.1 Establish district school feeding committees and provide capacity building at the district level	WFP project reports	WFP analysis of project reports	n/a	Biannual	WFP
Number of Government staff trained at sector/cell level	6.2 Provide capacity building at the sector and cell levels and establish sector school feeding committees	WFP project reports	WFP analysis of project reports	n/a	Biannual	WFP
Number of National School Feeding Steering Committee meetings supported	5.3 Mobilize National School Feeding Steering Committee and Technical Working Group	WFP project reports	WFP analysis of project reports	n/a	Biannual Baseline, midline, endline	WFP **TANGO**
Number of District School Feeding Steering Committee meetings supported	6.1 Establish district school feeding committees and provide capacity building at the district level	WFP project reports, district reports	WFP analysis of reports	n/a	Biannual Baseline, midline, endline	WFP **TANGO**

Performance Indicator	Result/Activity	Data Source	Method/ Approach of Data Collection or Calculation	Disaggregation	Data Collection When?	Data Collection: Who?
Number of National School Feeding Technical Working Groups meetings supported	5.3 Mobilize National School Feeding Steering Committee and Technical Working Group	WFP project reports, MINEDUC reports	WFP analysis of reports	n/a	Biannual Baseline, midline, endline	WFP **TANGO**
Number of students who participated in school internal class competitions on nutrition	4.5 Organize Reading Competitions	WV project reports	WV analysis of project reports	Total	Biannual	WV
Number of community level seed week events organized	3.10 Increase parent and student engagement in garden activities	GHI project reports	GHI analysis of project reports	n/a	Biannual	GHI
Number of schools with operational plan for school gardens	3.11 Operationalize the national strategy on school gardens and increase sustainability of garden resources	GHI project reports	GHI analysis of project reports	n/a	Biannual	GHI
Number of nutrition-focused Parents' Day Implemented at schools	3.1 Nutrition focused Parents' Day Implemented at all schools	GHI project reports	GHI analysis of project reports	n/a	Biannual	GHI
Number of schools that are using nutrition and food safety guides developed for cooks and food store managers	5.7.1 Build Capacity of Cooks and Storekeepers	WFP project reports	WFP analysis of project reports	n/a	Biannual Baseline, midline, endline	WFP **TANGO**

Performance Indicator	Result/Activity	Data Source	Method/ Approach of Data Collection or Calculation	Disaggregation	Data Collection When?	Data Collection: Who?
Number of maternal and child nutrition community events in which GHI shared nutrition and agriculture messaging	3.7 Develop and distribute nutrition education materials to schools and neighbouring communities	GHI project reports	GHI analysis of project reports	n/a	Biannual	GHI
Number of cooking demonstration sessions conducted during maternal and child nutrition events	3.4 Integrate nutrition and agriculture awareness activities into existing maternal and child nutrition campaigns	GHI project reports	GHI analysis of project reports	n/a	Biannual	GHI
Number of nutrition-focused clubs established in schools	3.2 Teachers continuously engaged in nutrition education	GHI project reports	GHI analysis of project reports	n/a	Biannual	GHI
Number of nutrition-focused educational materials distributed	3.7 Develop and distribute nutrition education materials to schools and neighbouring communities	GHI project reports	GHI analysis of project reports	n/a	Biannual	GHI
Number of technical working groups and district coordination meetings in which GHI shared lessons learned from the project and Maternal and Child Nutrition integration	3.3 Local authorities' officials trained on agriculture and nutrition and coordination workshops conducted	GHI project reports	GHI analysis of project reports	n/a	Biannual	GHI

Annex 11: Key Informant and Focus Group Overview

Table 21 shows the list of persons interviewed and the focus groups conducted.

Table 21: List of people interviewed for KII and FGD

	Respondents
1	WFP Officials Rwanda and Regional Bureau (RBN)
2	World Vision
3	Gardens for Health International
4	MINEDUC
5	MINAGRI
6	NCDA
7	Rwanda Biomedical Centre
8	UNICEF
9	FAO
10	IFAD
11	Cooks
12	SFC/STC
13	Teachers
14	P5 Students
15	Cooperatives

Annex 12: Concordance Table between Evaluation Questions and Paragraphs

The table below links the evaluation questions to the main paragraphs where those questions are addressed.

Key Evaluation Question	Paragraph Number(s)
Relevance	
1. To what extent is the McGovern-Dole project appropriate to the needs of the target beneficiaries, including men, women, boys, and girls? To what extent has the design of capacity strengthening activities aligned with and/or enhanced government capacity building gaps within the NSFP?	
1.1 Is the project improving enrolment, literacy skills, etc. among all students, as intended? Are there differences based on gender, disability, poverty, teacher and parent engagement?	130, 174, 178, 181, 219
1.2 Is the project contributing to the improvement of health and hygiene at schools? In communities?	131, 150, 166, 167, 168, 169, 170, 171, 177, 226
1.3 How are programme interventions enhancing the capacities of farmers to supply HGSF? What is working well, and why or why not?	192, 193
1.4 What systems, policies, strategies and other support has WFP provided to help the Government meet its national school feeding goals?	183
1.5 How has WFP supported the capacity development of national, regional and district level structures to support school feeding and the transition to the NSFP?	184, 186
2. To what extent is the McGovern-Dole project aligned with overall USDA objectives as well as strategies, policies, and normative guidance? To what extent is the McGovern-Dole project aligned with Government's relevant stated national policies, including sector policies and strategies?	
2.1 What aspects of the WFP Rwanda programme are aligned with USDA objectives? Where does it differ, and why?	131, 132, 134, 179, 180, 181, 219
2.2 What aspects of the McGovern-Dole project are aligned with and support the Government's strategies and objectives on the national school meal programme? What aspects are not aligned, and why? How is the program aligned with the Government's Education Sector Plan?	134, 135, 133, 137
2.3 What aspects of the McGovern-Dole project is the Government adopting for the NSFP? What aspects of the McGovern-Dole project will be/not be retained by Government after the transition, and why?	138
3. To what extent is the McGovern-Dole project aligned with frameworks of UN agencies and relevant development partners?	**139, 140**

To what extent is the McGovern-Dole project aligned with WFP's overall strategy and related guidance?	
3.1 Are there areas where the project and UN agencies and development partners are not aligned, and if so, why? What are the implications?	141
3.2 What aspects of the McGovern-Dole project and WFP's overall strategy support the objectives of both? Where do gaps exist, and why? What are the implications?	143, 144, 145, 146, 147,
4. To what extent are the changes made to activities (design and implementation) due to external shocks and other factors (e.g., the food price crisis, weather-related disasters, climate change, COVID-19) relevant for beneficiaries?	**130**
4.1 What external shocks have affected the project? How have these shocks affected programme beneficiaries?	62, 80, 170, 173, 175
4.2 What changes have been made to the project to address the effect of these shocks on beneficiaries? What has worked, what has not worked as expected?	171, 173, 214
Effectiveness	
5. To what extent has progress has been made at the mid-term point towards reaching the overall objectives of the McGovern-Dole project *(outlined in attachment A of the Agreement)* for various beneficiary groups *(for men, women, boys and girls)* and by type of activity?	
5.1 Is the project on track to reach its objectives? What are the main achievements at mid-term?	148, 157, 167, 169, 176, 179, 180, 181, 190
5.2 Are there areas where progress towards programme achievements is not as expected, and why? What steps are being taken to address this?	206
6. What were the major factors influencing the achievement or non-achievement of the objectives and outcomes of the McGovern-Dole project by the time of the mid-term evaluation? What, if any, unexpected outcomes resulted from programme implementation?	
6.1 What are the major achievements of the McGovern-Dole project at the mid-term? What are the key factors contributing to those achievements?	148, 167, 179 - 181, 202 - 207, 283 - 294
6.2 What major aspects of the project have been partially achieved or not achieved? What are the key contributing factors? Actions taken to address non-achievements?	184, 185, 186
6.3 What activities, if any, produced additional positive results? What activities, if any, produced an undesirable result? Actions taken to address each?	160, 165, 174, 204, 231
7. To what extent has the M&E system been adequately designed to respond to the needs and requirements of the project? Has the	**196, 198,199**

M&E system been sufficiently able to capture changes in the lives of the beneficiaries?	
7.1 Is the WFP M&E system producing information that is relevant for programme managers and useful for decision-making in a timely and user-friendly manner? Is it capturing information on GEWE?	194, 0, 197, 197
7.2 Where has the WFP M&E system best captured changes in beneficiaries' lives due to the project? How is this measured? What are the areas where M&E can be improved to capture changes?	195 - 201
8. To what extent have the information supplied by the monitoring and Beneficiary/Stakeholder Complaint and Feedback mechanisms been utilized for the McGovern-Dole project corrective measures as well as for WFP's learning agenda? What specific lessons have been identified through these mechanisms?	
8.1 How effective are mechanisms for beneficiary and stakeholder feedback, including issues of gender and disability access? How is the information collected and used?	200
8.2 How has feedback and resolutions on feedback been incorporated into programme lessons and learning, including on gender and disability?	199, 200
9. To what extent did external shocks and other factors (e.g., the food price crisis, weather-related disasters, climate change, COVID-19) affect project implementation and performance?	
9.1 What external factors affected programme implementation and performance?	170, 175
9.2 What adjustments to programme activities were made in response to external shocks and other factors? What were the most significant effects on performance?	171, 173
Efficiency	
10. Were the activities implemented in line with the McGovern-Dole project implementation plan and in a timely manner (programme delivery, logistics and M&E arrangements)? What factors impacted the delivery process (cost factors, WFP and partners performance, external factors)?	
10. 1 Are the systems, especially support systems in place to support programme implementation able to support activities in a timely and efficient manner?	202 - 207, 208, 209, 252, 270
10.2 Are the resources, expertise and partnerships that WFP has mobilized at mid-term adequate to implement Phase II and support the transition of the HGSF? (e.g., other donor support to cash purchases)	205, 211, 213, 270, 271
11. Were the activities undertaken as part of McGovern-Dole project cost-efficient?*	Cost-efficiency questions marked with an asterisk (*) have not been fully addressed at midterm. The quality of evidence for these questions

	was noted in the evaluation matrix (Annex 9) as medium, with the midterm evaluation relying largely on the state of cost analysis conducted by the CO. Cost-efficiency themes will be included in a more in-depth scoping of cost-efficiency analysis priorities in the endline inception phase.
11.1 Are programme resources being used to deliver results in an economic and timely way?* If not, where does the project deviate, and why?*	208, 214
11.2 How is the knowledge gained under the project being used to support the Government's NSFP financing strategy?	214, 268, 269
12. What factors impacted the efficiency and cost efficiency of the project implementation? What measures can support enhancement of the McGovern-Dole project efficiency for the remaining implementation period?	
12.1 Were there external or internal events that affected programme efficiency? To what extent were these anticipated and mitigated?	148, 157, 211, 215
12.2 What aspects of the project can be adopted/adapted or improved by Government after transition?	268, 271
Impact	
13. What are the medium-term effects on beneficiaries' lives, men, women, boy and girl - through comparison of targeted and non-targeted schools against the project objectives?	
13.1 What are the most significant achievements or changes among programme beneficiaries in targeted schools, as compared to non-targeted schools?	157, 157, 165, 168, 179, 188, 189, 204
13.2 What are the areas that do not show a difference in achievement between targeted and non-targeted schools? What are the reasons for this?	168, 204, 224, 225
14. What are the gender-specific medium-term impacts? Did the intervention influence the gender equality and women's empowerment (GEWW) context? If yes, how?	
14.1 What, if any, changes have occurred in attitudes towards the safety and protection of adolescent girls at school; progression to tertiary level education; prioritization of education over household responsibilities for girls by parents, etc.	227, 228, 229, 230, 234
14.2 Have school-based programme activities and community outreach affected gender equality and the empowerment of women in the communities of participating schools?	228, 231, 232, 233
14.3 What is the nature and extent of consultation by WFP with the Government central and district stakeholders on gender responsive performance management?	234

15. What are the internal factors contributing to the achievement or non- achievement of the expected outcomes (factors within WFP's control): the processes, systems and tools in place to support the operation design, implementation, monitoring and evaluation and reporting; the governance structure and institutional arrangements (including issues related to staffing, capacity and technical backstopping from RB/HQ); and internal partnership and coordination approaches and arrangements; etc.?	
15.1 What are WFP's internal organizational systems and processes that support the achievement of programme goals in a coordinated, integrated way? How has the CO changed its internal processes to date to better support the project?	203
15.2 What internal organizational systems and processes could be strengthened or adjusted to better understand and uncover challenges to M&E during the transition to Government? If certain systems or processes cannot be altered, why and what is the effect on programme outcomes?	277
16. What are the medium-term effects on smallholder farmers' lives through the support received under the McGovern-Dole project?	
16.1 How have the capacities of smallholder farmers been enhanced to date to produce nutritious food for the NSFP?	235, 236, 236, 238
16.2 What has been the progress to date in improving household food security, nutrition, and financial inclusion for smallholder farmers as a result of programme participation? What areas need to be addressed to support progress on outcomes?	235, 236, 238, 239
16.3 What has been the learning from the pilot activities (e.g., cash to schools, links between programme schools and farmers, etc.) and its effect on and benefits to smallholder farmers?	235, 236, 239
Sustainability	
17. To what extent do the McGovern-Dole project implementation arrangements include considerations for sustainability (handover to the Government) at national and local levels, communities and other partners for all project components (school feeding, literacy, food safety, WASH and hygiene, nutrition education, agricultural market support, etc.) agreed with and endorsed by the Government and national stakeholders? To what extent progress has been made against the overall transition process against the project plan and handover plan/strategy agreed with and endorsed by the Government?	
17.1 What programme activities best support the long-term sustainability of initiatives undertaken by the McGovern-Dole project (e.g., in school feeding, literacy, WASH, nutrition, smallholder support, capacity strengthening of school committees, communities, etc.). What activities are not likely to be sustainable, and why?	242, 243, 244, 247, 248, 250, 251, 252, 270

17.2 Status of transition process and supporting strategies, timetables, etc. Challenges to transition process as envisioned or agreed upon and how those challenges are being addressed	270, 272
18. To what extent progress has been made towards institutionalization of the measures planned as part of the technical assistance to the Government that is expected to support the sustainability of the intervention (including policy work, to systems, institutional capacity etc.)? What progress has been made since the project design stage (through strategic engagement, advocacy and other efforts with Government and relevant stakeholders) in supporting the transition of school feeding implementation from the McGovern-Dole project beyond WFP's intervention to the NSFP, to the extent it can be evaluated by the mid-term evaluation (national budget for the NSFP and other funding sources)?	**258**
18.1 What is the status of measures to support the sustainability of the NSFP, (including the national policy framework, level of engagement in the global School Meals Coalition, effectiveness of the National School Feeding Technical Working Group)	274, 278
18.2 How effective is the National School Feeding Technical Working Group as the coordinator across ministries and partners? What features of the group support sustainability? Where does it need to be strengthened?	275, 276
18.3 What is the status of the national school feeding strategy and financing strategy? What are the challenges to achieving the strategies? What are the plans to mitigate shortfalls in financing?	264, 265, 266, 267
19. What is the demonstrated capacity at central and sub-national levels to manage school feeding programmes in Rwanda (WFP and government programmes)?	
19.1 How has capacity been strengthened at the national, district, school and community level to prepare institutions and communities to transition to full management of school meal programmes?	253, 255, 256, 257
19.2 What management functions are national and subnational institutions responsible for at mid-term? What is their assessed performance against goals and expectations? Where are the gaps and what needs to be strengthened?	273
20. To what extent are local communities (SGACs, School Feeding Committees, Procurement Committees, farmers' groups, etc.) involved in and contributing toward school feeding and education activities?	
20.1 How have programme trainings (e.g., for Audit Committees, SFCs, SGACs, Procurement Committees, etc.) contributed to the ability of programme participants to fully manage school feeding and education activities? What areas need further strengthening?	259, 260, 259, 263
20.2 What is the level of community support for actively engaging in school feeding and education activities (e.g., recognition of important of literacy and education, adoption of promoted hygiene and nutrition activities, child's participation in literacy, nutrition club activities	261, 262

21. Based on available evidence, to what extent are the benefits of the project likely to continue beyond WFP's intervention for the targeted beneficiaries (men, women, boys and girls)?	
21.1 What aspects of the project are most highly valued by parents, school heads, teachers, and other community members? Why?	204, 240, 285
21.2 To what extent are parents, school heads, teachers, and other community members able and willing to practice behaviors and support school activities that they value?	245, 246

Annex 13: EGRA Results

Table 22: Percent of students identified by teachers as attentive, by grade

Baseline	All Schools		Group 1		Group 2		Control	
	Total		*Total*		*Total*		*Total*	
1st Grade	69.8		73.9**		67.7		63.3	
2nd Grade	71.9		74.5*		71.2		67.0	
3rd Grade	71.6		73.6		70.0		69.2	
4th Grade	71.5		74.8		67.6		68.5	
5th Grade	72.3		75.7*		75.4		62.0	
6th Grade	74.2		76.3		78.0		66.1	
Total Students	*71.9*		*74.7**		*69.8*		*68.2*	
Midterm	All Schools		Group 1		Group 2		Control	
	Total		*Total*		*Total*		*Total*	
1st Grade	85.8	c	87.0	c	89.8	c	79.4	
2nd Grade	86.4	c	87.0	c	89.8	c	81.8	a
3rd Grade	88.2	c	88.7	c	90.2	c	85.0	b
4th Grade	86.0	c	87.4	c	88.8	c	80.5	a
5th Grade	86.4	c	87.9	c	89.9*	c	80.1	
6th Grade	84.6	b	88.8	c	80.7		79.5	
Total Students	*86.2*	*c*	*87.8*	*c*	*88.2*	*c*	*81.1*	*a*
n(schools)	41		21		10		10	

Difference between treatment and control schools is statistically significant at 10% (*), 5% (**) and 1% (***)
Difference between baseline and midterm is statistically significant at 10% (a), 5% (b) and 1% (c)
Difference in change between treatment and control over time is statistically significant at 10% (d), 5% I and 1% (f)

Table 23: Percent of schools with water source/availability

Baseline	All		*Group 1*		*Group 2*		*Control*	
At least one water source	97.6		100.0		100.0		90.0	
HGSF improved water source	36.6		71.4***		0.0		0.0	
Water source available for 4 or more days	24.4		47.6***		0.0		0.0	
Midterm	All		*Group 1*		*Group 2*		*Control*	
At least one water source	100.0		100.0		100.0		100.0	
HGSF improved water source	39.0		57.1***		30.0	a	10.0	
Water source available for 4 or more days	65.9	c	76.1	a,d	40.0*	b	70.0	c
n	41		21		10		10	

Difference between treatment and control schools is statistically significant at 10% (*), 5% (**) and 1% (***)
Difference between baseline and midterm is statistically significant at 10% (a), 5% (b) and 1% (c)
Difference in change between treatment and control over time is statistically significant at 10% (d), 5% (e) and 1% (f)

Table 24: Percentage of schools providing additional food items

Baseline 2021	All		Group 1		Group 2		Control	
Fruits	91.7		100.0***		87.5		71.4	
Average number of meals per week	4.4		5.0***		3.9		3.4	
Vegetables	80.6		71.4		100.0		85.7	
Average number of meals per week	3.9		3.6		4.6		4.3	
Legumes	2.7		0.0*		0.0		14.3	
Average number of meals per week	0.1		0.0*		0.0		0.7	
Animal Proteins (milk, meat)	8.3		4.8		12.5		14.3	
Average number of meals per week	0.3		0.2		0.3		0.7	
n	*36*		*21*		*8*		*7*	
Midterm 2023	All		Group 1		Group 2		Control	
Fruits	73.1		95.2***	f	90.0***	e	10.0	c
Average number of meals per week	0.9	b	1.28***	c	0.9	c	0.1	c
Vegetables	100.0	b	100.0	c	100.0		100.0	
Average number of meals per week	4.8	c	4.9	b	5.0		4.5	
Legumes	100.0	c	100.0	c.d	100.0	c	100.0	c
Average number of meals per week	4.9	c	5.0*	c,e	4.9	c	4.5	c
Animal Proteins (milk, meat)	73.1	c	90.5***	c,f	80.0***	c,d	30.0	
Average number of meals per week	1.1	c	1.5*	c,d	0.8	a	0.6	
n	*41*		*21*		*10*		*10*	

Difference between treatment and control schools is statistically significant at 10% (*), 5% (**) and 1% (***)
Difference between baseline and midterm is statistically significant at 10% (a), 5% (b) and 1% (c)
Difference in change between treatment and control over time is statistically significant at 10% (d), 5% (e) and 1% (f)

Table 25: Percent of repeat learners, as identified by students

Grade Level	Baseline - All Schools			Baseline -Group 1			Baseline - Group 2			Baseline - Control		
	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
All Repeat Students	49.6	55.7	43.4	47.7*	54.4	40.9**	48.9	58.3	39.8**	54.7	56.0	53.4
n	*903*	*452*	*451*	*470*	*235*	*235*	*221*	*108*	*113*	*212*	*109*	*103*
Repeat 1st Graders	53.6	57.5	48.5	48.6	53.9	41.7	63.8	68.2	57.7	53.4	54.1	52.7
Repeat 2nd Graders	62.1	62.3	61.7	64.7	62.5	67.7*	57.4	55.6	60.0	61.2	68.9	52.7
n	*448*	*252*	*196*	*224*	*128*	*96*	*108*	*63*	*45*	*116*	*61*	*55*
Grade Level	Midterm - All Schools			Midterm -Group 1			Midterm - Group 2			Midterm - Control		
	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
All Repeat Students	64.7 c	69.4 c	59.9 c	70.3*** c,f	74.6** c	66.1*** c,f	60.5 a	64.5 a	56.4 d	57.1	63.6	50.5
n	*901*	*452*	*449*	*462*	*232*	*230*	*220*	*110*	*110*	*219*	*110*	*109*
Repeat 1st Graders	57.1	58.6	55.4	62.5 c,d	62.4	62.5** c,e	46.6 c,e	47.8 b,e	45.2	54.4	60.0	47.3
Repeat 2nd Graders	53.0	51.9 b	54.3	46.8* c	48.0 b	45.4** c,f	64.5	60.5 d	69.4	56.8	52.9 a	61.8
n	*583*	*314*	*269*	*325*	*173*	*152*	*133*	*71*	*62*	*125*	*70*	*55*

Difference between treatment and control schools is statistically significant at 10% (*), 5% (**) and 1% (***)
Difference between baseline and midterm is statistically significant at 10% (a), 5% (b) and 1% (c)
Difference in change between treatment and control over time is statistically significant at 10% (d), 5% (e) and 1% (f)

Table 26: Reading and studying practices at home

Reading/Study Practices at HOME	Baseline - All Schools						Baseline -Group 1						Baseline - Group 2						Baseline - Control					
	Total		Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total		Boys		Girls	
Percent of students getting time to read at home	71.9		64.4		79.4		76.2**		73.2***		79.1		65.3		50.0		80.5		68.9		59.6		78.6	
Percent of students to get help reading from parents	60.5		59.7		61.2		61.9**		65.9***		57.9		65.2***		68.1***		68.1		52.4		44.0		61.2	
Percent of students that has someone read for them during the last week	26.3		23.9		28.6		24.3*		25.1		23.4*		26.2		16.7**		35.4		30.7		28.4		33.0	
Percent of students usually having enough time to study and complete their homework	76.6		77.0		76.3		77.9		77.4		78.3		77.4		78.7		76.1		73.1		74.3		71.8	
Percent of students that do household chores or any other type of work	99.4		99.3		99.6		99.1		98.7		99.6		99.5		100.0		99.1		100.0		100.0		100.0	
n	*903*		*452*		451		470		235		235		221		108		113		212		109		103	
Reading/Study Practices at HOME	Midterm - All Schools						Midterm -Group 1						Midterm - Group 2						Midterm - Control					
	Total		Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total		Boys		Girls	
Percent of students getting time to read at home	89.5	c	89.8	c	89.1	c	92.4***	c	95.4***	c	91.3	c	88.6	c	90.0*	c,e	87.3		84.0	c	81.8	c	86.2	
Percent of students to get help reading from parents	76.0	c	75.7	c	76.4	c	82.7***	c	84.5***	c	80.9**	c,d	70.9		69.1		72.7		67.1	c	63.6	c	70.6	
Percent of students that has someone read for them during the last week	36.6	c	39.6	c	33.6		42.6***	c,f	44.8**	c,e	40.4***	c,f	33.2	d	36.4	c,d	30.0		27.4		31.8		22.9	
Percent of students usually having enough time to study and complete their homework	97.1	c	88.5	c	85.7	c	90.0***	c	92.7***	c,e	87.4	c	88.2**	c	92.7***	c,d	83.6		79.9	a	75.6		84.4	b
Percent of students that do household chores or any other type of work	99.4		99.3		99.6		99.3		99.6		99.1		99.5		99.1		100.0		99.5		99.1		100.0	
n	*901*		*452*		449		462		232		230		220		110		110		219		110		109	

Difference between treatment and control schools is statistically significant at 10% (*), 5% (**) and 1% (***)
Difference between baseline and midterm is statistically significant at 10% (a), 5% (b) and 1% (c)
Difference in change between treatment and control over time is statistically significant at 10% (d), 5% (e) and 1% (f)

Table 27: Percent of students meeting NESA benchmarks for reading comprehension questions, by CWPM range

Answered Correct	Baseline - All Schools						Baseline -Group 1						Baseline - Group 2						Baseline - Control					
	Total		Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total		Boys		Girls	
0 correct	2.9		3.4		2.2		1.5***		2.12*		0.6**		4.0		4.6		3.5		4.7		5.5		3.9	
1 correct	1.9		0.0		3.1		2.3		1.2		3.4		1.8		0.0		3.5		0.1		0.0		1.9	
2 correct	11.8		10.6		13.1		13.4*		12.8		14.0		11.8		9.3		14.2		8.5		7.3		9.7	
3-4 correct	62.1		65.7		58.5		63.4		66.8		60.0		58.8		65.7		52.2		62.7		63.3		62.1	
5 correct	21.3		19.4		23.1		19.3		17.0		21.7		23.5		20.4		26.5		23.1		23.9		22.3	
n	*903*		*452*		451		470		235		235		222		108		113		212		109		103	
Answered Correct	Midterm - All Schools						Midterm -Group 1						Midterm - Group 2						Midterm - Control					
	Total		Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total		Boys		Girls	
0 correct	1.7	a	1.1	b	2.0		1.7	e	0.4		3.0*	a,c	1.8		1.8		1.8		0.9	b	1.8		0.0	b
1 correct	2.4		1.8		3.1		1.2**	e	0.0***	a,c	2.6		3.2		3.6	b	2.7		4.1	b	3.6	b	4.6	
2 correct	9.1	a	8.8		9.4	a	10.3		9.9		10.9		7.7		7.3		8.2		7.8		8.2		7.3	
3-4 correct	52.9	c	51.5	c	54.3		53.5	c	55.2	c	51.7**	a	45.9***	c	42.7	c	49.1**		58.9		52.7		65.1	
5 correct	34.0	c	36.7	c	31.2	c	33.1	c,d	34.5	c	22.9*	b	41.4***	c,e	44.5*	c,d	38.2**	a	28.3		28.3		33.6	
n	*901*		*452*		449		462		232		230		220		110		110		219		110		109	

Difference between treatment and control schools is statistically significant at less than 10% (*), 5% (**) and 1% (***)
Difference between baseline and midterm is statistically significant at less than 10% (a), 5% (b) and 1% (c)
Difference in change between treatment and control over time is statistically significant at less than 10% (d), 5% (e) and 1% (f)

Table 28: Percent of students in correct-words-per-minute (CWPM) range – NESA benchmark 60 seconds[1]

	Baseline - All Schools						Baseline -Group 1						Baseline - Group 2						Baseline - Control					
CWPM	Total		Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total		Boys		Girls	
0 words	29.0		30.5		27.9		31.2**		31.9		30.6*		31.5**		34.3*		28.9		22.6		23.8		21.4	
1 to 9	5.8		7.7		3.8		6.4		9.3		3.4		5.0		5.6		4.4		5.2		6.4		3.8	
10 to 24	26.8		29.9		23.7		25.5		27.7		23.4		27.1		29.6		24.8		29.2		34.8		23.3	
25 to 35	20.9		20.6		21.3		20.4		19.6		21.3		20.8		21.3		20.4		22.2		22.0		22.3	
>36 words	17.3		11.3		23.3		15.8		9.3		22.1		14.5		8.3		20.4		20.8		12.8		29.1	
n	*903*		*452*		451		470		235		235		222		108		113		212		109		103	
	Midterm - All Schools						Midterm -Group 1						Midterm - Group 2						Midterm - Control					
CWPM	Total		Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total		Boys		Girls	
0 words	18.4	c	16.4	c	20.5	c	19.9**	c	19.4*	a	20.4	b	20.9**	b	14.5	a	27.3**		12.8	c	11.8	b	13.8	
1 to 9	7.6		9.5		5.8		7.6		10.3		4.8		8.2		9.1		7.3		7.3		8.2		6.4	
10 to 24	38.0	c	43.4	c	32.5	c	36.14**	c	37.5***	b	34.8	c	33.6***		43.6*	b	23.6**	d	46.1	c	55.5	c	36.7	b
25 to 35	27.3	c	21.2		33.4	c	27.3	b	23.3		31.3	b	26.3		20.0		32.7	b	28.3		18.2		38.5	b
>36 words	8.7	c	9.5		7.8	c	9.1	c,e	9.5		8.7	c,e	10.9**	e	12.7	d	9.1	c,d	5.5	c	6.4	a	4.6	c
n	*901*		*452*		449		462		232		230		220		110		110		219		110		109	

Difference between treatment and control schools is statistically significant at less than 10% (*), 5% (**) and 1% (***)
Difference between baseline and midterm is statistically significant at less than 10% (a), 5% (b) and 1% (c)
Difference in change between treatment and control over time is statistically significant at less than 10% (d), 5% (e) and 1% (f)

[1] Baseline values recalculated at midterm to correct for a coding error.

Table 29: Reading scores[1]

Average Reading Scores	Baseline- All Schools						Baseline- Group 1						Baseline- Group 2						Baseline- Control Group					
	Total		Girl		Boy		*Total*		Girl		Boy		*Total*		Girl		Boy		*Total*		Girl		Boy	
Reading Letters/Sounds (100)	38.8		44.8		41.6		38.0**		34.4*		41.5**		35.2***		31.5***		38.7*		41.7		38.7		44.8	
Reading Syllables (100)	31.6		28.9		34.3		30.6***		28.0**		33.3*		29.5***		26.4**		32.4*		36.1		33.5		38.9	
Familiar Words (50)	15.3		13.4		17.3		15.1**		13.3		16.8*		14.1***		12.1**		16.0*		17.1		15.0		19.4	
Unfamiliar words (50)	10.2		8.6		11.7		10.0**		8.3*		11.8		9.0***		7.6**		10.4**		11.6		10.1		13.2	
Correct words in text/story (75) at 60 seconds	18.9		20.9		16.9		18.2**		16.3*		20.1		18.4		15.9*		20.7		20.8		18.9		22.9	
n	*903*		*452*		451		470		235		235		222		108		113		212		109		103	
Average Reading Scores	Midterm - All Schools						Midterm - Group 1						Midterm - Group 2						Midterm - Control Group					
	Total		Girl		Boy		*Total*		Girl		Boy		*Total*		Girl		Boy		*Total*		Girl		Boy	
Reading Letters/Sounds (100)	33.5	c	30.3	c	36.6	c	33.2	c	29.8	b	36.6	b	33.4	e	30.9		36.7		34.0	c	31.4	c	36.6	c
Reading Syllables (75)	35.6	c	32.2	b	39.2	c	35.1	c	31.5	a	38.8	b	34.9	b,d	31.9	a	38.0		37.6		33.9		41.4	
Familiar Words (50)	18.9	c	17.0	c	20.8	c	19.1	c	17.0	c	21.2	c	17.9	c	16.0	b	19.8	b	19.4	b	18.0	b	21.0	
Unfamiliar words (50)	15.3	c	13.6	c	17.0	c	15.0	c	13.1	c	16.9	c	15.2	c	13.2	c	17.1	c	15.9	c	14.8	c	17.1	c
Correct words in text/story (72) at 60 seconds	17.4	b	15.5		19.3		17.4		15.2		19.6		16.5		15.0		17.9		18.2	b	16.6		19.9	
Correct words in text/story (72) at 180 seconds	45.3		43.8		46.9		45.2		42.6		47.9		44.0		45.5		42.6		46.8		44.7		49.0	
n	*901*		*452*		449		462		232		230		220		110		110		219		110		109	

Difference between treatment and control schools is statistically significant at 10% (*), 5% (**) and 1% (***)
Difference between baseline and midterm is statistically significant at 10% (a), 5% (b) and 1% (c)
Difference in change between treatment and control over time is statistically significant at 10% (d), 5% (e) and 1% (f)

[1] Baseline values recalculated at midterm to correct for a coding error.

Table 30: Percent of students that regularly practice at least three health and hygiene practices

Baseline	**All**		***n***	**Group 1**		***n***	**Group 2**		***n***	**Control**		**n**
Male students	*6.6*		*452*	*8.5**		*235*	*5.6*		*108*	*3.7*		*109*
Female student	*11.8*		*451*	*14.0*		*235*	*8.0*		*113*	*10.7*		*103*
Total students	9.2		*903*	11.3*		*470*	6.8		*221*	7.1		*212*
Midterm	**All**		***n***	**Group 1**		***n***	**Group 2**		***n***	**Control**		***n***
Male students	*6.2*		*452*	*6.0***		*232*	*11.8****	*a,e*	*110*	*0.9*		*110*
Female student	*5.3*	*c*	*449*	*3.9***	*c*	*230*	*13.6****	*f*	*110*	*0.0*	c	*109*
Total students	5.8	c	*901*	5.0***	c	*462*	12.7***	b,f	*220*	0.4	*c*	*219*

Difference between treatment and control schools is statistically significant at 10% (*), 5% (**) and 1% (***)
Difference between baseline and midterm is statistically significant at 10% (a), 5% (b) and 1% (c)
Difference in change between treatment and control over time is statistically significant at 10% (d), 5% (e) and 1% (f)

Table 31: Percent of students in Correct Word Per Minute (CWPM) range - 180 seconds

CWPM	Midterm - All Schools			Midterm -Group 1			Midterm - Group 2			Midterm - Control		
	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
0 words	18.4	16.4	20.5	19.9**	20.3*	20.4	20.9**	14.6	27.3**	12.8	11.8	13.8
1 to 9	11.5	15.3	7.8	11.1	15.9	6.1	11.4	13.6	9.1	12.8	15.5	10.1
10 to 24	38.1	41.2	35.0	35.3***	34.0***	36.5	34.5**	44.5	26.4**	46.5	52.7	40.4
25 to 35	22.6	16.5	28.7	23.8	19.0	27.8	22.2	13.6	30.9	20.5	12.7	28.4
>36 words	9.3	10.6	8.0	10.0	10.8	9.1	10.0	13.6	6.3	7.3	7.3	7.3
n	*901*	*452*	449	462	232	230	220	110	110	219	110	109
Difference between treatment and control schools is statistically significant at 10% (*), 5% (**) and 1% (***)												

Table 32: Total correct listening comprehension questions

Answered Correct	Midterm - All Schools			Midterm -Group 1			Midterm - Group 2			Midterm - Control		
	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
0 correct	0.4	0.2	0.6	0.2	0.0	0.4	0.9	0.9	0.9	0.4	0.0	0.9
1 correct	0.6	0.4	0.9	0.8	0.8	0.8	0.9	0.0	1.8	0.0	0.0	0.0
2 correct	2.4	0.8	4.0	2.5	0.8	4.3	1.8	0.9	4.5	2.7	0.9	4.5
3-4 correct	47.1	49.1	45.2	51.7	52.6	50.1	35.9***	31.8***	40.0	48.8	59.1	38.5
5 correct	49.3	49.3	49.2	44.6	45.6	43.4**	60.5***	66.4***	54.5	47.9	40.0	55.9
n	*901*	*452*	449	462	232	230	220	110	110	219	110	109

Difference between treatment and control schools is statistically significant at 10% (*), 5% (**) and 1% (***)
Difference between baseline and midterm (a) and difference in change between treatment and control (b) is statistically significant at the 95%

Table 33: Reading practices outside of school

Reading practices OUTSIDE of school	Baseline - All Schools						Baseline -Group 1						Baseline - Group 2						Baseline - Control					
	Total		Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total		Boys		Girls	
Percent of students reading outside of school	73.3		69.2		77.4		75.1		72.8		77.4		70.1		62.9		77.0		72.6		67.9		77.7	
Percent of students using reading skills during the last week	38.2		36.7		39.7		38.5		39.1		37.9		37.5		35.2		39.8		38.2		33.0		43.7	
Percent of students getting books to read outside of school	42.6		40.0		45.2		44.0		44.7*		43.4		39.4		34.9		43.4		42.9		34.9		51.5	
n	*903*		*452*		451		470		235		235		221		108		113		212		109		103	
Reading practices OUTSIDE of school	Midterm - All Schools						Midterm -Group 1						Midterm - Group 2						Midterm - Control					
	Total		Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total		Boys		Girls	
Percent of students reading outside of school	64.5	c	69.7		59.2	c	71.6***	e	77.2*		66.1***	c,e	55.9	c	55.5**		56.4	c	57.9	c	68.2		47.7	c
Percent of students using reading skills during the last week	29.2	c	34.7		23.6	c	31.8	b	37.9		25.6**	c,d	26.8	b	28.2		25.5	b	26.0	c	34.5		17.4	c
Percent of students getting books to read outside of school	53.4	c	53.3	c	53.7	b	58.9	c, a	57.3	c	60.4***	c,f	49.1	b	47.3	a	50.9	d	46.6		50.9	b	42.2	
n	*901*		*452*		449		462		232		230		220		110		110		219		110		109	

Difference between treatment and control schools is statistically significant at 10% (*), 5% (**) and 1% (***)
Difference between baseline and midterm is statistically significant at 10% (a), 5% (b) and 1% (c)
Difference in change between treatment and control over time is statistically significant at 10% (d), 5% (e) and 1% (f)

Annex 14: School/Head Teacher Survey Results

Table 34: Percent of students enrolled receiving school meals as identified by teachers

Baseline - Students	All Schools			Group 1			Group 2			Control Group		
	Total	Girl	Boy	*Total*	Girl	Boy	*Total*	Girl	Boy	*Total*	Girl	Boy
1st Grade	66.3	65.9	*66.8*	100.0***	100.0***	100.0***	13.4	12.1**	15.7**	48.2	48.0	48.4
2nd Grade	67.1	67.8	66.7	100.0***	100.0***	100.0***	14.8	17.3**	12.81**	50.3	50.7	50.6
3rd Grade	71.4	70.9	72.1	100.0***	100.0***	100.0***	32.4	30.0	34.6	50.3	50.9	50.7
4th Grade	76.9	76.6	77.4	100.0***	100.0***	100.0***	44.8	43.3	46.3	60.6	60.6	60.9
5th Grade	75.9	77.1	75.3	100.0***	100.0***	100.0***	46.6	48.1	44.7	54.5	58.0	54.0
6th Grade	76.0	76.1	75.4	100.0***	100.0***	100.0***	54.8	54.2	54.0	46.9	47.9	45.3
ECD	47.5	47.3	47.8	52.4	52.4	52.4	18.3**	18.1**	18.9**	66.6	65.8	67.4
Total Students	*69.5*	*69.7*	*69.3*	*95.3****	*95.1***	*95.5***	*28.9**	*29.3**	*28.7**	*55.6*	*56.4*	*55.6*
Midterm - Students	All Schools			Group 1			Group 2			Control Group		
	Total	Girl	Boy	*Total*	Girl	Boy	*Total*	Girl	Boy	*Total*	Girl	Boy
1st Grade	100.0 c	100.0 c	100.0 c	100.0 f	100.0 f	100.0 f	100.0 c,e	100.0 c,e	100.0 c,e	100.0 c	100.0 c	100.0 c
2nd Grade	99.9 c	99.9 c	100.0 c	100.0 f	100.0 f	100.0 f	100.0 c,e	100.0 c,e	100.0 c,f	99.8 c	99.5 c	100.0 c
3rd Grade	100.0 c	100.0 c	100.0 c	100.0 f	100.0 f	100.0 f	100.0 c	100.0 c	100.0 c	100.0 c	100.0 c	100.0 c
4th Grade	100.0 c	100.0 c	100.0 c	100.0 f	100.0 f	100.0 f	100.0 c	100.0 c	100.0 c	100.0 c	100.0 c	100.0 c
5th Grade	100.0 c	100.0 c	100.0 c	100.0 f	100.0 f	100.0 f	100.0 c	100.0 c	100.0 c	100.0 c	100.0 c	100.0 c
6th Grade	100.0 c	100.0 c	100.0 c	100.0 f	100.0 f	100.0 f	100.0 c	100.0 c	100.0 c	100.0 b	100.0 b	100.0 b
ECD^	99.9 c	99.9 c	100.0 c	100.0 c	100.0 c	100.0 c	99.8 c,e	99.6 c,e	100.0 c,f	100.0 b	100.0 b	100.0 b
Total Students	*100.0* c	*100.0* c	*100.0* c	*100.0* c,f	*100.0* c	*100.0* c	*100.0* c,d	*99.9* c	*100.0* c	*100.0* c	*99.9* c	*100.0* c
n (schools)	*41*			*21*			*10*			*10*		

Difference between treatment and control schools is statistically significant at 10% (*), 5% (**) and 1% (***)
Difference between baseline and midterm is statistically significant at 10% (a), 5% (b) and 1% (c)
Difference in change between treatment and control over time is statistically significant at 10% (d), 5% (e) and 1% (f)
^ECD is only out of 38 schools (38,20,9,9)

Table 35: Average number of dropouts for 2021-2022 and 2022-2023 school year, by grade, as identified by teachers

Grade Level	Baseline - All Schools						Baseline - Group 1						Baseline - Group 2						Baseline - Control					
	Total		Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total		Boys		Girls	
1st Grade	2.7		2.6		2.8		1.2		1.2		1.1		9.8**		9.1**		10.5*		0.6		0.5		0.6	
2nd Grade	2.6		2.9		2.2		1.1		1.1		1.0		9.2***		10.5***		7.8**		0.7		0.9		0.5	
3rd Grade	4.8		5.4		4.2		3.5		3.6		3.3		12.6**		14.1*		11.3**		1.2		2.5		0.3	
4th Grade	5.6		6.4		4.2		3.1		3.7		2.9		17.3***		18.8**		15.7***		1.9		2.9		1.3	
5th Grade	5.3		6.5		5.1		3.6		4.4		3.1		13.1**		16.4**		10.3**		2.6		3.0		2.4	
6th Grade	2.0		1.8		4.4		0.8		4.9		1.4		7.2		7.7		6.7		0.0		0.0		0.0	
ECD	0.2		0.1		2.2		0.3		2.3		0.4		0.0		0.0		0.0		0.0		0.0		0.0	
n	*31*						18						6						7					
Grade Level	Midterm - All Schools						Midterm - Group 1						Midterm – Group 2						Midterm - Control					
	Total		Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total		Boys		Girls	
1st Grade	0.6	b	0.7	b	0.5	a	0.5		0.6		0.4		0.9	c,f	1.0	b,f	0.8	c,f	0.4		0.4		0.5	
2nd Grade	0.8	b	0.9	b	0.7	a	0.4**	a	0.4*		0.4		1.5	c,f	1.7	b,f	1.3	b,e	1.1		1.2		0.8	
3rd Grade	1.0	c	1.2	c	0.8	b	1.5		1.9		1.2		0.5	c,f	0.6	c,e	0.5	b,f	0.3		0.5		0.0	
4th Grade	1.6	c	2.7	b	0.8	c	1.6		2.5		0.9		1.4	c,f	2.3	c,f	0.7	c,f	2.0		3.4		0.6	
5th Grade	2.2	c	3.2	b	1.5	c	2.1		3.3		1.3		2.2	c,f	3.5	c,f	1.1	c,f	2.4		2.4		2.5	
6th Grade	1.1		1.3		1.0	b	1.3		1.5		1.2		1.0		1.4		0.4	d	1.1		0.9		1.1	
ECD	0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0	
n	*38*						20						9						9					

Difference between treatment and control schools is statistically significant at 10% (*), 5% (**) and 1% (***)
Difference between baseline and midterm is statistically significant at 10% (a), 5% (b) and 1% (c)
Difference in change between treatment and control over time is statistically significant at 10% (d), 5% (e) and 1% (f)

Table 36: Average number of students enrolled by grade as identified by teachers

Baseline - Students	All Schools						Group 1						Group 2						Control Group					
	All		Girl		Boy		Total		Girl		Boy		Total		Girl		Boy		*Total*		Girl		Boy	
1st Grade	155.5		74.6		*80.9*		157.5		72.4		85.1		166.6		85.1		81.5		140.3		68.7		71.6	
2nd Grade	134.8		65.2		69.6		139.5		68.3		71.1		139.8		67.2		72.6		120.0		56.7		63.3	
3rd Grade	96.1		47.2		48.9		108.7**		53.5*		55.2**		93.2		44.8		48.4		72.7		36.4		36.3	
4th Grade	86.9		49.7		43.2		94.0		47.6		46.3		87.5		43.4		44.1		71.4		35.8		35.6	
5th Grade	80.0		41.3		38.6		89.1**		46.1**		43.0*		83.5*		45.5**		38.0		57.3		27.1		30.2	
6th Grade	59.7		27.2		27.2		65.5**		35.1**		30.4**		67.9*		37.8*		30.1*		39.5		22.1		17.4	
ECD	53.8		28.4		25.4		66.3**		34.3		32.0		36.2		20.1		16.1		45.3		24.5		20.8	
Per School	*666.9*		333.8		333.1		*720.5**		357.4*		363.1*		*674.7*		*343.9*		*300.7*		*546.5*		*271.3*		*275.2*	
Midterm - Students	All Schools						Group 1						Group 2						Control Group					
	Total		Girl		Boy		*Total*		Girl		Boy		*Total*		Girl		Boy		*Total*		Girl		Boy	
1st Grade	177.56		83.1		*94.5*		179.7		83.6		96.1		202.7*		97.4*		105.3	a	147.9		67.7		80.2	
2nd Grade	129.53		60.0		69.5		129.7		52.6		71.2		143.6		69.1		74.5		115.1		53.9		61.2	
3rd Grade	112.51		54.8		57.8		120.1		57.4		62.7		118.6		60.3	a	58.3		90.5		43.6		46.9	
4th Grade	85.68		44.2		41.4		91.6*		47.5		44.0*		91.0		46.1		44.9		68.0		35.4		32.6	
5th Grade	81.9		42.0		39.9		86.2		45.5		40.7		81.1		38.6	d	42.5		73.7		38.3		35.4	
6th Grade	64.36		35.3		29.0		54.0		30.3		23.7		107.7**		59.0**		48.7*		42.8		22.2		20.6	
ECD	123.9	c	61.9	c	62.0	c	131.7	c	65.8	c	65.9	c	114.6	c	55.7	c	58.9	c	117.0	c	87.1	c	59.9	c
Per School	*772.5*	*a*	379.8		391.1	a	*786.2*		385.7		401.0		*859.3**		*426.2*		*433.1*	a	*643.3*		*315.0*		*328.3*	
n(schools)	*41*						*21*						*10*						*10*					

Difference between treatment and control schools is statistically significant at 10% (*), 5% (**) and 1% (***)
Difference between baseline and midterm is statistically significant at 10% (a), 5% (b) and 1% (c)
Difference in change between treatment and control over time is statistically significant at 10% (d), 5% (e) and 1% (f)

Table 37: Repeat learners for 2021-2022 and 2022-2023 school year as identified by teachers

Grade level – baseline	Baseline - All Schools			Baseline -Group 1			Baseline - Group 2			Baseline - Control		
	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
1st Grade	28.5	30.6	26.6	26.8	29.4	24.7	24.3	23.2	25.8	38.3	42.1	34.3
2nd Grade	18.4	21.1	15.4	19.4	22.5	15.6	12.1	13.1	0.0	21.3	24.3	19.5
3rd Grade	18.8	20.8	16.4	20.8	23.0	18.4	13.1	16.9	9.0	17.6	18.3	17.1
4th Grade	19.7	20.6	19.3	21.6	23.0	21.0	17.1	17.9	16.6	15.5	15.3	15.9
5th Grade	22.2	24.3	20.9	23.9	28.0	20.7	17.6	17.7	17.5	21.4	18.4	24.9
n	*32*			20			6			6		
6th Grade	9.4	10.1	9.1	13.4	14.7	12.5	3.0	2.0	3.8	1.4	1.1	2.1
ECD	0.8	1.2	0.6	1.2	1.9	0.9	0.0	0.0	0.0	0.0	0.0	0.0
Total School	19.7	21.6	17.8	20.1	22.6	17.7	15.5	16.1	14.9	22.5	24.0	21.0
n	*31*			19			6			6		
Grade level – midterm	Midterm - All Schools			Midterm - Group 1			Midterm - Group 2			Midterm - Control		
	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
1st Grade	25.8	26.5	25.2	24.5	27.6	21.0	21.8	21.2	23.1	33.0	29.8	37.3
2nd Grade	24.9 a	26.5	23.2	26.3	28.9	23.1	22.4	24.5	20.4	24.4	23.3	26.4
3rd Grade	21.0	22.3	19.8	22.2	24.8	19.7	16.9	18.5	15.6	22.6	20.9	24.9
4th Grade	21.7	24.8	19.1	23.3	26.0	21.2	21.6	24.8	18.3	17.7	22.1	13.1
5th Grade	20.4	22.0	19.2	20.8	23.6	19.5	22.3	24.7	20.2	17.4	16.2	17.1
6th Grade	5.8	5.8	5.9	5.2	5.9	4.4	8.3	9.7**	7.1	4.1	1.2	8.3
ECD	3.8	4.2	3.2	0.1	0.3	0.0	14.1	16.0	12.7	0.0	0.0	0.0
Total School	*18.5*	17.0	19.9	18.4	20.7	16.0	18.7	19.7	17.7	18.4	18.3	18.5
n	*40*			21			10			9		

Table 38: School food expenditure – financial sources for food purchases

Midterm	All		*Group 1*		*Group 2*		*Control*	
Donor organizations	73.2		95.2***		90.0***		10.0	
Parents	61.0		52.4**		50.0**		90.0	
School Budget (Government)	26.8		4.8***		10.0*		90.0	
Other Donations	2.4		4.8		0.0		0.0	
n	*41*		*21*		*10*		*10*	
Difference between treatment and control schools is statistically significant at 10% (*), 5% (**) and 1% (***)								

Table 39 Percent of school that have improved water sources - types of water sources

Baseline	All		*Group 1*		*Group 2*		*Control*	
Piped water	70.7		85.7*		50.0		60.0	
Public tap	9.8		4.8		20.0		10.0	
Rainwater	90.2		90.5		90.0		90.0	
Surface water	0.0		0.0		0.0		0.0	
None	2.4		0.0		0.0**		10.0	
Midterm	All		*Group 1*		*Group 2*		*Control*	
Piped water	73.2		85.7		40.0		80.0	
Public tap	9.8		4.8		20.0		10.0	
Rainwater	63.4	c	61.9	b	70.0		60.0	
Surface water	2.4		0.0		10.0		0.0	
None	0.0		0.0		0.0		0.0	
n	41		21		10		10	
Difference between treatment and control schools is statistically significant at 10% (*), 5% (**) and 1% (***) Difference between baseline and midterm is statistically significant at 10% (a), 5% (b) and 1% (c) Difference in change between treatment and control over time is statistically significant at 10% (d), 5% (e) and 1% (f)								

Table 40: Percent of schools receiving support (including WFP support)

Baseline	All		Group 1		Group 2		Control	
Percent of Schools receiving external support	100.0		100.0		100.0		100.0	
Type of external support trainings at baseline								
School feeding	90.2		100.0***		90.0		70.0	
Other nutrition activities	19.5		38.1**		0.0		0.0	
Deworming	92.7		100.0**		90.0		80.0	
Sanitation (water and toilets)	58.5		90.5***		30.0		20.0	
School governance	34.1		52.4***		30.0*		0.0	
Provision of school materials, textbooks, books	100.0		100.0		100.0		100.0	
Renovation/construction of infrastructure in school e.g., classes, kitchens, stores	85.4		95.2		60.0		90.0	
Training of teachers	80.5		85.7		80.0		70.0	
Health education	22.0		38.1**		10.0		0.0	
Other activities (specify)	0.0		0.0		0.0		0.0	
Midterm	All		Group 1		Group 2		Control	
Percent of Schools receiving external support	100.0		100.0		100.0		100.0	
Type of external support trainings at midterm								
School feeding	90.2		100.0***		90.0		70.0	
Other nutrition activities	39.0	a	47.6**		50.0**	c,e	10.0	
Deworming	95.1		95.2	e	90.0		100.0	
Sanitation (water and toilets)	75.6		95.2***		80.0**		30.0	
School governance	7.3	c	14.3	c,d	0.0	b,d	0.0	
Provision of school materials, textbooks, books	85.4	b	95.2**	e	80.0		70.0	
Renovation/construction of infrastructure in school e.g., classes, kitchens, stores	73.1		90.5***	d	60.0		50.0	b
Training of teachers	92.3		95.2		100.0		80.0	
Health education	12.2		19.0		10.0		0.0	
Other activities (specify)	0.0		0.0		0.0		0.0	
n	41		21		10		10	

Difference between treatment and control schools is statistically significant at 10% (*), 5% (**) and 1% (***)
Difference between baseline and midterm is statistically significant at 10% (a), 5% (b) and 1% (c)
Difference in change between treatment and control over time is statistically significant at 10% (d), 5% (e) and 1% (f)

Table 41: School food providers as identified by head teachers

Baseline	All		Group 1		Group 2		Control	
Partnership with local farmer groups	5.5		4.7		1.3		0.0	
WFP/NGOs provided	58.3		100.0		0.0		0.0	
Government	38.9		4.7***		87.5		85.7	
Kitchen garden	61.1		90.5***		12.5		28.5	
Local markets	66.7		71.4		75.0		42.2	
Parents provided	41.7		14.3***		75.0		85.7	
n	36		21		8		7	
Midterm	All		Group 1		Group 2		Control	
Partnership with local farmer groups	12.2		9.5		30.0		0.0	
WFP/NGOs provided	75.6		100.0***		90.0***	c,f	10.0	
Government	19.5	a	0.0***		10.0***	c,e	70.0	
Kitchen garden	80.5	a	90.5*		80.0	c	60.0	
Local markets	65.9		81.0**		60.0		40.0	
Parents provided	36.6		19.1***		30.0**		80.0	
n	41		21		10		10	

Difference between treatment and control schools is statistically significant at 10% (*), 5% (**) and 1% (***)
Difference between baseline and midterm is statistically significant at 10% (a), 5% (b) and 1% (c)
Difference in change between treatment and control over time is statistically significant at 10% (d), 5% (e) and 1% (f)

Table 42: Percentage of cooks and storekeepers that could identify each food safety practice

Baseline	All		*Group 1*		*Group 2*		*Control*	
Food must be handled and prepared with utmost cleanliness, including proper hand washing before preparing food	58.3		61.9		62.5		42.8	
All staff handling food in school must receive training on basic hygiene	0.0		0.0		0.0		0.0	
Contact between raw foodstuffs and cooked food must be avoided	0.0		0.0		0.0		0.0	
Food should be cooked thoroughly	27.8		42.8*		0.0		14.3	
Food must be kept at safe temperatures	5.6		9.5		0.0		0.0	
Safe water and safe raw ingredients must be used in food preparation	13.9		19.0		12.5		0.0	
None of these practices	22.2		9.5**		37.5		42.9	
n	36		21		8		7	
Midterm	All		*Group 1*		*Group 2*		*Control*	
Food must be handled and prepared with utmost cleanliness, including proper hand washing before preparing food	85.4	c	85.7	a	90.0		80.0	
All staff handling food in school must receive training on basic hygiene	4.8		9.5		0.0		0.0	
Contact between raw foodstuffs and cooked food must be avoided	2.4		4.8		0.0		0.0	
Food should be cooked thoroughly	12.2	a	19.0	a	10.0		0.0	
Food must be kept at safe temperatures	9.7		14.3		10.0		0.0	
Safe water and safe raw ingredients must be used in food preparation	17.7		14.3		30.0		10.0	
None of these practices	7.3	a	4.8		0.0	b	20.0	
n	41		21		10		10	

Difference between treatment and control schools is statistically significant at 10% (*), 5% (**) and 1% (***)
Difference between baseline and midterm is statistically significant at 10% (a), 5% (b) and 1% (c)
Difference in change between treatment and control over time is statistically significant at 10% (d), 5% (e) and 1% (f)

Table 43: School committees - percent of schools with school committees

School Committees - Baseline	All		Group 1		Group 2		Control	
School General Assembly Committee	100.0		100.0		100.0		100.0	
School Feeding Committee	82.9		85.7		70.0		90.0	
School Tender Committee	70.7		71.4		70.0		70.0	
School Management Committee	41.5		52.4		30.0		30.0	
School Committees - Midterm	All		Group 1		Group 2		Control	
School General Assembly Committee	100.0		100.0		100.0		100.0	
School Feeding Committee	100.0	c	100.0	a	100.0	a	100.0	
School Tender Committee	97.6	c	100.0	c	100.0	a	90.0	
School Management Committee	41.4		52.4		30.0		30.0	
"Other" Committees	43.9		52.4**		60.0**		10.0	
n	41		21		10		10	

Difference between treatment and control schools is statistically significant at 10% (*), 5% (**) and 1% (***)
Difference between baseline and midterm is statistically significant at 10% (a), 5% (b) and 1% (c)
Difference in change between treatment and control over time is statistically significant at 10% (d), 5% (e) and 1% (f)

Table 44: Faculty attendance and staff turnover

Baseline 2021-2022	All		Group 1		Group 2		Control	
Percent of teachers who were present for 90% of scheduled school days	84.3		92		87		80.7	
Percent of teachers that left for any reason	2.0		1.2		5.5**		0.3	
Number of unfilled teaching staff positions	40		13		18		9	
Average number of unfilled teaching staff per school	*1.0*		*0.6*		*1.8*		*0.9*	
Midterm 2022-2023	All		Group 1		Group 2		Control	
Percent of teachers who were present for 90% of scheduled school days	94.6	b	92.9	d	97.5	a	97.5	a
Percent of teachers that left for any reason	2.1		2.3		2.3	a	1.8	
Number of unfilled teaching staff positions	33		7		14		12	
Average number of unfilled teaching staff per school	*0.8*		*0.3**		*1.4*		*1.2*	
n (schools)	41		21		10		10	

Difference between treatment and control schools is statistically significant at 10% (*), 5% (**) and 1% (***)
Difference between baseline and midterm is statistically significant at 10% (a), 5% (b) and 1% (c)
Difference in change between treatment and control over time is statistically significant at 10% (d), 5% (e) and 1% (f)

SUPPLEMENTAL TABLES

Table 45: Faculty and staff employment

Baseline 2021-2022	All	Group 1	Group 2	Control
Male Teachers	312	169	87	56
Average Number of Male Teachers per school	7.6	8.0	8.7	5.6
Female Teachers	384	197	110	77
Average Number of Female Teachers per school	9.4	9.4	11.0	7.7
Total Teachers	696	366	197	133
Average Number of Teachers per school	17.0	17.4	19.7	13.3
Total Teacher/Student ratio	*39.2*	*41.3*	*36.5*	*37.7*
Midterm 2022-2023	All	Group 1	Group 2	Control
Male Teachers	351	197	91	63
Average Number of Male Teachers per school	8.6	9.4	9.1	6.3
Female Teachers	464	347	118	99
Average Number of Female Teachers per school	11.3	16.5	11.8	9.9
Total Teachers	815	544	209	162
Average Number of Teachers per school	19.9	25.9	20.9	16.2
Total Teacher/Student ratio	*38.7*	*30.3*	*41.1*	*39.7*
n (schools)	*41*	*21*	*10*	*10*

Table 46: Cooking staff turnover

Baseline 2021-2022	All	Group 1	Group 2	Control
Cooks and Storekeepers	118	71	24	23
Average Cooks/Storekeeper per school	2.9	3.4	2.4	2.3
Number of unfilled cook positions	20	8	9	3
Average unfilled cooking positions per school	0.5	0.4	0.9	0.3
Midterm 2022-2023	All	Group 1	Group 2	Control
Cooks and Storekeepers	145	74	39	32
Average Cook/Storekeeper per school	3.5	3.5	3.9	3.2
Number of unfilled cook positions	6	2	3	1
Average unfilled cooking positions per school	*0.1*	*0.1*	*0.3*	*0.1*
n (schools)	41	21	10	10

Table 47: National School Feeding Programme (NSFP) readiness - safe food preparation practices

Baseline	All		Group 1		Group 2		Control	
Percentage of schools using the nutrition and food safety guides by identified by the ***HEAD TEACHER***	51.2		81.0**		0.0**		40.0	
Percentage of schools using the nutrition and food safety guides by identified by the ***COOK/STOREKEEPER***	69.4		100.0***		25.0		28.6	
Percent of cooks and storekeepers who can identify at least three safe food preparation and storage practices	2.4		4.7		0.0		0.0	
n	*36*		*21*		*8*		*7*	
Midterm	All		Group 1		Group 2		Control	
Percentage of schools using the nutrition and food safety guides by identified by the ***HEAD TEACHER***	92.7	c	95.2		100.0	c,f	80.0	a
Percentage of schools using the nutrition and food safety guides by identified by the ***COOK/STOREKEEPER***	92.7	c	95.2		100.0	c,f	80.0	b
Percent of cooks and storekeepers who can identify at least three safe food preparation and storage practices	4.9		9.5		0.0		0.0	
n	41		21		10		10	

Difference between treatment and control schools is statistically significant at 10% (*), 5% (**) and 1% (***)
Difference between baseline and midterm is statistically significant at 10% (a), 5% (b) and 1% (c)
Difference in change between treatment and control over time is statistically significant at 10% (d), 5% (e) and 1% (f)

Table 48: Percent of school with supplemental reading materials available

Baseline	All		*Group 1*		*Group 2*		*Control*	
Percent of school that have supplemental reading materials available to students obtained because of USDA and World Vision assistance	51.2		100.0***		0.0		0.0	
Midterm	All		*Group 1*		*Group 2*		*Control*	
Percent of school that have supplemental reading materials available to students obtained because of USDA and World Vision assistance	61.0		100.0***		30.0	a	10.0	
n	41		21		10		10	

Difference between treatment and control schools is statistically significant at 10% (*), 5% (**) and 1% (***)
Difference between baseline and midterm is statistically significant at 10% (a), 5% (b) and 1% (c)
Difference in change between treatment and control over time is statistically significant at 10% (d), 5% (e) and 1% (f)

Table 49: Percent of parents able to identify benefits of primary education as identified by head teachers

Baseline	All		*Group 1*		*Group 2*		*Control*	
Increased Health	45.9		54.5		32.2		41.7	
Improved Nutrition	52.2		49.6		46.5*		63.5	
Increased opportunities	50.6		45.6*		50.0		61.8	
Increased earning potential	77.4		76.4		76.0		80.8	
Ability to read/write/count	54.3		46.0**		60.8		65.0	
Knowledge for daily life	43.8		34.1**		57.0		51.0	
Increased socialization	45.3		39.5		57.0		46.0	
Strengthening relationships	52.3		44.4		64.0		57.0	
Increased engagement with community	20.1		7.04*		46.6		21.2	
Parents who can name at least 3 benefits	N/A		N/A		N/A		N/A	
Midterm	All		*Group 1*		*Group 2*		*Control*	
Increased Health	72.0	c	69.2	c	76.1	c	73.7	b
Improved Nutrition	70.2	c	69.4	b	69.9	a	72.3	
Increased opportunities	65.9	c	65.1	b	68.6	a	64.7	
Increased earning potential	95.0	c	95.4	c	96.6	c	92.0	b
Ability to read/write/count	72.2	c	70.6	c	76.1		72.0	
Knowledge for daily life	68.0	c	64.2	c	77.0	b	67.0	
Increased socialization	63.0	c	57.2	b	71.8		66.5	a
Strengthening relationships	67.9	c	66.1	b	70.1		69.5	
Increased engagement with community	67.0	c	64.5	c	69.0		70.0	c
Parents who can name at least 3 benefits	74.1		71.1		79.0		75.6	
n	*41*		*21*		*10*		*10*	

Difference between treatment and control schools is statistically significant at 10% (*), 5% (**) and 1% (***)
Difference between baseline and midterm is statistically significant at 10% (a), 5% (b) and 1% (c)
Difference in change between treatment and control over time is statistically significant at 10% (d), 5% (e) and 1% (f)

Table 50: School funding model

Type of model – baseline	All	Group 1	Group 2	Control
Mixed (Government-aided)	28	19	4	5
Government	13	2	6	5
n	41	21	10	10
Type of model – midterm	**All**	**Group 1**	**Group 2**	**Control**
Mixed (Government-aided)	32	20	7	5
Government	9	1	3	5
n	41	21	10	10

Table 51: Grade levels in schools

Grade level – baseline	All	Group 1	Group 2	Control
*Pre-Primary (*ECD/Nursery)	34	20	6	8
Primary (P1-P6)	41	21	10	10
Groupe Scolarie	17	12	4	1
n	41	21	10	10
Grade level – midterm	**All**	**Group 1**	**Group 2**	**Control**
Pre-Primary (ECD/Nursery)	38	20	9	9
Primary (P1-P6)	41	21	10	10
Groupe Scolarie	15	10	3	2
n	41	21	10	10

Table 52: School meals provided as identified by teachers

Percent of Schools that provide school meals								
Baseline	All		Group 1		Group 2		Control	
School Feeding Program	87.8		100***		80.0		70.0	
Pre-Primary	82.9		100***		60.0		70.0	
Primary	87.8		100***		80.0		70.0	
Average Meals in a day	1.2		1.1		1.5		1.0	
Type of Meal								
Breakfast	2.7		0.0*		0.0		14.3	
Lunch	97.2		100.0*		100.0		85.7	
Snacks	0.0		0.0		0.0		0.0	
n	36		21		8		7	
Midterm	All		Group 1		Group 2		Control	
School Feeding Program	100.0	b	100.0	f	100.0		100.0	a
Pre-Primary	95.1	a	95.2	e	100.0	b	90.0	
Primary	100.0	a	100.0	f	100.0		100.0	b
Average Meals in a day	1.0		1.0		1.0		1.0	
Type of Meal								
Breakfast	0.0		0.0	a	0.0		0.0	
Lunch	100.0		100.0	a	100.0		100.0	
Snacks	0.0		0.0		0.0		0.0	
n	41		21		10		10	

Difference between treatment and control schools is statistically significant at 10% (*), 5% (**) and 1% (***)
Difference between baseline and midterm is statistically significant at 10% (a), 5% (b) and 1% (c)
Difference in change between treatment and control over time is statistically significant at 10% (d), 5% (e) and 1% (f)

Table 53: National school feeding programme (NSFP) readiness - parent contributions

Baseline					Midterm								
Contributions	*All*	Group 1	Group 2	Control	**Contributions**	*All*		Group 1		Group 2		Control	
Cash	38.8	63.0***	2.2**	24.4	**Cash**	59.8	c	60.8	f	63.6	c,e	54.1	b
Average Amount	*N/A*	*N/A*	*N/A*	*N/A*	*Average Amount*	*RF 11,575.00*		*RF 13,535.00*		*RF 6,044.00*		*RF 13,145.00*	
In-Kind	19.1	15.4	32.4	15.3	**In-Kind**	7.3	b	7.0		3.4	c,e	12.1	
In-kind Support					***In-kind Support***								
Labor	*16.7*	*27.3*	*14.3*	*0.0*	*Labor*	*76.2*	*c*	*80.0*	*b*	*80.0*	*b*	*66.7*	*b*
Food	*45.8*	*0.0****	*100.0*	*66.7*	*Food*	*38.1*		*30.0*	*a*	*20.0*	*c*	*66.7*	
Water	*0.0*	*0.0*	*0.0*	*0.0*	*Water*	*0.0*		*0.0*		*0.0*		*0.0*	
Firewood	*54.2*	*90.9*	*0.0**	*50.0*	*Firewood*	*28.6*	*a*	*30.0*	*c*	*40.0*	*a,e*	*16.7*	
Other	*8.3*	*9.0*	*0.0*	*16.7*	*Other*	*0.0*		*0.0*		*0.0*		*0.0*	
n (schools)	24	11	7	6	*n (schools)*	*21*		*10*		*5*		*6*	
Cash and In-Kind	N/A	N/A	N/A	N/A	**Cash and In-Kind**	12.2		4.8		2.4		4.8	
Do not contribute	43.1	25.0***	64.9	59.5	**Do not contribute**	25.0	c	22.3	f	29.2	c	26.5	c
n (schools)	41	21	10	10	n (schools)	41		21		10		10	

Difference between treatment and control schools is statistically significant at 10% (*), 5% (**) and 1% (***)
Difference between baseline and midterm is statistically significant at 10% (a), 5% (b) and 1% (c)
Difference in change between treatment and control over time is statistically significant at 10% (d), 5% (e) and 1% (f)

Table 54: Enrolment

Baseline – Students	All Schools			Group 1			Group 2			Control Group		
	Total	Girl	Boy	*Total*	Girl	Boy	*Total*	Girl	Boy	*Total*	Girl	Boy
1st Grade	6377	3059	*3318*	3308	1521	1787	1836	931	905	1233	607	626
2nd Grade	5527	2674	2853	2929	1435	1494	1485	716	769	1113	523	590
3rd Grade	3941	1935	2006	2282	1123	1159	980	484	496	679	328	351
4th Grade	3563	1793	1770	1974	1001	973	920	463	457	669	329	340
5th Grade	3279	1695	1584	1871	969	902	887	456	431	521	270	251
6th Grade	2449	1335	1114	1375	736	639	702	400	302	372	199	173
ECD	2207	1166	1041	1392	720	672	389	216	173	426	230	196
Total Students (n)	*27343*	13657	13686	*15131*	7505	7626	*7199*	*3666*	*3533*	*5013*	*2486*	*2527*
Midterm – Students	All Schools			Group 1			Group 2			Control Group		
	Total	Girl	Boy	*Total*	Girl	Boy	*Total*	Girl	Boy	*Total*	Girl	Boy
1st Grade	7280	3406	3874	3774	1755	2019	2027	974	1053	1479	677	802
2nd Grade	5311	2459	2852	2724	1229	1495	1436	691	745	1151	539	612
3rd Grade	4613	2245	2368	2522	1206	1316	1186	603	583	905	436	469
4th Grade	3513	1814	1699	1923	999	924	910	461	449	680	354	326
5th Grade	3358	1724	1634	1810	955	855	811	386	425	737	383	354
6th Grade	2639	1449	1190	1134	637	497	1077	590	487	428	222	206
ECD	4833	2414	2419	2634	1318	1316	1146	557	589	1053	539	514
Total Students (*n*)	*31547*	*15511*	*16036*	*16521*	8099	8422	*8593*	*4262*	*4331*	*6433*	*3150*	*3283*

Table 55: Average attendance, as identified by teachers

Baseline	All		Group 1		Group 2		Control	
Girls - Pre-primary	71.4		88.7***		47.4		59.0	
Girls-Primary	82.4		94.0***		68.9		71.8	
Boys - Pre-Primary	69.9		88.2***		41.9		59.4	
Boys - Primary	81.9		92.7***		69.2		71.9	
n (schools)	41		21		10		10	
Midterm	All		Treatment 1		Treatment 2		Control	
Girls - Pre-primary	90.4	c	90.3		98.3	c	81.0	
Girls-Primary	92.3	b	94.1*	c	97.3		82.6	
Boys - Pre-Primary	90.9	c	90.5		98.1	c	83.0	
Boys - Primary	91.5	b	93.0		96.4	c	82.9	
n (schools)	41		21		10		10	

Difference between treatment and control schools is statistically significant at 10% (*), 5% (**) and 1% (***)
Difference between baseline and midterm is statistically significant at 10% (a), 5% (b) and 1% (c)
Difference in change between treatment and control over time is statistically significant at 10% (d), 5% (e) and 1% (f)

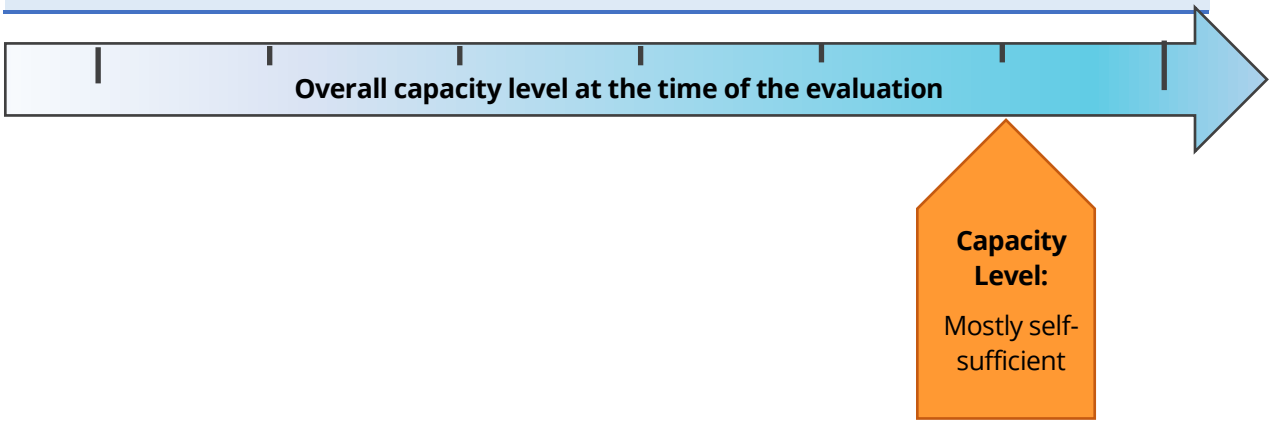
Annex 15: Rapid Country Capacity Strengthening Analysis

The table below presents the evaluation team's rapid assessment of the capacity levels for each of the five critical pathways and three domains defined in the WFP CCS framework, where WFP contributed to change in the realm of school feeding policy, programming and implementation in Rwanda.

Five Country Capacity-strengthening Pathways	Capacity Level
Policies and Legislation • The Government of Rwanda enacted the NSFP with technical support from WFP, providing school meals to all students in the country. • The Government of Rwanda announced the Comprehensive National School Feeding Policy (2019).	**At baseline:** Moderate **At evaluation:** Self-Sufficient
Institutional Effectiveness and Accountability • The NSF Steering Committee is co-chaired by the Government and WFP, which oversees the strategic direction of the NSFP and coordinates programming across Rwanda's 30 districts. • The Government of Rwanda is a founding member and has taken a leading role in the Global School Meals Coalition and is a role model and founder for the East African sub-region of the Coalition. • The Government established the National School Feeding Technical Working Group, co-chaired with WFP, which has plans for reducing consumption of firewood in schools and provided inputs for the National School Feeding Strategy and Financing Strategy.	**At baseline:** Moderate **At evaluation:** Self-Sufficient
Strategic Planning and Financing • MINEDUC conducted the first nationwide School Feeding Survey and Market Assessment in collaboration with WFP, informing the development of the National School Feeding Strategy and Financing Strategy. • The Government of Rwanda, with WFP technical support, developed their National School Feeding Strategy and Financing Strategy outlining the NSFP strategy and paths to sustainable finance in the next 10 years. • MINEDUC and WFP developed a transition strategy for 108 Phase I schools to join the NSFP in July 2023.	**At baseline:** Moderate **At evaluation:** Self-Sufficient
Stakeholder Initiative Design and Delivery • MINEDUC and WFP spearheaded the development of draft School Feeding Operational Guidelines. • MINEDUC and WFP conducted a ToT on food safety and quality, food storage and handling, procurement, and hygiene at the national level. By the end of 2023, over 10,000 stakeholders (cooks, storekeepers, school feeding committees and school tender committees) will have been trained. • NCDA and MINAGRI have been provided technical support from WFP through an embedded staff to support and enhance capacity of national and sub-national stakeholders to plan, implement and monitor nutrition and agriculture, respectively.	**At baseline:** Moderate **At evaluation:** Self-Sufficient

Five Country Capacity-strengthening Pathways	Capacity Level
Engagement and Participation of Civil Society and Private Sector • Several local bodies have been established to increase engagement and ownership of the NSFP; these include SGACs, School Feeding Committees, Procurement Committees, and farmers' groups. • Strengthening of farmer cooperatives and providing linkages to provide food for the schools. • Initiatives to transition ownership of the activities to local communities, including training of over 450 audit committee members to maintain WASH. • Handover events in preparation of Group 1 schools' transition to the NSFP were attended by village, sector, and district leaders. • Parent contribution to NSFP is creating ownership of the NSFP by parents.	**At baseline:** Latent **At evaluation:** Emergent

3 Domains
Enabling environment: Self-Sufficient
Organizational: Moderate
Individual: Moderate



Annex 16: Findings Conclusions Recommendations Mapping

Recommendation	Conclusions [by paragraph #]	Findings [by paragraph #]
1: Strengthen transition support for Group 1 schools, including post-transition accompaniment.	292, 294	154, 155
2: Continue to strengthen the monitoring system; specifically target setting and inclusion of project-level GEWE, CCS and PWD indicators.	286, 290	141, 143, 194, 197, 197, 197, 234, 253
3: Develop and implement a knowledge management and learning strategy to cover both the HGSF project and the NSFP.	285, 286, 291	197
4: Organize an outcome-to-impact reflection process to update the TOC; this process should take into account strategic recommendations from the midterm evaluation.	294	211, 218
5: Strengthen focus on students living with disabilities to ensure their meaningful participation and inclusion in the NSFP and education opportunities.	281, 286, 288	141, 145, 166, 197
6: Bolster district capacity strengthening for the NSFP activities.	289, 292, 293, 294	189, 198, 218, 262, 277
7: Organize an agile HGSF technical support function that can provide short-term, high-quality technical consulting services to NFSP activities.	285, 292, 294	257, 258, 262

Annex 17: Field Schedule: School/District Visits

This field schedule covers the field tour of the national team that administered the EGRA and conducted school- and district-level interviews and focus groups.

Table 56: Field schedule

Date	District	Sector	School name
24-May	Gasabo	Rutunga	GS KAYANGA
25-May	Burera	Ruhunde	EP GITOVU
	Burera	Ruhunde	EP Gatare (Control)
26-May	Burera	Gatebe	EP GATEBE
	Burera	Gatebe	EP GABIRO & EP Taba (Control)
29-May	Rutsiro	Kivumu	GS RWINYONI
	Rutsiro	Manihira	GS RWAMIKO
30-May	Karongi	Ruganda	GS KIBARI & EP NYABISIGA
	Karongi	Gitesi	GS GASHUBI
31-May	Karongi	Murundi / Ruganda	GS NGOMA & EP RUGANDA
	Rutsiro	Ruhango	GS RUNDOYI & EP BUSENDA
1-Jun	Karongi	Rwankuba	EP KARONGI B (Control)
	Karongi	Mutuntu	GS GISAYURA (Control)
2-Jun	Karongi	Gashari	EP KADUHA & EP Gashali (Control)
	Karongi	Gitesi	EP RURUMBU
3-Jun	Gasabo	Rutunga	Coop Isonga rya Bwunyu
5-Jun	Burera	Kivuye	GS BUHITA II

Date	District	Sector	School name
	Nyamagabe	Kamegeri	EP BWAMA
	Karongi	Gitesi	GS MWENDO
6-Jun	Burera	Kivuye	EP MURWA
	Nyamagabe	Kibirizi	GS KIRARO P
	Karongi		EP RURUMBU
7-Jun	Burera	Kivuye	EP Burango (Control)
	Kigali	Gikomero	GS Gikomero
	Kigali	Rutunga	GS KAYANGA
8-Jun	Kayonza	Murama	EP MURAMA & GS SHYANDA
	Kayonza	Rwinkwavu	GS. NKONDO II & District 6
9-Jun	Kayonza	Murama	GS Abadahigwa (Control)
	Kayonza	Rwinkwavu	EP NKONDO I
12-Jun	Nyaruguru	Ruheru	EP KABERE & GS ZIRAMBI
	Nyaruguru	Ruheru	EP MUKAKA(Control)
13-Jun	Nyaruguru	Ruheru	EP GAHOTORA
	Nyaruguru	Kivu	GS RUGERERO
14-Jun	Nyaruguru	Ngoma	PS KIVURU & Coop1
	Nyamagabe	Cyanika / Kamegeri	GS RUGOGWE & EP BWAMA
15-Jun	Nyamagabe	Kibirizi	EP NYABUBARE(Control)
	Nyamagabe	Kibirizi	GS KIRARO P & Coop
	Nyamagabe	Musange	EP MASAGARA
16-Jun	Karongi	Gashari	GS MWENDO
19-Jun	Gasabo	Gikomero	GS GIKOMERO

Annex 18: Reconstructed Theory of Change

The Theory of Change put forward by this programme posits that: If the project can leverage government commitment toward universal school feeding, as well as community-level support to the same, and if the project can provide the right accompaniment, tools and resources at all levels, then increased community and institutional capacity for operating and managing the NSFP will be achieved along with enhanced literacy and quality of education. This will result in children who are better educated, better nourished and better prepared to achieve Rwanda's national development goals. Moreover, this will result in a sustainable and resilient NSFP, with sustained multiple benefits for education, nutrition, agriculture and local economic development. No graphics to accompany this were provided.

WFP was to further develop its Theory of Change and associated assumptions matrix in the first six months of the program, including finalizing the results framework to align with and measure progress along the Theory of Change pathways. This process was not completed, so at midterm the reconstructed Theory of Change described above remains the working model. Developing the Theory of Change is not in TANGO's scope. At Phase II midterm and at endline, TANGO's evaluation scope does include a review of the project Theory of Change to use as a framework against which to assess actual progress along change pathways, and to identify risks and opportunities towards achieving expected results.

Annex 19: Timeline

Table 57: WFP Rwanda HGSF midterm evaluation timeline

Steps	By whom	Date (2023) (Rwanda time)	Description of deliverable
Inception			
Launch call	EM, ET	13 Feb	The report will follow the DEQAS template for decentralized evaluations: Report body (15,000 wds) 1. Introduction 1.1 Evaluation features 1.2 Context 2. Subject of the evaluation 2.1 Subject evaluated 2.2 Scope of the evaluation 2.3 Stakeholder analysis 3. Evaluation approach, methodology and ethical considerations 3.1 Evaluability assessment 3.2 Methodological approach 3.3 Data collection methods 3.4 Data analysis 3.5 Ethical considerations 3.6 Risks and assumptions 3.7 Quality assurance 4. Organization of the evaluation 4.1 Roles and responsibilities 4.2 Timeline 5. Issues to be agreed and information required Mandatory annexes • Summary TOR • Detailed timeline • Methodology guidance • Evaluation matrix • Data collection tools • Evaluation field mission schedule • Reconstructed theory of change • Results framework/line of sight • Detailed stakeholder analysis
Desk review; inception meeting(s) with stakeholders *NB: As of 17 Mar, TANGO awaits P.O.*	ET	Beginning mid-late March and throughout inception phase	
TANGO submits draft inception report (IR)	ET	Fri 24 Mar	
EM sends feedback to TANGO (initial review, *before* report is sent to DEQAS)	EM, ET	Fri 31 Mar	
TANGO submits revised IR based on EM comments	ET	Thu 6 Apr	
EM forwards IR to DEQAS; DEQAS to review within 6 business days	EM	Fri 7 Apr	
EM sends DEQAS comments to TANGO	EM	Mon 17 Apr	
Placeholder for possible phone consult with DEQAS reviewer	EM, ET, DEQAS	Wed 19 Apr	
TANGO submits revised IR integrating DEQAS comments	ET	Wed 26 Apr	
EM forwards revised IR to ERG and SBP MEAL	EM	Thurs 27 Apr	
EM sends revised IR and associated paperwork to NISR; TANGO will support to draft letter	EM, ET	Thurs 27 Apr	
ERG and SBP MEAL review IR (2 weeks)	ERG, SBP	Thurs 27 Apr – Wed 10 May	
TANGO makes IR presentation to ERG and SBP (EM coordinates logistics) (remote)	ET, ERG, SBP	Tue 2 May	
EM submits 1-2 pp summary note of changes to TOR to USDA	EM	Wed 3 May	
ERG and SBP MEAL return comments to EM	ERG, SBP	Wed 10 May	
EM sends consolidated comments to TANGO	EM	Thurs 11 May	
TANGO submits revised draft IR incorporating ERG and SBP MEAL feedback	ET	Thurs 18 May	
EM and TANGO comms to finalize IR	ET, EM	Thurs 18 May – Tue 23 May	
TANGO submits final IR	ET	Wed 24 May	

WFP approval of final IR	EM	Fri 26 May	• Updated internal reference group membership • Communication and knowledge management plan • List of people interviewed • Bibliography • Acronyms
Data collection			
Data collection/ fieldwork; incl. debrief prep and debrief (assuming NISR approval in place)	ET	International team: Wed 3 Jun (mtgs start Thu 2 Jun – Fri 9 Jun) National team: Wed 24 May – Fri 16 Jun	*International team:* includes int'l and local travel: 3 days in districts, the rest in Kigali *National team:* fieldwork in districts (~18 days incl. travel); assumes 4-ppl team; timing allows overlap with int'l team before fieldwork; schedule subject to change based on detailed planning and field conditions
TANGO int'l team to make debrief presentation to WFP CO/RBN	ET	Fri 9 June	
Analysis, validation workshop and reporting			
TANGO submits draft evaluation report (ER) (6 wks after data collection ends Fri 16 Jun)	ET	Fri 28 July	The report will follow the DEQAS template for decentralized evaluations: Executive summary (2,500 wds) Report body (30,000 wds) 1. Introduction Evaluation features Context Subject being evaluated Evaluation methodology, limitations and ethical considerations Evaluation findings Lessons (optional) Conclusions and recommendations Mandatory annexes: (40,000 wds) • Summary ToR • Evaluation timeline • Methodology • Evaluation matrix • Data collection tools • Fieldwork agenda • Findings – conclusions - recommendations mapping • List of people interviewed • Bibliography • Acronyms
EM sends feedback to TANGO (initial review, *before* report is sent to DEQAS)	EM, ET	Fri 4 Aug	
TANGO submits revised ER based on EM comments	ET	Tue 12 Aug	
EM forwards ER to DEQAS; DEQAS to review within 6 business days	EM	Thu 24 Aug	
EM sends DEQAS comments to TANGO	EM	Fri 25 Aug	
Placeholder for possible phone consult with DEQAS reviewer	EM, ET, DEQAS	Tue 30 Aug	
TANGO submits revised ER integrating DEQAS comments	ET	Fri 8 Sep	
TANGO leads remote validation workshop (max 1/2 day)	ET	Mid-Sept	
EM forwards revised ER to ERG and SBP MEAL	EM	Mon 11 Sep	
ERG and SBP MEAL review ER (2 weeks)	ERG, SBP	Mon 11 Sept – Mon 24 Sept	
ERG and SBP MEAL return comments to EM	ERG, SBP	Mon 24 Sept	
EM sends consolidates comments to TANGO	EM	Tue 26Sept	
TANGO submits revised draft ER incorporating ERG and SBP MEAL feedback	ET	Tue 17 Oct	
EM and TANGO comms to finalize ER	ET, EM	Wed 18 Oct – Tue 24 Oct	
TANGO submits final ER	ET	Wed 25 Oct	
EM submits ER for USDA review	EM	Thu 26 Oct	
USDA reviews	USDA	Wed 14 Nov	
EM sends USDA comments to TANGO	EM	Thurs 15 Nov	
TANGO submits final ER integrating USDA comments	ET	Wed 22 Nov	
WFP and USDA approval of final ER	EM	TBD	
TANGO submits datasets and related documents	ET	Fri 30 Nov	

TANGO submits 2-3-page brief	ET	Mid-Nov TBC	
Dissemination and follow up			
Prepare Management Response (MR)	CO	TBD	
Share final midterm report and management response with OEV for publication	EM	TBD	
Disseminate and use midterm report results	EM, CO	TBD	

ET = Evaluation Team; EM = Evaluation Manager; blue = deliverable

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Annex 20: Acronyms

BUBD	Best if used by date
CCS	Country capacity strengthening
CFM	Community Feedback Mechanism
CO	Country Office
CRC	Convention on the Rights of the Child
CU5	children under five years of age
DEQAS	Decentralized Evaluation Quality Assurance System
DDP	District Development Plan
ECD	Early Childhood Development
EGRA	Early Grade Reading Assessment
ERG	Evaluation Reference Group
ESSP	Education Sector Strategic Plan
ESWG	Education Sector Working Group
ET	Evaluation Team
FCDO	Foreign, Commonwealth and Development Office
FtMA	Farmer-to-Market Alliance
FWG	fortified whole grain
FY	Fiscal Year
GaM	Gender and Age Marker
GBV	gender-based violence
GDP	Gross Domestic Product
GEWE	Gender Equality and Women's Empowerment
GHI	Gardens for Health International
HDI	Human Development Index
HGSF	Home Grown School Feeding
HQ	Headquarters
IR	Inception Report
KML	Knowledge management and learning

LARS	Learning Achievement in Rwandan Schools
LOP	Life of project
LRP	Local and Regional Procurement
M&E	Monitoring and Evaluation
MECA	Measuring Evidence of Quality Achievement)
MHM	Menstrual Health Management
MINAGRI	Ministry of Agriculture and Animal Resources
MINALOC	Ministry of Local Affairs
MINECOFIN	Ministry of Finance and Economic Planning
MINEDUC	Ministry of Education
MINICOM	Ministry of Trade and Agriculture
MT	Metric ton
mVAM	Mobile Vulnerable Assessment Mapping
NCDA	National Child Development Agency
NESA	National Examination and School Inspection Authority
NISR	National Institute of Statistics of Rwanda
NSF	National School Feeding
NSFP	National School Feeding Programme
NSFSC	National School Feeding Steering Committee
ODK	Open Data Kit
OECD-DAC	Organisation for Economic Co-operation and Development – Development Assistance Committee
OEV	(WFP) Office of Evaluation
PHHS	Post-harvest handling and storage
PII	Personally identifiable information
PWD	Persons with disabilities
PSTA4	Strategic Plan for Agriculture Transformation
RB	Regional Bureau
RBC	Rwanda Biomedical Centre
RBN	(WFP) Regional Bureau Nairobi
REB	Rwanda Education Board
RWF	Rwandan Franc
RTI	Tangerine data collection software

SDG	Sustainable Development Goal
SDMS	School Data Management System
SFC	School Feeding Committee
SGAC	School General Assembly Committee
SMC	School Meal Coalition
SO	Strategic Objective
STC	School Tender Committee
ToC	Theory of Change
TOR	Terms of Reference
ToT	Training of Trainers
TVET	Technical and Vocational Education and Training
TWG	Technical Working Group
WASH	Water, Sanitation and Hygiene
WFP	World Food Programme
UNCT	United Nations Country Team
UNDAP	United Nations Development Assistance Programme
UNSCDF	United Nations Sustainable Development Cooperation Framework
UNDIS	United Nations Disability Inclusion Strategy
UNFSS	United Nations Food Systems Summit
USAID	United States Agency for International Development
UN-SWAP	United Nations System-Wide Action Plan
USDA	United States Department of Agriculture

Annex 21: Combined School/Head Teacher and School Records Review Tool

This annex presents the Word version of the combined school/head teacher and school records review tool as a reference for what is programmed into ODK software to administer the survey. The content and wording of the questions and response options in this midterm survey remain largely the same as those of the Phase II baseline (and will carry over to the endline survey) to enable comparability across rounds, with these exceptions: i) wording adjustments to improve clarity; ii) minor adjustments to allow the questions to make sense in the evaluation round to which each survey corresponds (e.g., updates to reference periods). In addition, in the midterm inception phase, the CO requested several new questions and response options to comply with WFP corporate requirements and to be able to collect information of new interest since baseline. The evaluation team and the CO have had remote meetings and correspondence to clarify and discuss these requests, identify those that are feasible and critical (such as per a new donor requirement), and to finetune and agree on the content and format of any adjustments since baseline.

The questions and response options in this annex should be considered a review copy only. They are presented in table form for ease of reference, especially by the ODK programmer.

Instructions

This school-level survey is to be administered by a researcher. Some questions will be verified with direct observation. The respondents to this survey are as follows:

Researcher, in questions answered by direct observation

School Head Teacher

Cook / storekeeper (Question C5 only; if not available, Head Teacher can estimate)

This survey is programmed using Open Data Kit (ODK) survey software. Data are to be collected on Android Tablets in English and/or Kinyarwanda. The paper/Microsoft word/.pdf document is used for training, review and quality control purposes only.

If you have any questions on this survey tool or the associated sampling methodology, please contact Padraic Finan at TANGO International at pfinan@tangointernational.com

HEAD TEACHER SURVEY

Q#	Question	Response Code
ID1	Date of survey Interview	
ID2	Interviewer Name	

Q#	Question	Response Code
Section A: School Information		
A1	School Name	Select One from List of Schools
A2a	Province	Select One from List
A2b	District	Select One from List
A2c	Village	Select One from List
A2d	Cell	Select One from List
A3	Which grades are in this school during the 2022-2023 school year? [Select All That Apply]	1. Pre-primary 2. P1 – P3 3. P4 – P6 4. P1 – P6 5. Secondary (Groupe Scolarie)
A4	School funding model the 2022-2023 school year?	1. Mixed (government-aided) 2. Government
A5	GPS Coordinates of school (if available)	
Section B: Consent and Respondent Information		
B1	Respondent Name	
B2	Respondent Sex	1. Male 2. Female
B3	Position of the respondent	1. Head Teacher 2. Deputy Head Teacher 3. Teacher 4. Other (specify)
Consent	Consent and Introduction This school record survey is being conducted on behalf of WFP, World Vision, Gardens for Health International and TANGO International as part of the midterm evaluation of WFP's McGovern-Dole Programme. The purpose of this survey is to gather school performance data at the midpoint of the programme. The survey requests data about the school, its teachers and students. Your responses will not be used to generate either positive or negative impressions about the school. Participation in this survey is completely voluntary. We very much appreciate your input to this important survey.	

Q#	Question	Response Code
B4	Do you agree to participate in the school survey and consent to let the randomly selected 2nd grade students participate in the student survey?	1. Consent 2. No Consent 3. Refused
Section C: Teacher Employment		
C1	Number of unfilled teaching staff positions during the past school year (2022-2023)?	
C2	Teacher turnover in the past school year (2022-2023)– what percent of teachers left for any reason?	
C3	Number of teachers who were present for 90 percent of scheduled school days in the past school year (2022-2023)?	
Section D: Teacher Trainings		
D1	Have YOU received any trainings or certifications this school year (2022-2023) as a result of the HGSF programme? [if yes, proceed to next Q]	1. Yes 2. No 3. Do not Know (DNK)

Q#	Question	Response Code
D2	What types of trainings or certifications did you receive this school year (2022-2023)?	(question format and numbering may vary in final programming): Did you receive training on the following topics (enumerator to read each title aloud; response options yes/no/do not remember – refuse to answer) • Learning roots model/ Amahugurwa y'barimu bo mu mashuri y'inshuke • Using English as a medium of instruction / Amahugurwa ku kwigisha hakoreshejwe ururimi rw'icyongereza • Coaching and mentoring / Amahugurwa y'abafasha ba mwarimu • Sensitization on reading awareness and importance of education / ubukangurambaga mubabyeyi kugufasha abana kwiga no kubibutsa abamaro ko kujyana abana ku ishuri • Teaching techniques • Nutrition education/ Amahugurwa kumirire myiza • Garden establishment and managenment /Gutegura no kwita kumurima w'ishuri • Food handling and safety training for cooks / Gutegura no gucunga ubuziranenge bw'ibiribwa • Food handling and safety training for storekeeper / Gutegura no gucunga ubuziranenge bw'ibiribwa • Training on food procurement for School Tender committee training / Amahugurwa ya comite zishinzwe amasoko School Feeding committee training / Amahugurwa agenewe komite zishinzwe kugaburira abanyeshuri kumashuri • Complaint and Feedback Mechanism (CFM) / Amahugurwa kuri CFM • Governance? • Hygiene and sanitation? • School management? • Other? (specify)
D2a	Please Specify training/certification	Open ended
D3	Are there organizations supporting your school in the following activities during the 2022-2023 school year? [Read Responses] [Select all that apply]	1. School feeding 2. Other nutrition activities 3. Deworming 4. Sanitation (water and toilets) 5. School governance 6. Provision of school materials, textbooks, books 7. Renovation/construction of infrastructure in school e.g., classes, kitchens, stores 8. Training of teachers 9. Health education 10. Other activities (specify)

Q#	Question	Response Code
D3a	Which organizations assisted in school feedings?	Open Ended, Can add a list
D3b	Which organizations assisted in other nutrition activities?	Open Ended, Can add a list
D3c	Which organizations assisted in deworming?	Open Ended, Can add a list
D3d	Which organizations assisted in sanitation (water and toilets)?	Open Ended, Can add a list
D3e	Which organizations assisted in school governance?	Open Ended, Can add a list
D3f	Which organizations assisted in provision of school materials, textbooks, books?	Open Ended, Can add a list
D3g	Which organizations assisted in renovation/construction of infrastructure in school e.g., classes, kitchens, stores?	Open Ended, Can add a list
D3h	Which organizations assisted in training of teachers?	Open Ended, Can add a list
D3i	Which organizations assisted in health education?	Open Ended, Can add a list
D3j	Which organizations assisted in Other?	Open Ended, Can add a list
Section E: School Committees		

Q#	Question	Response Code
E1	Are any of the following committees active in your school during the 2022-2023 school year? *active means that the committees meet and are functioning (for this question, a YES response does not require that the committee meet all guidelines for the composition of committee members) [Select all that Apply]	1. School General Assembly Committee 2. School Feeding Committee 3. School Tender Committee 4. School Management Committee 5. Other (specify)
E1a	Specify Other	Open-ended
E2	If yes, how often in a school year do they meet? SGAC SFC STC SMC Other	1. Weekly 2. Monthly 3. Quarterly 4. Other (specify)

Q#	Question	Response Code
E3	Across all committees/structures active in the school, have they been trained in any of the following under the HGSF programme during the 2022-2023 school year? [Read responses] [Check all that apply] SGAC SFC STC SMC Other	1. School governance 2. Improved school management 3. School infrastructure 4. School garden 5. Nutrition / school feeding 6. Health and hygiene 7. Other
Section F: School Attendance and Meals		
F1	Average student attendance rate for the **2022-2023 school year**? Girls – Pre-primary	
F2	Average student attendance rate for the **2022-2023 school year**? Girls - Primary	
F3	Average student attendance rate for the **2022-2023 school year**? Boys – Pre-primary	
F4	Average student attendance rate for the **2022-2023 school year**? Boys – Primary	

Grade P1-P6	For each grade (1-6 and ECD) complete the following questions. This should be done with the teachers of the grades present. All questions pertain to the 2022-2023 school year (only) Start with completing the following for 1st Grade and continue, in order, through 6th Grade.						
F5a	Number of total enrolled Male students in this grade in 2022-2023 school year	P1	P2	P3	P4	P5	P6
F5b	Number of total enrolled Female students in this grade in 2022-2023 school year	P1	P2	P3	P4	P5	P6
F6a	Number of male students receiving daily school meals in 2022-2023 school year (breakfast, snack, lunch)	P1	P2	P3	P4	P5	P6
F6b	Number of female students receiving daily school meals in 2022-2023 school year (breakfast, snack, lunch)	P1	P2	P3	P4	P5	P6
Grade P1-P6	For each grade (1-6 and ECD) complete the following questions. This should be done with the teachers of the grades present. All questions pertain to the **2021-2022 and 202-2023 school years.** Start with completing the following for 1st Grade and continue, in order, through 6th Grade.						
Section F1a: Repeat Learners for school year 2021-2022 and 2022-2023							
F1a_1	Number of Male repeat learners in the **2021-2022 school year**?	P1	P2	P3	P4	P5	P6
F1a_2	Number of Male repeat learners in the **2022-2023 school year**?	P1	P2	P3	P4	P5	P6
F1a_3	Number of Female repeat learners in the **2021-2022 school year**?	P1	P2	P3	P4	P5	P6
F1a_4	Number of Female repeat learners in the **2022-2023 school year**?	P1	P2	P3	P4	P5	P6

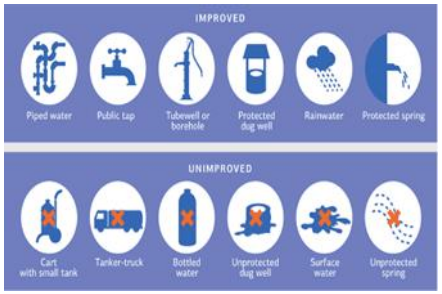
Section F1b: Student Dropouts for school year 2021-2022 and 2022-2023							
F1b_1	Number of Male Dropouts **in the 2021-2022 school year?**	P1	P2	P3	P4	P5	P6
F1b_2	Number of Male Dropouts in the **2022-2023 school year**?	P1	P2	P3	P4	P5	P6
F1b_3	Number of Female Dropouts in the **2021-2022 school year**?	P1	P2	P3	P4	P5	P6
F1b_4	Number of Female Dropouts in the **2022-2023 school year**?	P1	P2	P3	P4	P5	P6
F1b_5	Main reasons for drop-out (open question)	Open ended					
Grade P1-P6	For each grade (1-6 and ECD) complete the following questions. This should be done with the teachers of the grades present. All questions pertain to the **2021-2022 and 2022-2023 school years.** Start with completing the following for 1st Grade and continue, in order, through 6th Grade.						
Section G: Student Attentiveness for school year 2021-2022 and 2022-2023							
G1	What PERCENTAGE of ENROLLED MALE students can be identified as attentive by their teachers in the **2021-2022 school year**?	P1	P2	P3	P4	P5	P6
G2	What PERCENTAGE of ENROLLED MALE students can be identified as attentive by their teachers in the **2022-2023 school year**?	P1	P2	P3	P4	P5	P6
G3	What PERCENTAGE of ENROLLED FEMALE students can be identified as attentive by their teachers in the **2021-2022 school year**?	P1	P2	P3	P4	P5	P6

G4	What PERCENTAGE of ENROLLED FEMALE students can be identified as attentive by their teachers in in the **2022-2023 school year**?	P1	P2	P3	P4	P5	P6
Section H: School Feeding							
H1	Does your school have a school meals program for its students during the 2022-2023 school year?	1. Yes – pre-primary 2. Yes – primary 3. Yes - both 4. No 5. DNK					
H2	Which meals does the school provide during the 2022-2023 school year? [Check all that apply]	1. Breakfast 2. Lunch 3. Snacks					
H3	How many days in a week are these meals provided?	Number of meals in a week					
H4	How many meals in a day are provided?	Number of meals in a day					
H5	Where does the money for purchasing food come from? [Check all that apply]	1. Donor organizations 2. Parents 3. School budget 4. Donations 5. Other					
H6	Does the school have a partnership with any farmers groups for food during the 2022-2023 school year? NOTE: understood this is not part of the current HGSF model, but there may be other partnerships	1. Yes 2. No 3. DNK					
H7	Where is the food for school meals obtained during the 2022-2023 school year? [Select All that Apply]	1. WFP 2. Farmer groups 3. Government 4. NGOs provided					

		5. Parents provided 6. Local markets 7. Kitchen garden 8. Other
Section P: Parent Contributions		
P0	Under the National School Feeding Programme, *what percentage* of parents during the 2022-2023 school year were able to contribute at least 100% of the required school feeding contribution? [Q retained for BL comparison]	
P1	Under the National School Feeding Programme, parents are expected to contribute at least 10% of the required school feeding contribution. Are at least 50% of parents in your school able to make this contribution during the 2022-2023 school year?	1. Yes 2. No 3. Don't Know
P1a	Do you think that at least 50% of the parents in your school are able to make this contribution of 10% in the following 2023-2024 school season?	1. Yes 2. No 3. Don't Know
P2	Percent of parents who contribute to the cost of school meals with ***cash only*** during the 2022-2023 school year: average amount per week	
P3	Percent of parents who contribute in-***kind only*** during the 2022-2023 school year?	
P3a	If in-kind, type of contribution	1. Labour 2. Food

		3. Water 4. Firewood 5. Other
P4	Percent of parents who make ***both in-kind and cash*** contributions to the cost of school meals during the 2022-2023 school year	
P4a	Average amount of Cash weekly	
P4b	If in-kind, type of contribution	1. Labour 2. Food 3. Water 4. Firewood 5. Other
P5	Percent of parents who do not contribute to cost of school meals during the 2022-2023 school year	
P6	Based on your level of knowledge about the community and the pupil's parents, what PERCENT of parents do you feel can name at least three of the below benefits of primary education?	1. Increased Health 2. Improved Nutrition 3. Increased opportunities 4. Increased earning potential 5. Ability to read/write/count 6. Knowledge for daily life 7. Increased socialization 8. Strengthening relationships 9. Increased engagement with community
Section N: School Nutrition		
N1	Is the school using the nutrition and food safety guides developed for cooks and food store managers?	1. Yes 2. No 3. Do Not Know
N1a	If [NO} to the previous question, please provide the reason(s).	Open field

N2	Please describe the seasonal menu in this school (include all ingredients) during the 2022-2023 school year	
N2a	Other - describe the seasonal menu	
N3a	How many meals were provided in the last week that included **Fruit** in addition to the donated US commodities during the 2022-2023 school year?	Number of meals least week
N3b	How many meals were provided in the last week that included **Vegetables** in addition to the donated US commodities during the 2022-2023 school year?	Number of meals least week
N3c	How many meals were provided in the last week that included **Legumes** in addition to the donated US commodities during the 2022-2023 school year?	Number of meals least week
N3d	How many meals were provided in the last week that included **Animal Proteins (milk, meat, dried fish)** in addition to the donated US commodities during the 2022-2023 school year?	Number of meals least week
N4	Number of cooks and storekeepers [total] during the 2022-2023 school year?	
N5	Number of unfilled cook positions now during the 2022-2023 school year?	
Section CK: School Feeding and Nutrition – Cooks/Storekeeper Questions		
CK1	Are the school cooks and/or storekeeper available?	1. Yes – Cook(s) 2. Yes- Storekeeper is available 3. No -cook and storekeeper both not available

CK2	Is the school using the nutrition and food safety guides developed for cooks and food store managers?	1. Yes 2. No 3. Do Not Know
CK3	What are safe food preparation and storage practices? [If C4 is yes -cook, then ask only to the cook(s). If cook not available, we ask storekeeper] [Do not read out] [Select all that apply]	1. Food must be handled and prepared with utmost cleanliness, including proper hand washing before preparing food 2. All staff handling food in school must receive training on basic hygiene 3. Contact between raw foodstuffs and cooked food must be avoided. 4. Food should be cooked thoroughly 5. Food must be kept at safe temperatures. 6. Safe water and safe raw ingredients must be used in food preparation
Section W: Water Resources		
W1	Does the school have water source? 	1. Piped water. 2. Public tap 3. Tube well or borehole 4. Protected dug well. 5. Rainwater 6. Protected spring 7. Cart with tank 8. Tanker-truck 9. Bottled water 10. Unprotected dug well 11. Surface water 12. Unprotected spring Other
W2	Take a photo of the water source	
W3	If yes, was/were any of these water source(s) improved through the support of the HGSF programme?	1. Yes 2. No 3. DNK
W4	Is water normally available from this source?	1. Yes 2. No 3. DNK

	(Normally is more than 4 of the 5 school days each week and all year).	
Section R: Reading Resources		
R1	Does this school have supplemental reading materials available to students obtained because of USDA and World Vision assistance?	1. Yes (observed) 2. Yes (not observed) 3. No 4. Don't Know
R2	Take a photo of the reading materials (or sample of them)	

Annex 22: EGRA Tool

The structure of the EGRA tool used at baseline was preserved for consistency and comparability of results at midterm and endline. The tool administered in the midterm evaluation was updated by World Vision's literacy team and will be updated at endline to ensure students have had no previous exposure to the material, which will be of comparable skill level across the three exercises. Below is the tool developed at midterm.

Rwanda Early Grade Reading Assessment

Administrator Instructions and Protocol, May 2023

KINYARWANDA

Amabwiriza rusange:

Ni ngombwa kwiyegereza abana bagiye gukoreshwa isuzumabumenyi, binyuze mu gutangirira ku kiganiro kivuga ku bintu abana bakunda (reba urugero munsi gato). Umwana akwiriye gufata iri suzumabumenyi nk'aho ari ukwidagadura aho kurifata nk'ibintu bikomeye. Ni ngombwa kandi gusoma GUSA ibintu biri mu tuzu uvuga cyane, witonze, kandi neza.

Mwaramutse. Nitwa ____ ntuye _____. Nashakaga kukwibwira muri make. [Mubwire ku by'abana ufite; iby'imikino n'imyidagaduro; ibintu ukunda; n'ibindi] (1) Nawe se wanyibwira?

If the student consent form is not yet completed, do it now. If the student consent has already been obtained, tell the student that you are going to do some activities in Kinyarwanda now and then ask him/her a few questions about their family.

(*Niba urupapuro rutanga uburenganzira ko umunyeshuri yemeye gukora iri suzumabumenyi rutaruzuzwa, rwuzuze. Niba umunyeshuri yarangije kwemera gukora isuzuma bumenyi, mubwire ko mugiye gukora imyitozo yoroshye mu Kinyarwanda. Mubaze utubazo ku muryango we dutuma akwisanzuraho.)*

A. Personal Information

A1: Date

A2: Start Time of Interview:

A3: Location (District)

A4: School Name

A5: Consent

A6: Student ID

A7: Student's Class

A8: Age

A9: Gender

A10: Which language do you speak at home? Ni uruhe rurimi muvuga murugo?	Kinyarwanda Kirundi Swahili Other	1 2 3 4
A11: Did you repeat your grade? Wigeze usibira?	Yes No	1 2
If yes, which grade? Niba ari yego, wasibiye mu mwaka wa kangahe?	P1 P2 P3	1 2 3

IKICIRO CYA 1: KUMENYA INYUGUTI N'IBIHEKANE

Ereka umwana urupapuro ruriho inyuguti mu gatabo k'umunyeshuri. Mubwire uti:

Kuri uru rupapuro hari inyuguti, n'ibihekane by'Ikinyarwanda. Uransomera izo nyuguti uko ushoboye. Niba ari igihekane, ugisome nk'igihekane ntugisome utandukanya inyuguti zikigize.

Nk'urugero, iyi nyuguti [tunga urutoki p] ni "p" nko mu ijambo "urupapuro"

Umwana nasubiza igisubizo kiri cyo vuga uti: Ni byiza, ijwi ry'iyi nyuguti ni "p."

Umwana nasubiza igisubizo kitari cyo, vuga uti: iyi nyuguti ni "p." Noneho reka tugerageze indi: Mbwira iyi nyuguti [tunga urutoki e]:

Umwana nasubiza igisubizo kiri cyo, vuga uti: Ni byiza, iyi nyuguti ni "e."
Umwana nasubiza igisubizo kitari cyo, vuga uti: iyi nyuguti ni "e."

Nanone reka tugerageze indi imwe: Mbwira iki gihekane [tunga urutoki kw]:

Umwana nasubiza igisubizo kiri cyo vuga uti: Ni byiza, iki gihekane ni "kw" Umwana nasubiza igisubizo kitari cyo, vuga uti: iki gihekane ni "kw"

Nimvuga ngo: "Tangira," urazinsomera wihuta ndetse n'ubushishozi uko ushoboye. Mbwira uko izi nyuguti zivugwa, Uhereye hano ugakomeza utya: [Tunga urutoki inyuguti ibanza ku murongo nyuma y'urugero noneho unyuze urutoki rwawe mu murongo wa mbere wose Ndaceceka ngutege amatwi.

Baza umwana uti: Usobanukiwe icyo ugomba gukora? nasubiza "Oya" urongera umusobanurire neza, nasubiza **"Yego"** umubaze uti: **Uriteguye?** Nasubiza "Yego" urahita umubwira uti: **"Tangira."**

Ikitonderwa: Uratangira kubara igihe umwana atangiye gusoma inyuguti ya mbere ku rupapuro wowe ukomeze ukurikire kuri **tablet** noneho igihe ugeze ku nyuguti atavuze neza uyikoreho ku mbonerahamwe iri muri tablet yawe bityo izagaragara nk'iciyeho akarongo. Iyo umwana yikosoye niba wari wamaze kunyuza akarongo mu nyuguti ongera uyikoreho akarongo kavemo. Komeza ucuceke, umukurikire. Niba umwana amaze amasegonda atatu ashidikanya, umubwire uti: "Nta kibazo komeza." Iyo nyuguti atashoboye gusoma neza yikoreho muri tablet kugirango igeho akarongo.

NYUMA Y'AMASEGONDA 60, Kuri Tablet kanda inyuguti yavuze bwa nyuma hazeho **ibara ry'umutuku** riyizengurutse hanyuma umubwire uti rekera aho dusome ibikurikiyeho.

Itegeko ryo kumuhagarika atarangije: Niba umwana asomye inyuguti icumi zikurikiranye ku murongo wa mbere zikaba atarizo nta n'aho yikosoye, cyangwa se yananiwe gusoma n'inyuguti n'imwe, mubwire

uti: “Urakoze!”, Hagarika uyu mwitozo, kuko no kuri tablet umwitozo uzahita uhagarara, hanyuma ujye ku mwitozo ukurikiraho.

Ingero: p e kw

1	2	3	4	5	6	7	8	9	10	
i	nd	U	m	T	ns	bw	K	T	s	(10)
U	C	n	ny	J	rw	ng	sh	J	h	(20)
nk	shy	MB	fy	P	B	a	B	P	w	(30)
nz	ts	I	o	kw	D	gw	J	kw	c	(40)
P	A	s	mb	mp	W	tw	nw	mp	E	(50)
r	Nd	O	Y	P	K	i	mw	P	sw	(60)
A	Kw	w	b	K	E	w	n	K	ng	(70)
nk	B	ND	t	Ny	R	my	u	Ny	fw	(80)
s	K	b	mv	ZW	M	p	hw	ZW	e	(90)
f	D	NY	nw	G	jw	t	E	G	bw	(100)

IKICIRO CYA 2. GUSOMA IMIGEMO

Ereka umwana urupapuro ruriho imigemo mu gatabo ke. Mubwire uti:

Ereka umwana urupapuro ruriho imigemo ku rupapuro. Mubwire uti:

Kuri uru rupapuro hariho imigemo. Gerageza gusoma iyo ushoboye yose.

Nk’urugero, uyu mugemo ni “ko”

Reka twitoze: Soma uyu mugemo [tunga urutoki “ko”]:

Umwana nasubiza igisubizo kiri cyo vuga uti: Ni byiza. Uwo mugemo ni “ko”

Umwana nasubiza igisubizo kitari cyo, vuga uti: uyu mugemo ni “ko”

Noneho reka tugerageze undi : Soma uyu mugemo [tunga urutoki "ri”]:

Umwana nasubiza igisubizo kiri cyo vuga uti: Ni byiza. Uwo mugemo ni “ri”

Umwana nasubiza igisubizo kitari cyo, vuga uti: uwo mugemo ni “ri”

Reka tugerageze undi umwe: Soma uyu mugemo [tunga urutoki “mbe”]:

Umwana nasubiza igisubizo kiri cyo vuga uti: Ni byiza. Uwo mugemo ni “mbe”

Umwana nasubiza igisubizo kitari cyo, vuga uti: uwo mugemo ni “mbe”

Usobanukiwe icyo ugomba gukora? (Nadasobanukirwa, ushobora gusubira mu mabwiriza indi ncuro imwe.) Nimvuga ngo “Tangira,” urasoma imigemo vuba vuba ndetse n’ubushishozi uko ushoboye. Tangirira hano [tunga urutoki umugemo wa mbere ku murongo] ukomeze utya: Ndaceceka ngutege amatwi.

Baza umwana uti: Usobanukiwe icyo ugomba gukora? nasubiza "Oya" urongera umusobanurire neza, nasubiza **"Yego"** umubaze uti: **Uriteguye?** Nasubiza "Yego" urahita umubwira uti: **"Tangira."**

 Utangire kubara igihe umwana atangiye gusoma umugemo wa mbere. Ukomeze ukurikire kuri tablet yawe noneho ugaragaze neza umugemo atavuze neza ukora ku nyuguti atavuze neza kuburyo izaho akarongo gatambitse. Aho yikosoye uhabarira mu bisubizo by'ukuri. Uwo mugemo yikosoye niba wari wamaze kuwunyuzamo akarongo, ongera uwukoreho kuri tablet maze akarongo kaveho. Komeza ucuceke, umukurikire. Niba umwana amaze amasegonda atatu ashidikanya, tunga urutoki umugemo ukurikiraho, umubwire uti: "Nta kibazo komeza." Uwo mugemo atashoboye kuvuga neza wuceho akarongo kuri tablet.

NYUMA Y'AMASEGONDA 60 Kora ku mugemo wa nyuma yavuze uri kuri tablet yawe hanyuma umubwire uti "rekeraho, reka dusome ibikurikiraho."

I**tegeko ryo kumuhagarika atarangije**: Niba imigemo yose yo ku murongo wa mbere yayisomye nabi akaba nta n'aho yikosoye, cyangwa se nta mugemo n'umwe yashoboye gusoma; imigemo yose iri ku murongo wa mbere yinyuzemo akarongo (ukanda kuri buri umwe umwe) mubwire uti: "Urakoze, reka dusome ibikurikiraho!" Hagarika uyu mwitozo, koko na tablet izahita ihagarika umwitozo, hanyuma ujye ku mwitozo ukurikiraho.

Ingero : **Ko ri mbe**

1	2	3	4	5	6	7	8	9	10	
fi	kwe	ba	Nge	na	si	be	si	be	Mo	(10)
ra	Ha	ME	Cu	ngi	ko	shu	ko	shu	zwe	(20)
mwa	Ta	ga	Ri	bi	he	mo	he	mo	tsi	(30)
no	Be	du	Fu	ndi	ye	pi	ye	pi	Lo	(40)
shu	rwo	go	mye	ya	re	CA	re	CA	Ki	(50)
ri	jwi	ji	Ndo	yo	PE	dwi	PE	dwi	Ru	(60)
ru	to	ke	Mba	vi	ZI	ho	ZI	ho	nko	(70)
NYE	fwo	NO	So	re	dwi	gi	dwi	gi	Le	(80)
kwa	Yu	yi	Ze	vo	tu	ma	tu	ma	Ni	(90)
mpu	shyu	ha	Nda	zo	Ju	pe	Ju	pe	Bo	(100)

Guca amagambo mo imigemo (2.1)

Bwira umunyeshuri uti: Hano hari amagambo 10 ngiye kugusomera maze ukambwira imigemo iyagize. Ndagenda nsoma rimwe rimwe umbwire imigemo irigize.

Urugero: itara: i-ta-ra , umwami: u-mwa-mi

Ijambo atagemuye neza uracishamo akarongo muri tablet yawe.

Isaha, umubu, ishuka, itama, inyoni, ameza, ingagi, isake, urwara, ihene

IKICIRO CYA 3. GUSOMA AMAGAMBO AZWI CYANE

Ereka umwana urupapuro ruriho amagambo azwi cyane mu gatabo k'umunyeshuri. Mubwire uti:

Ereka umwana urupapuro ruriho amagambo azwi cyane mu gatabo k'umunyeshuri. Mubwire uti:
Hano hari amagambo amwe n'amwe akunda gukoreshwa. Ndashaka ko unsomera ayo ushoboye yose (ntuvuge inyuguti ziyagize, uyasome gusa). Nk'urugero, iri jambo ni: "umuti".
Reka twitoze: Nsomera iri jambo [tunga urutoki ijambo "inzara"]:
-Ni byiza cyane, iri jambo ni "inzara."
Reka tugerageze irindi rimwe: nsomera iri jambo [tunga urutoki ijambo "urwego"]:
-Ni byiza, iri jambo ni "urwego."

Nimvuga ngo "tangira," urasoma amagambo vuba vuba ndetse n'ubushishozi uko ushoboye. Usome amagambo yose ari ku rupapuro, uhereye ku murongo wa mbere. Ndakomeza nceceke ngutege amatwi, keretse aho bigukomerera nkagufasha.

Baza umwana uti: Usobanukiwe icyo ugomba gukora? Nasubiza "Oya" urongera umusobanurire neza, nasubiza **"Yego"** umubaze uti: **Uriteguye?** Nasubiza "Yego" urahita umubwira uti: **"Tangira."**

Ikitonderwa: Utangire kubara igihe umwana atangiye gusoma ijambo rya mbere. Ukomeze ukurikire kuri tablet yawe ugaragaze neza amagambo atavuze neza ukora kuri iryo jambo kuri tablet, bityo zizazaho akarongo gatambitse. Iryo jambo yikosoye niba wari wamaze kurinyuzamo akarongo, ongera urikoreho kuri tablet akarongo kaveho maze ukomeze. Komeza uceceke, umukurikire. Niba umwana amaze amasegonda atatu ashidikanya, tunga urutoki ijambo rikurikiraho, umubwire uti: "Nta kibazo komeza." Iryo jambo atashoboye gusoma neza ricemo ka karongo kuri tablet.

NYUMA Y'AMASEGONDA 60 kuri tablet kora ku ijambo rya nyuma yasomye rizeho irindi ibara ry'umutuku.

Itegeko ryo kumuhagarika atarangije: Niba ibisubizo byose byo ku murongo wa mbere wabishyizeho akamenyetso ko atari byo akaba nta n'aho yikosoye, mubwire uti: "Urakoze!", Hagarika uyu mwitozo, kuko na tablet izahita ihagarika umwitozo, hanyuma ujye ku mwitozo ukurikiraho.

Ingero: umuti inzara urwego

1	2	3	4	5	
igiti	igare	ibaba	ikirayi	Inzu	(5)
ishuri	umubu	indobo	icupa	Ikoti	(10)
amazi	yego	inka	isaha	Umwana	(15)
umupira	ihene	ikayi	imbeba	Itara	(20)
intebe	ifi	isuka	urugo	Umuneke	(25)
izuba	radiyo	ivi	ubuki	Intoki	(30)
kera	isoko	umwarimu	ishati	Igi	(35)
ifu	oya	ijipo	byiza	Umusore	(40)
uyu	kane	ibigori	umutwe	Umunyu	(45)
inanasi	indobo	ikaramu	ibara	Iki	(50)

IKICIRO CYA 4. GUTAHURA AMAGAMBO Y'AMAHIMBANO

Ereka umwana urupapuro ruriho amagambo y'amahimbano mu gatabo k'umunyeshuri. Mubwire uti:

Ereka umwana urupapuro ruriho amagambo y'amahimbano mu gatabo k'umunyeshuri. Mubwire uti:

Hano hari amagambo y'amahimbano, wowe ntugerageze gushaka kumenya icyo asobanuye, ahubwo uyasome gusa uko yanditse. Ndashaka ko unsomera ayo ushoboye yose. Ntuvuge inyuguti ziyagize, ahubwo uyasome. Nk'urugero, iri jambo ry'irihimbano ni: "meho." Reka twitoze: Nsomera iri jambo [tunga urutoki ijambo:meho].

"Ni byiza cyane": **"meho"**
Iri jambo rihimbano ni **"meho."**

Noneho reka tugerageze irindi rimwe: Nsomera iri jambo [tunga urutoki ijambo:"shini".

"Ni byiza cyane: **"shini"**
Iri jambo rihimbano ni **"shini".**

Nimvuga ngo **“tangira”** urasoma amagambo vuba vuba ndetse n’ubushishozi uko ushoboye. Usome amagambo yose ari ku rupapuro, uhereye ku murongo wa mbere munsi y’aka karongo. Ndakomeza nceceke ngutege amatwi, keretse aho bigukomerera nkagufasha.

Baza umwana uti: Usobanukiwe icyo ugomba gukora? nasubiza "Oya" urongera umusobanurire neza, nasubiza **"Yego"** umubaze uti: **Uriteguye?** Nasubiza "Yego" urahita umubwira uti: **"Tangira."**

 Utangire kubara igihe umwana atangiye gusoma ijambo rya mbere. Ukomeze ukurikire kuri tablet yawe noneho ugaragaze ijambo atasomye neza urikoraho rikazaho akarongo gatambitse. Aho yikosoye uhabarire mu bisubizo by’ukuri. Iryo jambo yikosoye niba wari wamaze kurinyuzamo akarongo, ongera urikoreho akarongo kaveho maze ukomeze. Komeza uceceke, umukurikire. Niba umwana amaze amasegonda atatu ashidikanya, tunga urutoki ijambo rikurikiraho, umubwire uti: “Nta kibazo komeza.” Iryo jambo atashoboye gusoma neza ricemo ka karongo kuri tablet.

NYUMA Y’AMASEGONDA 60 MUBWIRE UTI: “Rekera aho.” kuri tablet kora ku ijambo rya nyuma yasomye rizeho irindi bara).

Itegeko ryo kumuhagarika atarangije: Niba ibisubizo byose byo ku murongo wa mbere wabishyizeho akamenyetso ko Atari byo akaba nta n’aho yikosoye, mubwire uti: “Urakoze!”, Hagarika uyu mwitozo, kuko na tablet izahita iwuhagarika, hanyuma ujye ku mwitozo ukurikiraho.

Ingero : **meho shini hunko**

1	2	3	4	5	
mune	vacusi	fopi	Nipo	Tanashi	(5)
bweremi	tanaka	kadobe	Hubo	Nyerefo	(10)
mbani	opa	mbaka	Fumage	Jero	(15)
serenti	yeti	nkiro	Wavi	Puci	(20)
badaci	vemo	dano	Tasili	Twavi	(25)
coyi	fado	bomi	Ntozeri	Shizo	(30)
wifo	bave	pokiri	Semba	Zento	(35)
bwero	yuko	vutimi	Faba	Jume	(40)

kope	punko	zunto	Rumo	Tabeci	(45)
medemo	wedo	nofu	Keshi	Aki	(50)

IKICIRO CYA 5. GUSOMA UMWANDIKO

Ereka umwana inkuru iri mu gatabo k'umunyeshuri. Mubwire uti

Hano hari inkuru ngufi. Ndashaka ko uyisoma uvuga cyane, wihuta ariko n'ubushishozi. Nurangiza, ndakubaza ibibazo kubyo uraba umaze gusoma. Usobanukiwe icyo ugomba gukora? Nimvuga ngo "tangira," urasoma inkuru neza uko ushoboye. Ndakomeza nceceke ngutege amatwi, keretse aho bigukomerera nkagufasha. Uriteguye? Tangira

Utangire kubara igihe umwana atangiye gusoma ijambo rya mbere. Ukomeze ukurikirekuri tablet yawe noneho ugaragaze neza amagambo atasomye neza ukora ku ijambo rikazaho akarongo gatambitse. Aho yikosoye uhabarire mu bisubizo by'ukuri. Iryo jambo yikosoye niba wari wamaze kurinyuzamo akarongo, ongera urikoreho akarongo kaveho maze ukomeze. Komeza ucceceke, umukurikire. Niba umwana amaze amasegonda atatu ashidikanya, iryo jambo riceho akarongom uri tablet nurangiza urimusomere. Numara kurimusomera, umubwire uti: "Ngaho komeza usome ." Iryo jambo atashoboye gusoma neza ricemo ka karongo kuri tablet.

Ikitonderwa: ku kiciro cyo gusoma inkuru urareka umwana ayisome yose kugeza ayirangije, ntabwo wemerewe kumuhagarika keretse wa mwana wananiwe gusoma. Icyakora amasegonda 60 narangira urakanda ku ijambo araba agezeho, ariko umureke akomeze asome. Amasegonda nagera ku 180, urakanda nanone ku ijambo umwana araba agezeho. Umwana narangiza gusoma, uramubwira uti: **"Noneho ngiye kukubaza ibibazo bike ku nkuru umaze gusoma"**. **Ugerageze gusubiza ibyo bibazo neza uko ushoboye.**

Itegeko ryo kumuhagarika atarangije: Niba umwana adashoboye gusoma ijambo na rimwe ku murongo wa mbere mu masegonda 30, hagarika uyu mwitozo maze umubwire uti: Ngiye kugusomera inkuru utege amatwi maze uze gusubiza ibibazo.

Umwana narangiza gusoma inkuru vana urupapuro rurimo inkuru imbere ye, noneho umubaze ibibazo uhereye ku cya mbere. Noneho ngiye kukubaza ibibazo bike ku nkuru umaze gusoma. Ugerageze gusubiza ibyo bibazo neza uko ushoboye.

Gusoma umwandiko

Mu biruhuko bishize, umwana witwa Kampire yagiye gusura nyirasenge utuye mu mugi. Yagezeyo bwije bamwakirana ubwuzu. Bamugaburiye imvange . Yakarabye intoki ararya nyuma arashima. Amaze kurya, yarakarabye araryama. Umunsi wakurikiyeho, bamujyanye kumutembereza ku kibuga k'indege. Bamubwiye ko impamvu bamutembereje ari uko yatsinze amasomo neza . Bamubwiyeko natsina amasomo akaba uwa mbere, bazamugurira igare. Kampire byaramushimishije yiyemeza ko azakomeza kwigana umwete, kugira ngo azatsinde neza amasomo yose. Kampire akurikira mwarimu , akabaza ibibazo, akanasoma ibitabo.

Ibibazo byo kumva umwandiko (5.1)

1. Ni inde uvugwa muri uyu mwandiko?
2. Bamugaburiye iki ?
3. Kampire bamujyanye kumutembereza he?
4. Bamubwiye ko niyiga neza akaba uwa mbere bazamuhemba iki?
5. Kampire akora iki kugira ngo atsinde amasomo?

Q500. Did the student completely read the story? (Do not ask question)

Icyiciro cya 6: Kumva umwandiko umwana asomewe

Kura urupapuro ruriho ibyo umwana asoma imbere y'umwana, umubwire uti: Ngiye kugusomera agakuru gato. Ndakagusomera inshuro imwe nindangiza nkubazeho ibibazo. Tega amatwi witonze nurangiza usubize ibibazo ndakubaza. Uriteguye?

Reka dutangire.

Gusomera umwana umwandiko

Habayeho umwana witwaga Uwimbabazi. Yari afite agapira yakinaga n'inshuti ze.Iyo yabaga amaze kugakina, yabikaga ka gapira agataha. Umunsi umwe atashye, ka gapira karatakara. Uwimbabazi abuze agapira ke aricara ararira. Inshuti ze zimunyuraho zisanga ari kurira. Zimubajije icyo yabaye, azisubiza ko yabuze agapira ke. Inshuti ze zimufasha kugashaka zirakabona. Uwimbabazi yahise yishima cyane. Yashimiye inshuti ze zamufashije gushaka agapira ke.

Ibibazo byo kumva umwandiko

1. Ni inde wari ufite agapira?
2. Yakoraga iki iyo yabaga amaze gukina agapira?
3. Kubera iki Uwimbabazi yarize?
4. Inshuti za Uwimbabazi zamufashije iki?
5. Uwimbabazi yakoze iki amaze kubona agapira ke?

(Umwana navuga ko atazi igisubizo, mubaze ikibazo gikurikiraho. Umwana namara amasegonda 15 adasubije, mubaze ikibazo gikurikiraho)

Questions for the pupil/Ibibazo bigenewe abanyeshuri

***Instruction**: Read each question **exactly** as it is written. If the child seems not to understand the question, you may slightly rephrase the question help them understand*

Health/hygiene and access to reading materials./ Ubuzima/isuku no kubona ibyo asoma.			
601.	Please tell me any health and hygiene practices you are aware of Ni iki wakora kugira ngo ugire isuku n'ubuzima bwiza? ***Do not read list and mark all responses given by the child. Ntumusomere umwana ibisubizo kandi ibyo yasubije byose ubyemeze***	Handwashing with soap and water after visiting toilet/ Gukaraba intoki n'isabune nyuma yo kuva mu bwiherero.	1
		Handwashing before eating/ Gukaraba intoki mbere yo kurya.	2
		Avoiding open defecation (going to toilet in bush)/ Kwirinda gukwitakwiza umwanda (kwihagarika/kwituma mu bihuru).	3
		Brushing teeth/ Koza amenyo	4
		Eating a balanced diet/ Kurya indyo yuzuye.	5
		Other personal hygiene habits such as taking bath/ Ubundi buryo bwo kwisukura nko kwiyuhagira.	6
		Others (specify)/ibindi(bivuge)_____	7
602.	Among these practices, which ones do you regularly do? Muri ibi wavuze ni ibihe ukunze gukora? ***Do not read list and mark all responses given by the child. Ntusomusomere umwana ibisubizo kandi ibyo yasubije byose ubyemeze***	Handwashing with soap and water after visiting toilet/ Gukaraba intoki n'isabune nyuma yo kuva mu bwiherero.	1
		Handwashing before eating/ Gukaraba intoki mbere yo kurya.	2
		Avoiding open defecation (going to toilet in bush)/ Kwirinda gukwitakwiza umwanda (kwihagarika/kwituma mu bihuru).	3
		Brushing teeth/ Koza amenyo	4
		Eating a balanced diet/ Kurya indyo yuzuye.	5
		Other personal hygiene habits such as taking bath/ Ubundi buryo bwo kwisukura nko kwiyuhagira.	6
		Others (specify)/ibindi(bivuge)_____	7
603.	Do you do any reading outside of school? Ese hari ahandi mujya musomera hatari ku ishuri?	Yes/Yego No/Oya No answer/ Nta gisubizo	1 2 3
604.	If yes, where do you do the reading?	At home/ Mu rugo At my friend's house/ Ku nshuti yanjye At a reading club/ Ku isomero	1 2 3

	Niba ari yego, Ese musomera he? ***MULTIPLE RESPONSE***	Other reading centres/ Andi masomero Others (specify)/ Andi(yavuge) _____	4 5
605.	Outside of school, did any one read for you during the last week? Ese mu cyumweru gishize haba hari umuntu wagusomeye inkuru 209tari ku ishuri?	Yes/Yego No/Oya No answer/ Nta gisubizo	1 2 3
606.	IF yes, who is that person? Niba ari yego, Ninde wagusomeye?	Mother/mama Father/ Papa Siblings/ abavandimwe Frinds / inshuti Classmates/ abo twigana Reading club facilitator/ mwarimu/ umufashamyumvire wo mu isomero Others	1 2 3 4 5 6 7 8
607.	Outside of school, did you use your reading skills during the last week? Mu cyumweru gishize, hari ibintu bintu wasomye 209tari ku ishuri?	Yes/Yego No/Oya No answer/ Nta gisubizo	1 2 3
608.	If Yes, how did you use your skills? (Mark all that apply) Niba ari yego, ni ibiki wasomye?	Reading for my family members/ gusomera abagize umuryango batazi gusoma Reading road signs/ Gusoma ibyapa Reading at the market/ gusoma ibyo mpaha/ ibiciro ngiye ku isoko Revising lessons/ gusubiramo amasomo Reading in church/ mosque/ gusoma mu rusengero / mu musigiti Reading instructions/ gusoma amabwiriza ari ku bikoresho, imiti Others/ ibindi	1 2 3 4 5 6 7 8

609.	If Yes, where did you use your reading skills? Niba ari yego, ni hehe wasomeye?	Home/ Mu rugo Market/ Ku isoko Church/Mosquet / ku rusenger/ umusigiti Other / Ahandi No answer/ Nta gisubizo Magazines/ journals/ Utunyamakuru	1 2 3 4 5
610.	During the last week, did you get books to read outside of school? Mu cyumweru gishize, waba hari ibitabo wasomye utari ku ishuri?	Yes/Yego No/Oya No answer/ Nta gisubizo	1 2 3
611.	If no, Why Niba ari oya, kubera iki	I have no reading area/ Simfite aho nsomera I have no time/ Nta gihe mbona I have too much work/ Mfite akazi kenshi I am not interested/ Ntabwo mbikunda I have no reading materials/ Ntabyo gusoma mfite. I don't have light at home Others (specify)/ Ibindi(bivuge)_____	
612.	If yes, where do you get them from? Mudukura he?	At home/ Mu rugo At my friend's house/ Ku nshuti yanjye At reading clubs / Ku isomero Other reading centres/ Andi masomero Others (specify)/ Andi(yavuge)	1 2 3 4 5
620	Do you get time to read at home? Ese iyo uri mu rugo ujya ubona umwanya wo gusoma?	Yes/Yego No/Oya No answer/ Nta gisubizo	

	If Yes, for how long? Niba ari yego, usoma mu gihe kingana gute?	Short period / igihe gito Long period/ igihe kirekire No answer / Nta gisubizo	1 2 3
613. 614.	Do you get to read the following books at home? **(Please mark every response given by the child)** Ese mu rugo ujya usoma ubuhe bwoko bw'ibitabo?	Text books/ ibitabo by'amasomo Religious books/ ibitabo by'iyobokamana (Nka bibiriya) Magazine / Journal : Utunyamakuru Story books/Udutabo tw'inkuru Comics, e,g. cartoon books/ Byendagusetsa Booklets/ Agatabo gato	1 2 3 4 5 6
615.	Do you get time to read at home? Ese mubona umwanya wo gusoma iyo muri mu rugo?	Yes/Yego No/Oya No answer/ Nta gisubizo	1 2 3
616.	If Yes, for how long? Niba yego, ni umwanya ungana gute?	Umwanya muto Umwanya munini Nta gisubizo	1 2 3
617.	Do your parents ever help you with your reading? Ese ababyeyi banyu bajya babafasha gusoma?	Yes/Yego No/Oya No answer/ Nta gisubizo	1 2 3
618.	What do your parents do to help you? Niki ababyeyi banyu bakora iyo bari kubafasha?	Help with homework/ Gufasha umukoro wo mu rugo. Buy reading materials/ kugura ibyo gusoma Allow me to go to community library/ Kunyemerera kujya mu isomero Give me time to read/ Kumpa igihe cyo gusoma Create a reading area/ Kumpa aho gusomera Remind me to go and read/ Kunyibutsa kujya gusoma Read for me/ Kunsomera Others (specify)/ Ibindi(bigaragaze)__	1 2 3 4 5

			6 7
619.	Do you usually have enough time to study and complete your homework? Ese mujya mubona akanya kogusubiramo amasomo mu rugo no gukora umukoro wo murugo?	Yes/Yego No/Oya No answer/ Nta gisubizo	1 2 3
620.	If No, What is the <u>main</u> reasons you do not get time to revise? Ni izihe mpamvu z'ingenzi ituma udasubiramo amasomo?	I have no reading area/ Simfite aho nsomera I have no time/ Nta gihe mbona I have too much work/ Mfite akazi kenshi I am not interested/ Ntabwo mbikunda I have no reading materials/ Ntabyo gusoma mfite. I don't have light at home/ nta matara/ urumuri ruba ruhari mu rugo	1 2 3 4 5 6 7
621.	Do you do household chores or any other type of work? **(Mark every response given by the child)** Ese hari imirimo yo mu rugo cyangwa indi mirimo ujya ukora?	Yes/Yego No/Oya No answer/ Nta gisubizo	1 2 3
622.	If yes, what kind of chore do you do? Niba ari yego, ukora ibihe?	Fetching water/ Kuvoma Fetching fire woods/ Gutashya Sweeping/cleaning/ gukubura Washing clothes/Kumeza Washing Dishes/Koza amasahani Cooking / guteka Tending animals/ Kuragira Taking care of children/ kurera abana House work for another family/ kurera abana b'abandi	1 2 3 4 5 6 7 8

		Work in the shop/ gucuruza Work in the field/farming/ Guhinga other No answer/ nta gisubizo	9 10 11 12

Annex 23: Qualitative Data Collection Tools

The qualitative data collection tools build on the tools from the Phase I midterm and final evaluations and the Phase II baseline to provide continuity for the key areas that the McGovern-Dole project supports. These draft tools have been modified to reflect changes from Phase I to Phase II and will be reviewed and finalized with input from WFP Rwanda prior to data collection. Please note that these topical outlines/ interview guides are intended as a menu of possible topics and not all questions in each section will be asked to each respondent. Questions are posed to individual respondents according to their knowledge of and involvement with the project, the topics most relevant to their position, the time available for the interview, and other factors.

WFP COUNTRY OFFICE

Illustrative list of interviewees: McGovern-Dole Programme Team, Strategic Outcome 2 Manager, Head of Programme, M&E Team, Nutrition Officer, Head Smallholder Agricultural Market Support unit, Admin/Finance Officer, Logistics Team, Gender Focal Point, Deputy Country Director, Country Director, SABER consultant

1. The official transition of 108 schools to the NSFP is scheduled for September 2023. Please discuss the accomplishments and challenges in this transition. How would you assess Government readiness?
2. What support has WFP given to the School Feeding strategy? What role has WFP played in the development of the School Feeding financing strategy? What are the accomplishments and challenges?
3. How has the WFP HGSF work supported the capacity development of national, regional and district level structures to support school feeding and the transition to the NSFP?
    a. Please discuss WFP support to national and local capacity strengthening opportunities and constraints into the Phase II design (probe: design phase, implementation, capacity development, transition plan)?
4. How has WFP's gender study influenced programme design, activities, and implementation?
    a. What gender transformative changes have occurred in the project as a result of the WFP gender study? What are some examples?
    b. To what extent has Government implemented the findings of the WFP gender study into the NSFP? What gender-specific components are sustainable by Government?
    c. What was recommended but has not happened, and why (please give examples)? How is WFP and Government addressing those challenges?
    d. Are girls raised and educated with limited perspectives of their potential? Why? Is there any evidence of changes in parental and teacher attitudes in this?
5. What role has WFP played in the Government's national school feeding approach with regard to disadvantaged students (girls, children from poor families, students with disabilities)?
    a. What are the main barriers to enrolment, retention and completion faced by girls and boys with disabilities? Do girls face different, or greater barriers than boys?
6. What are the communication and information-sharing processes between WFP and MINEDUC? Between MINEDUC and District Administrators and District Education Officers? How effective are these processes for collaboration, coordination and decision-making?
    a. Between WFP and MINAGRI?
    b. Between WFP and MINICOM?
    c. Between WFP and NCDA?

7. What support has WFP provided regarding the cost-efficiency and cost-effectiveness of the HGSF programme? What are your impressions of cost-efficiency and cost-effectiveness?
    a. What has been the effect of the food price crisis, weather-related disasters, climate change, etc on procurement for WFP? For government and the wider NSFP?
8. What capacity development support is WFP providing to the NSFP in Phase II? How was the type of support WFP offers decided on (e.g., what was MINEDUC input)? Examples of changes expected as a result of that support?
9. Strengths of the McGovern-Dole Programme to date? What has worked well in Phase II and will influence the transition to the NSFP?
    a. Capacity strengthening and technical support to national strategies, policies, and implementation; Advocacy at national level
    b. Coordination and communication
    c. Capacity strengthening at national, district, and sector/cell/school levels
    d. Training strategies for head teachers in school management and teachers in current teaching methods
    e. Improved student literacy, attentiveness, attendance, retention
    f. School infrastructure (kitchens, water, WASH); Increased use of health and dietary practices; School gardens, nutrition, outreach to communities
    g. Community participation in education; parent contribution
    h. Support to agricultural cooperatives and small farmers to supply school meals; linking farmer organizations to formal buyers, including schools
    i. Gender equality and women's empowerment, access to education for girls, children from very poor families, children with disabilities
    j. Use of School Feeding Survey and Market Assessment, Community Feedback Mechanism, energy for cooking study, NSFP survey, market assessment, other surveys, to inform programming.
    k. Other topics
10. What are the challenges in the above areas? How are they being addressed in Phase II and in preparation for the transition?
11. Are the resources and expertise WFP has mobilized, adequate to implement Phase II and the transition of the HGSF? (e.g., other donor support to cash purchases to supplement meals)
12. Do you see any further opportunities for cooperation with Governmental and non-Governmental partners (e.g., in health, education, gender equality and women's empowerment)?
13. To what extent is WFP supporting partnerships with the private sector to address sustainability?
14. What are MINEDUC's needs and concerns around the transition of McGovern-Dole schools to the NSFP? Around the sustainability of the NSFP?
15. What aspects of the McGovern-Dole project is MINEDUC adopting, or interested in adopting, for the NSFP? What aspects of the McGovern-Dole project will be retained by Government after the transition?
16. What are WFP's main contributions and priorities in support of the NSFP during Phase II and the transition to the NSFP? Challenges?
17. What innovations has WFP, Government and partners introduced to the McGovern-Dole program/ (e.g., digital platforms such as Farm2Go)?

- What is your assessment of the overall performance of the WFP Rwanda country office and sub-national offices in implementing the McGovern-Dole project and the readiness for transition?

MINISTRY OF EDUCATION – NATIONAL LEVEL

Illustrative list of interviewees: PS MINEDUC, HGSF Project Specialist MINEDUC

Topical outline may also be used for donor interviews

1. How has the McGovern-Dole Programme contributed to Government's strategy and implementation of the NSFP at the national level?
    a. At the district level?
    b. Examples of WFP input that informed NSFP policies, strategies and implementation?
    c. What aspects of the project have not been adopted for the NSFP, and why? For example, will gardening techniques, seeds, and SBCC on nutrition interventions be replicated in other schools that belong to the NSFP?
2. What are the current capacity strengthening needs of the NSFP:
    a. At the national level (*e.g., on planning, budgeting, implementation, technical skills, management skills*)
    b. At district and sector level (*e.g., on coordination, supervision/monitoring*)
    c. At school level
3. What capacity development support is WFP providing to the NSFP?
    a. Which functions/offices require capacity strengthening to support the NSFP?
    b. What types of support?
    c. Is the support relevant to stakeholder needs? What is the quality of support?
4. How can the project most effectively contribute to the implementation and effectiveness of the NSFP? To the transition of McGovern-Dole project schools to the NSFP?
    a. What are MINEDUC's priorities in this respect?
5. What are your expectations for (WFP-supported) model schools in Phase II? How will their experience be used across the broader education system?
    a. How have/will the WFP-supported model schools influence or supported best practices in other schools in their districts?
6. What are the communication and information-sharing processes between WFP and MINEDUC at national level? At district level?
    a. How effective are these processes for collaboration, coordination and decision-making?
7. Please comment on the regularity, frequency, and number of National School Feeding Steering Committee meetings.
    a. Please describe the process and results generated by the National SFSC meetings (e.g., provide examples of decisions or how problems were addressed)
    b. Please describe any capacity strengthening received by the National SFSC.
8. Please comment on the regularity, frequency, and number of National School Feeding Technical Working Group meetings.
    a. Please describe the process and results generated by the National TWG meetings (e.g., provide examples of decisions or how problems were addressed)
    b. Please describe any capacity strengthening received by the National TWG from WFP.
9. There have been a number of surveys and studies carried out jointly by WFP and Government for school feeding (e.g., National School Feeding Survey and Market Assessment, energy for cooking study, gender study). How have these studies contributed to MINEDUC policies and programmes?

10. What are your expectations for the McGovern-Dole Programme in strengthening local farmer capacity to consistently supply high quality food to local school meal programmes?
    a. What are the accomplishments to date? What do you see as the challenges to farmers? To schools? (*e.g., national procurement laws, production challenges, links between farmers and local schools*)
    b. How is WFP assisting MINEDUC and MINAGRI to address challenges to small holder farmers to supply school meal programmes? What more can be done?
    c. In what areas do farmers need capacity strengthening?

- How has Government implemented the findings of the WFP gender study into the NSFP (to what extent)? What gender-specific components do you consider sustainable by Government?

11. How are issues around gender/vulnerable children/disabled children taken into account in the NSFP? Is this approach appropriate and effective? Is it reaching the children from the poorest families, from poor female-headed households, especially girls?
12. How is MINEDUC addressing the role that teachers and parent play in setting expectations for girls to continue to secondary and tertiary education?
13. What is the expected role of parent contributions to school meals? What are your suggestions for the possible situation when not all parents are able to provide the necessary funds and the schools are thus left with fewer funds available?
14. What are your concerns about the effect of price increases for commodities on the implementation of the NSFP? Other concerns (e.g., weather-related disasters, climate change)? Is the effect of the COVID-19 pandemic still a concern?

Capacity Strengthening/Readiness

15. How do you assess the capacity of MINEDUC and related ministries to sustainably implement the NSFP with regard to:
    a. Policy frameworks
    b. Institutional capacity
    c. Budget allocation and funds disbursement (i.e., the transfer of school feeding funds from national level to the schools)
    d. Coordination
    e. Monitoring, i.e., the ability to monitor programme implementation to ensure quality and inform timely decision-making.
    f. Inspection and reporting
    g. Local procurement
    h. Dissemination and community engagement
    i. Transition the McGovern-Dole project schools to the NSFP
    j. Which areas need the most support? How is/can WFP support MINEDUC in these areas?
16. How do you assess the readiness and capacity of districts and sectors (and related local officials) to fully implement the NSFP and the transition with regard to:
    a. Planning
    b. Institutional capacity
    c. Coordination
    d. Budgeting

e. Monitoring, i.e., the ability to monitor programme implementation to ensure quality and inform timely decision-making.

f. Inspection and reporting

g. Local procurement

h. Which areas need the most support? How is/can WFP support districts and sectors in these areas?

17. Do you have any concerns around the transition of McGovern-Dole-supported schools to the NSFP in September 2023? What are the sustainability issues connected with the transition of these schools to the NSFP?

MINISTRY OF EDUCATION – DISTRICT LEVEL

Illustrative list of interviewees: District Director of Education, Mayor/Vice Mayor, Executive Secretary, Director Agricultural and Natural Resources, District HGSF Coordinators

General Questions

- What capacity development support is WFP providing to the district to implement the NSFP and to transition McGovern-Dole schools? Please discuss WFP support to specific capacity and systems. What is the relevance and quality of the support?
- What is the district's needs and priorities related to capacity strengthening for the NSFP? To the transition of McGovern-Dole schools to the NSFP?

1. How is the McGovern-Dole Programme strengthening local farmer capacity to consistently supply high quality food to schools in your district?
2. What do you see as the challenges to farmers? To schools? (e.g., national procurement laws, production challenges, links between farmers and local schools)
3. How is WFP assisting to address challenges to small holder farmers so they can supply school meals?
    - Will gardening techniques, seeds, and SBCC on nutrition interventions be replicated in other schools (i.e., non-McGovern-Dole-supported schools) that belong to the NSFP?
4. What is your assessment of the performance of the WFP Rwanda country office and sub-national offices in supporting implementation of the NSFP and the transition?
5. What are the communication and information-sharing processes between WFP and your institution? How effective are these processes for collaboration, coordination, and decision-making?
    - Please comment on the regularity, frequency, and number of District School Feeding Steering Committee meetings.
    - Please describe the process and results generated by the District SFSC meetings (e.g., provide examples of decisions or how problems were addressed)
    - Please describe any capacity strengthening received by the District SFSC from WFP.
6. What are your institution's needs and concerns around sustainability of the activities implemented under McGovern-Dole Programme after schools transition to the NSFP?
7. Are activities by other partners or other agencies sufficient to complement the McGovern-Dole Programme to enhance sustainability? What additional partnerships could be explored?
8. How are issues around gender/vulnerable children/disabled children addressed in the project? Is this approach appropriate and effective? Is it reaching the children from the poorest families, from poor female-headed households, especially girls?
9. What impact from the project do you expect to see on newly enrolled schools and communities in Phase II? On (WFP-supported) model schools and communities? (this question is only relevant to interviews in the three new districts)
10. What should be the priorities for Phase II of the McGovern-Dole project? How can the project most effectively contribute to the success of the district to implement the NSFP?

11. What has been the effect of price increases of food items on schools? Other issues (e.g., weather-related disasters, climate change? Are the effects of the COVID-19 pandemic on education still a concern?

Capacity Strengthening/Readiness

1. How do you assess the readiness and capacity of districts and sectors (and related local officials) to fully implement the NSFP and the transition of McGovern-Dole schools to the NSFP with regard to:
    a. Planning
    b. Institutional capacity
    c. Coordination
    d. Budgeting
    e. Inspection and reporting
    f. Local procurement
    g. Which areas need the most support? How is/can WFP support districts and sectors in these areas?
2. WFP-supported schools will need to enter school feeding data into the School Data Management System and will be responsible for collecting new indicators for the NSFP.
    a. Do schools have the training and staff capacity for this task?
    b. How will MINEDUC prepare schools to carry out monitoring and data collection?
    c. How is WFP supporting MINEDUC and schools to implement out this new requirement?
3. Parents are expected to contribute 10 percent of the cost of the school meal under the NSFP. How will the district/sector support schools and parents to meet this goal?

4. Do you have any concerns around the transition of McGovern-Dole-supported schools to the NSFP when the project ends? What are the sustainability issues connected with the transition of these schools to the NSFP?

5. What is the district's readiness to support district and sector School Feeding Committees? What support is needed to help these committees fulfil their responsibilities?
6. What challenges do you see to your responsibility to manage and monitor school feeding, in light of the implementation of the NSFP? What capacity strengthening support is needed?
7. What is the current relationship with the District Agricultural Officers? What interaction is there between MINEDUC and MINAGRI at district level?

Ministry-specific Topics

Ministry	Additional/Specific Line of Inquiry
Ministry of Agriculture and Animal Resources (MINAGRI)	--Alignment with PSTA4; alignment with Government policy to use local/regional school meal sources instead of international --Role the ministry plays with smallholder farmers
National Childhood Development Agency (NCDA)	--Role in NSFP --Role in pre-primary education
Rwanda Biomedical Centre (RBC)	--Assessment of changes to health and dietary practices; impact of school infrastructure on health
Ministry of Gender and Family Promotion (MIGEPROF)	--Alignment of NSFP with gender and education guidelines/ policy/ strategy -- Assessment of how issues of gender/vulnerable children have been considered in NSFP and primary education strategies? Is this approach appropriate and effective? Gaps?
The World Bank	--Assessment of impact of national school feeding policy, strategy and programme on future potential for human capital in Rwanda

IMPLEMENTING PARTNERS, AND UNICEF

Interviewees: World Vision, Gardens for Health International, Rwanda Biomedical Centre, UNICEF

Topics for All Implementing Partners:

1. How is your organization collaborating with the McGovern-Dole Programme in Phase II? In the transition of McGovern-Dole schools to the NSFP?
2. How was your organization involved in the design of Phase II HGSF activities? Is the design relevant and realistic? How do the design and implementation meet stakeholder needs? How has your role and activities changed during the implementation of Phase II?
    a. What innovations has your organization introduced in Phase II?
3. What are the communication and information-sharing processes between WFP and your institution? Within the School Feeding Technical Working Group? How effective are these processes for coordination and decision-making?
4. Do you participate in the National School Feeding Steering Committee or Technical Working Group meetings?
    a. Please comment on the regularity, frequency, and number of NSFSC and TWG meetings held.
    b. Please describe the process and results generated by the NSF Steering Committee meetings.
    c. The TWG meetings? What capacity strengthening activities has your organization provided?
5. What factors have influenced collaboration and decision-making during this period (positively or negatively)?
6. What additional opportunities exist for collaboration/synergies with your own organization?
7. Do you see any further opportunities for cooperation with Governmental and non-Governmental partners (e.g., in health, education, gender equality and women's empowerment)?
8. What analysis has been done regarding the cost-efficiency and cost-effectiveness of the project? What are your impressions of cost-efficiency and cost-effectiveness?
9. Strengths of the McGovern-Dole Programme to date? What has worked well? What lessons are being carried over by your organization to Phase II?
10. Constraints/ challenges of the McGovern-Dole Programme to date? How are these addressed in Phase II?
11. What are your institution's needs and concerns around sustainability of the activities implemented under McGovern-Dole Programme after activities phase out?
12. How are issues of gender and disadvantaged children being taken into account? Describe whether this approach is appropriate and effective. Describe whether it is adequate to address the issues faced by these children and their families?
13. How has WFP's gender study influenced programme design, activities, and implementation?
    a. What gender transformative changes have occurred in the project as a result of the WFP gender study? What are some examples?
    b. What was recommended but has not happened, and why (please give examples)? How is WFP and Government addressing those challenges?
14. c. Are girls raised and educated with limited perspectives of their potential? Why? Is there any evidence of changes in parental and teacher attitudes in this? What has been the effect of the price increases for food on your activities with schools this academic year? Other challenges?
15. What learnings from the McGovern-Dole Programme have been adopted by the NSFP? What activities do you think will not be continued after the transition?
16. How can the project most effectively contribute to the success of the NSFP? What needs and opportunities do you see for capacity strengthening to support the NSFP?
17. How do you assess the readiness and capacity of the Government to transition the McGovern-Dole project schools into the NSFP?

Topics for World Vision

18. What are the main challenges to the NSFP in terms of health and hygiene infrastructure? What is the role of World Vision in the McGovern-Dole Programme to supporting the NSFP in these challenges?
19. How can/is World Vision's work to support girls and schools being integrated into the NSFP? How can/is WV building the capacity of Government and schools to adopt this work?
20. What are the main challenges around increasing awareness on WASH and literacy in Phase II? What changes has World Vision made to better address these challenges in Phase II?"
21. How is World Vision supporting teachers and students to transition from Kinyarwanda to English? What are the biggest challenges to this transition?
22. What are the main challenges for pre-primary students in the school environment? The main challenges to a transition to primary school? How are these being addressed?
23. What are the main challenges to sensitizing parents to the importance of education for girls (especially secondary and tertiary education), for children from very poor families, and for children with disabilities? How are these being addressed? What methods can be adopted by other schools?

Topics for GHI:

24. How are lessons from Phase I on school gardens, nutrition and community outreach informing the implementation of Phase II? Of the NSFP? What are the challenges and gaps? What are the positive developments?
25. What are the main challenges to supporting the operationalization of the national strategy on school gardens? To sustainability?
26. How can capacity to integrate nutrition-sensitive knowledge and activities into the NSFP be strengthened? What are the primary needs?
27. How are the specific nutritional needs of adolescent girls being integrated into school garden and nutrition activities? Into activities with communities? What are the challenges?
28. How are the nutritional needs of pre-primary children addressed through school garden and community outreach activities? What are the main challenges, especially to engaging parents?

Topics for RBC:

29. What capacity strengthening support can be provided to schools and communities to reduce the incidence of worm infestations among children?
30. One of RBC's new initiatives is to engage teachers to screen children for illness. Please describe if/how the McGovern-Dole Programme is supporting this initiative.
31. Another of RBC's initiatives is to develop tools and materials for the prevention of neglected tropical diseases and parasitic diseases, which will be distributed to schools. Please describe if/how the McGovern-Dole Programme is supporting this activity.
32. RBC made some adaptations to how it delivered services during the COVID-19 pandemic (e.g., community-based deworming campaigns, administration of deworming tablets in schools by teachers). Please describe if these adaptations are continuing, and any other effects of COVID-19 on how RBC now delivers services.

Topics for NCDA:

33. How are NCDA and WFP collaborating with MINEDUC to ensure that the nutritional needs of pre-primary students are adequately addressed as the NSFP is implemented in schools?
    a. What are the achievements to date? What are the main challenges?
34. What input did NCDA have into the design of Phase II of the McGovern-Dole Programme? To the NSFP for pre-schoolers?
35. What are the main challenges to the implementation of the NSFP for pre-primary students? For ECD students?

36. Under the NSFP, the parent contribution for pre-primary students has been reduced to 10 percent of the school meal.
    a. What advantages or challenges does this pose for delivering nutritionally adequate meals?
    b. How have increases in the prices of commodities affected school meals? How are challenges addressed by NCDA, WFP and MINEDUC?
37. What capacity strengthening is needed to support the NSFP to ensure adequate nutrition for pre-primary schools? For ECD students?
    a. How is this being addressed by Government?
    b. What support is WFP providing? Is the support relevant and appropriate to stakeholder needs?
38. What role do school gardens play in providing inputs to nutritious meals in McGovern-Dole Programme schools? In NSFP schools?
39. What is being done to sensitize parents and other community members to the importance of nutrition at home? What are the main challenges? How are they being addressed?

Topics for UNICEF:

Note: UNICEF supported modelling and scaling up Child-Friendly School standards, which were adopted as the national quality guidelines for school infrastructure and software inputs. UNICEF also supported the Learning Achievement in Rwandan Schools (LARS) Assessment to improve the quality of education and measure learning outcomes in literacy and numeracy.

40. Complementarity between WFP and UNICEF priorities and activities in the McGovern-Dole Programme? In the NSFP? Successes and challenges?
41. Communication and information-sharing processes between WFP and UNICEF on the McGovern-Dole Programme and the NSFP. Effectiveness of these processes for collaboration, coordination and decision-making.
42. Effectiveness of cross-sector planning for education, WASH, HGSF and other programmes that affect the quality of education for children? At national level? At district level? Please give examples.
43. Changes to the educational environment in the WFP McGovern-Dole-supported schools since Phase I? What changes can be adopted (or should not be adopted) by the NSFP?
44. How are issues around gender/vulnerable children/disabled children addressed in primary and pre-primary schools Is this approach appropriate and effective? Is it reaching the children from the poorest families, from poor female-headed households, especially girls?
45. Concerns about sustainability of McGovern-Dole Programme activities in WASH infrastructure and other areas after the project ends?
46. Are activities by other partners or other agencies sufficient to complement the McGovern-Dole Programme to enhance sustainability? What additional partnerships could be explored?

SCHOOL HEAD TEACHERS AND TEACHERS

Illustrative list of interviewees: Head teachers, teachers (existing and new schools)

1. What do you see as the purpose of the McGovern-Dole Programme?
2. What records are kept on (1) administration of meals and (2) student attendance? (ask to see records; check if disaggregated by gender, disabled students or other vulnerable categories)
3. What changes have you noted in the school or students since school meals began here? Differences between boys and girls? Differences among children from very poor families and disabled children?
4. Describe any positive or negative impact of the project on:
    a. the school?
    b. wider community?
    c. the people who prepare the meals?
    d. local farmers/producers?
    e. Your own skills and effectiveness as head teacher or teacher?
5. Strengths of the McGovern-Dole Programme to date? What has worked well? (*probe: literacy outcomes, WASH and kitchen infrastructure, school gardens logistics, relationship with the community*)
6. Constraints/ challenges of the McGovern-Dole Programme to date? How have these been addressed? *(Probe on adequacy and frequency of parent contribution to cost of school meals)*
7. What factors have influenced achievement/ non-achievement of results? What can be improved?
8. What challenges do you see in the transition of McGovern-Dole project schools to the NSFP?
9. Have food deliveries during the last year been regular and complete (all items received in the requested amounts)?
10. Has the school had to interrupt feeding for any extended periods during the last year? Why?
11. Does the school purchase or receive locally grown food from farmer cooperatives or local farmers for the school meals? Please describe the arrangement (*probe on formal contract/contract modality, regularity and quality of items delivered, any issues around payment)* and its strengths and challenges.
12. Does the school follow the official ration scale and number and timing of meals per day, as per School Feeding Operational Guidelines? If not, why not? *Note: May need to show/provide the standards so the interviewee has the correct reference points.*
    - Does the school garden contribute food to the meals? If yes, please describe what, how much, and when the garden contributes to school meals.
13. Are there any other health activities in the school (deworming, malaria prevention)? Who implements them? Quality and effectiveness?
    - What has been the effect of price increases of food on the school meals programme?

Capacity Strengthening/Readiness

14. What has the McGovern-Dole Programme done to support capacity strengthening of:
    a. school head teachers and teachers
    b. school committees (Tender Committee, School Feeding Committee, SGAC)
    c. cooks/storekeepers

    in preparation for the transition to the NSFP? *(Please describe)*
15. Is this support adequate and relevant to your needs? Are there any gaps that need to be addressed?
    - For Group 1 schools only: Do you feel that the school is ready to transition to the NSFP in 2023? Do you have any concerns about the transition? Please explain.

- Once the schools transition to the NSFP, parents are expected to cover 10 percent of the costs of a daily meal. What effect do you think this will have? Are you taking any steps to already collect parent contributions or sensitize the parents on this?

For Control Schools

16. What are the main challenges faced by the head teachers and teachers in this school in achieving its education goals?
17. What are the main challenges faced by students to regular attendance, staying in school, and learning?
18. What are the specific challenges to attendance and learning faced by girls, boys, children from very poor families, disabled students?
19. What type of school feeding programme does your school participate in (describe activities, source of support)?
20. What do you see as the purpose of the McGovern-Dole project? How do you expect to benefit from the project?
21. Is this school implementing the National School Feeding Programme? If yes, how is the school involved (describe the school's activities with the NSFP)?
22. Has the school adopted any of the gardening techniques, seeds, and SBCC on nutrition interventions that were used in the McGovern-Dole-supported schools?
23. Parents are expected to cover 10 percent of the costs of a daily meal. What percentage (roughly) of parents are actually able to contribute? Can they contribute the full cost? How does the school spend the parent contributions? What do you do if the full costs are not contributed?

SCHOOL FEEDING COMMITTEES AND SCHOOL TENDER COMMITTEES

Phase I and Phase II schools:

1. What do you see as the purpose of the McGovern-Dole Programme? What is the role of the [COMMITTEE TYPE] in the project?
2. Do parents contribute to the meals? How do they contribute? (probe: cash; fresh vegetables, maize/beans, condiments; labour; fuel; level of participation, difficulties)
3. What changes (good or bad) have you noticed since the introduction of fresh meals and buying food locally?
4. What changes have you seen in the students since the project started? Differences between boys and girls?
5. Describe any positive or negative impact of the project on:
    a. the school?
    b. wider community?
    c. the people who prepare the meals?
    d. local farmers/producers?
    e. Skills of school head teachers and teachers, [COMMITTEE TYPE], outreach to community
6. What has worked well?
7. Constraints and challenges? How have these been addressed?
8. Suggestions on how to improve the project?

Control schools:

1. Do you have school feeding programmes at this school? If yes, which programmes? Please describe the activities and any support from Government, institutions, parents or communities for school feeding. What is the role of the [COMMITTEE TYPE] in school feeding? In other activities?
2. What are the main challenges faced by the head teachers and teachers in this school in achieving its education goals?
3. What are the main challenges faced by students to regular attendance, staying in school, and learning?
4. What are the specific challenges to attendance and learning faced by girls, boys, children from very poor families, disabled students?
5. What type of school feeding programme does your school participate in (describe activities, source of support)?
6. Is this school implementing the National School Feeding Programme? If yes, how is the school involved (describe the school's activities with the NSFP)?

COOKS

For Phase I and Phase II schools:

1. What do you see as the purpose of the McGovern-Dole Programme?
2. What is your role in the project? Please describe any training or knowledge you received from the project, and how you use that knowledge in your job.
3. Do you have a contract with the school? Do you get paid on time and on a regular schedule? If not, why not?
4. Do women face more challenges than men to being hired as cooks? What are those challenges? How can they be addressed?
5. What changes have you noted in the school or students since the project started? Differences between boys and girls? Differences among children from very poor families, or disabled children?

6. Is the food sufficient? What kinds of foods do you serve (*describe*)? Do you think the foods are nutritious? Why or why not?
7. What changes (good or bad) have you noticed since the introduction of fresh meals and buying food locally?
8. Do parents contribute to the meals? What do they contribute (fresh vegetables, condiments, fuel, work, cash)?
9. Does the school garden contribute food to the meals? If yes, please describe what, how much, and when the garden contributes to school meals.
10. Do pre-primary children and primary children get the same meal (size, composition, and type of meal)?
11. Were deliveries during the last school term regular and complete (all items received in the requested amounts)? If not, why not?
12. Has the school had to interrupt feeding for any extended periods during the last year? Why?
13. Does the school follow the official ration scale and number and timing of meals per day? If not, why not?
14. Has the initiative had an impact on your lives? Has it affected how you are seen/ treated by the school or by the community? Describe.
15. Thinking back on the past school term, do you have any suggestions on how the project can strengthen your skills to do your job as a cook?

For Control Schools:

Note: if control schools have cooks for a school feeding programme, questions 2-10 can be asked. Researchers should obtain details on type of programme, meal composition, frequency, who supports it and how.

STUDENTS (GRADE 5 AND HIGHER)

For McGovern-Dole project schools:

1. Did you eat breakfast today before coming to school? What did you eat? Do you eat breakfast every day? Do you get hungry during classes? How does being hungry affect your attention?
2. What do you like most about the school meals?
3. What do you like least about the school meals?
4. Has the school meal programme changed anything for you? (Probe: concentration, no hunger, more frequent or regular attendance, one extra meal a day, one less meal at home per day, extra burden of in-kind or cash contribution for parents)
5. Are there days when the school does not provide a meal? On the days that there are no meals, do you still come to school? Do other children come to school?
6. If you could change something about the school meals, what would that be?

For Control Schools:

1. Did you eat breakfast today before coming to school? What did you eat? Do you eat breakfast every day? Do you get hungry during classes? How does being hungry affect your attention?
2. Do you bring a snack or lunch to school? Do you go home for lunch? What kind of food do you bring? Do all students bring a snack or food to eat during school hours?
3. Note: if there is a school feeding programme at new or control schools, ask questions 1-5 above.

SMALLHOLDER FARMERS/GROUPS, LOCAL COOPERATIVES

1. How long has this group/cooperative existed? How many male and female members? What are the leadership positions (get number/ratio of male and female officers)?
2. What do you see as the purpose of WFP support to your cooperative?

3. Is the cooperative aware of school feeding programmes in nearby schools? Has the cooperative explored supplying those schools with food? If no, why not?
4. Does this cooperative have any agreements to supply food to schools? If yes, what type of agreement do you have with the school(s) regarding the amount and price for agricultural products? What happens if you cannot supply the food? Do schools pay on time and if not, why? How is the food transported to the schools?
5. What vegetables, fruits or other food do you supply to schools for school meals? How much food do you supply? To which schools? How does the food you produce vary by season? What different types of food are you producing to supply the schools?
6. How do you access credit or cash to build the resources needed to increase production, quality, and access to markets? Who provides the funding?
7. What surplus do you produce above your commitment to schools? Who do you sell it to? What role has WFP played in producing a surplus, if any?
8. What capacity strengthening have farmer groups/cooperatives and its members received from WFP?
9. How has this made a difference to the type of food you produce? How has it influenced how the group/cooperative is managed? How are products are processed and marketed? How products are stored?
10. What are the benefits/advantages to the group/cooperative of participating in the project (Probe: income; improved skills in production, processing, food safety, marketing, post-harvest losses, group cooperation, group management, financial management, business plans, sustainable agricultural practices) Benefits to individuals? What has worked well?
11. Constraints/challenges of participating in the project? How are these being addressed?
12. What training or support have you received from WFP (or partners)? Is the training relevant to your needs? What is the quality of training/support? Examples of changes you've made as a result of that support?
13. Do you plan to continue participating in the McGovern-Dole Programme? Why or why not?
14. Do you participate in other programmes to strengthen your production, marketing, and management skills? If yes, what programmes, and what activities do you participate in (e.g., MINAGRI, Rwanda Cooperative Agency, MINICOM, NGOs)?
15. Suggestions on how to improve the project?

Office of Evaluation

World Food Programme

Via Cesare Giulio Viola 68/70
00148 Rome, Italy
T +39 06 65131 wfp.org