

Management Response from WFP Rwanda to the recommendations of the decentralized evaluation of USDA McGovern-Dole Grant for WFP Home-Grown School Feeding Project in Rwanda (DE/RWCO/2023/006) from 2020 to 2025

July 2025

1. This document, finalized in July 2025, presents the management response to the recommendations of the evaluation USDA McGovern-Dole Grant for WFP Home-Grown School Feeding Project in Rwanda.
2. The evaluation, which was commissioned by Rwanda Country Office covers all five school feeding years of implementation of the McGovern-Dole funded programme for FY2020-2025, related to its formulation, implementation, resourcing, monitoring and reporting relevant to answer the evaluation questions for McGovern-Dole. The evaluation serves the dual purpose of accountability and learning, emphasizing learning and readiness for the transition of McGovern-Dole supported schools to the National School Feeding Program.
3. The evaluation made 8 key recommendations. The matrix sets out whether WFP agrees, partially agrees or disagrees with the recommendations and sub-recommendations. It presents the planned (or taken) actions, responsibilities and timelines.

Recommendations and related Sub-recommendations (Deadline) <i>[as per evaluation report – one (sub-) recommendation per row, deadline in brackets.]</i>	Recommendation and Sub-Recommendation Lead (Supporting Offices/Divisions) <i>[Name of responsible WFP office/division (/possibly external stakeholder in the case of Joint Evaluation). Names of supporting WFP offices/divisions and/or external stakeholders if any in brackets.]</i>	Management Response <i>[Is (sub-) recommendation Agreed, Partially agreed or Not agreed? If Partially agreed or Not agreed, provide a brief reason for this.]</i>	Actions to be taken <i>[Briefly state what action(s) will be taken to address each sub-recommendation – one action per row.]</i>	Action Lead (Supporting Offices/Divisions) <i>[Name of responsible WFP office/division/unit. Names of supporting WFP offices/divisions and/or external stakeholders if any in brackets.]</i>	Action Deadline <i>[Month and year – not to exceed related (sub-)recommendation deadline.]</i>
Priority: High 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	WFP Rwanda CO Programming (M&E)	Agreed	1.1. WFP will ensure earlier initiation of a structured transition activities in future phases and will continue providing targeted capacity strengthening support in the four Group 1 districts through March 2025, with a focus on school feeding procurement and food safety and quality. 1.2 WFP acknowledges the need for improved documentation, as well as identifying and documenting lessons learned at school and district level. Moving forward, the Rwanda Country Office will prioritize the documentation for future learning	WFP Rwanda CO Programming (CO M&E, WFP ESARO and HQ SBP MEAL and MINEDUC)	December 2025

Recommendations and related Sub-recommendations (Deadline) <i>[as per evaluation report – one (sub-) recommendation per row, deadline in brackets.]</i>	Recommendation and Sub-Recommendation Lead (Supporting Offices/Divisions) <i>[Name of responsible WFP office/division (/possibly external stakeholder in the case of Joint Evaluation). Names of supporting WFP offices/divisions and/or external stakeholders if any in brackets.]</i>	Management Response <i>[Is (sub-) recommendation Agreed, Partially agreed or Not agreed? If Partially agreed or Not agreed, provide a brief reason for this.]</i>	Actions to be taken <i>[Briefly state what action(s) will be taken to address each sub-recommendation – one action per row.]</i>	Action Lead (Supporting Offices/Divisions) <i>[Name of responsible WFP office/division/unit. Names of supporting WFP offices/divisions and/or external stakeholders if any in brackets.]</i>	Action Deadline <i>[Month and year – not to exceed related (sub-) recommendation deadline.]</i>
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. (September 2023)			purposes and to provide a body of evidence. 1.3 The NSFP roll-out was done by the Government in 2021, when the programme was scaled up to all schools nationwide. WFP does not see a need to work on guidance for the NSFP roll-out, since that process is already completed. 1.4 Together with MINEDUC and the districts, WFP will develop a proactive and participatory process documentation to inform the blueprint for the Group 2 schools' transition. Previously, the transition timeline for Group 2 schools planned in 2025 was included in the three district MOUs		

Recommendations and related Sub-recommendations (Deadline) <i>[as per evaluation report – one (sub-) recommendation per row, deadline in brackets.]</i>	Recommendation and Sub-Recommendation Lead (Supporting Offices/Divisions) <i>[Name of responsible WFP office/division (/possibly external stakeholder in the case of Joint Evaluation). Names of supporting WFP offices/divisions and/or external stakeholders if any in brackets.]</i>	Management Response <i>[Is (sub-) recommendation Agreed, Partially agreed or Not agreed? If Partially agreed or Not agreed, provide a brief reason for this.]</i>	Actions to be taken <i>[Briefly state what action(s) will be taken to address each sub-recommendation – one action per row.]</i>	Action Lead (Supporting Offices/Divisions) <i>[Name of responsible WFP office/division/unit. Names of supporting WFP offices/divisions and/or external stakeholders if any in brackets.]</i>	Action Deadline <i>[Month and year – not to exceed related (sub-) recommendation deadline.]</i>
			where the group 2 schools are located (Gasabo, Kayanza, Burera).		
Priority: High 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 Rwanda CO M&E (programming, Gender and protection)	Agreed	2.1. The CO will be guided by the Corporate Results Framework (CRF) in terms of inclusion of GEWE, CCS and PWD indicators. The monitoring unit will ensure that data collection tools include these indicators 2.2. The World Vision will strengthen the monitoring of students with learning disabilities, including staff training sessions in collaboration with Humanity & Inclusion.	WFP Rwanda CO M&E (Gender and protection, WFP HQ CCS, WFP HQ SBP MEAL and World Vision International)	December 2025

Recommendations and related Sub-recommendations (Deadline) <i>[as per evaluation report – one (sub-) recommendation per row, deadline in brackets.]</i>	Recommendation and Sub-Recommendation Lead (Supporting Offices/Divisions) <i>[Name of responsible WFP office/division (/possibly external stakeholder in the case of Joint Evaluation). Names of supporting WFP offices/divisions and/or external stakeholders if any in brackets.]</i>	Management Response <i>[Is (sub-) recommendation Agreed, Partially agreed or Not agreed? If Partially agreed or Not agreed, provide a brief reason for this.]</i>	Actions to be taken <i>[Briefly state what action(s) will be taken to address each sub-recommendation – one action per row.]</i>	Action Lead (Supporting Offices/Divisions) <i>[Name of responsible WFP office/division/unit. Names of supporting WFP offices/divisions and/or external stakeholders if any in brackets.]</i>	Action Deadline <i>[Month and year – not to exceed related (sub-) recommendation deadline.]</i>
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. (Within 6 months)			2.3. The 3rd component of this recommendation is aligned with the commitment to improving the quality of education in schools. With support from WFP, World Vision will monitor the application of modern pedagogical practices and regularly observe literary and pre-primary lessons across Group 2 schools. WV will also monitor the pedagogy trainings offered to District and Sector Education Officers through project training records.		

Priority: High Recommendation 3: <i>Develop and implement a knowledge management and learning (KML) strategy to cover both the HGSF project and the NSFP.</i> 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,	WFP Rwanda CO Programming, (M&E)	Agreed	3.1 CO will develop a Knowledge Management & Learning strategy. In addition, the CO will strive to document the transition period and produce learning products that can be shared widely, identify good practice models as demonstration schools for the NSFP at national and district level as it continues to evolve over the coming years.	WFP Rwanda CO Programming (CO M&E, line government ministries, local government authorities and staff, WFP ESARO and HQ SBP MEAL)	December 2025
---	----------------------------------	--------	--	---	---------------

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. (Within 6 months)			3.2 The CO will work with Ministry of Education to strengthen the School Data Management System (SDMS), ensuring inclusion of relevant school feeding indicators.		
---	--	--	--	--	--

Priority: High 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 results that better reflect NFSP needs and a continued shift to an upstream country capacity-strengthening role for WFP in supporting the NFSP. (Within 6 months)	WFP Rwanda CO Programming (M&E)	Partially Agreed	4.1 As WFP shifts away from project-based implementation and towards supporting the Government's National School Feeding Programme, focusing on only partners and stakeholders from the WFP HGSF project, and focusing solely on the project TOC, may create confusion among stakeholders. 4.2 WFP will organize a semi-annual reflection meeting with HGSF partners and stakeholders to take stock of progress toward expected outcome-level results with a focus on the bigger picture.	WFP Rwanda CO Programming (CO M&E, HGSF partners and stakeholders, such as Government of Rwanda ministerial partners, World Vision International, GHI, NCDA, Rwanda Biomedical Centre, etc.)	December 2025
--	---------------------------------	------------------	---	--	---------------

Priority: High 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	WFP Rwanda CO Programming	Partially Agreed	5.1 WFP agrees with some of the proposed areas for additional research, but notes that some areas (such as to what extent is grade repetition a "positive" for education) are rather sensitive. 5.2 Due to unallocated resources for additional studies, WFP will only be able to conduct additional research through other funding resources or to include more studies in future funding proposals for school feeding operations.	WFP Rwanda CO Programming (WFP ESARO and WFP HQ SBP MEAL)	December 2025
---	---------------------------	------------------	---	---	---------------

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? (Within 3-6 months)					
---	--	--	--	--	--

Recommendations and related Sub-recommendations (Deadline) <i>[as per evaluation report – one (sub-) recommendation per row, deadline in brackets.]</i>	Recommendation and Sub-Recommendation Lead (Supporting Offices/Divisions) <i>[Name of responsible WFP office/division (/possibly external stakeholder in the case of Joint Evaluation). Names of supporting WFP offices/divisions and/or external stakeholders if any in brackets.]</i>	Management Response <i>[Is (sub-) recommendation Agreed, Partially agreed or Not agreed? If Partially agreed or Not agreed, provide a brief reason for this.]</i>	Actions to be taken <i>[Briefly state what action(s) will be taken to address each sub-recommendation – one action per row.]</i>	Action Lead (Supporting Offices/Divisions) <i>[Name of responsible WFP office/division/unit. Names of supporting WFP offices/divisions and/or external stakeholders if any in brackets.]</i>	Action Deadline <i>[Month and year – not to exceed related (sub-)recommendation deadline.]</i>
Priority: High Recommendation 6: Strengthen focus on students living with disabilities to ensure their meaningful participation and inclusion in the NSFP and education opportunities.	WFP Rwanda CO Programming (CO Gender and protection, M&E)	Agreed	6.1 The CO will conduct a disability inclusion assessment as recommended by the CSP Evaluation. This will also include components of the school feeding operation.	WFP Rwanda CO Programming (CO Gender and protection, M&E MINEDUC, WFP HQ unit focusing on disability inclusion)	December 2025

Recommendations and related Sub-recommendations (Deadline) <i>[as per evaluation report – one (sub-) recommendation per row, deadline in brackets.]</i>	Recommendation and Sub-Recommendation Lead (Supporting Offices/Divisions) <i>[Name of responsible WFP office/division (/possibly external stakeholder in the case of Joint Evaluation). Names of supporting WFP offices/divisions and/or external stakeholders if any in brackets.]</i>	Management Response <i>[Is (sub-) recommendation Agreed, Partially agreed or Not agreed? If Partially agreed or Not agreed, provide a brief reason for this.]</i>	Actions to be taken <i>[Briefly state what action(s) will be taken to address each sub-recommendation – one action per row.]</i>	Action Lead (Supporting Offices/Divisions) <i>[Name of responsible WFP office/division/unit. Names of supporting WFP offices/divisions and/or external stakeholders if any in brackets.]</i>	Action Deadline <i>[Month and year – not to exceed related (sub-) recommendation deadline.]</i>
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-			6.2 In response to the results of this evaluation as well as the CSP evaluation, the CO will engage with organization for persons with disabilities, to conduct training for internal staff on how to integrate and intentionally include persons with disabilities in WFP programming. The CO will also undertake training for all CPs on disability inclusion. Together with HQ, the Country Office will conduct an assessment on gender integration and disability inclusion.		

Recommendations and related Sub-recommendations (Deadline) <i>[as per evaluation report – one (sub-) recommendation per row, deadline in brackets.]</i>	Recommendation and Sub-Recommendation Lead (Supporting Offices/Divisions) <i>[Name of responsible WFP office/division (/possibly external stakeholder in the case of Joint Evaluation). Names of supporting WFP offices/divisions and/or external stakeholders if any in brackets.]</i>	Management Response <i>[Is (sub-) recommendation Agreed, Partially agreed or Not agreed? If Partially agreed or Not agreed, provide a brief reason for this.]</i>	Actions to be taken <i>[Briefly state what action(s) will be taken to address each sub-recommendation – one action per row.]</i>	Action Lead (Supporting Offices/Divisions) <i>[Name of responsible WFP office/division/unit. Names of supporting WFP offices/divisions and/or external stakeholders if any in brackets.]</i>	Action Deadline <i>[Month and year – not to exceed related (sub-)recommendation deadline.]</i>
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. (Within 6 months)					

Priority: Medium 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 decision makers 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. (By the end of the project)	WFP Rwanda CO Programming	Agreed	7.1 WFP will continue to support the dissemination of the School Feeding Operational Guidelines (SFOG) to ensure 100% coverage across all schools. Efforts will focus on reaching the remaining schools and reinforcing the operationalization of school feeding committees at school, sector, and district levels. 7.2 WFP will work closely with the Ministry of Education to increase the number of schools actively engaging with district school feeding committees. This will include targeted follow-up and technical support to foster stronger coordination and accountability mechanisms. 7.3 WFP will sustain its support for national-level training of district school feeding committee members, including Directors of Education and School Inspectors.	WFP Rwanda CO Programming (Line Ministries and local government)	December 2025
---	---------------------------	--------	---	--	---------------

Priority: Medium 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. (By the end of the project)	WFP Programming (CO M&E)	Agreed	8.1 WFP will continue to provide technical assistance through seconded staff embedded in key ministries, including Education (MINEDUC), Agriculture (MINAGRI), the National Child Development Agency (NCDA), and the Rwanda Biomedical Centre (RBC). This approach ensures hands-on support and strengthens multisectoral coordination for school health and nutrition. 8.2 WFP will continue to support the operationalization and functionality of the School Feeding Steering Committee, Technical Working Group, and Sector-level School Feeding Committees. These platforms are critical for ensuring effective planning, coordination, and monitoring of the national school feeding program. 8.3 WFP will continue to facilitate South-South learning and knowledge exchange opportunities that could benefit the government.	n/a	December 2025
---	-------------------------------------	---------------	---	------------	----------------------

