



WFP EVALUATION

USDA McGovern-Dole International Food for Education and Child Nutrition Award for WFP Home-Grown School Feeding Programme in Rwanda from 2020 to 2025

Endline Report of McGovern-Dole Decentralized Evaluation
Volume 2: Annexes



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19 December 2025

Acknowledgements

The evaluation team gives sincere thanks to World Food Programme staff in the Rwanda country office and the Regional Office in Nairobi for their support to this evaluation, in particular Veronica Rammala and Celestin Nsengiyumva, Evaluation Managers; Colleen O'Connor, Strategic Objective 2 Manager; and Jacques Sezikeye, McGovern-Dole Programme Policy Officer. We are also grateful to the numerous government and partner representatives, school staff, parents, students, and community members for their input to the evaluation.

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Programme: McGovern-Dole International Food for Education and Child Nutrition (MGD)

Report number: DE/RWCO/2021/025

Commissioning office: WFP Rwanda Country Office

Agreement Number: FFE-696-2020-013-00 Funding Year: Fiscal Year 2020

Project Duration: 2020 to 2025

Implemented by: World Food Programme (WFP)

Key personnel for the evaluation

WFP RWANDA COUNTRY OFFICE

Mutinta HAMBAYI, Deputy Country Director, Evaluation Committee Chair

Veronica RAMMALA, Evaluation Manager

Celestin NSENGIYUMVA, Evaluation Manager

Lise BENDIKSEN, Regional Evaluation Officer, Second-level Quality Assurance

PREPARED BY

Bruce RAVESLOOT, Team Leader

Hannah BARBER, Evaluator

Justin TUYIRINGIRE, Evaluator

Daria MUTETERI, Evaluator

Towfique AZIZ, Senior Data Analyst

Padraic FINAN, Data Analyst

Reece BRANHAM, Research Associate

Monica MUELLER, Quality Assurance Advisor

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Annex 18. Qualitative data collection tools

The qualitative data collection tools build on the tools from the Phase 1 midterm and final evaluation to provide continuity across phases (i.e., Phase 1: FY 2015-2020, Phase 2: FY 2021-2025) and gather information on the key areas supported by the McGovern-Dole project. These draft tools have been modified to reflect changes from the Phase 2 midterm evaluation. Please note that these topical outlines/ interview guides were intended as a menu of possible topics and not all questions in each section were asked to each respondent. Questions were 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

1. How has MINEDUC collaborated with WFP on the transitioning of schools to the National School Feeding Program (NSFP) during Phase 2 of the McGovern-Dole Programme? / *MINEDUC yakoranye ite na WFP mu kwimurira amashuri muri gahunda y'igihugu yo kugaburira abanyeshuri (NSFP) muri Phase 2 ya McGovern-Dole Programme?*
2. How was MINEDUC involved in the design of HGSF activities? Describe their input; was it relevant and realistic? / *MINEDUC yagize uruhe ruhare mu gutegura igenamiterere ya HGSF? Ese uruhare rwabo rwari rufite agaciro kandi rushoboka?*
3. How do Phase 2 HGSF activities align with the National School Feeding Policy? Has the WFP HGSF work fed into the development of national, regional and district level structures to support school feeding? / *Ibikorwa bya Phase 2 bya HGSF bihuye gute na gahunda y'igihugu yo kugaburira Abanyeshuri? Ese ibikorwa bya WFP byagize uruhare mu gushyiraho inzego zishinzwe kugaburira abanyeshuri mu gihugu, intara n'uturere?*
4. How have issues specific to different groups (girls, boys, students with disabilities) been taken into account in the programme? Is this approach appropriate and effective? / *Ibibazo byuburinganire n'iyubahirizwa ry'uburenganzira bwa bose byashyizwemo gute muri iyi gahunda? Ese iyi nzira niyo ikwiye kandi iratanga umusaruro?*
5. How were midterm findings and recommendations incorporated into project design and implementation? How effective were these changes? / *Ese ibyavuye mw'isuzuma ryo hagati (midterm evaluation) byashyizwe mu bikorwa gute? Byatanze izihe mpinduka?*
6. What influence has WFP had on Government's national school feeding approach with regard to disadvantaged students (girls, children from poor families, students with disabilities)? / *Ni uruhe ruhare WFP yagize mu kunoza gahunda ya leta yo kugaburira abanyeshuri bakeneye ubufasha bwisumbuye (abakobwa, abana bacomoka mu miryango ikennye, abana bafite ubumuga?*
7. What is your assessment of the performance of the WFP Rwanda country office and sub-national offices? / *Musanga imikorere y' ibiro bya WFP mu Rwanda n'iy'amashami yayo ku rwego rw'uturere ihagaze ite?*
8. What are some of the greatest achievements of Phase 2? Greatest challenges? What factors contributed? / *Ni ibiki byagezweho neza byagaragaye muri Phase 2? Ni izihe mbogamizi? N'iki cyabiteye? Probe:*
 - a. Student literacy / *Ubumenyi mu gusoma*
 - b. Student attendance/attentiveness / *Kwitabira kw'abanyeshuri*
 - c. Student health and hygiene practices / *Isuku n'imirire y'abanyeshuri*
 - d. Capacity strengthening for administrators, teachers/educators / *Kongerera ubushobozi abayobozi b'amashuri n'abarimu*
 - e. Smallholder farmers / *Iterambere ry'abahinzi bato*
9. What are the main capacity challenges faced by school procurement committees (e.g., linking with suppliers, contracts, food quality, management of storage and food safety)? How can the sustainability

of the supply chains be strengthened? / *Ni izihe mbogamizi nyamukuru zerekeye ubushobozi zihura n'amakomisiyo agura ibiribwa mu mashuri (nko guhuza n'abaguzi, amasezerano, ubuziranenge bw'ibiribwa, gucunga ububiko n' isuku y'ibiribwa)? Ni gute imigendekere y'uruhererekane rw'ibiribwa yakomezwa?*

10. 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? / *Ni izihe nzira zo gutanga amakuru no gutumanaho hagati ya WFP na MINEDUC? Hagati ya MINEDUC n'Abayobozi b'Uturere n'Abashinzwe Uburezi mu Turere? Ese izo nzira zikoreshwa zite mu gufatanya, guhuza ibikorwa no gufata ibyemezo?*
11. Extent to which WFP has incorporated national and local capacity strengthening opportunities and constraints into the Phase 2 design (probe: design phase, implementation, capacity development/handover plan)? / *WFP yageze ku ki mu gushyira amahirwe n'imbogamizi byo kongera ubushobozi ku rwego rw'igihugu no ku rwego rw'ibanze muri gahunda ya Phase 2 (nko mu gutegura, gushyira mu bikorwa, no gutanga inshingano)?*
12. What analysis has WFP done regarding the cost-efficiency and cost-effectiveness of the HGSP programme? What are your impressions of cost-efficiency and cost-effectiveness? / *Ni irihe suzuma WFP yakoze ku bijyanye n'ikoreshwa neza ry'amafaranga muri gahunda ya HGSP? Ni iki mubitekerezaho?*
13. What capacity development support has WFP provided to the NSFP in Phase 2? 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? / *WFP yatanze ubuhe bufasha mu guteza imbere ubushobozi bwa NSFP muri Phase 2? Ni gute hafashwe umwanzuro ku bwoko bw'ubufasha WFP yatanga (nko kureba uruhare rwa MINEDUC)? Tanga ingero z'impinduka zateganywaga kubera ubwo bufasha?*
14. Strengths of the McGovern-Dole Programme to date? What has worked well and will be incorporated into Phase 3? / *Ni izihe mbaraga gahunda ya McGovern-Dole yagaragaje kugeza ubu? Ni ibiki byakozwe neza kandi bizakomeza gukorwa muri Phase 3?*
15. Constraints/ challenges of the McGovern-Dole Programme to date? How were these addressed during Phase 2? / *Ni izihe mbogamizi cyangwa ibibazo gahunda ya McGovern-Dole yahuye na byo kugeza ubu? Ni gute byakemuwe muri Phase 2?*
16. Were the resources and expertise WFP mobilized, adequate to implement Phase 2 of the HGSP? / *Ese ubushobozi n'ubumenyi WFP yakoresheje byari bihagije mu ishyirwa mu bikorwa rya Phase 2 ya HGSP?*
17. Do you see any further opportunities for cooperation with Governmental and non-Governmental partners (e.g., in health, education), that should be considered for Phase 3? / *Mubona hari andi mahirwe yo gukorana n'abafatanyabikorwa ba Leta n'abatari aba Leta (nko mu buzima, uburezi), akwiye kwitabwaho muri Phase 3?*
18. To what extent is WFP supporting partnerships with the private sector to address sustainability? / *WFP igeze ku ki mu gushyigikira ubufatanye n'abikorera mu rwego rwo gukomeza ibikorwa ku buryo burambye?*
19. What are MINEDUC's needs and concerns around the transition of project schools into the NSFP? Concerning the sustainability of the NSFP? / *Ni ibiki MINEDUC ikeneye ndetse ni mpungenge ki ifite ku bijyanye no guhererekanya amashuri ava mu umushinga ajya muri gahunda ya NSFP? No ku bijyanye no gukomeza kwa NSFP mu buryo burambye?*
20. What aspects of the McGovern-Dole programme is MINEDUC adopting, or interested in adopting, for the NSFP? What have they already adopted? / *Ni ibihe bikorwa bya gahunda ya McGovern-Dole MINEDUC iri gukurikiza cyangwa ishishikajwe no gukurikiza muri NSFP? Kandi ni ibihe bamaze gushyira mu bikorwa?*
21. What were WFP's main contributions and priorities in support of the NSFP during Phase 2? / *Ni ubuhe bufasha n'ibikorwa by'ingenzi WFP yatanze mu gushyigikira NSFP muri Phase 2?*
22. Are the indicators outlined in the PMP appropriate for measuring the program's success? / *Ese ibipimo biri muri PMP birakwiriye mu gupima ibyagezweho n'iyi gahunda ya HGSP?*

23. Is the current M&E system capturing the most important changes in the lives of the students and families? / *Ese uburyo bwa M&E buriho ubu bugaragaza impinduka z'ingenzi mu buzima bw'abanyeshuri n'imiryango yabo?*
24. What types of changes have you seen that may or may not be reflected in the M&E data? Are there any important program elements (probe: food quality, timeliness of delivery, community involvement) that you think the current indicator's miss? / *Ni izihe mpinduka mwabonye zishobora kugaragara cyangwa zitagaragara mu makuru ya M&E? Hari ibice by'ingenzi bya gahunda ya McGovern-Dole (ubuziranenge bw'ibiribwa, igihe ibiribwa bitangiwe, uruhare rw'abaturage) mubona ibipimo biriho bitagaragaza neza?*
25. Has the M&E system been adjusted based on implementation experience or emerging needs? If so, how? / *Ese uburyo bwa M&E bwigeze buhindurwa kubera uko ibikorwa byagenze cyangwa ibindi byifuzo byagaragaye? Niba byarabayeho, byahinduwe gute?*
26. How are M&E data used in project decision-making? Can you give an example of how M&E data led to a changes or adjustments to project implementation? / *Amakuru ava muri M&E akoreshewa ate mu gufata ibyemezo ku mushinga? Watanga urugero aho amakuru ya M&E yatumye habaho impinduka cyangwa gukosora ishyirwa mu bikorwa ry'umushinga?*
27. How well are qualitative changes (like student motivation/attentiveness, etc.) being captured by the M&E system? / *Ese uburyo bwa M&E bugaragaza neza impinduka zifatika (nko gushishikarira kwiga no gukurikira neza mw'ishuri kw'abanyeshuri n'ibindi)?*
28. What do you think could be improved in the M&E system to make it more useful or accurate? What resources or support would you need to make these changes/improvements? / *Mubona hakorwa iki kugira ngo uburyo bwa M&E burusheho kuba ingirakamaro cyangwa bunozwe? Ni ubuhe bufasha cyangwa ibikoresheho mukeneye kugira ngo izo mpinduka zigerweho?*

Ministry of Education – National Level

Topical outline may also be used for donor interviews

29. How has the McGovern-Dole Programme contributed to the Government's strategy and implementation of the NSFP at the national level? / *Ni gute gahunda ya McGovern-Dole yatanze umusanzu mu ishyirwa mu bikorwa ry'ingamba na gahunda ya Leta ku bijyanye na NSFP ku rwego rw'igihugu?*
 - a. At the district level? / *Ku rwego rw'uturere?*
 - b. Examples of WFP input that influenced NSFP policies, strategies and implementation? / *Tanga ingero z'uruhare rwa WFP yagize ingaruka ku mategeko, ingamba, no ku ishyirwa mu bikorwa bya NSFP?*
 - c. What aspects of the programme have not been adopted for the NSFP, and why? / *Ni ibihe bice bya gahunda ya McGovern-Dole bitashyizwe muri NSFP, kandi ni iki cyabiteye?*
30. What capacity development support is WFP providing to the NSFP?
 - a. Which functions/offices require capacity strengthening to implement the NSFP? / *Ni ubuhe bufasha mu guteza imbere ubushobozi WFP itanga kuri NSFP?*
 - b. What types of support? / *Ni ubuhe bufasha?*
 - c. Relevance and quality of support? / *Ese ubwo bufasha burakenewe kandi bufite ireme?*
31. Describe the expected impact of WFP's capacity strengthening support to the NSFP: / *Sobanura ingaruka ziteganijwe guturuka mu bufasha WFP itanga mu guteza imbere ubushobozi bwa NSFP:*
 - a. At the national level (e.g., on planning, budgeting, implementation, technical skills, management skills) / *Ku rwego rw'igihugu (nko mu igenamigambi, gushyira mu ngengo y'imari, ishyirwa mu bikorwa, ubuhanga bwihariye, ubuyobozi)*

- b. At district and sector level (e.g., on coordination, supervision) / *Ku rwego rw'uturere n'imirenge (nko mu guhuza ibikorwa, kugenzura)*
32. How can the programme most effectively contribute to the implementation and effectiveness of the NSFP? / *Ni mu buhe buryo gahunda ya McGovern-Dole yakomeza gutanga umusanzu ukomeye mu ishyirwa mu bikorwa no mu kunoza NSFP?*
33. Schools enter school feeding data into the School Data Management System and are responsible for collecting indicators for the NSFP. / *Amashuri afite inshingano yo gushyira amakuru ajyanye n'igaburira ry'abanyeshuri muri School Data Management System kandi ashinzwe gukusanya ibipimo bya NSFP.*
 - a. Do schools have the training and staff capacity for this task? / *Ese amashuri afite amahugurwa n'abakozi bashoboye kubikora?*
 - b. What support does MINEDUC provide to schools to carry out monitoring and data collection? / *MINEDUC itanga ubuhe bufasha ku mashuri mu gukurikirana no gukusanya amakuru?*
 - c. How is WFP supporting MINEDUC and schools to implement this requirement? / *WFP ifasha ite MINEDUC n'amashuri gushyira mu bikorwa izi nshingano?*
34. What were your expectations for model schools in Phase 2? Did they meet your expectations? How was their experience used across the broader education system? / *Ni ibiki mwari mwiteze ku mashuri y'icyitegererezo muri Phase 2? Ese yabigezeho? Uburyo ayo mashuri yakoreshwaga mu kongerera imbaraga sisitemu y'uburezi muri rusange byari biteye gute?*
35. What are the communication and information-sharing processes between WFP and MINEDUC at national level? At district level? / *Ni ubuhe buryo bw'itumanaho no gusangira makuru bukoreshwa hagati ya WFP na MINEDUC ku rwego rw'igihugu? No ku rwego rw'uturere?*
 - a. How effective are these processes for collaboration, coordination and decision-making? / *Ese izo nzira zirakora neza mu gufasha ubufatanye, guhuza ibikorwa, no gufata ibyemezo?*
36. Please comment on the regularity, frequency, and number of National School Feeding Steering Committee meetings. / *Tanga igitekerezo ku bijyanye n'uko inama za Komite Nyobozi y'igihugu ishinze igaburira ry'abanyeshuri zibaho kenshi, ku rugero zibamo, ndetse n'umubare wazo.*
 - a. Please describe the process and results generated by the National SFSC meetings (e.g., provide examples of decisions or how problems were addressed). / *Sobanura uburyo bwakoreshwaga n'ibyavuyemo muri izo nama (nko gutanga ingero z'imyanzuro yafashwe cyangwa uko ibibazo byakemuwe).*
 - b. Please describe any capacity strengthening received by the National SFSC. / *Sobanura niba iryo Komite yarahawe amahugurwa ku bijyanye no kubaka ubushobozi.*
37. Please comment on the regularity, frequency, and number of National School Feeding Technical Working Group meetings. / *Tanga igitekerezo ku buryo, kenshi n'umubare w'inama z'itsinda ry'Abahanga rishinze igaburira ry'abanyeshuri (National School Feeding Technical Working Group).*
 - a. Please describe the process and results generated by the National TWG meetings (e.g., provide examples of decisions or how problems were addressed) / *Sobanura uburyo bwakoreshwaga n'ibyavuyemo muri izo nama (nko gutanga ingero z'imyanzuro yafashwe cyangwa uko ibibazo byakemuwe).*
 - b. Please describe any capacity strengthening received by the National TWG from WFP. / *Sobanura niba iryo tsinda ryahawe amahugurwa ku bushobozi ryakuye muri WFP.*
38. 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? / *Ni ibiki mwari mwiteze kuri gahunda ya McGovern-Dole mu kongerera ubushobozi abahinzi bo mu gihugu imbere kugira ngo batange ibiribwa bifite ireme ryiza ku bigo by'amashuri?*

39. What do you see as the challenges to farmers? To schools? (e.g., national procurement laws, production challenges, links between farmers and local schools) / *Mubona ari izihe mbogamizi abahinzi bafite? Amashuri se? (urugero., amategeko yo kugura ku rwego rw'igihugu, imbogamizi mu musaruro, guhuzwa hagati y'abahinzi n'amashuri)*
40. How is WFP assisting MINEDUC to address challenges to small holder farmers to supply school meal programmes? What more can be done? / *WFP ifasha ite MINEDUC mu gukemura imbogamizi abahinzi bato bahura na zo mu bijyanye no gutanga ibiribwa ku mashuri? Ni iki kindi cyakorwa?*
 - a. In what areas do farmers need capacity strengthening? / *Ni mu zihe nzego abahinzi bakeneye gufashwa mu kubaka ubushobozi?*
41. How are issues specific to different children (e.g., girls versus boys, children with disabilities) 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? / *Ni gute ibibazo bijyanye n'uburinganire, abana bafite ibibazo byihariye, n'abafite ubumuga byitabwaho muri NSFP? Ese ubu buryo burakwiye kandi butanga umusaruro? Ese bugera ku bana baturuka mu miryango ikennye cyane, n'imiryango iyobowe n'abagore cyane cyane abakobwa?*

Capacity Strengthening/Readiness / Kubaka Ubushobozi/Kwitegura

1. How do you assess the capacity of MINEDUC and related ministries to fully implement the NSFP with regard to: / *Ugenzura ute ubushobozi bwa MINEDUC n'izindi minisiteri bifatanyije mu gushyira mu bikorwa gahunda ya NSFP (National School Feeding Programme) mu bijyanye na:*
 - a. Policy frameworks / *Inyandiko shingiro*
 - b. Institutional capacity / *Ubushobozi bw'inzego*
 - c. Budget allocation / *Igenamigambi ry'ingengo y'imari*
 - d. Coordination / *Imikoranire y'inzego*
 - e. Inspection and reporting / *Igenzura no gutanga raporo*
 - f. Local procurement / *Kugura ibiribwa bikorerwa mu gihugu imbere*
 - g. Dissemination and community engagement / *Gutanga amakuru no gushishikariza abatwaga kugira uruhare*
 - h. Which areas need the most support? How is/can WFP support MINEDUC in these areas? / *Ni izihe nzego zikeneye ubufasha kurusha izindi? WFP yafasha ite cyangwa ishobora gufasha MINEDUC muri izo nzego?*
2. How do you assess the readiness and capacity of districts and sectors (and related local officials) to fully implement the NSFP with regard to:
 - a. Planning / *Gutegura ibikorwa*
 - b. Institutional capacity / *Ubushobozi bw'inzego*
 - c. Coordination / *Imikoranire y'inzego*
 - d. Budgeting / *Gushyira ku murongo ingengo y'imari*
 - e. Inspection and reporting / *Igenzura no gutanga raporo*
 - f. Local procurement / *Kugura ibiribwa bikorerwa mu gihugu imbere*
 - g. Which areas need the most support? How is/can WFP support districts and sectors in these areas? / *Ni izihe nzego zikeneye ubufasha kurusha izindi? WFP yafasha ite cyangwa ishobora gufasha MINEDUC muri izo nzego?*

3. What are your concerns around the transition of McGovern-Dole supported schools to the NSFP when the programme ends? What are the sustainability issues connected with the transition of these schools to the NSFP? / *Ni izihe mpungenge mufite ku bijyanye no kwimurira amashuri yari ashigikiwe na McGovern-Dole muri gahunda ya NSFP igihe umushinga uzaba urangiye? Ni izihe mbogamizi zijyanye no gukomeza kw'iyi gahunda nyuma yo kwimurirwa muri NSFP?*

Ministry of Education – District Level / Ministeri y'Uburezi – Urwego rw'Akarere

General Questions / Ibibazo Rusange

1. How has your institution collaborated with the McGovern-Dole Programme in the past? What was your institution's involvement in the design of Phase 2 of HGSF activities? Is the design relevant and realistic? / *Ni ubuhe bufatanye ikigo cyanyu cyagiranye na gahunda ya McGovern-Dole mu bihe byashize? Cyagize uruhe ruhare mu gutegura ibikorwa bya Phase 2 bya HGSF? Ese igenamigambi ryari rikwiye kandi rishoboka?*
2. What capacity development support is WFP providing to the district to implement the NSFP? Please discuss WFP support to specific capacity and systems. What is the relevance and quality of the support? / *Ni ubuhe bufasha WFP itanga ku karere kugira ngo hashyirwe mu bikorwa NSFP? Sobanura neza ubufasha butangwa kuri za sisitemu n'ubushobozi. ubu bufasha bufite kamaro n'ireme ki?*
3. What is the district's needs and priorities related to capacity strengthening for the NSFP? / *Ni iki akarere gakeneye kandi gishyira imbere kijyanye no kongerera ubushobozi kugira ngo NSFP ishyirwe mu bikorwa neza?*
4. 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? / *Ni ibihe byifuzo mufite kuri gahunda ya McGovern-Dole mu kongera ubushobozi bw'abahinzi bo mu duce twegereye amashuri kugirango babashe guha amashuri ibiribwa bifite ubuziranenge?*
5. What do you see as the challenges to farmers? To schools? (e.g., national procurement laws, production challenges, links between farmers and local schools) / *Ni izihe mbogamizi mubona ku bahinzi? Ku mashuri? (urugero: amategeko y'igihugu agenga isoko rya Leta, ibibazo by'umusaruro, ihuriro hagati y'abahinzi n'amashuri)*
6. How is WFP assisting to address challenges to small holder farmers so they can supply school meals? / *Ni gute WFP ifasha gukemura ibibazo byugariye abahinzi bato kugira ngo babashe gutanga ibiribwa ku mashuri?*
7. To what extent are HGSF activities aligned with the priorities and development plans of your institution? / *Ibikorwa bya HGSF bihura n'ibyo akarere kanyu kahisemo nk'ibyibanze ku rugero rungana iki?*
8. What is your assessment of the performance of the WFP Rwanda country office and sub-national offices? / *Ubona ute imikorere y'ibiro bya WFP mu Rwanda no ku rwego rw'uturere?*
9. What are the communication and information-sharing processes between WFP and your institution? How effective are these processes for collaboration, coordination, and decision-making? / *Ni ubuhe buryo bwo gutumanaho no gusangira amakuru buri hagati ya WFP n'ikigo cyanyu? Ese ubwo buryo butanga umusaruro mu bufatanye, gukorana no gufata ibyemezo?*
10. Please comment on the regularity, frequency, and number of District School Feeding Steering Committee meetings. / *Sobanura uko inama za komite ishinze kugaburira abanyeshuri ku rwego rw'akarere ziba kenshi, buri gihe, n'umubare w'inama zabaye.*
 - a. Please describe the process and results generated by the District SFSC meetings (e.g., provide examples of decisions or how problems were addressed) / *Sobanura uburyo izo nama zibaye n'ingaruka zatanze (urugero: imyanzuro yafashwe cyangwa uko ibibazo byakemuwe)*

- b. Please describe any capacity strengthening received by the District SFSC from WFP. / *Sobanura niba hari amahugurwa cyangwa kongererwa ubushobozi Komite ya District SFSC yabonye iva kuri WFP.*
11. What is your institution's needs and concerns around sustainability of the activities implemented under McGovern-Dole Programme after activities phase out? / *Ni ibiki bikenewe, ndetse ni izihe mpungenge e ikigo cyanyu gifite ku bijyanye no gukomeza kw'ibikorwa byatangiye ku bufatanye na McGovern-Dole nyuma y'uko ibikorwa bizaba birangiye?*
12. Are activities by other partners or other agencies sufficient to complement the McGovern-Dole Programme to enhance sustainability? What additional partnerships could be explored? / *Ese ibikorwa by'abandi bafatanyabikorwa cyangwa ibigo birahagije kugira ngo bifashe kongera ubushobozi bwo gukomeza kw'ibyagezweho na McGovern-Dole? Ni abaha bafatanyabikorwa bakwifashisha?*
13. How are issues specific to different children (e.g., boys versus girls, children with disabilities) considered in the programme? Is this approach appropriate and effective? Is it reaching the children from the poorest families, from poor female-headed households, especially girls? / *Ni gute ibibazo bijyanye n'uburinganire, abana bugarijwe n'ubukene cyangwa abafite ubumuga byitabwaho muri iyi gahunda? Ese ubu buryo nibwo bukwiye kandi buratanga umusaruro? Ese abana bakomoka mu miryango ikennye, abakobwa by'umwihariko, baragerwaho?*

Capacity Strengthening/Readiness / Kubaka Ubushobozi no Kwitegura

14. How do you assess the readiness and capacity of districts and sectors (and related local officials) to fully implement the NSFP with regard to: / *Ni gute wasuzuma ubushobozi bw'uturere n'imirenge (n'abayobozi babo) mu gushyira mu bikorwa gahunda ya NSFP mu bijyanye na:*
 - a. Planning / *Gutegura ibikorwa*
 - b. Institutional capacity / *Ubushobozi bw'inzego*
 - c. Coordination / *Imikoranire y'inzego*
 - d. Budgeting / *Gushyira ku murongo ingengo y'imari*
 - e. Inspection and reporting / *Igenzura no gutanga raporo*
 - f. Local procurement / *Kugura ibiribwa bikorerwa mu gihugu imbere*
 - g. Which areas need the most support? How is/can WFP support districts and sectors in these areas? / *Ni izihe nzego zikeneye ubufasha kurusha izindi? WFP yafasha ite cyangwa ishobora gufasha MINEDUC muri izo nzego?*
15. Schools enter school feeding data into the School Data Management System and are responsible for collecting indicators for the NSFP. / *Amashuri yinjiza amakuru ajyanye no kugaburira abanyeshuri muri Sisitemu ishinze gucunga amakuru y'amashuri (School Data Management System) kandi afite inshingano zo gukusanya ibipimo by'ishyirwa mu bikorwa rya NSFP.*
 - a. Do schools have the training and staff capacity for this task? / *Ese amashuri afite abakozi n'ubumenyi bikenewe kugira ngo bubahirize iyi nshingano?*
 - b. What support does MINEDUC provide to schools to carry out monitoring and data collection? / *MINEDUC itanga ubuhe bufasha ku mashuri kugira ngo abashe gukora igenzura n'ikusanyamakuru?*
 - c. How is WFP supporting MINEDUC and schools to implement out this requirement? / *Ni gute WFP ifasha MINEDUC n'amashuri mu kubahiriza izi nshingano?*
16. Parents are expected to contribute up to 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? / *Ababyeyi biteganijwe ko bazatanga*

10% y'igiciro cy'ifunguro ry'ishuri muri gahunda ya NSFP. Ni gute akarere/umurenge kazafasha amashuri n'ababyeyi kugera kuri icyo ntego?

17. What are your concerns around the transition of McGovern-Dole supported schools to the NSFP when the programme ends? What are the sustainability issues connected with the transition of these schools to the NSFP? / Ni izihe mpungenge mufite ku bijyanye no kwimurira amashuri yari ashyigikiwe na McGovern-Dole muri NSFP igihe umushinga uzaba urangiye? Ni izihe mbogamizi zijyanye no gukomeza kw'iyi gahunda?
18. 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? / Akarere kiteguye gute gufasha komite zishinzwe kugaburira abanyeshuri ku rwego rw'akarere n'imirenge? Ni ubuhe bufasha bukenewe kugira ngo izi komite zubahirize inshingano zazo?
19. 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? / Mubona izihe mbogamizi ku nshingano zo gucunga no kugenzura gahunda yo kugaburira abanyeshuri, mu gihe gahunda ya NSFP irimo gushyirwa mu bikorwa? Ni ubuhe bufasha bukenewe mu kubaka ubushobozi?

Ministry-specific Topics

Ministry	Additional/Specific Line of Inquiry
Ministry of Agriculture and Animal Resources (MINAGRI)	--Alignment with PSTA5; 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 Local Affairs (MINALOC) at district level	--MINALOC district-level perspective on how the design and implementation of the programme involves the local authorities as key stakeholders
Ministry of Gender and Family Promotion (MIGEPROF)	--Alignment of NSFP with education policies and guidelines, including those addressing the specific needs of women and men. -- Assessment of how the specific needs of women and men/vulnerable children been taken into account 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 / Abafatanyabikorwa na UNICEF

Interviewees: World Vision, Gardens for Health International, Rwanda Biomedical Centre, UNICEF /
Abaganirizwa: World Vision, Gardens for Health International, RBC, na UNICEF

Topics for All Implementing Partners: / Insanganyamatsiko ku Bafatanyabikorwa bose:

1. How did your organization collaborate with the McGovern-Dole Programme in Phase 2? / Ikigo cyanyu cyafatanyije gite n'umushinga wa McGovern-Dole muri Phase ya 2?
2. How was your organization involved in the design of Phase 2 HGSF activities? Was the design relevant and realistic? How did your role change from Phase 1? / Ikigo cyanyu cyagize uruhe ruhare mu itegurwa

ry'ibikorwa bya HGSF muri Phase ya 2? Ese igenamiterere y'umushinga yari ikwiriye kandi ishoboka? Ese uruhare rwanyu rwahindutse rute ugereranyije na Phase ya mbere?

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? / *Ni ubuhe buryo bw'itumanaho no gusangira amakuru hagati ya WFP n'iki kigo cyanyu? Mw' itsinda ry'Abatekinisiye bashinzwe ifunguro ry'abanyeshuri? Ese ubwo buryo burakora neza mu guhuza ibikorwa no gufata ibyemezo?*
4. Do you participate in the National School Feeding Steering Committee or Technical Working Group meetings? / *Ese mujya mwitabira inama ngishwanama y'Igihugu ishinze ifunguro ry'abanyeshuri cyangwa Inama z'itsinda ry'Abatekinisiye?*
 - a. Please comment on the regularity, frequency, and number of NSFSC and TWG meetings held. / *Watubwira ku bijyanye n'inshuro zikorwa, igihe zikorwa n'umubare w'inama zakozwe?*
 - b. Please describe the process and results generated by the NSF Steering Committee meetings. / *Watubwira uko izo nama zikorwa n'imyanzuro zaba zaragezeho?*
 - c. The TWG meetings? What capacity strengthening activities has your organization provided? / *Inama z'itsinda ry'Abatekinisiye se? Ni izihe gahunda zo kongerera ubushobozi iki kigo cyanyu cyatanze?*
5. What factors have influenced collaboration and decision-making during this period (positively or negatively)? / *Ni izihe mpamvu cyangwa imiterere yaba yaragize uruhare (mu buryo bwiza cyangwa bubi) mu kongera imikoranire no gufata ibyemezo hamwe muri iki gihe?*
6. What additional opportunities exist for collaboration/synergies with your own organization? / *Ni izihe nzira zindi mubona zo gukomeza ubufatanye n'ibikorwa hagati y'iki kigo cyanyu n'ibindi bigo?*
7. Do you see any further opportunities for cooperation with Governmental and non-Governmental partners (e.g., in health, education, equity)? / *Hari ubundi buryo mubona bushoboka bwo gukorana n'inzego za Leta n'izigenga (cyane cyane. nko mu by'ubuzima, uburezi, uburinganire n'ubwuzuzanyeho)?*
8. What analysis has been done regarding the cost-efficiency and cost-effectiveness of the programme? What are your impressions of cost-efficiency and cost-effectiveness? / *Ni irihe suzuma mwaba mwarakozwe yakozwe ku bijyanye n'ikoreshwa neza ry'amafaranga muri gahunda ya HGSF? Ni iki mubitekerezaho? Ese mubona ute uko bikorwa?*
9. Strengths of the McGovern-Dole Programme to date? What has worked well? / *Ni izihe mbaraga z'umushinga wa McGovern-Dole kugeza ubu? Ni iki cyakozwe neza?*
10. Constraints/ challenges of the McGovern-Dole Programme to date? How are these addressed in the design of Phase 2? / *Ni izihe mbogamizi cyangwa ibibazo umushinga wahuye nabyo kugeza ubu? Ese byatekerejweho gute mw' igenamiterere ya Phase ya 2?*
11. What is your institution's needs and concerns around sustainability of the activities implemented under McGovern-Dole Programme after activities phase out? / *Iki kigo cyanyu gifite izihe mpungenge ku birebana no gukomeza ibikorwa byatangijwe na McGovern-Dole nyuma y'uko iyi gahunda isoje ibikorwa byayo?*
12. How are issues specific to girls, boys 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? / *Ni gute ibibazo by'uburinganire n'abana bafite ibibazo byihariye byitabwaho? Sobanura niba iyi nzira iboneye kandi ikora neza. Ese irahagije kugira ngo ikemure ibibazo abo bana n'imiryango yabo bahura na byo?*
13. What learnings from the McGovern-Dole Programme have been adopted by the NSFP? / *Ni izihe nyigisho zavuye muri gahunda ya McGovern-Dole zashyizwe muri gahunda y'Igihugu yo gutanga ifunguro ku mashuri (NSFP)?*

14. How can the programme most effectively contribute to the scale-up of the NSFP? What needs and opportunities do you see for capacity strengthening to support the NSFP? / *Ni gute uyu mushinga wagira uruhare rugaragara mu kwagura gahunda ya NSFP? Mubona ibikenewe n'amahirwe ki mu kongera no kubaka ubushobozi kugira ngo NSFP ishyigikirwe neza?*
15. Will your organization continue to implement its role in the NSFP even after the project ends? What activities/approaches adopted from the project to that your organization will continue to implement even beyond the project ends (without WFP funds) and why? / *Ese iki kigo cyanyu kizakomeza uruhare cyagize muri NSFP nyuma y'uko umushinga urangira? Ni izihe gahunda cyangwa ubikorwa mwatangiye binyuze muri uyu mushinga mwifuza gukomeza gukoresha nubwo umushinga waba warahagaze (nta nkunga ya WFP) kandi kuki?*

Topics for World Vision / Insanganyamatsiko za World Vision

1. 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? / *Ni izihe mbogamizi nyamukuru NSFP ihura na zo mu bijyanye n'ibikorwaremezo by'isuku n'ubuzima? World Vision ifite uruhe ruhare muri gahunda ya McGovern-Dole mu gushyigikira NSFP mu gukemura izi mbogamizi?*
2. 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? / *Ni gute ibikorwa bya World Vision byo gufasha abakobwa n'amashuri byashyizwe cyangwa bishyirwa muri NSFP? Ni gute WV yubaka ubushobozi bw'inzego za Leta n'amashuri ngo bakomeze ibi bikorwa?*
3. How is World Vision supporting teachers and students to transition from Kinyarwanda to English? What are the biggest challenges to this transition? / *Ni gute World Vision ifasha abarimu n'abanyeshuri guhindura ururimi bava mu Kinyarwanda bajya mu Cyongereza? Ni izihe mbogamizi zikomeye zigaragara muri uru rugendo?*
4. 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? / *Ni izihe mbogamizi nyamukuru abana bo mu mashuri y'incuke bahura na zo mu mashuri? N'imbogamizi nyamukuru mu guhindura bava mu mashuri y'incuke bajya mu mashuri abanza? Izi mbogamizi zirimo gukemurwa zite?*
5. What are the main challenges to sensitizing parents to the importance of education, especially for girls, for children from very poor families, and for children with disabilities? How are these being addressed? What methods can be adopted by other schools? / *Ni izihe mbogamizi nyamukuru mu gushishikariza ababyeyi kumva akamaro k'uburezi, cyane cyane ku bakobwa, ku bana bakomoka mu miryango itifashije, no ku bana bafite ubumuga? Ese izi mbogamizi ziri gukemurwa zite? Ni izihe ngamba zindi amashuri yakwifashisha?*

Topics for GHI: / Insanganyamatsiko za GHI

1. How are lessons from Phase 2 on school gardens, nutrition and community outreach informing the implementation of the NSFP? What are the challenges and gaps? What are the positive developments? / *Ni gute amasomo yavanywe muri Phase ya 2 ku bijyanye n'uturima tw'amashuri, imirire, no gukorana n'imiryango agira uruhare mu ishyirwa mu bikorwa rya NSFP? Ni izihe mbogamizi cyangwa icyuho gihari? Hari izihe ntambwe nziza zatewe?*
2. What are the main challenges to supporting the operationalization of the national strategy on school gardens? To sustainability? / *Ni izihe mbogamizi nyamukuru mu gushyira mu bikorwa gahunda y'igihugu y'uturima tw'amashuri? No mu gusigasira iyi gahunda igihe kirekire?*
3. How can capacity to integrate nutrition-sensitive knowledge and activities into the NSFP be strengthened? What are the primary needs? / *Ni gute ubushobozi bwo gukomeza ibikorwa byita ku mirire mu NSFP bwakongerwa? Ni ibiki bikenewe?*
4. How are the specific nutritional need of adolescent girls being integrated into school garden and nutrition activities? Into activities with communities? What are the challenges? / *Ni gute ibyifuzo byihariye by'imirire*

y'abakobwa b'abangavu byitabwaho muri ibi bikorwa by'uturima tw'amashuri n'imirire? No mu bikorwa byo gukorana n'imiryango? Hari izihe mbogamizi?

- 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? / *Ni gute ibikenewe mu mirire y'abana bo mu mashuri y'incuke byitabwaho binyuze mu bikorwa by'uturima tw'amashuri no gukorana n'imiryango? Ni izihe mbogamizi nyamukuru, cyane cyane mu gukangurira ababyeyi kwitabira?*

Topics for RBC: / Insanganyamatsiko za RBC

- What capacity strengthening support can be provided to schools and communities to reduce the incidence of worm infestations among children? / *Ni ubuhe bufasha bwo kongerera no kubaka ubushobozi mu amashuri n'imiryango bushobora gutangwa kugira ngo hagabanuke indwara ziterwa n'umwanda mu bana?*
- One of RBC's initiatives is to engage teachers to screen children for illness. Please describe if/how the McGovern-Dole Programme is supporting this initiative. / *Bimwe muri gahuinda za RBC ni ukwifashisha abarimu gusuzuma indwara mu bana. Mwatubwira niba/ ndetse n'ukuntu gahunda ya McGovern-Dole ishyigikira ibi bikorwa?*
- 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. / *Indi gahunda ya RBC ni ugutegura ibikoresho bijyanye no kwirinda indwara zidakunze kwitabwaho n'iziterwa n'udukoko, bikazahabwa amashuri. Mwasobanura niba ndetse n'ukuntu gahunda ya McGovern-Dole ishyigikira ibi bikorwa?*
- 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, or any other effects of COVID-19 on how RBC now delivers services. / *RBC yahinduye mu buryo yatangaga serivisi mu gihe cya COVID-19 (nko gukora ubukangurambaga bwo kurwanya inzoka ku rwego rw'imiryango, ndetse no guha abarimu inshingano zo gutanga ibinini by'inzoka mu mashuri). Mwasobanura niba izo mpinduka zigikomeza cyangwa niba hari izindi mpinduka COVID-19 yazanye mu itangwa rya serivisi za RBC.*

Topics for NCDA: / Insanganyamatsiko za NCDA

- How are NCDA and WFP collaborating with MINEDUC to ensure that students' nutritional needs are adequately addressed as the NSFP is implemented in schools? / *Ni gute NCDA na WFP bakorana na MINEDUC kugira ngo barebe ko ibyifuzo by'imirire y'abanyeshuri byitabwaho neza mu ishyirwa mu bikorwa rya NSFP?*
 - What are the achievements to date? What are the main challenges? / *Ni ibiki bimaze kugerwaho kugeza ubu? Ni izihe mbogamizi zikomeye?*
- What input did NCDA have into the design of Phase 2 of the McGovern-Dole Programme? / *NCDA yagize uruhe ruhare mu itegurwa ry' igenamiterere ya Phase ya 2 ya gahunda ya McGovern-Dole?*
- What are the main challenges to the implementation of the NSFP for pre-primary students? For ECD students? / *Ni izihe mbogamizi nyamukuru mu ishyirwa mu bikorwa rya NSFP ku banyeshuri b'incuke? No ku banyeshuri bo muri gahunda za ECD?*
- Under the NSFP, parents are expected to contribute up to 10 percent of the school meal. / *Muri NSFP, ababyeyi basabwa gutanga 10% by'ibiribwa by'ishuri.*
 - What challenges does this pose for delivering nutritionally adequate meals? / *Ni izihe mbogamizi ibi biteza mu gutanga ifunguro rifite intungamubiri zihagije?*
 - How can these challenges be addressed by NCDA, WFP and MINEDUC? / *Ni gute izi mbogamizi zakemurwa na NCDA, WFP, na MINEDUC?*

5. What capacity strengthening is needed to support the NSFP to ensure adequate nutrition for pre-primary schools? For ECD students? / *Ni ubuhe bufasha bwo kongerera no kubaka ubushobozi bukenewe kugira ngo NSFP ishyigikire imirire ihagije ku banyeshuri b'incuke? No ku banyeshuri ba ECD?*
 - a. How is this being addressed by government? / *Ni gute leta iri kubikemura?*
6. What support is WFP providing? Is support relevant and appropriate? / *Ni ubuhe bufasha WFP itanga? Ese ubu bufasha burakwiye kandi bujyanye n'ibikenewe?*
7. What role do school gardens play in providing inputs to nutritious meals in McGovern-Dole Programme schools? In NSFP schools? / *Uruhare rw'uturima tw'amashuri ni uruhe mu gutanga ibiribwa bifite intungamubiri mu mashuri afashwa na McGovern-Dole? No mu mashuri akurikiza NSFP?*
8. 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? / *Ni ibiki bikorwa kugira ngo ababyeyi n'abagize imiryango bumve akamaro k'imirire myiza mu ngo? Ni izihe mbogamizi zibangamiye ibi bikorwa? Bikemurwa gute?*

Topics for UNICEF: / Insanganyamatsiko za 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.

1. Complementarity between WFP and UNICEF priorities and activities in the McGovern-Dole Programme? In the NSFP? Successes and challenges? / *Ni ubuhe bufatanye buri hagati ya WFP na UNICEF mu bikorwa muri gahunda ya McGovern-Dole Programme? No muri NSFP? Hari ibyagenze neza? Imbogamizi?*
2. Effects of COVID-19 on UNICEF-WFP activities, and adaptations. Adaptations that will be carried over post-COVID and in NSFP. / *Ni izihe ngaruka COVID-19 yagize ku mikoranire ya UNICEF na WFP? Ni izihe mpinduka zakozwe bitewe na COVID, kandi ni izihe zizakomeza gukoreshwa muri NSFP?*
3. 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. / *Ni gute itumanaho no gusangira amakuru hagati ya WFP na UNICEF bikorwa muri McGovern-Dole Programme no muri NSFP? Ese bikoreshwa neza mu mikoranire, guhuza ibikorwa no gufata ibyemezo?*
4. 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. / *Ese igenamigambi rihuriweho n'inzego zitandukanye (uburezi, isuku, HGSF n'izindi gahunda) rifasha gute mu kunoza ireme ry'uburezi? Ku rwego rw'igihugu? Ku rwego rw'uturere? Tanga ingero.*
5. Changes to the educational environment in the WFP McGovern-Dole supported schools since 2020? What changes can be adopted (or should not be adopted) by the NSFP? / *Ni izihe mpinduka zabaye mu mashuri yafashijwe na McGovern-Dole kuva mu 2020? Ni izihe mpinduka NSFP yakwigiraho cyangwa yakwirinda?*
6. How are issues specific to certain children (girls versus boys, children with disabilities) 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? / *Ibibazo bijyanye n'uburinganire / abana bafite ubumuga / abandi bafite intege nke bikemurwa gute mu mashuri y'incuke n'abanza? Uburyo bukoreshwa burakwiye kandi butanga umusaruro? Ese buragera ku bana bakomoka mu miryango itishoboye cyangwa ihagarariwe n'abagore, cyane cyane abakobwa?*
7. Concerns about sustainability of McGovern-Dole Programme activities in WASH infrastructure and other areas after the programme ends? / *Hari impungenge mu gukomeza kw'ibikorwa bya McGovern-Dole, cyane cyane mu bijyanye n'ibikorwaremezo by'isuku (WASH) n'ibindi nyuma y'uko gahunda irangiye?*
8. Are activities by other partners or other agencies sufficient to complement the McGovern-Dole Programme to enhance sustainability? What additional partnerships could be explored? / *Ese ibikorwa*

by'abandi bafatanyabikorwa birahagije ngo byuzuze ibyo McGovern-Dole Programme itanga kugira ngo haboneke umusaruro urambye? Ni ubuhe bufatanye bushya bwatekerezwa?

School Head Teachers and Teachers / Abayobozi b'amashuri n'Abarimu

Illustrative list of interviewees: Head teachers, teachers

1. What are the main challenges faced by the head teachers and teachers in this school in achieving its education goals? / *Ni izihe mbogamizi nyamukuru abayobozi n'abarimu bahura na zo mu kugera ku ntego z'uburezi bw'ishuri?*
2. What are the main challenges faced by students to regular attendance, staying in school, and learning? / *Ni izihe mbogamizi abanyeshuri bahura na zo mu kwitabira ishuri, kuguma mu ishuri no kwiga neza?*
3. What are the specific challenges to attendance and learning faced by girls, boys, children from very poor families, disabled students? / *Ni ibihe bibazo byihariye abakobwa, abahungu, abana bava mu miryango itishoboye, n'abana bafite ubumuga bahura na byo mu kwiga no kwitabira ishuri?*
4. What do you see as the purpose of the McGovern-Dole Programme? / *Mubona iyi gahunda ya McGovern-Dole igamije iki?*
5. What records are kept on (1) administration of meals and (2) student attendance? (ask to see records; check if disaggregated by sex, disabled students or other vulnerable categories) / *Ni ibihe byegeranyo bibikwa ku (1) itangwa ry'amafunguro (2) kwitabira kw'abanyeshuri? (Saba kureba inyandiko; reba niba harimo itandukaniro rishingiye ku gitsina, ubumuga cyangwa izindi mpamvu zihariye)*
6. 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? / *Ni izihe mpinduka wabonye ku banyeshuri cyangwa ku ishuri kuva gahunda y'amafunguro yatangiye? Hari itandukaniro hagati y'abahungu n'abakobwa? Hagati y'abana bakomoka mu miryango itifashije n'abafite ubumuga?*
7. Describe any positive or negative impact of the programme on: (Phase 1 schools): *Sobanura ingaruka nziza cyangwa mbi iyi gahunda yagize kuri:*
 - a. the school? / *ishuri?*
 - b. wider community? / *abaturage muri rusange?*
 - c. the people who prepare the meals? / *abategura amafunguro?*
 - d. local farmers/producers? / *abahinzi/abacuruzi b'aho hafi?*
 - e. Your own skills and effectiveness as head teacher or teacher? / *ubushobozi bwawe nk'umuyobozi cyangwa mwarimu?*
8. 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) / *Ni izihe mbaraga z'iyi gahunda kugeza ubu? Ni iki cyakozwe neza? (ibibazo byungura: umusaruro mu gusoma, isuku n'ibiribwa, uturima tw'ishuri, ubufatanye n'abaturage)*
9. Constraints/ challenges of the McGovern-Dole Programme? How have these been addressed? (Probe on adequacy and frequency of parent contribution to cost of school meals) / *Ni izihe mbogamizi cyangwa ibibazo byagaragaye? Byakemuwe gute? (ibibazo byungura: gutanga umusanzu w'ababyeyi bihagije kandi kenshi)*
10. What factors have influenced achievement/ non-achievement of results? What can be improved? / *Ni ibihe bintu byagize uruhare mu kuba ibyo byaragezweho cyangwa bitaragezweho? Ni iki cyanozwa?*
11. Have food deliveries during the last year been regular and complete (all items received in the requested amounts)? / *Ese ibiribwa byatanze mu mwaka ushize byaje uko byari byateganijwe kandi mu gihe?*

12. Has the school had to interrupt feeding for any extended periods during the last year? Why? / *Ese ishuri ryigeze rihagarika gahunda y'amafunguro igihe kirekire mu mwaka ushize? Kubera iki?*
13. 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? / *Ese ishuri rikurikiza ingano y'amafunguro, umubare n'igihe amafunguro agomba gutangirwa ku munsu nk'uko biteganywa n'amabwiriza? Niba atari byo, kuki?*
14. Does the school garden contribute food to the meals? If yes, please describe what, how much, and when the garden contributes to school meals. / *Ese akarima k'ishuri kagira uruhare mu gutanga ibiribwa? Niba ari byo, sobanura ibitangwamo, ingano n'igihe bitangwa.*
15. Are there any other health activities in the school (deworming, malaria prevention)? Who implements them? Quality and effectiveness? / *Hari izindi gahunda z'ubuzima mu ishuri (nko kurwanya inzoka, kwirinda malaria)? Ni abahe bafatanyabikorwa bashyigikira ibi bikorwa? Ese zirakora neza?*
16. What has the McGovern-Dole Programme done to support capacity strengthening of: / *Gahunda ya McGovern-Dole yakoze iki mu kongerera no kubaka ubushobozi:*
 - a. school head teachers and teachers / *abayobozi b'amashuri n'abarimu*
 - b. school committees (Tender Committee, School Feeding Committee, SGAC) / *komite z'ishuri (Komite ishinze amasoko, Komite y'ifunguro ry'ishuri, SGAC)*
 - c. cooks / *abateka*
 - d. the transition to the NSFP? (Please describe) / *inzira yo kujya muri NSFP? (Sobanura)*
17. Is this support adequate and relevant? Are there any gaps that need to be addressed? / *Ese ubu bufasha burahagije kandi burakwiriye? Hari ibikenewe kongerwamo?*
18. Which project initiatives/activities will the school continue beyond the end of the project to sustain/expand the achieved outcomes? / *Ni izihe gahunda cyangwa ibikorwa by'umushinga ishuri rizakomeza nyuma y'uko gahunda irangiye kugira ngo bigere ku musaruro urambye cyangwa bishobore kwaguka?*

Group 1 schools only / Amashuri y'itsinda rya 1 gusa

1. Please discuss the transition to the NSFP in 2023. What went well? Were there challenges/concerns following the transition? Please explain. / *Sobanura inzira yo guhindura muja muri gahunda ya NSFP mu 2023. Ni ibiki byagenze neza? Hari ibibazo/impungenge zagaragaye? Sobanura.*
2. How has the transition to the NSFP impacted school meals? Other activities that were previously supported by WFP and partners (e.g., school gardens, deworming)? What have been the biggest challenges/successes since the transition? / *Ni izihe mpinduka NSFP yazanye mu mafunguro y'ishuri? No ku bindi bikorwa byahozze bifashwa na WFP n'abandi bafatanyabikorwa (nk' uturima, kurwanya inzoka)? Ni izihe mbogamizi cyangwa ibyiza byagezweho byagaragaye nyuma y'iyi mpinduka?*
 - a. Were there any disruptions to the school feeding program during the transition? / *Ese hari igihe gahunda y'ifunguro yahagaritswe mu gihe cy'inzibacyuho?*
 - b. How does the quality and quantity of food provided for meals in the NSFP compare to the meals provided under the McGovern-Dole programme? / *Ese ubuziranenge n'ingano y'ibiryo biri muri NSFP bihwanye n'ibyo McGovern-Dole yatangaga?*
3. Once the schools transition to the NSFP, parents are expected to cover 10 percent of the costs of a daily meal. Do you think it is feasible for parents to make this contribution, and if not, why not? What are alternatives or solutions for parents who cannot make this contribution? / *Nyuma yo kujya muri NSFP, ababyeyi basabwa gutanga 10% by'amafaranga y'ifunguro. Mubona bishoboka? Niba atari byo, kuki? Ni izihe ngamba cyangwa ibisubizo byafasha ababyeyi batabishoboye?*

School Feeding Committees and School Tender Committees / Komite z'ishuri zishinzwe ibiribwa n'amasoko

1. What are the main challenges faced by the head teachers and teachers in this school in achieving its education goals? / Ni izihe mbogamizi nyamukuru abayobozi n'abarimu bahura na zo mu kugera ku ntego z'uburezi bw'ishuri?
2. What are the main challenges faced by students to regular attendance, staying in school, and learning? / Ni izihe mbogamizi abanyeshuri bahura na zo mu kwitabira ishuri buri gihe, kuguma mu ishuri no kwiga?
3. What are the specific challenges to attendance and learning faced by girls, boys, children from very poor families, disabled students? / Ni ibihe bibazo byihariye abakobwa, abahungu, abana bakomoka mu miryango ikennye cyane, n'abana bafite ubumuga bahura na byo mu bijyanye no kwiga no kwitabira ishuri?
4. What do you see as the purpose of the McGovern-Dole Programme? What is the role of the [COMMITTEE TYPE] in the programme? / Mubona iyi gahunda ya McGovern-Dole igamije iki? Komite yanyu [ubwoko bwa komite] ifite uruhe ruhare muri iyi gahunda?
5. Do parents contribute to the meals (probe: fresh vegetables, condiments, fuel; level of participation, difficulties) / Ese ababyeyi batanga umusanzu ku mafunguro? (urugero: imboga nshyashya, ibirungo, inkwi; urugero rw'uruhare rwabo n'imbogamizi zishobora kuboneka)
6. What changes (good or bad) have you noticed since the introduction of fresh meals and buying food locally? / Ni izihe mpinduka (nziza cyangwa mbi) mwabonye kuva gahunda yo guteka ibiryo bishya no kugura ibiribwa hafi aho yatangira?
7. What changes have you seen in the students since the project started? Differences between boys and girls? / Ni izihe mpinduka mwabonye ku banyeshuri kuva gahunda yatangira? Hari itandukaniro hagati y'abahungu n'abakobwa?
8. Describe any positive or negative impact of the programme on: / Sobanura ingaruka nziza cyangwa mbi iyi gahunda yagize kuri:
 - a. the school? / ishuri?
 - b. wider community? / abaturage muri rusange?
 - c. the people who prepare the meals? abategura amafunguro?
 - d. local farmers/producers? / abahinzi/abacuruzi bo mu gace
 - e. Skills of school head teachers and teachers, [COMMITTEE TYPE], outreach to community / Ubumenyi n'ubushobozi bw'abayobozi b'amashuri n'abarimu, [ubwoko bwa komite], gukorana n'abaturage
9. What has worked well? / Ni iki cyagenze neza?
10. Constraints and challenges? How have these been addressed? / Ni izihe mbogamizi cyangwa ibibazo mwahuye na byo? Byakemuwe gute?
11. Suggestions on how to improve the programme? / Ni izihe nama cyangwa ibitekerezo mwatanga ngo gahunda irushaho kunoga?

Cooks / Abateka

1. What do you see as the purpose of the McGovern-Dole Programme? / Mubona iyi gahunda ya McGovern-Dole igamije iki?

2. What is your role in the programme? Please describe any training or knowledge you received from the programme, and how you use that knowledge in your job. / *Uruhare rwanyu muri iyi gahunda ni uruhe? Sobanura amahugurwa cyangwa ubumenyi mwahawe binyuze muri gahunda, n'uko mubikoresha mu kazi kanyu.*
3. Do you have a contract with the school? Do you get paid on time and on a regular schedule? If not, why not? / *Ese mufitanye amasezerano y'akazi n'ishuri? Mwishyurwa ku gihe kandi buri gihe? Niba atari ko bimeze, ni kubera iki?*
4. Do women face more challenges than men to being hired as cooks? What are those challenges? How can they be addressed? / *Ese abagore bahura n'imbogamizi kurusha abagabo mu kubona akazi ko guteka? Ni izihe mbogamizi? Zishobora gukemurwa gute?*
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? / *Ni izihe mpinduka mwabonye ku banyeshuri cyangwa ku ishuri kuva gahunda yatangira? Hari itandukaniro hagati y'abahungu n'abakobwa? Hagati y'abana bakomoka mu miryango ikennye cyane n'abafite ubumuga?*
6. Is the food sufficient? What kinds of foods do you serve (describe)? Do you think the foods are nutritious? Why or why not? / *Ese amafunguro ahagije? Ni ibihe biribwa muteka (sobanura)? Mubona ibyo biribwa bifite intungamubiri? Kuki?*
7. What changes (good or bad) have you noticed since the introduction of fresh meals and buying food locally? / *Ni izihe mpinduka (nziza cyangwa mbi) mwabonye kuva gahunda yo guteka ibiribwa bishya no kugura hafi aho yatangira?*
8. Do parents contribute to the meals? What do they contribute (fresh vegetables, condiments, fuel, work, cash)? / *Ese ababyeyi batanga umusanze ku mafunguro? Batanga iki? (imboga nshyashya, ibirungo, inkwi, imirimo, amafaranga)?*
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. / *Ese akarima k'ishuri gatanga ibiribwa ku mafunguro? Niba ari byo, sobanura ibitangwamo, ingano n'igihe bitangwa.*
10. Do pre-primary children and primary children get the same meal (size, composition, and type of meal)? / *Ese abana b'incuke n'ab'abanza bahabwa amafunguro angana (ubunini, uburyo ategurwamo, ubwoko)?*
11. Were deliveries during the last school term regular and complete (all items received in the requested amounts)? If not, why not? / *Ese mu gihembwe gishize amashuri yahawe ibiribwa uko byari byateganijwe kandi byose? Niba atari byo, ni kubera iki?*
12. Has the school had to interrupt feeding for any extended periods during the last year? Why? / *Ese ishuri ryigeze rihagarika gahunda y'amafunguro igihe kirekire mu mwaka ushize? Kubera iki?*
13. Does the school follow the official ration scale and number and timing of meals per day? If not, why not? / *Ese ishuri rikurikiza gahunda ya Leta y'amafunguro n'umubare n'igihe bitangirwa? Niba atari byo, kuki?*
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. / *Ese iyi gahunda yagize ingaruka ku buzima bwanyu? Ese hari uko murebwa cyangwa mwakirwa n'ishuri cyangwa n'abaturage kubera icyo gahunda? Sobanura.*
15. Thinking back on the past school term, do you have any suggestions on how the programme can strengthen your skills to do your job as a cook? / *Usubiye inyuma usubiza ku gihembwe gishize, hari inama mwatanga ku bijyanye no kongerera ubumenyi kugira ngo mushobore gukora akazi kanyu neza?*

Students (Grade 5 and Higher) / Abanyeshuri (Umwaka wa 5 no hejuru)

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? / *Wariye ifunguro rya mu gitondo uyu muni mbere yo kuza ku ishuri? Wariye iki? Ujya urya ifunguro rya mu gitondo buri muni? Ujya usonza uri ku ishuri? Iyo ushonje, bigira izihe ngaruka ku buryo wita ku masomo?*
2. What do you like most about the school meals? / *Ni iki ukunda cyane ku mafunguro y'ishuri?*
3. What do you like least about the school meals? / *Ni iki udakunda ku mafunguro y'ishuri?*
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) / *Ese gahunda yo gutanga amafunguro mu mashuri yagize icyo ihindura ku buzima bwawe? (ibibazo byungura: kwita ku masomo, kutasonza, kwitabira ishuri kenshi, kongererwa amafunguro, kugabanyuka k'umubare w'amafunguro yo mu rugo, umutwaro ku babyeyi mu gutanga umusanu w'ifaranga cyangwa ibikoresho)*
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? / *Hari iminsi ishuri ritanga amafunguro? Niba nta mafunguro ariho, uraza ku ishuri? Abandi bana baraza?*
6. If you could change something about the school meals, what would that be? / *Niba washoboraga guhindura ikintu ku mafunguro y'ishuri, wahindura iki?*

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)? / *Iri tsinda / koperative bimaze igihe kingana iki? Ni bangahe bagize abagabo n'abagore? Ni uwuhe mwanya w'ubuyobozi (kubona umubare / igipimo cy'abasirikare n'abagore)?*
2. Is the cooperative aware of school feeding programmes in nearby schools? Has the cooperative explored supplying those schools with food? If no, why not? / *Koperative izi gahunda yo kugaburira amashuri mumashuri yegeranye? Koperative yaba yarashakishije guha ayo mashuri ibiryo? Niba ari oya, kubera iki?*
3. 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? / *Iyi koperative yaba ifite amasezerano yo gutanga ibiryo mumashuri? Niba ari yego, ni ubuhe bwoko bw'amasezerano ufite n'ishuri (s) biyanye n'umubare n'ibiciro by'ibikomoka ku buhinzi? Bigenda bite iyo udashobora gutanga ibiryo? Amashuri yishura mugihe kandi niba atariyo, kubera iki? Nigute ibiryo bitwarwa mumashuri?*
4. 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? / *Ni izihe mboga, imbuto cyangwa ibindi biryo utanga mumashuri yo kurya kwishuri? Utanga ibiryo bangahe? Ni ayahe mashuri? Nigute ibiryo utanga bigenda bitandukana ibihe? Ni ubuhe bwoko butandukanye bwibwirwa utanga kugirango utange amashuri?*
5. How do you access credit or cash to build the resources needed to increase production, quality, and access to markets? Who provides the funding? / *Nigute ushobora kubona inguzanyo cyangwa amafaranga kugirango wubake ibikoresho bikenewe kugirango wongere umusaruro, ubuziranenge, no kugera kumasoko? Ninde utanga inkunga?*
6. 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? / *Ni ibihe bisagutse utanga hejuru yukwitanga kwishuri? Ninde uyigurisha? Ni uruhe ruhare WFP yagize mu gutanga ibisagutse, niba bihari?*

7. What capacity strengthening have farmer groups/cooperatives and its members received from the Government? From other organizations (and which organizations, probe: WFP) / *Ni ubuhe bushobozi bwo kongera ubushobozi amatsinda y'abahinzi / amakoperative n'abanyamuryango bayo bahawe na Guverinoma? Kuva muyandi mashyirahamwe (nayahe mashyirahamwe, iperereza: WFP)*
8. 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? / *Ni gute ibyo byahinduye ubwoko bwibiryo utanga? Nigute byagize uruhare muburyo itsinda / koperative icungwa? Nigute ibicuruzwa bitunganywa kandi bigashyirwa ku isoko? Nigute ibicuruzwa bibikwa?*
9. What additional capacity strengthening activities do you hope to receive in the future? / *Ni ubuhe bushobozi bw'inyongera bushimangira ibikorwa wizeye kuzabona ejo hazaza?*

Project supported cooperatives

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? / *Ni izihe nyungu / inyungu ku itsinda / koperative yo kwitabira umushinga (Probe: amafaranga yinjiza; kongera ubumenyi mu musaruro, gutunganya, kwihaza mu biribwa, kwamamaza, igihombo nyuma y'isarura, ubufatanye mu matsinda, imicungire y'amatsinda, imicungire y'imari, gahunda z'ubucuruzi, ibikorwa by'ubuhinzi birambye) Inyungu ku bantu? Ni iki cyagenze neza?*
11. Constraints/challenges of participating in the project? How are these being addressed? / *Inzitizi / imbogamizi zo kwitabira umushinga? Ibyo bikemurwa bite?*
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? / *Ni ayahe mahugurwa cyangwa inkunga wahawe na WFP (cyangwa abafatanyabikorwa)? Amahugurwa arahuye nibyo ukeneye? Ni ubuhe bwoko bw'amahugurwa / inkunga? Ingero zimpinduka wakoze nkibisubizo byizo nkunga?*
13. Do you plan to continue participating in the McGovern-Dole Programme? Why or why not? / *Urateganya gukomeza kwitabira Gahunda ya McGovern-Dole? Kuki cyangwa kuki?*
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)? / *Witabira izindi gahunda kugirango ushimangire umusaruro wawe, kwamamaza, hamwe nubuhanga bwo kuyobora? Niba ari yego, ni izihe gahunda, kandi ni ibihe bikorwa witabira (urugero: MINAGRI, Ikigo gishinzwe amakoperative mu Rwanda, MINICOM, ONG)?*
7. Suggestions on how to improve the project? / *Ibyifuzo byuburyo bwo kunoza umushinga?*

Annex 19. EGRA Tool

Rwanda Early Grade Reading Assessment

Administrator Instructions and Protocol, April 2025

KINYARWANDA

Amabwiriza rusange:

Ni ngombwa kwiyegezeza abana bagiyeye gukoreshwa isuzumabumenyi, binyuze mu gutangirira ku kiganiro kivuga ku bintu abana bakunda (reba urugero munsigato). 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 mugiyeye gukora imyitozo yoroshye mu Kinyarwanda. Mubaze utubazo ku muryango we dutuma akwisanzuraho.)

A. Personal Information / Amakuru yerekeye umunyeshuri

A1: Date / Itariki

A2: Start Time of Interview / Isaha ikiganiro gitangiriye:

A3: Location (District) / aho ishuri riherereye (Akarere)

A4: School Name / Izina ry' ishuri

A5: Consent / Gutanga uburenganzira

A7: Student's Class / Ishuri umwana yigamo

A8: Age / Imyaka

A9: Sex / Igitsina

A10: Which language do you speak at home? Ni uruhe rurimi muvuga murugo?	Ikinyarwanda Ikirundi Igishyamba Urundi rurimi	1 2 3 4
A11: Did you repeat your grade? Wigeze usibira?	Yes/Yego No/Oya -> go to EGRA	1 2
If yes, which grade? Niba ari yego, wasibira mu mwaka wa kangahe?	P1 P2	1 2

Icyiciro cya 1: Kumenya inyuguti n'ibihokane

Ereka umwana urupapuro ruriho inyuguti mu gatabo k'umunyeshuri. Mubwire uti:

Kuri uru rupapuro hari inyuguti, n'ibihokane by'Ikinyarwanda. Uransomera izo nyuguti uko ushoboye. Niba ari ibihokane, ugisome nk'ibihokane 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 tugeraze 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."**

Icyitonderwa: 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'icyiyeho akarongo. Iyo umwana yikosoye niba wari wamaze kunyuzwa akarongo mu nyuguti ongera uyikoreho akarongo kavemo. Komeza uceceke, umukurikire. Niba umwana amaze amasegonda atatu ashidikanya, umubwire uti: “Nta kibazo komeza.” Iyo nyuguti atashoboye gusoma neza yikoreho muri tablet kugirango igehe 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 uzakita uhagarara, hanyuma ujye ku mwitozo ukurikiraho.

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	l	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)

Ingero: p e kw

Icyiciro 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 ncuho 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 uceceke, 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."

Itegeko 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	kw e	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	shy u	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

Icyiciro 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 ijamba "inzara"]:
-Ni byiza cyane, iri jambo ni "inzara."

Reka tugeraze 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."**



Icyitonderwa: 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)

Icyiciro 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 ntugeraze 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 tugeraze 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. Usume amagambo yose ari ku rupapuro, uhereye ku murongo wa mbere muni y'aka karongo. Ndashakomeza 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 ijamba rya nyuma yasomye rizeho irindi bara).

Itegeko ryo kumuhagarika atarangije: Niba ibisubizo byose byo ku murongo wa mbere wabishyizeho akamenyetse 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)

Icyiciro 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 uceceke, 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.

Icyitonderwa: ku cyiciro 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 uhagaze 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 gusoma nyirasenge utuye mu mug. Yageze 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)

Section 6: 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.

Soma buri kibazo nkuko cyanditse. Mu gihe umunyeshuri atumvise neza ikibazo, wakimubaza mu bundi buryo mu rwego rwo kumufasha kucyumva.

A. Personal Information

A1: Date

A3: Location (District)

A4: School Name

A6: Consent

A8: Age

A9: Gender

A10: Which language do you speak at home? Ni uruhe rurimi muvugamurugo?	1. Ikinyarwanda 2. Ikirundi 3. Igiswayiri 4. Urundi rurimi 5. icyongereza	
A11: Did you repeat your grade? Wigeze usibira?	1. Yes / Yego 2. No/Oya -> 601	
If yes, which grade? Niba ari yego, wasibiye mu mwaka wa kangahe?	1. P1 / muwa mbere 2. P2 / muwa kabiri	

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

Soma buri kibazo nkuko cyanditse. Mu gihe umunyeshuri atumvise neza ikibazo, wakimubaza mu bundi buryo mu rwego rwo kumufasha kucyumva.

Health/hygiene and access to reading materials. / Ubuzima/isuku no kubona ibitabo/ibikoresho byo gusoma			
601.	Please tell me any health and hygiene practice you are aware of Wambwira ibyo uzi umuntu yakora kugira ngo agire isuku n' ubuzima bwiza? Do not read the list and mark all responses given by the child. Ntusomere umwana ibisubizo kandi ibyo yasubije byose ubyemeze	- Handwashing with soap and water after visiting toilet/ Gukaraba intoki n'amazi n'isabune nyuma yo kuva mu bwihereho. - Handwashing before eating/ Gukaraba intoki mbere yo kurya. - Avoiding open defecation (going to toilet in bush)/ Kwirinda gukwitakwiza umwanda (kwihagarika/kwituma mu bihuru). - Brushing teeth/ Koza amenyo - Eating a balanced diet/ Kurya indyo yuzuye. - Other personal hygiene habits such as taking bath/ Ubundi buryo bwo kwisukura nko kwiyuhagira. - Others (specify) /ibindi(bivuge) - Use safe drinking water/ Kunywa amazi meza asukuye - Student Decline to respond or Don't know any practices / Umunyeshuri yanze gusubiza cyangwa ntabyo azi	1-8 -> 602 9 -> 605

602.	Among these practices, which ones do you regularly do? Muri ibi bikorwa ni ibihe ukunze gukora? Read responses and mark all responses given by the child. Ntususomomere umwana ibisubizo kandi ibyo yasubije byose ubyemeze	1. Handwashing with soap and water after visiting toilet/ Gukaraba intoki n'amazi n'isabune nyuma yo kuva mu bwihereho. 2. Handwashing before eating/ Gukaraba intoki mbere yo kurya. 3. Avoiding open defecation (going to toilet in bush)/ Kwirinda gukwitakwiza umwanda (kwihagarika/kwituma mu bihuru). 4. Brushing teeth/ Koza amenyo 5. Eating a balanced diet/ Kurya indyo yuzuye. 6. Other personal hygiene habits such as taking bath/ Ubundi buryo bwo kwisukura nko kwiyuhagira. 7. Others (specify)/ibindi (bivuge)____ 8. Use safe drinking water/ Kunywa amazi meza asukuye	Go to 605
605.	During the last week, did the school provide you reading materials to read outside of school? Mu cyumweru gishize, kw'ishuri baba baraguhaye ibitabo byo gusomera ahandi utari ku ishuri?	1. Yes/Yego 2. No/Oya 3. No answer/ Nta gisubizo	Go to 613
613	Do you get time to read at home? Ujya ubona umwanya wo gusoma iyo uri mu rugo?	1. Yes/Yego 2. No/Oya 3. No answer/ Nta gisubizo	Go to 615
615.	Do your parents/relatives ever help you with your schoolwork/reading? Ese ababyeyi bawe cyangwa abandi mufitanye isano bajya bagufasha umukoro/gusoma?	1. Yes/Yego 2. No/Oya 3. No answer/ Nta gisubizo	1->616 2 ->617 3 -> 617
616.	What do your parents/relatives do to help you? Niki ababyeyi / abandi mufitanye isano bakora ngo	1. Help with homework/ Gufasha umukoro wo mu rugo. 2. Buy school materials/ kugura ibikoresho by' ishuri 3. Allow me to go to community library/ Kunyemerera kujya mu isomero 4. Give me time to do schoolwork/ Kumpa igihe cyo gukora umukoro	Go to 617

	bagufashe? Select all that apply MULTIPLE RESPONSE (HITAMO IBISUBIZO BYOSE UMWANA AVUZE)	5. Create a reading area/ Kumpa aho gusomera 6. Remind me to go and do schoolwork/ Kunyibutsa kujya gukora umukoro 7. Read for me/ Kunsomera 8. Others (specify)/ Ibindi(bigaragaze)___ 9. Help me revise my schoolwork / kumfasha gusubiramo umukoro 10. Parents visit school and talk to teachers / ababyeyi bansura kw'ishuri bakavugana n'abarimu	
617.	Do you usually have enough time to study and complete your homework? Ubusanzwe ujya ubona umwanya uhagije wo gusubiramo amasomo no gukora umukoro wo murugo?	1. Yes/Yego 2. No/Oya 3. No answer/ Nta gisubizo	1->End of Survey/ Umusozo w'ikiganiro 2-> 618 3= End of survey/ Umusozo w'ikiganiro
618.	If No, What is the <u>main</u> reasons you do not get time to revise? Niba ari oya, ni izihe mpamvu z'ingenzi ituma udasubiramo amasomo?	1. I have no reading area/ Simfite aho nsomera 2. I have no time/ Nta gihe mbona 3. I have too much work/Mfite akazi kenshi 4. I am not interested/ Ntabwo mbikunda 5. I have no school materials/ Ntabwo gusoma mfite. 6. I don't have light at home/ nta matara/ urumuri ruba ruhari mu rugo	End of Survey / Umusozo w'ikiganiro

Annex 20. School survey

Instructions

This tool will be administered to head teachers at minimum, ideally in a small group of other relevant key informants (see RESPONDENT section below).

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 TANGO International.

Respondent

The school survey is ideally administered in the form of a small group KII of the following three people: 1) head teacher; 2) school feeding focal point; and 3) head/member of School General Assembly Committee (SGAC) (usually a parent). We will aim for a mix of males and females in this group. This approach is expected to improve the reliability of responses, especially for indicators new to the baseline that are more suited to household level, given that no survey will be administered to households; such questions will be answered based on consensus perception among this group. That said, acknowledging the difficulty of arranging all three respondents at once, this approach is aspirational: the team will conduct the survey one time only, with the maximum number of these three respondents that can be arranged.

School survey

Q#	Question	Response Code	Ikibazo	Kode yo gusubiza
ID1	Date of survey Interview		Itariki y'ubushakashatsi / Ikiganiro	
ID2	Interviewer Name	Text	Izina ry'ubaza	inyandiko
Section A: School Information				
A2a	District	Select One from List	Akarere	Hitamo Akarere ku rutonde

Q#	Question	Response Code	Ikibazo	Kode yo gusubiza
A2c	Village	Select One from List	Umudugudu	Hitamo Umudugudu ku rutonde
A2d	Cell	Select One from List	Akagari	Hitamo Akagari ku rutonde
A2b	School Name	Select One from List	Izina ry'ishuri	Hitamo izina ry'ishuri ku rutonde
A3	Which grades are in this school during the 2024-2025 school year? [Select All That Apply]	1. Pre-primary 2. P1 – P3 3. P4 – P6 4. P1 – P6 5. Secondary (Groupe Scolarie)	Ni iyihe myaka y'amashuri mufite muri iki kigo mu mwaka w'amashuri 2024-2025? [Hitamo ibisubizo byose bishoboka]	1. Amashuri y'incuke 2. P1 - P3 3. P4 - P6 4. P1 - P6 5. icyiciro cy'amashuri yisumbuye (Urwunge rw'amashuri)
A4	School funding model in the 2024-2025 school year?	1. Mixed (government-aided) 2. Government	Uburyo ishuri ryanyu rifashwa mu mwaka w'amashuri 2024-2025?	1. Ishuri rifashwa na Leta 2. Ishuri rya Leta
A5	GPS Coordinates of school (if available)	Coordinates	Indangashuri za GPS zigaragaza aho ishuri riherereye (niba zihari)	Ibirangashuri
Section B: Consent and Respondent Information / Amakuru yereye ubazwa no kwemera kubazwa				
B1	Respondent Name	text	Izina ry'ubazwa	
B2	Respondent Sex	1. Male 2. Female	Igitsina cy'ubazwa	1. Gabo 2. Gore

Q#	Question	Response Code	Ikibazo	Kode yo gusubiza
B3	Position of the respondent If none of the options are available, immediately speak with you supervisor	1. Head teacher -> Go to B4/B4a 2. Teacher representative-> Go to B5/B5a 3. Parent representative-> Go to B6/B6a 4. Committee Member-> Go to B7/B7a 5. Storekeeper-> Go to B8/B8a Other-> Go to B9/B9a	Umwanya w'uwitanye ikiganiro	1. Umuyobozi w'ishuri 2. Uhagarariye abarimu 3. Uhagarariye ababyeyi 4. Umunyamuryango wa Komite 5. Ushinzwe ububiko bw'imyaka 6. Ibindi
B4	Name of Head Teacher	6. Open ended		
B4a	Respondent's Sex	1. Male 2. Female	Igitsina cy'ubazwa	Gabo Gore
B5	Name of Teacher Representative	Open ended	Izina ry'uhagarariye abarimu	
B5a	Respondent's Sex	1. Male 2. Female	Igitsina cy'uwitanye ikiganiro	Gabo Gore
B6	Name of Parent Representative	Open ended	Izina ry'uhagarariye ababyeyi	
B6a	Respondent's Sex	1. Male 2. Female	Igitsina cy'uwitanye ikiganiro	Gabo Gore
B7	Name of Committee member	Open ended	Izina ry'umunyamuryango muri komite	
B7a	Respondent's Sex	1. Male 2. Female	Igitsina cy'uwitanye ikiganiro	Gabo Gore
B9	Name of "Other" representative	Open Ended	Izina ry'ufite ikindi ahagarariye	
B9a	Respondent's Sex	1. Male 2. Female	Igitsina cy'uwitanye ikiganiro	Gabo Gore

Q#	Question	Response Code	Ikibazo	Kode yo gusubiza
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 the McGovern-Dole Programme implemented through WFP. 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.		Gusaba uburenganzira bwo kwitabira isuzuma ry'umushinga: Iri suzumabikorwa riri gukorwa na TANGO International ku bikorwa by'umushinga witwa "McGovern-Dole Programme" ushyirwa mubikorwa na WFP ifatanije na World Vision ndetse na Gardens for Health International. Intego nyamukuru y'iri suzuma ni ugukusanya amakuru yerekeye uko umushinga washyizwe mubikorwa muri iri shuri kugeza ubu. Amakuru ari gukusanywa ni ayerekeye ishuri, abarimu ndetse n'abanyeshuri baryigamo. Ibisubizo byawe uri butange ntabwo bizakoreshwa herekanwa uko ishuri ryawe rihagaze ugereranije n'ayandi (kwerekana isura nziza cyangwa mbi y'ishuri). Ndakumenyeshako kugira uruhare muri irisuzuma ari ubushake bwawe. Tugushimiye uruhare rwawe muri iri suzuma bikorwa.	

Q#	Question	Response Code	Ikibazo	Kode yo gusubiza
B4	Do you agree to participate in the school survey and consent to let the randomly selected 2 rd grade students participate in the student survey?	1. Consent 2. No Consent =End Survey	Mwakwemera kugira uruhare muri ubu bushakashatsi ndetse no gutanga uburenganzira bwo kuganiriza abanyeshuri bo mu mwaka wa 2 batoranijwe?	1. Ndabyemeye 2. Ndabyanze = Hagarika Ubushakashatsi

Section D: Organizational Support				
D3	Are there organizations supporting your school in the following activities during the 2024-2025 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) 11. None->F1 12. Don't know->F1	Hari ibigo/imiryango bishyigikira ishuri ryanyu mubikorwa bikurikira mu mwaka w'amashuri 2024-2025? [Soma Ibisubizo] [Hitamo ibisabwa byose]	1. Kugaburira abanyeshuri 2. Ibindi bikorwa by'imire 3. Kuvura inzoka 4. Isuku (amazi n'ubwiherero) 5. Imiyoborere y'ishuri 6. Gutanga ibikoresho by'ishuri, amakaye, ibitabo 7. Kuvugurura/kubaka ibikorwaremezo kw'ishuri. Eg: amashuri, ibikoni, ubuhunikiro 8. Amahugurwa y'abarimu 9. Ubumenyi ku buzima 10. Ibindi bikorwa (bivuge) 11. Nta na kimwe->F1 12. simbizi->F1
D3a	Which organizations assisted in school feedings?	Open Ended, Can add a list	Ni iyihe miryango yabafashije mu kugabura kwishuri?	
D3b	Which organizations assisted in other nutrition activities?	Open Ended, Can add a list	Ni iyihe miryango yabafashije mu bindi bikorwa bijyanye n'imire?	

D3c	Which organizations assisted in deworming?	Open Ended, Can add a list	Ni iyihe miryango yabafashije mu gutanga ibinini by'inzoka/mu kuvura inzoka?	
D3d	Which organizations assisted in sanitation (water and toilets)?	Open Ended, Can add a list	Ni iyihe miryango yabafashije mu isuku (amazi n'ubwiherero)?	
D3e	Which organizations assisted in school governance?	Open Ended, Can add a list	Ni iyihe miryango yabafashije mu miyoborere y'ishuri?	
D3f	Which organizations assisted in provision of school materials, textbooks, books?	Open Ended, Can add a list	Ni iyihe miryango yabafashije mu gutanga ibikoresho by'ishuri, amakaye, ibitabo?	
D3g	Which organizations assisted in renovation/construction of infrastructure in school e.g., classes, kitchens, stores?	Open Ended, Can add a list	Ni iyihe miryango yabafashije mu kuvugurura / kubaka ibikorwa remezo mu ishuri urugero, amashuri, ibikoni, ububiko bw'imyaka?	
D3h	Which organizations assisted in training of teachers?	Open Ended, Can add a list	Ni iyihe miryango yabafashije mu guhugura abarimu?	
D3i	Which organizations assisted in health education?	Open Ended, Can add a list	Ni iyihe miryango yabafashije mubyerekeye ubumenyi k' ubuzima?	
D3j	Which organizations assisted in Other?	Open Ended, Can add a list	Ni iyihe miryango yabafashije mubindi ?	

Section F: Student Attendance for school year 2024-2025				
F1	Average student attendance rate for the 2024-2025 school year? Boys –Pre- Primary	Percent	Impuzandengo y'abanyeshuri bitabiriye ishuri mu umwaka w'amashuri 2024-2025? Abahungu –(icyiciro cy'incuke.)	Ijanisha
F2	Average student attendance rate for the 2024-2025 school year? Boys – Primary	Percent	– Impuzandengo y'abanyeshuri bitabiriye ishuri mu umwaka w'amashuri 2024-2025? Abahungu –(icyiciro cy'amashuri abanza)	Ijanisha
F3	Average student attendance rate for the 2024-2025 school year? Girls –Pre- Primary	Percent	Impuzandengo y'abanyeshuri bitabiriye ishuri mu umwaka w'amashuri 2024-2025? Abakobwa–(icyiciro cy'incuke.)	Ijanisha
F4	Average student attendance rate for the 2024-2025 school year? Girls – Primary	Percent	Impuzandengo y'abanyeshuri bitabiriye ishuri mu umwaka w'amashuri 2024-2025? Abakobwa–(icyiciro cy'amashuri abanza	Ijanisha

Section H: School Feeding				
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->5x 6. DNK	Amafaranga yo kugura ibiribwa ava he? [Reba ibisabwa byose]	1. Imiryango nterankunga 2. Ababyeyi 3. Ingengo y'imari y'ishuri 4. Impano 5. Ibindi-> 5x 6. Simbizi
H5x	Please Specify	Open ended	Sobanura	
H7	Where is the food for school meals obtained during the 2024-2025 school year? [Select All that Apply]	1. WFP 2. Farmer groups ->H6 3. Government 4. NGOs provided 5. Parents provided 6. Local markets 7. Kitchen garden 8. Other 9. DK 10. Corporate	Ni he mukura amafunguro agaburwa kw'ishuri mu mwaka w'amashuri wa 2024-2025? [Hitamo Byose byavuzwe]	1. WFP 2. Amatsinda y'abahinzi 3. Guverinoma/leta 4. Imiryango itegamiye kuri Leta yarayatanze 5. Ababyeyi barabitanze 6. Amasoko yo mu karere 7. Umurima w'igikoni 8. Ibindi 9. Simbizi 10. Gufatanya
H6	Does the school have a partnership with any farmers groups for food during the 2024-2025 school year?	1. Yes->H6a 2. No 3. DNK	Ishuri ryaba rifite imikoranire n'amatsinda y'abahinzi yo kubaha ibiribwa mu mwaka w'amashuri 2024-2025?	1. Yego-> H6a 2. Oya 3. Simbizi
H6a	Is it the formal (written) partnership or informal ? Or both?	1. Yes->H8 2. No ->H8 3. Both->H8 4. DNK ->8	Ni imikoranire mu buryo bwanditse cyangwa butanditse? Cyangwa byombi?	1. Yego 2. Oya 5. Byombi 6. Simbizi
H8	Does the school have a partnership with any cooperatives for food during	1. Yes->H8a 2. No ->P0 3. DNK->P0	Ishuri ryaba rifite imikoranire na koperative	1. Yego 2. Oya

	the 2024-2025 school year?		yo kubaha ibiribwa mu mwaka w'amashuri 2024-2025?	3. Simbizi
H8a	Is it the formal (written) partnership or informal ? Or both?	1. Yes->P0 2. No ->P0 3. Both->P0 4. DNK->P0	Ni imikoranire mu buryo bwanditse cyangwa butanditse? Cyangwa byombi?	1. Yego 2. Oya 3. byombi 4. Simbizi
Section P: Parent Contributions				
P0	Under the National School Feeding Programme, <i>what percentage</i> of parents during the 2024-2025 school year were able to contribute at least the required school feeding contribution?	Percent	Muri gahunda y'igihugu yo kugabura ku mashuri, ni irihe janisha ry'ababyeyi babashije gutanga umusanzu wabo basabwa mu mwaka w'amashuri 2024-2025?	Ijanisha
P1a	Do you think that at least 50% of the parents in your school are able to make the minimum contribution in the following 2025-2026 school season?	Yes No Don't Know	Utekereza ko byibuze 50% by'ababyeyi ku ishuri ryanyu bashobora gutanga umusanzu w'ibanze mu mwaka w'amashuri utaha wa 2025-2026?	1. Yego 2. Oya 3. Simbizi
P5	Percent of parents who do not contribute to cost of school meals during the 2024-2025 school year	Percent	Ijanisha ry'ababyeyi badatanga umusanzu muri gahunda yo kugaburira abana ku ishuri mu mwaka w'amashuri wa 2024-2025?	Ijanisha
Section G: Community members' perception on the importance and relevance of education of girls in and around project-supported schools. / Uko abatuye muraka gace bumva akamaro k'uburezi bw'umwana w'umukobwa mu mashuri afashwa cyangwa adafashwa n'umushinga				
G1a	What percent of people in the community do you think value	/ ____ / %	Ni irihe Janisha ry'abatuye muraka gace baha agaciro	/ ____ / %

	education for boy		uburezi bw'umwana w'umuhungu	
G2a	What percent of people in the community do you think value education for girls	/ ____ / %	Ni irihe Janisha ry'abatuye muraka gace baha agaciro uburezi bw'umwana w'umukobwa	/ ____ / %
G3a	What percentage of the people in the community think it is more important to educate boys than girls.	/ ____ / %	Ni irihe Janisha ry'abatuye muraka gace bumva ko ari ngombwa cyane kwigisha abahungu n'abakobwa	/ ____ / %
Section I: Household couples (husband/wife) who report more equitable decision-making in the household. / Imiryango y'abashakanye (umugabo/umugore) bafatanya mu gufata imyanzuro mu muryango.				
I1	In your perception, who usually makes the decisions about the student's educational needs (fees, books, pen/pencils, bag, etc.) in households in your school community?	1. Husband 2. Wife 3. Both 4. Other family member	Uko ubibona, ninde mu busanzwe ufata ibyemezo kubyerekeranye n'ibikenerwa ku banyeshuri (amafaranga y'ishuri, ibitabo, ikaramu / amakaramu y'ibiti, igikapu, nibindi) mu gace ishuri riherereyemo?	1. Umugabo 2. Umugore 3. Bombi 4. Undi ugize umuryango
I2	In your perception, in a household who usually determines the amount of meal contribution for the school in your school community?	Husband Wife Both Other family member	Uko ubibona, mu muryango ninde ufata umwanzuro w'amafaranga y'ibyo kurya atangwa kw'ishuri mu gace ishuri riherereyemo?	1. Umugabo 2. Umugore 3. Bombi 4. Undi ugize umuryango
I3	In your perception, who decides on the Girl's education in the households in your school community?	Husband Wife Both Other family member	Uko ubibona, ninde ufata umwanzuro ku burezi bw'umwana w'umukobwa mu muryango mu gace ishuri riherereyemo?	1. Umugabo 2. Umugore 3. Bombi 4. Undi ugize umuryango
I4	In your perception, who decides on the Boy's education in the households in your community?	Husband Wife Both Other family member	Uko ubibona, ninde ufata umwanzuro ku burezi bw'umwana w'umuhungu mu muryango mu gace ishuri riherereyemo?	1. Umugabo 2. Umugore 3. Bombi 4. Undi ugize umuryango

Annex 21. Confidentiality, ethical pledge and conflict of interest statements

The following are Confidentiality, Ethical pledge and Conflict of interest statements from TANGO Team members as follows: Bruce Ravesloot, Hannah Barber, Towfique Aziz, Padraic Finan, Reece Branham, and Monica Mueller. Followed by Ihema team: Justin Tuyiringire and Daria Muteteri.

Confidentiality Agreement

I, the undersigned, shall exercise the utmost discretion with regard to my involvement in the work of the Office of Evaluation of the World Food Programme (WFP). I shall keep in strict confidence any information known to me by reason of my activities for the WFP Evaluation Function at both central and decentralized levels. I shall not use such information for private gain, or to favour or prejudice any third party.

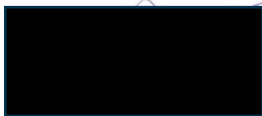
I understand that this declaration will remain in force after the completion of my involvement with the Office of Evaluation of WFP or any other WFP commissioning unit.

Name & Title: **Bruce Raveslout**

Place: Bangkok, Thailand

Date: Aug-14-2025

Signature:

A black rectangular box redacting the signature.



ETHICAL GUIDELINES FOR EVALUATION

PLEDGE OF ETHICAL CONDUCT IN EVALUATION



By signing this pledge, I hereby commit to discussing and applying the UNEG Ethical Guidelines for Evaluation and to adopting the associated ethical behaviours.

 INTEGRITY I will actively adhere to the moral values and professional standards of evaluation practice as outlined in the UNEG Ethical Guidelines for Evaluation and following the values of the United Nations. Specifically, I will be: • Honest and truthful in my communication and actions. • Professional, engaging in credible and trustworthy behaviour, alongside competence, commitment and ongoing reflective practice. • Independent, impartial and incorruptible.	 ACCOUNTABILITY I will be answerable for all decisions made and actions taken and responsible for honouring commitments, without qualification or exception; I will report potential or actual harms observed. Specifically, I will be: • Transparent regarding evaluation purpose and actions taken, establishing trust and increasing accountability for performance to the public, particularly those populations affected by the evaluation. • Responsive as questions or events arise, adapting plans as required and referring to appropriate channels where corruption, fraud, sexual exploitation or abuse or other misconduct or waste of resources is identified. • Responsible for meeting the evaluation purpose and for actions taken and for ensuring redress and recognition as needed.	 RESPECT I will engage with all stakeholders of an evaluation in a way that honours their dignity, well-being, personal agency and characteristics. Specifically, I will ensure: • Access to the evaluation process and products by all relevant stakeholders – whether powerless or powerful – with due attention to factors that could impede access such as sex, gender, race, language, country of origin, LGBTQ status, age, background, religion, ethnicity and ability. • Meaningful participation and equitable treatment of all relevant stakeholders in the evaluation processes, from design to dissemination. This includes engaging various stakeholders, particularly affected people, so they can actively inform the evaluation approach and products rather than being solely a subject of data collection. • Fair representation of different voices and perspectives in evaluation products (reports, webinars, etc.).	 BENEFICENCE I will strive to do good for people and planet while minimizing harm arising from evaluation as an intervention. Specifically, I will ensure: • Explicit and ongoing consideration of risks and benefits from evaluation processes. • Maximum benefits at systemic (including environmental), organizational and programmatic levels. • No harm. I will not proceed where harm cannot be mitigated. • Evaluation makes an overall positive contribution to human and natural systems and the mission of the United Nations.
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I commit to playing my part in ensuring that evaluations are conducted according to the Charter of the United Nations and the ethical requirements laid down above and contained within the UNEG Ethical Guidelines for Evaluation. When this is not possible, I will report the situation to my supervisor, designated focal points or channels and will actively seek an appropriate response.

Evaluation Final Evaluation, USDA McGovern-Dole Grant for WFP Home-Grown School Feeding in Rwanda (2020-2025) AND Baseline Study, next phase (2025-2029)

Date 14-Aug-2025

Signature

Name Bruce Ravesloot

CONFLICT OF INTEREST STATEMENT

This Conflict of Interest statement covers the following two evaluations:

- Final Evaluation, USDA McGovern Dole Grant for World Food Programme (WFP) Home-Grown School Feeding Project in Rwanda (2020 to 2025)
- Baseline Study, USDA McGovern Dole Grant for World Food Programme (WFP) Home-Grown School Feeding Project in Rwanda (2025 to 2029)

I, the undersigned, Bruce Rayesloot, participant in the bid of TANGO International, Inc., hereby represent, to the best of my knowledge, that:

☒ I, Bruce Rayesloot, have no conflict of interest, as defined in WFP RFP reference number HQ20NF465-LTA-14, in connexion with the evaluations noted above;

☐ I, [Bruce Rayesloot] disclose the following situation that may give rise to a conflict of interest:

I understand that I have an ongoing obligation to disclose to WFP, without any delay, any situation that may constitute a conflict of interest.

I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information.

Company seal: no seal

Staff signature:



Date: 8/14/2025

Confidentiality Agreement

I, the undersigned, shall exercise the utmost discretion with regard to my involvement in the work of the Office of Evaluation of the World Food Programme (WFP). I shall keep in strict confidence any information known to me by reason of my activities for the WFP Evaluation Function at both central and decentralized levels. I shall not use such information for private gain, or to favour or prejudice any third party.

I understand that this declaration will remain in force after the completion of my involvement with the Office of Evaluation of WFP or any other WFP commissioning unit.

Name & Title: **Hannah Barber, Senior Research Associate at TANGO International**

Place: **Omaha, Nebraska, USA**

Date: **25-Jun-2025**

Signature: **Hannah Barber** Digitally signed by
Hannah Barber
Date: 2025.06.25
13:35:43 -05'00'

By signing this pledge, I hereby commit to discussing and applying the UNEG Ethical Guidelines for Evaluation and to adopting the associated ethical behaviours.

INTEGRITY I will actively adhere to the moral values and professional standards of evaluation practice as outlined in the UNEG Ethical Guidelines for Evaluation and following the values of the United Nations. Specifically, I will be: • Honest and truthful in my communication and actions. • Professional, engaging in credible and trustworthy behaviour, alongside competence, commitment and ongoing reflective practice. • Independent, impartial and incorruptible.	ACCOUNTABILITY I will be answerable for all decisions made and actions taken and responsible for honouring commitments, without qualification or exception; I will report potential or actual harms observed. Specifically, I will be: • Transparent regarding evaluation purpose and actions taken, establishing trust and increasing accountability for performance to the public, particularly those populations affected by the evaluation. • Responsive as questions or events arise, adapting plans as required and referring to appropriate channels where corruption, fraud, sexual exploitation or abuse or other misconduct or waste of resources is identified. • Responsible for meeting the evaluation purpose and for actions taken and for ensuring redress and recognition as needed.	RESPECT I will engage with all stakeholders of an evaluation in a way that honours their dignity, well-being, personal agency and characteristics. Specifically, I will ensure: • Access to the evaluation process and products by all relevant stakeholders – whether powerless or powerful – with due attention to factors that could impede access such as sex, gender, race, language, country of origin, LGBTQ status, age, background, religion, ethnicity and ability. • Meaningful participation and equitable treatment of all relevant stakeholders in the evaluation processes, from design to dissemination. This includes engaging various stakeholders, particularly affected people, so they can actively inform the evaluation approach and products rather than being solely a subject of data collection. • Fair representation of different voices and perspectives in evaluation products (reports, webinars, etc.).	BENEFICENCE I will strive to do good for people and planet while minimizing harm arising from evaluation as an intervention. Specifically, I will ensure: • Explicit and ongoing consideration of risks and benefits from evaluation processes. • Maximum benefits at systemic (including environmental), organizational and programmatic levels. • No harm. I will not proceed where harm cannot be mitigated. • Evaluation makes an overall positive contribution to human and natural systems and the mission of the United Nations.
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I commit to playing my part in ensuring that evaluations are conducted according to the Charter of the United Nations and the ethical requirements laid down above and contained within the UNEG Ethical Guidelines for Evaluation. When this is not possible, I will report the situation to my supervisor, designated focal points or channels and will actively seek an appropriate response.

Evaluation	Final Evaluation, USDA McGovern-Dole Grant for WFP Home-Grown School Feeding in Rwanda (2020-2025) AND Baseline Study, next phase (2025-2029)	Date	25-Jun-2025
Name	Hannah Barber	Signature	Hannah Barber Digitally signed by Hannah Barber Date: 2025.06.25 13:37:02 -05'00'

CONFLICT OF INTEREST STATEMENT

This Conflict of Interest statement covers the following two evaluations:

- Final Evaluation, USDA McGovern Dole Grant for World Food Programme (WFP) Home-Grown School Feeding Project in Rwanda (2020 to 2025)
- Baseline Study, USDA McGovern Dole Grant for World Food Programme (WFP) Home-Grown School Feeding Project in Rwanda (2025 to 2029)

I, the undersigned, Hannah Barber, participant in the bid of **TANGO International, Inc.**, hereby represent, to the best of my knowledge, that:

☒ I, Hannah Barber, have no conflict of interest, as defined in WFP RFP reference number **HQ20NF465-LTA-14**, in connexion with the evaluations noted above;

☐ I, [full name] disclose the following situation that may give rise to a conflict of interest:

I understand that I have an ongoing obligation to disclose to WFP, without any delay, any situation that may constitute a conflict of interest.

I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information.

Company seal: no seal

Staff signature:



Date: June 25, 2025



By signing this pledge, I hereby commit to discussing and applying the UNEG Ethical Guidelines for Evaluation and to adopting the associated ethical behaviours.

INTEGRITY	ACCOUNTABILITY	RESPECT	BENEFICENCE
I will actively adhere to the moral values and professional standards of evaluation practice as outlined in the UNEG Ethical Guidelines for Evaluation and following the values of the United Nations. Specifically, I will be: • Honest and truthful in my communication and actions. • Professional, engaging in credible and trustworthy behaviour, alongside competence, commitment and ongoing reflective practice. • Independent, impartial and incorruptible.	I will be answerable for all decisions made and actions taken and responsible for honouring commitments, without qualification or exception; I will report potential or actual harms observed. Specifically, I will be: • Transparent regarding evaluation purpose and actions taken, establishing trust and increasing accountability for performance to the public, particularly those populations affected by the evaluation. • Responsive as questions or events arise, adapting plans as required and referring to appropriate channels where corruption, fraud, sexual exploitation or abuse or other misconduct or waste of resources is identified. • Responsible for meeting the evaluation purpose and for actions taken and for ensuring redress and recognition as needed.	I will engage with all stakeholders of an evaluation in a way that honours their dignity, well-being, personal agency and characteristics. Specifically, I will ensure: • Access to the evaluation process and products by all relevant stakeholders – whether powerless or powerful – with due attention to factors that could impede access such as sex, gender, race, language, country of origin, LGBTQ status, age, background, religion, ethnicity and ability. • Meaningful participation and equitable treatment of all relevant stakeholders in the evaluation processes, from design to dissemination. This includes engaging various stakeholders, particularly affected people, so they can actively inform the evaluation approach and products rather than being solely a subject of data collection. • Fair representation of different voices and perspectives in evaluation products (reports, webinars, etc.).	I will strive to do good for people and planet while minimizing harm arising from evaluation as an intervention. Specifically, I will ensure: • Explicit and ongoing consideration of risks and benefits from evaluation processes. • Maximum benefits at systemic (including environmental), organizational and programmatic levels. • No harm. I will not proceed where harm cannot be mitigated. • Evaluation makes an overall positive contribution to human and natural systems and the mission of the United Nations.

I commit to playing my part in ensuring that evaluations are conducted according to the Charter of the United Nations and the ethical requirements laid down above and contained within the UNEG Ethical Guidelines for Evaluation. When this is not possible, I will report the situation to my supervisor, designated focal points or channels and will actively seek an appropriate response.

Evaluation	Final Evaluation, USDA McGovern-Dole Grant for WFP Home-Grown School Feeding in Rwanda (2020-2025) AND Baseline Study, next phase (2025-2029)	Date	
Name		Signature	
		AKM TOWFIQUE E AZIZ	AKM TOWFIQUE AZIZ 2025.06.25 14:25:49 -04'00'

Confidentiality Agreement

I, the undersigned, shall exercise the utmost discretion with regard to my involvement in the work of the Office of Evaluation of the World Food Programme (WFP). I shall keep in strict confidence any information known to me by reason of my activities for the WFP Evaluation Function at both central and decentralized levels. I shall not use such information for private gain, or to favour or prejudice any third party.

I understand that this declaration will remain in force after the completion of my involvement with the Office of Evaluation of WFP or any other WFP commissioning unit.

Name & Title:

Place:

Date:

Signature:

AKM
TOWFIQUE
AZIZ

AKM TOWFIQUE
AZIZ
2025.06.25
14:27:55 -04'00'

CONFLICT OF INTEREST STATEMENT

This Conflict of Interest statement covers the following two evaluations:

- Final Evaluation, USDA McGovern Dole Grant for World Food Programme (WFP) Home-Grown School Feeding Project in Rwanda (2020 to 2025)
- Baseline Study, USDA McGovern Dole Grant for World Food Programme (WFP) Home-Grown School Feeding Project in Rwanda (2025 to 2029)

I, the undersigned, AKM TOWFIQUE AZIZ, participant in the bid of **TANGO International, Inc.**, hereby represent, to the best of my knowledge, that:

☒ I, AKM TOWFIQUE AZIZ, have no conflict of interest, as defined in WFP RFP reference number **HQ20NF465-LTA-14**, in connexion with the evaluations noted above;

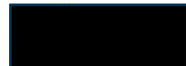
☐ I, [full name] disclose the following situation that may give rise to a conflict of interest:

I understand that I have an ongoing obligation to disclose to WFP, without any delay, any situation that may constitute a conflict of interest.

I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information.

Company seal: no seal

Staff signature:



(AKM TOWFIQUE AZIZ)

Date: 2025.06.25

CONFLICT OF INTEREST STATEMENT

This Conflict of Interest statement covers the following two evaluations:

- Final Evaluation, USDA McGovern Dole Grant for World Food Programme (WFP) Home-Grown School Feeding Project in Rwanda (2020 to 2025)
- Baseline Study, USDA McGovern Dole Grant for World Food Programme (WFP) Home-Grown School Feeding Project in Rwanda (2025 to 2029)

I, the undersigned, Padraic Finan, participant in the bid of TANGO International, Inc., hereby represent, to the best of my knowledge, that:

☒ I, Padraic Finan, have no conflict of interest, as defined in WFP RFP reference number HQ20NF465-LTA-14, in connexion with the evaluations noted above;

☐ I, [full name] disclose the following situation that may give rise to a conflict of interest:

I understand that I have an ongoing obligation to disclose to WFP, without any delay, any situation that may constitute a conflict of interest.

I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information.

Company seal: no seal

Staff signature:



Date: 08/12/2025

Confidentiality Agreement

I, the undersigned, shall exercise the utmost discretion with regard to my involvement in the work of the Office of Evaluation of the World Food Programme (WFP). I shall keep in strict confidence any information known to me by reason of my activities for the WFP Evaluation Function at both central and decentralized levels. I shall not use such information for private gain, or to favour or prejudice any third party.

I understand that this declaration will remain in force after the completion of my involvement with the Office of Evaluation of WFP or any other WFP commissioning unit.

Name & Title: **Padraic Finan. Research Associate/Analyst**

Place: **TANGO International**

Date: **14-Aug-2025**

Signature: **68ae0ae9-b85b-40a2-aaf3-729f56ec4b18**
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ETHICAL GUIDELINES FOR EVALUATION

PLEDGE OF ETHICAL CONDUCT IN EVALUATION



By signing this pledge, I hereby commit to discussing and applying the UNEG Ethical Guidelines for Evaluation and to adopting the associated ethical behaviours.



INTEGRITY

I will actively adhere to the moral values and professional standards of evaluation practice as outlined in the UNEG

Ethical Guidelines for Evaluation and following the values of the United Nations. Specifically, I will be:

- **Honest and truthful** in my communication and actions.
- **Professional**, engaging in credible and trustworthy behaviour, alongside competence, commitment and ongoing reflective practice.
- **Independent, impartial and incorruptible.**



ACCOUNTABILITY

I will be answerable for all decisions made and actions taken and responsible for honouring commitments, without qualification or exception;

I will report potential or actual harms observed. Specifically, I will be:

- **Transparent** regarding evaluation purpose and actions taken, establishing trust and increasing accountability for performance to the public, particularly those populations affected by the evaluation.
- **Responsive** as questions or events arise, adapting plans as required and referring to appropriate channels where corruption, fraud, sexual exploitation or abuse or other misconduct or waste of resources is identified.
- **Responsible** for meeting the evaluation purpose and for actions taken and for ensuring redress and recognition as needed.



RESPECT

I will engage with all stakeholders in an evaluation in a way that honours their dignity, well-being, personal agency and characteristics. Specifically, I will ensure:

- **Access** to the evaluation process and products by all relevant stakeholders – whether powerful or less so – with due attention to factors that could impede access such as sex, gender, race, language, country of origin, LGBTQ status, age, background, religion, ethnicity and ability.
- **Meaningful participation and equitable treatment** of all relevant stakeholders in the evaluation processes, from design to dissemination. This includes engaging various stakeholders, particularly affected people, so they can actively inform the evaluation approach and products rather than being solely a subject of data collection.
- **Fair representation** of different voices and perspectives in evaluation products (reports, webinars, etc.).



BENEFICENCE

I will strive to do good for people and planet while minimizing harm arising from evaluation as an intervention. Specifically, I will ensure:

- **Explicit and ongoing consideration** of risks and benefits from evaluation processes.
- **Maximum benefits** at systemic (including environmental), organizational and programmatic levels.
- **No harm.** I will not proceed where harm cannot be mitigated.
- **Evaluation makes an overall positive contribution** to human and natural systems and the mission of the United Nations.

I commit to playing my part in ensuring that evaluations are conducted according to the Charter of the United Nations and the ethical requirements laid down above and contained within the UNEG Ethical Guidelines for Evaluation. When this is not possible, I will report the situation to my supervisor, designated focal points or channels and will actively seek an appropriate response.

Evaluation

Final Evaluation, USDA McGovern-Dole Grant for WFP Home-Grown School Feeding in Rwanda (2020-2025) AND Baseline Study, next phase (2025-2029)

Date

14-Aug-2025

Signature

68ae0ae9-
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68ae0ae9-
b85b-40a2-
aaf3-729f56e
Date: 2025.08.14
11:48:00 +05'00'

Name

Padraic Finan

CONFLICT OF INTEREST STATEMENT

This Conflict of Interest statement covers the following two evaluations:

- Final Evaluation, USDA McGovern Dole Grant for World Food Programme (WFP) Home-Grown School Feeding Project in Rwanda (2020 to 2025)
- Baseline Study, USDA McGovern Dole Grant for World Food Programme (WFP) Home-Grown School Feeding Project in Rwanda (2025 to 2029)

I, the undersigned, Reece Branham, participant in the bid of **TANGO International, Inc.**, hereby represent, to the best of my knowledge, that:

☒ I, Reece Branham, have no conflict of interest, as defined in WFP RFP reference number **HQ20NF465-LTA-14**, in connexion with the evaluations noted above;

☐ I, [full name] disclose the following situation that may give rise to a conflict of interest:

I understand that I have an ongoing obligation to disclose to WFP, without any delay, any situation that may constitute a conflict of interest.

I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information.

Company seal: no seal

Staff signature: *Reece Branham*

Date: 25 June 2025

Confidentiality Agreement

I, the undersigned, shall exercise the utmost discretion with regard to my involvement in the work of the Office of Evaluation of the World Food Programme (WFP). I shall keep in strict confidence any information known to me by reason of my activities for the WFP Evaluation Function at both central and decentralized levels. I shall not use such information for private gain, or to favour or prejudice any third party.

I understand that this declaration will remain in force after the completion of my involvement with the Office of Evaluation of WFP or any other WFP commissioning unit.

Name & Title: *Reece Branham, Research Associate*

Place: *Tucson, AZ, United States*

Date: *25-Jun-2025*

Signature: *Reece Branham*



ETHICAL GUIDELINES FOR EVALUATION

PLEDGE OF ETHICAL CONDUCT IN EVALUATION

By signing this pledge, I hereby commit to discussing and applying the UNEG Ethical Guidelines for Evaluation and to adopting the associated ethical behaviours.



INTEGRITY

I will actively adhere to the moral values and professional standards of evaluation practice as outlined in the UNEG Ethical Guidelines for Evaluation and following the values of the United Nations. Specifically, I will be:

- **Honest and truthful** in my communication and actions.
- **Professional**, engaging in credible and trustworthy behaviour, alongside competence, commitment and ongoing reflective practice.
- **Independent, impartial and incorruptible.**



ACCOUNTABILITY

I will be answerable for all decisions made and actions taken and responsible for honouring commitments, without qualification or exception; I will report potential or actual harms observed. Specifically, I will be:

- **Transparent** regarding evaluation purpose and actions taken, establishing trust and increasing accountability for performance to the public, particularly those populations affected by the evaluation.
- **Responsive** as questions or events arise, adapting plans as required and referring to appropriate channels where corruption, fraud, sexual exploitation or abuse or other misconduct or waste of resources is identified.
- **Responsible** for meeting the evaluation purpose and for actions taken and for ensuring redress and recognition as needed.



RESPECT

I will engage with all stakeholders of an evaluation in a way that honours their dignity, well-being, personal agency and characteristics. Specifically, I will ensure:

- **Access** to the evaluation process and products by all relevant stakeholders – whether powerless or powerful – with due attention to factors that could impede access such as sex, gender, race, language, country of origin, LGBTQ status, age, background, religion, ethnicity and ability.
- **Meaningful participation and equitable treatment** of all relevant stakeholders in the evaluation processes, from design to dissemination. This includes engaging various stakeholders, particularly affected people, so they can actively inform the evaluation approach and products rather than being solely a subject of data collection.
- **Fair representation** of different voices and perspectives in evaluation products (reports, webinars, etc.).



BENEFICENCE

I will strive to do good for people and planet while minimizing harm arising from evaluation as an intervention. Specifically, I will ensure:

- **Explicit and ongoing consideration of risks and benefits** from evaluation processes.
- **Maximum benefits** at systemic (including environmental), organizational and programmatic levels.
- **No harm.** I will not proceed where harm cannot be mitigated.
- **Evaluation makes an overall positive contribution** to human and natural systems and the mission of the United Nations.

I commit to playing my part in ensuring that evaluations are conducted according to the Charter of the United Nations and the ethical requirements laid down above and contained within the UNEG Ethical Guidelines for Evaluation. When this is not possible, I will report the situation to my supervisor, designated focal points or channels and will actively seek an appropriate response.

Evaluation

Final Evaluation, USDA McGovern-Dole Grant for WFP Home-Grown School Feeding in Rwanda (2020-2025) AND Baseline Study, next phase (2025-2029)

Date

25-Jun-2025

Signature

Reece Branham

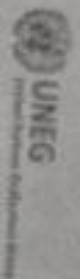
Name

Reece Branham



ETHICAL GUIDELINES FOR EVALUATION

PLEDGE OF ETHICAL CONDUCT IN EVALUATION



By signing this pledge, I hereby commit to discussing and applying the United Ethical Guidelines for Evaluation and to adopting the associated ethical behaviors.

INTEGRITY

I will actively adhere to the moral values and professional standards of evaluation practice as outlined in the United Ethical Guidelines for Evaluation and following the values of the United Nations. Specifically, I will be:

- Honest and truthful in my communication and actions.
- Professional, engaging in credible and trustworthy behavior, adhere to appropriate communication and ongoing reflection practice.
- Unbiased, impartial and non-partisan.

ACCOUNTABILITY

I will be responsible for all decisions made and actions taken and responsible for ensuring consistency, without qualification or exception. I will report potential or actual harm observed. Specifically, I will be:

- Transparent regarding conflict of interest and actions taken, establishing trust and ensuring accountability for performance to the public, particularly those people affected by the evaluation.
- Responsive as questions or events arise, adapting plans as required and referring to appropriate channels where appropriate, to avoid, detect, explain or address or other measures to address or explain is identified.
- Responsible for ensuring the evaluation purpose and for actions taken and for ensuring (reflex) and recognition as needed.

RESPECT

I will engage with all stakeholders of an evaluation in a way that honors their dignity, well-being, personal agency and their interests. Specifically, I will ensure:

- Access to the evaluation process and products by all relevant stakeholders - whether power-holders or marginalized - with due attention to factors that could impede access such as sex, gender, race, language, ethnicity of origin, LGBTIQ status, age, background, religion, ability and ability.
- Meaningful participation and equitable treatment of all relevant stakeholders in the evaluation process, even being to document various stakeholders, particularly affected people, so they can actively inform the evaluation approach and products rather than being solely a subject of data collection.
- Fair representation of all relevant stakeholders in evaluation products, reports, websites, etc.

BENEFICENCE

I will strive to do good for people and planet while ensuring harm arising from evaluation as an intervention. Specifically, I will ensure:

- Explicit and ongoing consultation of stakeholders and families from evaluation processes.
- Maximization benefits to systems including environmental, organizational and socioeconomic health.
- No harm: I will not proceed where harm cannot be mitigated.
- Evaluation makes an overall positive contribution to human and natural systems and the resilience of the United Nations.

I commit to playing my part in ensuring that evaluations are conducted according to the Charter of the United Nations and the ethical requirements and commitments outlined within the United Ethical Guidelines for Evaluation. When this is not possible, I will report the situation to my supervisor, designating trust points of character and will actively seek an appropriate response.

Evaluation: Final Evaluation, UNDA Millennium-Duke Grant for WFP House for own school feeding in Rwanda (2020-2025) AND Baseline Study, see phase (2025-2027)

Name: MONICA MURRAY

Signature: [Redacted]
Date: 6/12/25

CONFLICT OF INTEREST STATEMENT

This Conflict of Interest statement covers the following two evaluations:

- Final Evaluation, USDA McGovern Dole Grant for World Food Programme (WFP) Home-Grown School Feeding Project in Rwanda (2020 to 2025)
- Baseline Study, USDA McGovern Dole Grant for World Food Programme (WFP) Home-Grown School Feeding Project in Rwanda (2025 to 2029)

I, the undersigned, Monica Mueller, participant in the bid of TANGO International, Inc., hereby represent, to the best of my knowledge, that:

☒ I, Monica Mueller, have no conflict of interest, as defined in WFP RFP reference number HQ20NF465-LTA-14, in connexion with the evaluations noted above;

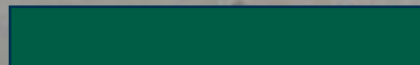
☐ I, [full name] disclose the following situation that may give rise to a conflict of interest:

I understand that I have an ongoing obligation to disclose to WFP, without any delay, any situation that may constitute a conflict of interest.

I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information.

Company seal: no seal

Staff signature:



Date:

8/12/2025

Confidentiality Agreement

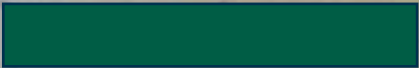
I, the undersigned, shall exercise the utmost discretion with regard to my involvement in the work of the Office of Evaluation of the World Food Programme (WFP). I shall keep in strict confidence any information known to me by reason of my activities for the WFP Evaluation Function at both central and decentralized levels. I shall not use such information for private gain, or to favour or prejudice any third party.

I understand that this declaration will remain in force after the completion of my involvement with the Office of Evaluation of WFP or any other WFP commissioning unit.

Name & Title: Monica Mueller
Senior Technical Advisor

Place: Tucson, Arizona USA

Date: ~~08-Dec-2025~~ 8/12/2025

Signature: 

CONFLICT OF INTEREST STATEMENT

This Conflict of Interest statement covers the following two evaluations:

- Final Evaluation, USDA McGovern Dole Grant for World Food Programme (WFP) Home-Grown School Feeding Project in Rwanda (2020 to 2025)
- Baseline Study, USDA McGovern Dole Grant for World Food Programme (WFP) Home-Grown School Feeding Project in Rwanda (2025 to 2029)

I, the undersigned, Justin TUYIRINGIRE, participant in the bid of **TANGO International, Inc.**, hereby represent, to the best of my knowledge, that:

☒ I, Justin TUYIRINGIRE, have no conflict of interest, as defined in WFP RFP reference number HQ20NF465-LTA-14, in connexion with the evaluations noted above;

☐ I, Jean Aubin Ndizihiwe Nkaka disclose the following situation that may give rise to a conflict of interest:

I understand that I have an ongoing obligation to disclose to WFP, without any delay, any situation that may constitute a conflict of interest.

I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information.

Company seal: no seal

Staff signature:



Date: 26th June 2025



ETHICAL GUIDELINES FOR EVALUATION

PLEDGE OF ETHICAL CONDUCT IN EVALUATION



UNEG
United Nations Evaluation Group

By signing this pledge, I hereby commit to discussing and applying the UNEG Ethical Guidelines for Evaluation and to adopting the associated ethical behaviours.



INTEGRITY

I will actively adhere to the moral values and professional standards of evaluation practice as outlined in the UNEG Ethical Guidelines for Evaluation and following the values of the United Nations. Specifically, I will be:

- **Honest and truthful** in my communication and actions.
- **Professional**, engaging in credible and trustworthy behaviour, alongside competence, commitment and ongoing reflective practice.
- **Independent, impartial and incorruptible**.



ACCOUNTABILITY

I will be answerable for all decisions made and actions taken and responsible for honouring commitments, without qualification or exception. I will report potential or actual harms observed. Specifically, I will be:

- **Transparent regarding evaluation** purpose and actions taken, establishing trust and increasing accountability for performance to the public, particularly those populations affected by the evaluation.
- **Responsive** as questions or events arise, adapting plans as required and referring to appropriate channels where corruption, fraud, sexual exploitation or abuse or other misconduct or waste of resources is identified.
- **Responsible** for meeting the evaluation purpose and for actions taken and for ensuring redress and recognition as needed.



RESPECT

I will engage with all stakeholders of an evaluation in a way that honours their dignity, well-being, personal agency and characteristics. Specifically, I will ensure:

- **Access** to the evaluation process and products by all relevant stakeholders – whether powerless or powerful – with due attention to factors that could impede access such as sex, gender, race, language, country of origin, LGBTQ status, age, background, religion, ethnicity and ability.
- **Meaningful participation and equitable treatment** of all relevant stakeholders in the evaluation processes, from design to dissemination. This includes engaging various stakeholders, particularly affected people, so they can actively inform the evaluation approach and products rather than being solely a subject of data collection.
- **Fair representation** of different voices and perspectives in evaluation products (reports, webinars, etc.).



BENEFICENCE

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- **Explicit and ongoing consideration** of risks and benefits from evaluation processes.
- **Maximum benefits** at systemic (including environmental), organizational and programmatic levels.
- **No harm**. I will not proceed where harm cannot be mitigated.
- **Evaluation makes an overall positive contribution** to human and natural systems and the mission of the United Nations.

I commit to playing my part in ensuring that evaluations are conducted according to the Charter of the United Nations and the ethical requirements laid down above and contained within the UNEG Ethical Guidelines for Evaluation. When this is not possible, I will report the situation to my supervisor, designated focal points or channels and will actively seek an appropriate response.

Evaluation

Final Evaluation, USDA McGovern-Dole Grant for WFP Home-Grown School Feeding in Rwanda (2020-2025) AND Baseline Study, next phase (2025-2029)

Date 27-Jun-2025

Signature

Name Justin TUMIRINGIRE

CONFLICT OF INTEREST STATEMENT

This Conflict of Interest statement covers the following two evaluations:

- Final Evaluation, USDA McGovern Dole Grant for World Food Programme (WFP) Home-Grown School Feeding Project in Rwanda (2020 to 2025)
- Baseline Study, USDA McGovern Dole Grant for World Food Programme (WFP) Home-Grown School Feeding Project in Rwanda (2025 to 2029)

I, the undersigned, Justin TUYIRINGIRE, participant in the bid of **TANGO International, Inc.**, hereby represent, to the best of my knowledge, that:

☒ I, Justin TUYIRINGIRE, have no conflict of interest, as defined in WFP RFP reference number HQ20NF465-LTA-14, in connexion with the evaluations noted above;

☐ I, Jean Aubin Ndizihiwe Nkaka disclose the following situation that may give rise to a conflict of interest:

I understand that I have an ongoing obligation to disclose to WFP, without any delay, any situation that may constitute a conflict of interest.

I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information.

Company seal: no seal

Staff signature:



Date: 26th June 2025



ETHICAL GUIDELINES FOR EVALUATION PLEDGE OF ETHICAL CONDUCT IN EVALUATION



United Nations
Evaluation Group

By signing this pledge, I hereby commit to discussing and applying the UNEG Ethical Guidelines for Evaluation and to adopting the associated ethical behaviours.



INTEGRITY

I will actively adhere to the moral values and professional standards of evaluation practice as outlined in the UNEG Ethical Guidelines for Evaluation and following the values of the United Nations. Specifically, I will be:

- Honest and truthful in my communication and actions.
- Professional, engaging in credible and trustworthy behaviour, alongside competence, commitment and ongoing reflective practice.
- Independent, impartial and incorruptible.



ACCOUNTABILITY

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- Responsible for meeting the evaluation purpose and for actions taken and for ensuring redress and recognition as needed.



RESPECT

I will engage with all stakeholders of an evaluation in a way that honours their dignity, well-being, personal agency and characteristics. Specifically, I will ensure:

- Access to the evaluation process and products by all relevant stakeholders – whether powerless or powerful – with due attention to factors that could impede access such as sex, gender, race, language, country of origin, LGBTQ status, age, background, religion, ethnicity and ability.

- Meaningful participation and equitable treatment of all relevant stakeholders in the evaluation processes, from design to dissemination. This includes engaging various stakeholders, particularly affected people, so they can actively inform the evaluation approach and products rather than being solely a subject of data collection.
- Fair representation of different voices and perspectives in evaluation products (reports, webinars, etc.).



BENEFICENCE

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- Explicit and ongoing consideration of risks and benefits from evaluation processes.
- Maximum benefits at systemic (including environmental), organizational and programmatic levels.
- No harm. I will not proceed where harm cannot be mitigated.
- Evaluation makes an overall positive contribution to human and natural systems and the mission of the United Nations.

I commit to playing my part in ensuring that evaluations are conducted according to the Charter of the United Nations and the ethical requirements laid down above and contained within the UNEG Ethical Guidelines for Evaluation. When this is not possible, I will report the situation to my supervisor, designated focal points or channels and will actively seek an appropriate response.

Evaluation

Final Evaluation, USDA McGovern-Dole Grant for WFP Home-Grown School Feeding in Rwanda (2020-2025) AND Baseline Study, next phase (2025-2029)

Date

26.06.2026

Signature

Name

BARIA MUTETERI

Confidentiality Agreement

I, the undersigned, shall exercise the utmost discretion with regard to my involvement in the work of the Office of Evaluation of the World Food Programme (WFP). I shall keep in strict confidence any information known to me by reason of my activities for the WFP Evaluation Function at both central and decentralized levels. I shall not use such information for private gain, or to favour or prejudice any third party.

I understand that this declaration will remain in force after the completion of my involvement with the Office of Evaluation of WFP or any other WFP commissioning unit.

Name & Title: Daria Muteteri
Ihema Team Leader

Place: Kigali, Rwanda

Date: 26-Jun-2025

Signature:

A solid black rectangular box used to redact the signature of the undersigned.

CONFLICT OF INTEREST STATEMENT

This Conflict of Interest statement covers the following two evaluations:

- Final Evaluation, USDA McGovern Dole Grant for World Food Programme (WFP) Home-Grown School Feeding Project in Rwanda (2020 to 2025)
- Baseline Study, USDA McGovern Dole Grant for World Food Programme (WFP) Home-Grown School Feeding Project in Rwanda (2025 to 2029)

I, the undersigned, Daria Muteteri, participant in the bid of TANGO International, Inc., hereby represent, to the best of my knowledge, that:

☒ I, Daria Muteteri, have no conflict of interest, as defined in WFP RFP reference number HQ20NF465-LTA-14, in connexion with the evaluations noted above;

☐ I, [full name] disclose the following situation that may give rise to a conflict of interest:

I understand that I have an ongoing obligation to disclose to WFP, without any delay, any situation that may constitute a conflict of interest.

I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information.

Company seal: no seal

Staff signature:



Date: 26th June 2025

Acronyms

CAPI	Computer-assisted personal interviewing
CFSVA	Comprehensive Food Security and Vulnerability Analysis
CO	Country Office
CRC	Convention on the Rights of the Child
CSP	Country Strategic Plan
CU5	children under five years of age
CWPM	correct-words-per-minute
DEO	District Education Officer
DEQAS	Decentralized Evaluation Quality Assurance System
EGRA	Early Grade Reading Assessment
ERG	Evaluation Reference Group
ESSP	Education Sector Strategic Plan
FSQ	Food safety and quality
FY	Fiscal year
GDP	Gross Domestic Product
GHI	Gardens for Health International
HQ	Headquarters
LOP	Life of project
LRP	Local and Regional Procurement
M&E	Monitoring and evaluation
MIGEPROF	Ministry of Gender and Family Promotion
MINAGRI	Ministry of Agriculture and Animal Resources
MINECOFIN	Ministry of Finance and Economic Planning
MINALOC	Ministry of Local Government
MINEDUC	Ministry of Education
MINICOM	Ministry of Trade and Agriculture
MOH	Ministry of Health
NCDA	National Child Development Agency
NESA	National Examination and School Inspection Authority
NISR	National Institute of Statistics of Rwanda
NSFP	National School Feeding Programme
NSFSC	National School Feeding Steering Committee
NST2	National Strategy for Transformation 2024-2029
ODK	Open Data Kit
OECD-DAC	Organisation for Economic Co-operation and Development – Development Assistance Committee
PII	Personally identifiable information
PPS	Probability-proportional-to-size
PSTA (4 or 5)	Strategic Plan for the Transformation of Agriculture
REB	Rwanda Education Board
RWF	Rwandan Franc
SDG	Sustainable Development Goal
SEO	Sector Education Officer
SMC	School Meals Coalition
SO	Strategic Objective
TOR	Terms of Reference
TVET	technical and vocational education and training

TWG	Technical Working Group
WASAC	Water & Sanitation Corporation
WASH	Water, Sanitation and Hygiene
WFP	World Food Programme
UNEG	United Nations Evaluation Group
UNICEF	United National Children's Fund
USDA	United States Department of Agriculture

Office of Evaluation

World Food Programme

Via Cesare Giulio Viola 68/70,
00148 Rome, Italy - T +39 06 65131

wfp.org/independent-evaluation