



Mianatra

USDA McGovern–Dole International Food for Education and Child Nutrition Program



Mianatra benefits 130 schools within the districts of Tsihombe and Beloha in Androy region (highlighted in blue above).

BY THE NUMBERS*



130
targeted schools



64,177
Students receiving daily meals



90,136
Direct beneficiaries



4,020
MT of USDA-donated food commodities



1,950
MT of locally procured food commodities

*Life of project targets from project agreement

Overview

In 2021, USDA awarded Global Communities with the first McGovern–Dole International Food for Education and Child Nutrition (McGovern–Dole) project in Madagascar. Global Communities will lead implementation of Mianatra (meaning “learn” in Malagasy) with its consortium partners, Catholic Relief Services (CRS), FHI360, and Malagasy Mahomby, and will collaborate closely with various Government of Madagascar (GoM) ministries at all levels, such as the Ministry of National Education (MEN), National Office of Nutrition (ONN), Ministry of Public Health (MSANP), Ministry of Water, Sanitation and Hygiene (MEAH) and Ministry of Agriculture, Livestock and Fisheries (MAEP). Over the life of the project, Mianatra will provide 4,020 metric tons (MT) of USDA-donated commodities – rice, beans, vegetable oil –as well as USDA-provided funds to procure 1,950 MTs of locally grown and purchased food commodities for daily school meals, benefitting 64,177 preschool and primary school students from 130 schools within 13 communes in the districts of Tsihombe and Beloha in the Androy Region.

Since 2001, Global Communities has partnered with USDA to implement **21 school feeding projects** – 18 McGovern–Dole International Food for Education and Child Nutrition (McGovern–Dole) and three Local and Regional Food Aid Procurement (LRP) – **reaching over 1 million students.**

Objectives & Key Activities

- **Improved literacy of school-aged children** by distributing school supplies and supplemental reading materials (i.e., storybooks, materials for “Talking Walls”, and distanced education materials); training teachers on improved literacy teaching and learning methods; establishing teachers’ communities of practice for peer learning and support; strengthening capacity of school administrators and government officials in supportive monitoring; conducting awareness on the importance of education and reading promotion; establishing reading corners; and improving students’ attentiveness by providing nutritious school meals.
- **Increased use of health, nutrition, and dietary practices** by establishing school “Learning Gardens and Nurseries”; rehabilitating/constructing school infrastructure (i.e., latrines, handwashing stations, improved water sources, kitchens); developing curricula and training teachers on promotion of health, nutrition, and hygiene messaging through school health clubs; equipping teachers and cooks with safe food preparation and storage practices; and supporting teachers and local health centers to distribute deworming medication to students.
- **Sustained impact and transition to a community-led school feeding program** by empowering schools, communities, and local government to gradually take ownership of key responsibilities; supporting the MEN to scale and sustain its National School Feeding Program; strengthening systems and structures to support local procurement of nutritious schools commodities for school meals; developing partnerships between schools, local suppliers, farmer groups, savings and loan groups, parents, and other community members to contribute to school feeding; facilitating community-led sustainability action planning; advocating for strengthened GOM regulatory frameworks and increased budgetary support; and strengthening inter-ministerial collaboration across GOM ministries and various actors supporting education, nutrition, and school feeding programs in Madagascar.