

HOME-GROWN SCHOOL FEEDING PROGRAM



DONOR: USDA and World Food Programme (prime)

LOCATION: Rwanda districts of Burera, Gasabo, Karongi, Kayanza, Nyamagabe, Nyaruguru, and Rutsiro

TIME FRAME: March 2021–September 2025 (Phase 2)

PARTNERS: World Food Programme

Overview

World Vision partners with the World Food Programme, who leads the second five-year phase of the Home-Grown School Feeding (HGSF) program to provide a suite of complementary literacy; water, sanitation, and hygiene (WASH); and local level advocacy interventions to this school feeding project.

BY THE NUMBERS

BUDGET: \$6 million

PARTICIPANTS: 145,793 students

Objectives

- Improve literacy skills of school-aged children through engaging community members and parents, training and coaching teachers, providing learning materials, and facilitating student reading competitions
- Improve health and dietary practices of students through social behavior change communication, hygiene education activities, and improved water systems and latrine/handwashing facilities

Key interventions

World Vision strengthens water, sanitation, and hygiene (WASH) standards in schools by constructing latrines and girls' sanitation rooms to support menstrual health and hygiene; expanding access to clean water through improved water systems; increasing student, parent, and School General Assembly Committee awareness of good hygiene practices; distributing hygiene materials; constructing handwashing stations; and introducing soap-making technology and chlorine treatments for water.

These efforts are supported by the establishment of strong school-level WASH infrastructures, management committees responsible for managing infrastructure, and community-level water user committees. World Vision also trains children, families, and community members on good health and hygiene practices using social behavior change communication approaches.

World Vision's education activities focus on strengthening teaching and learning outcomes through teacher training; supporting for the transition from Kinyarwanda to English as a language of instruction; administrator and teacher coaching; parent and community sensitization to promote gender-equitable education and literacy; and the provision of age-appropriate reading materials. World Vision incorporates the five core reading skills and focuses on the ecosystem around a child—including mentors, administrators, teachers, texts, extra practice, regular assessment, and standards—to build reading capacity through improved classroom instruction and targeted support in and out of school. Education quality is further enhanced through teacher training and professional development including Universal Design for Learning (UDL) to support inclusive and effective instruction during the language transition.



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External evaluation results

Increased literacy, attendance, and attentiveness: External evaluation findings show significant improvements in student enrollment, attendance, and attentiveness compared to baseline. At endline, 70.4% of Primary 2 students were able to correctly answer at least three out of five reading comprehension questions, exceeding the target of 68%. Girls outperformed boys across nearly all literacy indicators, demonstrating strong gains in early grade reading outcomes.

Improved WASH, health, and hygiene behaviors: Student awareness and adoption of health and hygiene practices improved substantially over the life of the project. At endline, 32.8% of Primary 2 students were able to identify at least three health and hygiene practices, and 18.6% reported regularly using those practices—up from 13.4% and 9.2% at baseline, respectively. Stakeholders observed markedly improved WASH practices in project-supported schools, while noting the importance of stronger engagement from school administrators to promote WASH practices in government schools.



A boy participates in a game during a reading club. These clubs involve fun and learner-centered approaches to help students improve literacy.

Output level results

By the end of fiscal year 2025, the HGSF project achieved the following results:

- Constructed 73 disability-inclusive ventilated improved pit latrines, 20 water connections, 24 permanent handwashing stations, and 67 girls' sanitation rooms, benefiting 70,386 children.
- Connected 20 schools to functional water supply systems.
- Equipped 723 teachers and local leaders as trainers of trainers on the WASH UP! model and the School-Based Environmental Health Promotion Program.
- Reached 118,203 students with health and hygiene promotion messages.
- Provided water filters to 15 schools, benefiting 12,820 children.
- Trained 140 school audit committees to strengthen supervision and maintenance of WASH infrastructure.
- Trained project staff on the International Development and Early Learning Assessment (IDELA) tool to assess pre-primary students.
- Trained 502 school administrators on teacher coaching and mentoring techniques, with all reporting application of newly acquired skills.
- Supported 495 teachers through school-based coaching provided by trained school administrators.
- Organized reading competitions in 140 schools to foster enthusiasm for reading and peer collaboration.
- Established a reading buddies system, engaging 64,543 Grade 1–3 students to improve reading performance.

"It was when I attended the Learning Roots pre-primary teachers training organized by the HGSF project that I learned how young children learn. I realized that students like Obed were not mastering what I was teaching because of the methodologies I was using to teach them. After the training, I started using visual aids, songs, and games in all the activities. Currently, Obed excels in language development, retelling stories I read in class using visual aids. He has even started to narrate stories about his home and school confidently. For Samuella, her social-emotional development has improved greatly. This was due to the use of non-instructional conversations and interactive learning methods like songs and games."

—Alice, pre-primary teacher in Gatsibo

