

Terms of Reference
INDEPENDENT MID-TERM EVALUATION of
WFP School Feeding USDA McGovern Dole Grant FFE-388-2014/048-00 in Bangladesh

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Acronyms

ALNAP	Active Learning Network for Accountability and Performance in Humanitarian Action
AUL DFAT	Australian Department of Foreign Affairs and Trade
BR	Budget Revision
CO	Country Office (WFP)
CP	Cooperating Partners
CP School Meals	Country Programme School Meals
C&V Rel Cost	Cash & voucher related costs
C&V Transfer	Cash & voucher transfer
CSP	Capacity Support Unit
DAC	Development Assistance Committee
DEQAS	Decentralized Evaluation Quality Assurance System
DPE	Directorate of Primary Education
EB	Executive Board (WFP)
EM	Evaluation Manager
ER	Evaluation Report
ET	Evaluation Team
FAO	Food and Agriculture Organization
GEEW	Gender empowerment and equality of women
GoB	Government of Bangladesh
HQ	Headquarters (WFP)
IEC	Internal Evaluation Committee
IP	Inception Package
ISC	Indirect Support Cost
LTA	Long-Term Agreement
LTSH	Landside Transport, Storage and Handling
M&E	Monitoring and Evaluation
MDG	Millennium Development Goals

MGD	McGovern-Dole
MoA	Ministry of Agriculture (Bangladesh)
MoF	Ministry of Finance (Bangladesh)
MoHFW	Ministry of Health and Family Welfare (Bangladesh)
MoPME	Ministry of Primary and Mass Education (Bangladesh)
Mt	Metric Ton
NGO	Non-Governmental Organisation
NSFPPA	National School Feeding in Poverty Prone Areas (Bangladesh)
ODOC	Other direct operational costs
OEV	Office of Evaluation (WFP)
OpEv	Operation Evaluation
PEDP-III	Third Primary Education Development Program
PSC	Programme Support Costs
RB	Regional Bureau (WFP)
TOR	Terms of Reference
UN	United Nations
UNCT	United Nations Country Team
UNDSS	United Nations Department of Safety & Security
UNEG	United Nations Evaluation Group
UNICEF	United Nations International Children's Emergency Fund
USDA FAD	United States Department of Agriculture Food Assistance Division
WFP	World Food Programme
WPD UNIL	WFP private sector donation - Unilever

1. Introduction

1. This Terms of Reference (TOR) is for the mid-term evaluation (MTE) of United States Department of Agriculture (USDA) McGovern-Dole Grant (MDG) FFE-388-2014/048-00 supported school feeding activities in Bangladesh. This evaluation is commissioned by WFP's Bangladesh Country Office and will last from August 2016 to March 2017 including internal preparation time. This evaluation will cover the start of actual implementation of the McGovern-Dole funded operation from March 2015 to the point of the mid-term evaluation, planned for September 2016.
2. The evaluation process within WFP will be managed by an evaluation manager (WFP - EM) appointed by the WFP Regional Bureau for Asia and the Pacific (RB) who will be the main focal point for day to day contact during the evaluation period. The WFP – EM will be supported by an evaluation focal point not associated with the implementation of the school meals programme in the WFP Bangladesh country office. An outside firm will be contracted to carry out the actual evaluation and will appoint their own evaluation manager in accordance with normal practice. Appropriate safeguards to ensure the impartiality and independence of the evaluation are outlined within this TOR.
3. The evaluation will provide an evidence-based, independent assessment of performance of the operation and associated interventions so far, so that WFP-Bangladesh and the Cooperating Partners (CPs) can adjust the project's course as necessary for the remainder of the project term and to inform any future project design.
4. This TOR was prepared by RB for Asia based upon an initial document review and consultation with stakeholders and following a standard template. The purpose of the TOR is twofold: firstly, it provides key information to the evaluation team and helps guide them throughout the evaluation process; and secondly, it provides key information to stakeholders about the proposed evaluation.
5. The TOR will be finalized based on comments received on the draft version and on the agreement reached with the selected company. The evaluation shall be conducted in conformity with the TOR.

2. Reasons for the Evaluation

2.1 Rationale

6. The WFP Bangladesh Country Office is commissioning a mid-term evaluation of MGD supported WFP school meals activities in Bangladesh to assess performance of program operations and associated interventions for the purposes of accountability and program strengthening.

The World Food Programme (WFP) started the Bangladesh School Feeding Programme (SFP) in 2001. The Bangladesh SFP recently received a US\$26 million donation from USDA to support 137,000 children per year over the course of the three-year assistance period (financial year 2015-2017). The program covers students enrolled in 286 non-formal primary schools (supporting 9,143 students) in the two upazilas (sub-districts) of Gobindaganj and Saghata and in 269 non-formal primary schools (supporting 9,611 students) and 375 formal schools (101,748 students) in Sundorganj and Fulchori upazilas. The SFP started in Fulchari in January 2015 but has been ongoing in Sundorganj since 2007. Under the program, each student receives a 75gram packet of micronutrient-fortified high energy biscuits (HEB) each day he/she attends school (approximately 240 days per year).

As the programme is now at its mid-way point, the Bangladesh country office is keen to evaluate progress to date and receive guidance on the programme implementation. Further, a key component of the programme is to work in partnership with stakeholders and provide capacity building to government to eventually take over the programme. Therefore, an important part of this evaluation

will be to assess the partnerships with the government and other key stakeholders, such as the local communities and NGOs.

This mid-term evaluation will also fulfil a requirement of USDA that McGovern-Dole funded projects carry out a midterm evaluation to critically and objectively review the progress of implementation with an eye to generating recommendations that will strengthen project implementation and inform future project design. The mid-term evaluation will also be an opportunity to evaluate whether recommendations made during the baseline evaluation were integrated into programme implementation and if so, whether these recommendations were successful in strengthening the programme.

2.2 Objectives

7. Evaluations in WFP serve the dual and mutually reinforcing objectives of accountability and learning.
8. **Accountability** – The evaluation will assess and report on the performance and results of school feeding activities.
9. **Learning** – The evaluation will determine the reasons why certain results occurred or not to draw lessons, derive good practices and pointers for learning. It will provide evidence-based findings to inform operational and strategic decision-making. Findings will be actively disseminated and lessons will be incorporated into relevant lesson sharing systems.

For USDA, the purpose of the evaluation is to critically and objectively review and take stock of the program participant's implementing experience and the implementing environment, assess whether targeted beneficiaries are receiving services as expected, assess whether the project is on track to meeting its stated goals and objectives, review the results frameworks and assumptions, document initial lessons learned, and discuss necessary modifications or mid-course corrections that may be necessary to effectively and efficiently meet the stated goals and objectives.¹

1. 2.3 Stakeholders and Users

Stakeholders: A number of stakeholders both inside and outside of WFP have an interest in the results of the evaluation and some of these will be asked to play a role in the evaluation process. The methodology for the evaluation will ensure that a range of beneficiary voices are captured through key informant interviews and focus group discussions (FGD) with various interest groups of both genders (parents/teachers/students).

- The methodology employed in the mid-term will follow the baseline approach that included: school questionnaires to collect school-level information through interviews with the head teacher, direct observation of the school facilities, and school records data; student questionnaires of selected pupils in each sampled school; household questionnaires for parents of the pupils; early Grade Reading Assessment (EGRA) administered to selected students from the third grade from each school; a teacher questionnaire to selected teachers and their teaching techniques observed; a storekeeper questionnaire administered to the person responsible for the storage of SFP food in each school as well as direct observation of the storeroom. Qualitative methods were employed to provide independent sources of information through Focus Group Discussions (FGDs) and in-depth Key Informant Interviews (KIIs) with teachers, parents and school management committee (SMC) members.
- Table 1, below provides a preliminary stakeholder analysis, which should be further developed by the evaluation team as part of the inception phase.

¹ USDA Monitoring and Evaluation Policy, 2013

Accountability to affected populations is tied to WFP's commitments to include beneficiaries as key stakeholders in its work. As such, WFP is committed to ensuring gender equality and women's empowerment in the evaluation process, with participation and consultation in the evaluation by women, men, boys and girls from different groups.

Table 1: Preliminary Stakeholder analysis

Stakeholders	Interest in the evaluation and likely uses of evaluation report to this stakeholder
INTERNAL STAKEHOLDERS	
Country Office (CO) Bangladesh	Responsible for the country level planning and operations implementation, it has a direct stake in the evaluation and an interest in learning from experience to inform decision-making. It is also called upon to account internally as well as to its beneficiaries and partners for performance and results of its operation.
Regional Bureau (RB) for Asia and the Pacific based in Bangkok	Responsible for both oversight of COs and technical guidance and support, the RB management has an interest in an independent account of the operational performance as well as in learning from the evaluation findings to apply this learning to other country offices.
WFP HQ	WFP has an interest in the lessons that emerge from evaluations, particularly as they relate to WFP strategies, policies, thematic areas, or delivery modality with wider relevance to WFP programming.
Office of Evaluation (OEV)	OEV has a stake in ensuring that independent evaluations commissioned directly by WFP country offices and regional bureaux, deliver high quality, useful and credible evaluations.
WFP Executive Board (EB)	The WFP governing body has an interest in being informed about the effectiveness of WFP operations. This evaluation will not be presented to the EB but its findings may feed into annual syntheses and into corporate learning processes.
EXTERNAL STAKEHOLDERS	
Beneficiaries	As the ultimate recipients of food assistance, the school feeding beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective. As such, the level of participation in the evaluation of women, men, boys and girls from different groups will be determined and their respective perspectives will be sought. In particular, information will be collected from the schools that are included in the sample, as well as from students, teachers and parents.
Government	The Government has a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonised with the action of other partners and meet the expected results. The Ministry of Primary and Mass Education (MoPME) Directorate of Primary Education (DPE) will have particular interest in issues related to capacity development as the direct institutional beneficiary. Issues related to handover and sustainability will also be of interest to the MoPME as well as the Ministry of Health and Family Welfare (MoHFW), Ministry of Food, Ministry of Agriculture (MoA), and Ministry of Finance (MoF).
UN Country team (UNCT)	The UNCT's harmonized action should contribute to the realisation of the government's developmental objectives. It has, therefore, an interest in ensuring that WFP's operations are effective in contributing to the UN concerted efforts. Various agencies are also direct partners of WFP at policy and activity level.
NGOs	NGOs BRAC and RDRS have partnered with WFP Bangladesh for the implementation of school feeding activities while also engaging in other

	initiatives outside of WFP. The results of the evaluation might affect future implementation modalities, strategic orientations and partnerships.
Donors including USDA Food Assistance Division (FAD)	WFP operations are voluntarily funded by a number of donors. They have an interest in knowing whether their funds have been spent efficiently and if WFP's work has been effective and contributed to their own strategies and programmes. USDA has specific interest in ensuring that operational performance reflects USDA standards and accountability requirements, as well as an interest in learning to inform changes in project strategy, results framework, and critical assumptions.
Others	A wide range of actors, such as local suppliers, school administrators and local communities, are involved in the provision of school meals and are expected to benefit from some of the capacity development activities. Their perspectives will be sought as the engagement of those actors influences the effectiveness of the programme as well as its sustainability.

10. Users The primary users of this evaluation will be:

- WFP-Bangladesh and its partners to adjust the project's interventions as necessary for the remainder of the project term and to inform any future project design
- Given RB's core functions, the RB is expected to use the evaluation findings to provide strategic guidance, programme support, oversight, and to extract lessons for sharing across the region.
- WFP HQ may use evaluations for wider organizational learning and accountability
- OEV may use the evaluation findings, as appropriate, to feed into evaluation syntheses.
- USDA will use evaluation findings to inform changes in project strategy, results framework, and critical assumptions.
- NGOs BRAC and RDRS have partnered with WFP Bangladesh for the implementation of school feeding activities while also engaging in other initiatives outside of WFP. These organizations could use the results of the evaluation to inform current activities as well as future project design.
- The government is expected to take over the management and monitoring of the school feeding program over time, therefore, information on whether the programme is yielding the desired results is of primary importance.
- Other COs may also benefit from the findings, which can contribute to corporate learning on implementation of capacity development interventions.

3. Context & Subject of the Evaluation

3.1 Context

11. Bangladesh is one of the most densely populated and disaster-prone countries in the world. Its population is estimated at over 160 million and it is classified as a least-developed, low-income, food-deficit country. It falls in the low human development category, ranking 142 out of 185 countries on the Human Development Index.² Despite significant gains in terms of macro-economic growth and human development over the past decade, Bangladesh continues to experience high levels of extreme poverty, and high rates of food insecurity and under-nutrition. Forty-one percent of children under the age of five are stunted, 16% are wasted, and 36% are underweight³; levels that are above public emergency thresholds. It is also **highly vulnerable to natural disasters**, such as flooding and cyclones, which exacerbates food insecurity status of millions of people.

² UNDP, Human Development Report, 2015.

³ Bangladesh Demographic and Health Survey, 2011

12. Bangladesh also faces the human development challenge of **illiteracy**. The national literacy rate is 50.5% (11-45 years) and among 11-14 year olds, 19.5% are non-literate and 10.4% are only semi-literate.⁴ In recent years, Bangladesh has made significant progress in its efforts to address illiteracy, especially with regard to increasing access to education and gender equity at the primary level, and is on track to reach the net enrolment target of Millennium Development Goal 2, universal primary education, by 2015.
13. **Targeted Beneficiaries and Regions:** The northern districts of Kurigram and Gaibandha are among the poorest in Bangladesh; in Kurigram more than 60% of the population live under the poverty line, and in Gaibandha it is between 49-60%.⁵ These districts are affected by high levels of food insecurity, exacerbated by frequent natural disasters; in 2012 alone, three separate floods were experienced and the effects continue to be felt well into 2013. Education performance in Kurigram and Gaibandha is poor and below the national average. For example, in these districts students are less likely to successfully complete fifth grade than they are elsewhere in the country.⁶ DPE has singled out the *char*⁷ areas in Kurigram as particularly lagging behind the rest of the country in primary completion rates.⁸ Also, children's achievement levels remain far below the national targets; only about half of the primary school graduates in the targeted communities achieve the minimum national curriculum competencies.⁹
14. The baseline survey conducted in December 2015 by Kimetrica in the sub-districts of Sunderganj and Fulchhari (during the 2014 academic year) found low student literacy skills, with only a quarter of students (26 percent) classified as fluent readers according to the oral reading fluency (ORF) benchmark of 45 words per minute. Further, the average Dietary Diversity Score (DDS) for children was 5.1 out of a maximum score of 10, with one in every five (18 percent) students having a high DDS (DDS \geq 7).
15. WFP's MGD FY 2014-2016 project provides school feeding assistance in all *upazilas* (sub-districts) in Kurigram, and three of the seven *upazilas* in Gaibandha. Moreover, it will include one currently unreached *upazila* in Gaibandha, Fulchhari, by 2017. On the banks of the Brahmaputra River, and comprising many *char* areas, Fulchhari is highly disaster-prone and susceptible to river erosion. This has led to significant displacement and serious livelihoods impacts. This *upazila* also faces regular economic crises during the lean season. As such, it is of the utmost importance that this *upazila* also be prioritized for school feeding activities.
16. WFP-Bangladesh's School Feeding Programme is funded by donors, including USDA, AusAID, the Government of Spain, Unilever, and other private donors. WFP-Bangladesh also receives regular in-kind wheat contributions from GoB. The European Union, since 2009, has contributed US\$11.75 million directly to GoB to provide school feeding assistance to 230,000 children in ten *upazilas* in ten districts in southern and northern Bangladesh. The GoB strongly supports school feeding. In 2011, it established the National School Feeding Programme, thanks in part to technical support provided by WFP-Bangladesh, through its FY 2011-2013 MGD project.

3.2 Subject of the evaluation

17. The McGovern-Dole (MGD) funded school meals project was designed to provide school feeding assistance (micronutrient-fortified biscuits) to an average of 137,000 pre-primary and primary school children per year in four Upazilas (sub-districts) of Gaibandha districts in North-West Bangladesh, and support a critical phase of the handover of school feeding to the GoB. The project will use USDA

⁴ Bangladesh Bureau of Statistics, Literacy Assessment Survey, 2011

⁵ WFP, Bangladesh Proportion of the Population Poor 2005.

⁶ DPE, Bangladesh Primary Education Annual Sector Performance Report, May 2012.

⁷ *Chars* are inhabited sandbanks along the Brahmaputra River that crosses Bangladesh from north to south. The *char* residents are semi-nomadic and among the poorest of the poor.

⁸ DPE, Bangladesh Primary Education Annual Sector Performance Report, May 2012.

⁹ DPE, Bangladesh Primary Education Annual Sector Performance Report, May 2012.

food and funding to contribute directly towards MGD Strategic Objective 1 (R) and Strategic Objective 2 (Increased Use of Health and Dietary Practices) by:

- (i) supporting and implementing activities that promote education, literacy and health among pre-primary and primary school children at the national, regional, and local levels;
 - (ii) formulating, institutionalizing, and operationalizing Bangladesh's first National School Feeding Policy;
 - (iii) mainstreaming GoB's National School Feeding in Poverty Prone Areas (NSFPPA) program into GoB's five year primary education sector program (the Third Primary Education Development Program or "PEDP-III"); and
 - (iv) continuing and intensifying institutional capacity support to the Ministry of Primary and Mass Education (MoPME) through WFP-Bangladesh's Capacity Support Unit (CSU) located in MoPME's Directorate of Primary Education (DPE).
18. Please see **Annex 3** for **Project Level Results Framework**.
19. USDA signed the McGovern-Dole commitment letter on October 1, 2014. USDA has allocated up to \$26 million for donations of commodities, transportation, and financial assistance through McGovern-Dole Grant FFE-388-2014/048-00 for FY2014-2016. Project implementation started with the first tranche of commodities' arrival in March 2015, and the baseline assessment was conducted in July 2015.
20. USDA has recently approved an amendment to the original grant that extends the project coverage to new areas and enhances literacy activities using underutilized resources.

4. Evaluation Approach

4.1 Scope

21. The evaluation will cover the WFP Bangladesh School Feeding USDA McGovern-Dole Grant FFE-388-2014/048-00, including all activities and processes related to its formulation, implementation, resourcing, monitoring, evaluation, and reporting relevant to answer the evaluation questions. It will focus on the operational and managerial aspects of the McGovern-Dole funded school feeding activities. This evaluation, commissioned by the WFP Bangladesh Country Office, will cover the start of actual implementation of the McGovern-Dole funded operation from March 2015 to the point of the mid-term evaluation, planned for September 2016. The first 8 weeks of the evaluation will encompass desk review, planning, and inception report.
22. The school meals programme is a longstanding WFP operation that has been implemented in Bangladesh since 2001. McGovern-Dole has been one of the primary financial inputs for implementation since 2008 for the agreed target areas. A key aspect of the evaluation will be to measure the programme's progress towards achieving impact as well as the likelihood of attaining sustainability.

4.2 Evaluation Criteria and Questions

23. **Evaluation Criteria** The evaluation will use the standard evaluation criteria of Relevance, Effectiveness, Efficiency, Sustainability, and Impact.¹⁰ Gender Equality and the Empowerment of women (GEEW) should be mainstreamed throughout.
24. **Evaluation Questions** Allied to the evaluation criteria, the evaluation will address the following key questions, which will be further developed by the evaluation team during the inception phase. Collectively, the questions aim at highlighting the key lessons and performance of the school feeding activities, which could inform future strategic and operational decisions.

Question 1: How appropriate is the operation? Areas for analysis will include the extent to which the objectives, targeting and activities:

- Are coherent with relevant stated national policies and strategies on education, food security and nutrition, including gender.
- Seek complementarity with the interventions of relevant government and development partners.
- Were coherent at project design stage with relevant WFP and UN-wide system strategies, policies and normative guidance (including gender), and remained so over time.
- Whether the strategies (education, food security and nutrition) and project design were appropriate to the needs of the food insecure population and community, and were based on a sound gender analysis that considered the distinct needs and participation of boys and girls (and as appropriate within the context of the school meals programme, women and men), from different groups and geographical areas, as applicable, and remained so over time.

Question 2: What are the results of the operation? This will entail an analysis of outputs and progress towards outcomes expressed in the results framework (in so far as these can be assessed at the mid-term point); overview of actual versus planned outputs; efficiency issues; assessment of whether assistance reached the right beneficiaries in the right quantity and quality at the right time. Particular attention will be paid to gender disaggregation and analysis.

- The level of attainment of the planned outputs (including the capacity development activities as well the number of beneficiaries served disaggregated by women, girls, men and boys) and the extent to which the intervention delivered results for men and women, boys and girls;
- The extent to which the outputs led to the realization of the operation objectives as well as to unintended effects highlighting, as applicable, differences for different groups, including women, girls, men and boys; how Gender empowerment and equality of women (GEEW) results have been achieved;
- The extent to which gender equality and protection issues have been adequately addressed by the programme;
- How different activities of the operation dovetail and are synergetic with what other actors are doing to contribute to the overriding WFP objective of developing the capacity of the GoB to manage and implement school feeding; and
- The efficiency of the operation and progress of capacity building of government stakeholders toward eventual handover.

Question 3: The factors affecting the results: the evaluation should generate insights into the main internal and external factors that caused the observed changes and affected how results were achieved. The inquiry is likely to focus, amongst others, on:

¹⁰ For more detail see:

<http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm> and <http://www.alnap.org/what-we-do/evaluation/eha>

- Internally (factors within WFP's control): the processes, systems and tools in place to support the operation design, implementation, monitoring/evaluation and reporting; the governance structure and institutional arrangements (including issues related to staffing, capacity and technical backstopping from RB/HQ as relevant); the partnership and coordination arrangements (how have these partnerships helped/hindered implementation of the programme?); to what extent the implementation partnerships in force are relevant, sufficient and effective etc.
- Externally (factors outside WFP's control): the external operating environment; the funding climate; external incentives and pressures; etc. How has the limitation of available government funding affected the achieved results, caused the observed changes and may affect the success of the capacity development efforts in the future (post-WFP)?

Question 4: To what extent does the intervention's implementation strategy include considerations for sustainability, such as capacity building of national and local government institutions, communities and other partners?

- Are the benefits of the intervention likely to continue after the programme is completed?
- Has the intervention made any difference to gender relations thus far and is it likely to continue once the intervention is completed?

4.3 Evaluability assessment

25. Evaluability is the extent to which an activity or a programme can be evaluated in a reliable and credible fashion. The below provides a preliminary evaluability assessment, which will be deepened by the evaluation team in the inception package. The team will notably critically assess data availability and take evaluability limitations into consideration in its choice of evaluation methods. In doing so, the team will also critically review the evaluability of the gender aspects of the operation, identify related challenges and mitigation measures and determine whether additional indicators are required to include gender empowerment and gender equality dimensions.
26. The mid-term evaluation will draw on the existing body of documented data, as far as possible, and complement and triangulate this with information to be collected in the field. Specifically, this will include the baseline survey, the first outcome survey, government capacity assessments, previous evaluations of WFP-Bangladesh's School Feeding Program, as well as all monitoring data. The evaluation will employ both quantitative and qualitative methods including: desk review of documents and data, semi-structured interviews and focus groups (to ensure that a cross-section of stakeholders are able to participate and a diversity of views are gathered) and observation during field visits. The selection of field visit sites will be based on objectively verifiable criteria and may include stratified sampling to ensure a representative a selection.
27. The results of the first outcome survey will inform the assessment of the project impact in the Mid-Term Evaluation. The first outcome survey is planned to occur in July 2016, one year after the baseline assessment conducted in June 2015. Data should be available to the evaluation team to provide systematically generated evidence on effectiveness of the school meals programme. The full list of monitoring data available for the evaluation is provided in Annex 5.
28. The evaluation team will have access to the following information for desk review: baseline and assessment reports and data, project documents, the project level results framework (which outlines the strategic objectives, selective outputs, outcomes, and targets) and logframe, and previous evaluations. In addition, the team will have access to relevant WFP strategies, policies, and normative guidance.

4.4 Methodology

29. The evaluation team will design the methodology during the inception phase. The methodology should mirror that of the baseline evaluation. The baseline evaluation employed quantitative and qualitative data collection methods conducted in parallel. Quantitative data was collected via a cross-sectional survey of a sub-sample of SFP schools and beneficiaries. Extensive desk research complemented this process. Qualitative data was collected through focus group discussions (FGD) and Key Informant Interviews (KIIs) and provided an independent source of information to triangulate and support the quantitative findings. The only exception to this methodology for the mid-term evaluation will be that data from NON-participating schools will not be included as this will be done for the final evaluation **only**. If the service provider wishes to make adjustments to the baseline methodology, this should be clearly indicated and justified. Overall, the mid-term methodology should consider the following:

- Adopt a program theory approach based on the results framework agreed with USDA. The evaluation team will review, verify, and elaborate if necessary, the theory of change preparing the framework for the mid-term evaluation. Specifically, this will include the baseline survey, government capacity assessments, previous evaluations of WFP-Bangladesh's School Feeding Program, as well as all monitoring data. The results of the first outcome survey will inform the assessment of progress towards the project impact in the mid-term evaluation;
- Draw on the existing body of documented data, and triangulate this with information to be collected in the field using the quantitative methodology as well as appropriate qualitative information; The adequacy of available CO monitoring data to inform the evaluation needs to be reviewed and the methodology adjusted depending on the findings.
- Include: a desk review, semi-structured interviews and focus groups (to ensure that a cross-section of stakeholders is able to participate so that a diversity of views is gathered) and observation during field visits. The selection of field visit sites will be based on objectively verifiable criteria and may include stratified sampling to ensure a representative selection. Field work should take approximately three weeks, however, the service provider is invited to indicate if there are circumstances that would dictate less or more time required. Exact timing of the field visits will be negotiated with the country office to ensure that there is no overlap with regular country office missions. As some of the field locations are quite remote, team members may be required to hike to field locations;
- Apply an evaluation matrix geared towards addressing the key evaluation questions taking into account the data availability challenges, the budget and timing constraints;
- Consider whether the mode of implementation will generate a sufficient understanding of how the programme is addressing the needs of boys and girls.

Impartiality and Independence: Measures are in place to ensure impartiality and independence during the mid-term evaluation. An external service provider will be hired to conduct the evaluation; WFP has appointed a dedicated evaluation manager to manage the evaluation process internally; an internal WFP evaluation committee, led by staff not directly implementing the programme at the country office level, to manage and make decisions on the evaluation; an Evaluation Reference Group (ERG) (including WFP and external stakeholders) will be set up to steer the evaluation process and further strengthen the independence of the evaluation. (**Annex 2 shows the composition of the two groups**) All feedback generated by these groups will be shared with the service provider. The service provider will be required to critically review the submissions and provide feedback on actions taken/or not taken as well as the associated rationale.

Risks: A risk to the evaluation includes a potential difference in the methodological approach used by the service provider between the baseline and mid-term evaluation. To mitigate this risk, a service provider will be chosen from among a well recommended set of evaluation firms that regularly provide services to WFP. Additionally, the inception report will be carefully reviewed and discussed by WFP and stakeholders to ensure methodology and approach are sound.

4.5 Quality Assurance

30. WFP's Decentralized Evaluation Quality Assurance System (DEQAS) defines the quality standards expected from this evaluation and sets out processes with in-built steps for quality assurance, templates for evaluation products and checklists for the review thereof. It is based on the UNEG norms and standards and good practice of the international evaluation community (DAC and ALNAP) and aims to ensure that the evaluation process and products conform to best practice and meet WFP's quality standards. DEQAS does not interfere with the views and independence of the evaluation team.
31. The evaluation team should be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information. ***Refer to WFP Directive (#CP2010/001) on Information Disclosure.***
32. DEQAS should be systematically applied to this evaluation and the evaluation manager will be responsible to ensure that the evaluation progresses in line with its process steps and to conduct a rigorous quality control of the evaluation products ahead of their submission to WFP.
33. The CO will designate an Evaluation Focal Point who has no involvement in the daily implementation of the school meals programme. An internal evaluation committee (IEC) will be chaired by the Country Director or his/her deputy. The IEC will ensure due process in evaluation management, providing advice the evaluation focal point and clearing evaluation products submitted to the Chair for approval.
34. The CO will further establish an evaluation reference group of WFP and external stakeholders to review the TOR, inception package, and final report to ensure appropriate safeguards for independence and impartiality.
35. WFP's OEV has developed a quality assurance checklist for its independent evaluations. This includes checklists for feedback on quality for each of the evaluation products. These checklists will be applied to ensure the quality of the evaluation process and outputs. In addition, a post-hoc quality assessment of the final decentralised evaluation report will be conducted by OEV.
36. Concerning the quality of data and information, the evaluation team should systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data.

5 Phases and Deliverables

37. The evaluation will proceed through the following phases. The evaluation schedule in **Table 2** provides the proposed timeline for each phase over the full timeframe. A summary of the deliverables and deadlines for each phase are as follows:
38. **Preparation phase** (May – September 2016): The RBB Regional M&E Advisor will conduct background research and consultation to frame the evaluation; prepare the TOR; select the evaluation team and contract the company for the management and conduct of the evaluation. According to the USDA McGovern-Dole programme requirements, draft evaluation ToRs for the mid-term evaluations must be ready for WFP to transmit to the USDA Food Assistance Division (FAD) for inputs and comments three months prior to the start of an evaluation.
39. **Inception phase** (October - November 2016): This phase aims to prepare the evaluation team for the evaluation phase by ensuring that it has a good grasp of the expectations for the evaluation and a clear plan for conducting it. The inception phase will include a desk review of secondary data, finalisation of evaluation methodology and tools and initial interaction with the main stakeholders. The quality assured inception reports must be submitted to the WFP Country Office for approval no later than *two weeks before* the evaluation begins.

- **Deliverable: Inception Report.** The Inception Reports will describe the country context, provide an operational factsheet and a map, and provide a stakeholder analysis. The Inception Reports will also describe the evaluation methodologies and the approach taken by the team to cultivate ownership and organize debrief sessions and quality assurance systems developed for the evaluation. The Inception Reports will include use of Evaluation Plan Matrices, and they will outline how the evaluation teams will collect and analyse data to answer all evaluation questions. Finally, they must include an evaluation activity plan and time line. The evaluation designs and proposed methodologies specified in the Inception Reports must reflect the evaluation plans, budgets and operational environments, and the extent to which methods lead to collection of reliable data and analysis that provide a basis for reaching valid and reliable judgments. For more details, refer to the [content guide for the inception package](#).
40. **Evaluation phase** (November/December 2016): The fieldwork will span two to three weeks and will include visits to project sites and primary (to the extent needed) and secondary data collection from local stakeholders. Accessibility to remote areas should be considered when determining sample size and travel logistics. A debriefing session will be held upon completion of the fieldwork.
- **Deliverable: Exit debriefing presentation.** An exit debriefing presentation of preliminary findings and conclusions (power point presentation) will be prepared to support the de- briefings.
41. **Reporting phase** (December – March 2016): The evaluation team will analyse the data collected during the desk review and the field work, conduct additional consultations with stakeholders, as required, and draft the evaluation report. It will be submitted to the evaluation manager for quality assurance. Stakeholders will be invited to provide comments, which will be recorded in a matrix by the evaluation manager and provided to the evaluation team for their consideration before report finalisation. According to the USDA McGovern-Dole programme requirements, the mid-term evaluation reports must be finalized for WFP to transmit to the USDA FAD *within 60 days* following the evaluation fieldwork and *no more than 15 days* after the report has been completed. Quality assured final mid-term evaluation reports must be submitted to WFP COs for final comments and pre-approval *one month before* the USDA deadline.
- **Deliverable : Evaluation report.** The mid-term evaluation report will outline the evaluation purpose, scope and rationale, and the methodologies applied including the limitations that these may come with. The report must reflect the ToR and Inception Report and outline evaluation questions and the evaluation teams’ answers to these alongside other findings and conclusions that the teams may have obtained. The reports will also outline interim lessons learned, recommendations and proposed follow-up actions. The evaluation report should be no longer than 25 pages, excluding annexes.
42. **Follow-up and dissemination phase** (April 2017): The final evaluation report will be shared with the relevant stakeholders. A meeting on mid-term evaluation findings and recommendations will include USDA FAD programme staff and WFP CO staff. The USDA FAD and CO management will respond to the evaluation recommendations by providing actions that will be taken to address each recommendation and estimated timelines for taking those actions. According to USDA McGovern-Dole programme requirements, the meeting should be held within 30 days of USDA receipt of the final mid-term evaluation report. **Deliverable: Evaluation summary with power-point presentation.** As the service provider will simultaneously undertake MGD mid term evaluations in Nepal and Laos, a final briefing to WFP RB and COs will be required during which the service provider will present a summary of the evaluation findings across all three countries. Comparisons and contrasts and lessons learned should be highlighted.
43. The evaluation report will also be subject to external post-hoc quality review to report independently on the quality, credibility and utility of the evaluation in line with evaluation norms and standards. The final evaluation report will be published on the WFP public website. Findings will be disseminated and lessons will be incorporated into other relevant lesson sharing systems.

44. WFP-Bangladesh will coordinate with MoE and USDA to host an educational partners' forum to discuss the findings, and to incorporate adjustments that will strengthen implementation for the second half of the program.
45. **Notes on the deliverables:** The inception package and evaluation reports shall be written in English and follow the EQAS templates. The evaluation team is expected to produce written work that is of very high standard, evidence-based, and free of errors. The evaluation company is ultimately responsible for the timeliness and quality of the evaluation products. If the expected standards are not met, the evaluation company will, at its own expense, make the necessary amendments to bring the evaluation products to the required quality level.
46. Key dates for field mission and deliverables are provided in **Table 3**.

Table 2: Key dates for field mission and deliverables (indicative only - exact dates to be finalized with selected service provider)

Entity responsible	Phase	Activities	Key Dates
ET	Preparation	Prepare budget proposals	12 th September 2016
EM/WFP	Preparation	Selection of service provider	18 th September 2016
EM/WFP	Preparation	Signing of contract	By 26 th September at the very latest
EM/ET	Inception	Draft Inception Package	18 th October 2016
RBB	Quality assurance of draft inception report	Submit draft inception report for external quality assessment as per WFP DEQAS	19 th October 2016 (The report will take up to 8 days to be returned)
ET	Inception	Incorporate comments of peer reviewers	4 th November 2016
RBB	Comment on inception report	Stakeholders review and comment on final inception report draft	By 11 th November 2016 one week
EM/ET	Finalize inception report	Final Inception Package	18 th November 2016 one week
CO/ET	Evaluation	Evaluation field mission	To start by 28 th November 2016 at the very latest
ET	Evaluation	Exit Debriefing Presentation	By 16 th December 2016. (will be dependent on time taken for field missions – assumed to be between 2 and 3 weeks depending on the country)

Entity responsible	Phase	Activities	Key Dates
EM/ET	Reporting	Draft Evaluation Report	Between 16 th December 2016 and 20 th January 2017 (given holidays in between, the service provider will have 4-5 weeks to prepare the final draft evaluation report)
RBB	Quality assurance of final evaluation report	Submit final draft evaluation report for external quality assessment as per WFP DEQAS	20 th January 2017 (The report will take up to 8 working days to be returned)
EM/ET	Finalize evaluation report	Incorporate peer review recommendations and produce final draft of evaluation report for stakeholder review	30 th January 2017
RBB	Finalize evaluation report	Stakeholders review and comment on final inception report draft	13 th February 2017
EM/ET	Reporting	Final Evaluation Report	21 st February 2017
CO/RBB	Follow-up	Management Response	30 th March 2017 at the very latest
USDA	Follow-up	USDA Review of MTE	30 days following receipt of final MTE (due to be sent on or before 30 th March 2017)

6 Organization of the Evaluation

6.1 Evaluation Conduct

47. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with the WFP evaluation manager. The team will be hired following agreement with WFP on its composition.
48. The independent evaluation consultants or consulting companies will conduct and report on the evaluation according to WFP standards:
 - Evaluators must have personal and professional integrity.
 - Evaluators must respect the right of institutions and individuals to provide information in confidence and ensure that sensitive data cannot be traced to its source. Evaluators must take care that those involved in evaluations have a chance to examine the statements attributed to them.
 - Evaluators must be sensitive to beliefs, manners and customs of the social and cultural environments in which they work.
 - In light of the United Nations Universal Declaration of Human Rights, evaluators must be sensitive to and address issues of discrimination and gender inequality.
 - Evaluations sometimes uncover evidence of wrongdoing. Such cases must be reported discreetly to the appropriate investigative body. Also, the evaluators are not expected to evaluate the

personal performance of individuals and must balance an evaluation of management functions with due consideration for this principle.

49. To ensure the independence of the studies and the evaluations the role of Evaluation Manager is distinguished from the role of the independent evaluation team. As a result, the Evaluation Manager cannot take the role of a Study and Evaluation Team member. The main functions and tasks expected from the Evaluation Manager, the independent Study and Evaluation Teams, the WFP COs, the OMB and the USDA FAD are described below.

6.2 Team composition and competencies

50. The evaluation team will conduct the evaluation under the direction of the Evaluation Manager. The team will be hired by the company following agreement with OEV on its composition.
51. The evaluation team will comprise of a team leader and other team members as necessary to ensure a complementary mix of expertise in the technical areas covered by the evaluation. All will be independent consultants and may be national or a mix of international and national consultants. The team leader will have strong evaluation skills and experience as well as leadership skills. At least one team member should be familiar with WFP's FFE work and with the USDA monitoring and evaluation (M&E) policy. The team will be selected during a competitive bidding process in line with WFP's regulations.
52. The team will be multi-disciplinary and include members who together include an appropriate balance of expertise and practical knowledge in the following areas:
 - Institutional capacity development (with a focus on handover process, cost-efficiency analysis, supply chain management, logistics)
 - School feeding, education, nutrition and food security
 - Agro-economics/rural development
 - Knowledge management
 - Gender and protection expertise / good knowledge of gender issues within the country/regional context as well as understanding of UN system-wide and WFP commitments on gender.
 - All team members should have strong analytical and communication skills, evaluation experience, and expertise or experience in the country or region.
 - All team members should have strong skills in oral and written English. In addition, given the remoteness of some field sites and their limited accessibility, all team members should be in good physical condition.
53. The Team leader will have technical expertise in one of the technical areas listed above as well as expertise in designing methodology and data collection tools and demonstrated experience in leading similar evaluations. She/he will also have leadership and communication skills, including a track record of excellent English writing and presentation skills.
54. Her/his primary responsibilities will be: i) defining the evaluation approach and methodology; ii) guiding and managing the team; iii) leading the evaluation mission and representing the evaluation team; iv) drafting and revising, as required, the inception report, exit debriefing presentation and evaluation report in line with EQAS; .
55. The team members will bring together a complementary combination of the technical expertise required and have a track record of written work on similar assignments. At least one member of the evaluation team should have gender expertise.
56. Team members will: i) contribute to the methodology in their area of expertise based on a document review; ii) conduct field work; iii) participate in team meetings and meetings with stakeholders; iv) contribute to the drafting and revision of the evaluation products in their technical area(s).

6.3 Security Considerations

57. Security clearance where required is to be obtained from the Bangladesh duty station.

- As an ‘independent supplier’ of evaluation services to WFP, the evaluation company is responsible for ensuring the security of all persons contracted, including adequate arrangements for evacuation for medical or situational reasons. The consultants contracted by the evaluation company do not fall under the UN Department of Safety & Security (UNDSS) system for UN personnel. Consultants hired independently are covered by the UN Department of Safety & Security (UNDSS) system for UN personnel, which cover WFP staff and consultants contracted directly by WFP.

58. However, to avoid any security incidents, the Evaluation Manager is requested to ensure that:

- The WFP CO registers the team members with the Security Officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground.
- The team members observe applicable UN security rules and regulations – e.g. curfews etc.

7 Roles and Responsibilities of Stakeholders

59. The Bangladesh Country Office:

The Bangladesh Country Office management will be responsible for:

- **Timely provision of comments and inputs on all deliverables.** WFP COs will appoint a McGovern-Dole Focal Point, who will review main quality assured deliverables and share these with CO management and programme staff, as appropriate, to solicit comments and inputs and to consolidate and return these to the Evaluation Manager. The CO Focal Point will facilitate CO participation in teleconferences, briefings and debriefings relating to all deliverables.
- An internal evaluation committee chaired by the Country Director(CD)/Deputy Country Director(DCD) will approve Terms of Reference, budget, evaluation team, inception and evaluation reports, which helps to maintain distance from influence by programme implementers.
- A wider Evaluation Reference Group **chaired by the CD/DCD** with representation from different stakeholder groups will be involved in review of draft ToR and inception and evaluation reports—safeguarding against undue influence and bias in reporting.
- **Acting as Key Informants and providing documentation on school meals programmes for baseline studies, and evaluations.** The WFP CO MGD Focal Point and other staff, as required, will be available to act as Key Informants and provide the documentation and data sets required for production of the midterm evaluation. The WFP CO MGD Focal Point will facilitate site visits and meetings for the evaluation mission.
- Organise security briefings for the evaluation team and provide any materials as required
- **Endorsing all deliverables (draft and final) before submitting these to the USDA FAD through the WFP Washington Office.** The WFP COs will pre-endorse all deliverables before transmitting these for final approval or comments to the USDA FAD through the WFP Washington Office.
- **Provide management response to evaluation findings and recommendations for follow-up action** and participate in debriefings and teleconferences to discuss study and evaluation findings.

60. The WFP Washington Office will be responsible for:

- **Managing all communication with the USDA FAD relating to Performance Management** including USDA FAD provision of comments on deliverables and organization of FAD participation in stakeholder discussions of evaluation findings and project-level follow-up;

61. **The Regional Bureau for Asia and the Pacific (RB).** The RB management will be responsible to:
 - Field and manage selection of independent evaluation consultants, and contract agreement for these services.
 - Comply with the evaluations policy's provisions and safeguards of impartiality at all stages of evaluation process: planning, design, team selection, methodological rigor, data gathering, analysis, findings, conclusions and recommendations.
62. Assign a Focal Point to support the evaluation.
63. Brief evaluation team, provide technical oversight to the country office, and participate in all debriefings and teleconferences..
64. Provide comments on the TOR, inception report and the evaluation report at the request of the Country Office.
65. Coordinate the management response to the evaluation and track the implementation of the recommendations.
66. **USDA Food Assistance Division (FAD)**
 - Provide inputs and comment on all draft mid-term and final evaluation draft ToR.
 - Participate in discussions of findings and recommendations that suggest changes in the project strategy, results frameworks and critical assumptions.
67. **Headquarters** Some HQ divisions might, as relevant, be asked to discuss WFP strategies, policies or systems in their area of responsibility and to comment on the evaluation TOR and report.
68. **The Office of Evaluation (OEV).** OEV will provide technical oversight as required to ensure quality assurance standards are maintained.

8 Communication and budget

8.1 Communication

69. To ensure a smooth and efficient process and enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders. This will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders:
 - The Evaluation Manager will submit all final deliverables to the WFP COs for pre-approval. Upon pre-approval of deliverables, the WFP COs will forward the deliverables to WFP's Washington Office with the Bangkok Regional Bureau in copy. WFP's Washington Office will transmit deliverables to the USDA FAD for comments and inputs. All communication with USDA will be transmitted via WFP's Washington Office including invitations to the FAD programme staff to participate in teleconferences to discuss CO management responses to evaluation findings and recommendations.
 - The service provider will deliver an evaluation report. USDA comments on final draft report will be taken into consideration by the evaluation team in addition to comments from all external stakeholders in the evaluation reference group. The evaluation team will produce an excel file indicating all comments received and how these were addressed. Exit debriefings will follow all field visits. A final presentation on the overall findings will be delivered to the RBB and the CO.

8.2 Budget

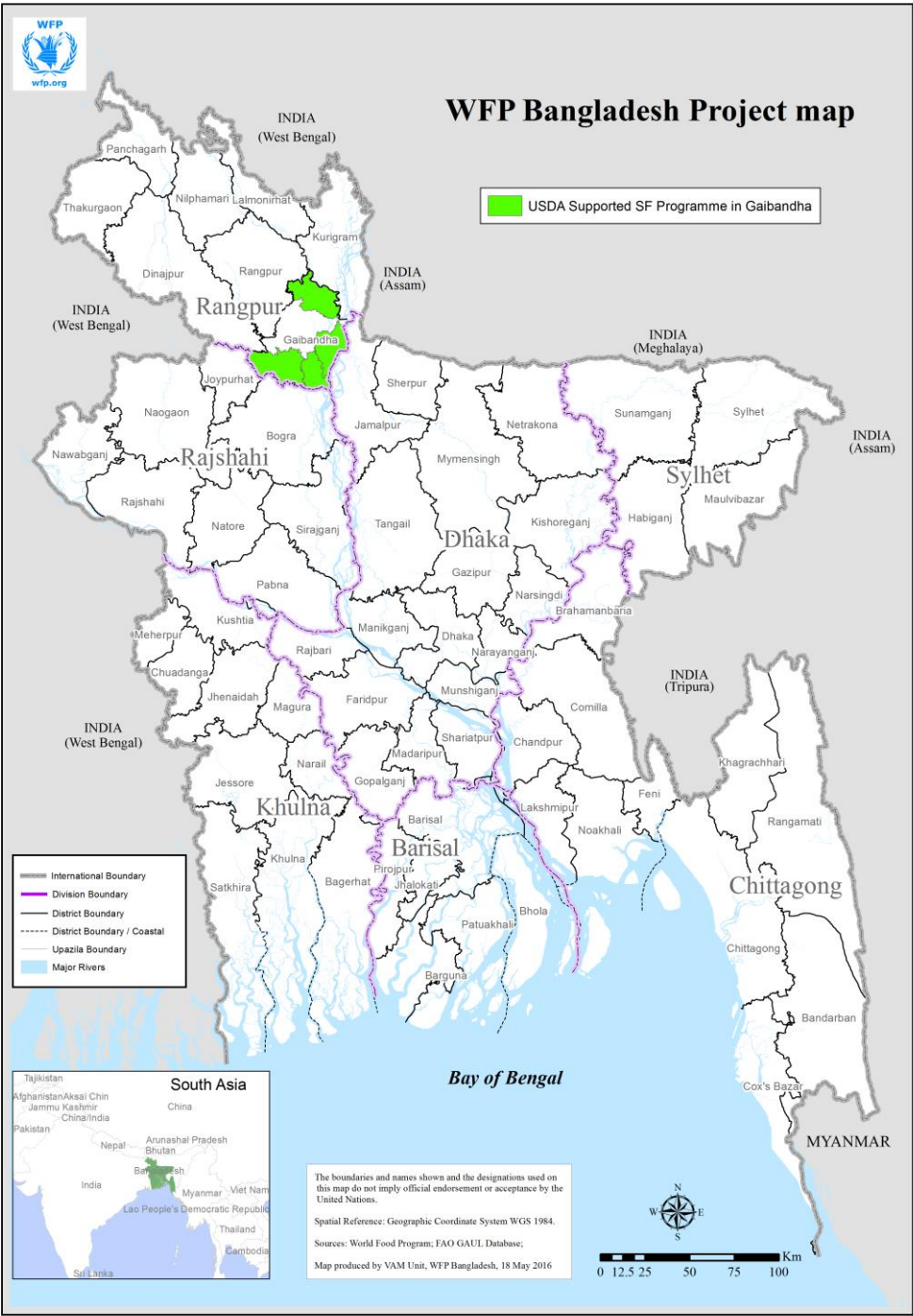
70. **Funding Source:** The evaluation will be funded by the WFP Bangladesh Country Office using the M&E budget allocation in the McGovern-Dole grant funds.

71. **Budget:** The service provider will outline their budget in a financial proposal to WFP as part of their response to the Request for Proposals (RfP). For the purpose of this evaluation the company will:

- Include budget for domestic travel and for all relevant in-country data collection
- Hire and supervise any and all technical and administrative assistance required (including in-country
- Follow the agreed rates for decentralized evaluations as provided for in your Long Term Agreement (LTA) with WFP.
- Not exceed a budget of USD 120,000 – this should include any foreseen primary data collection and analysis.

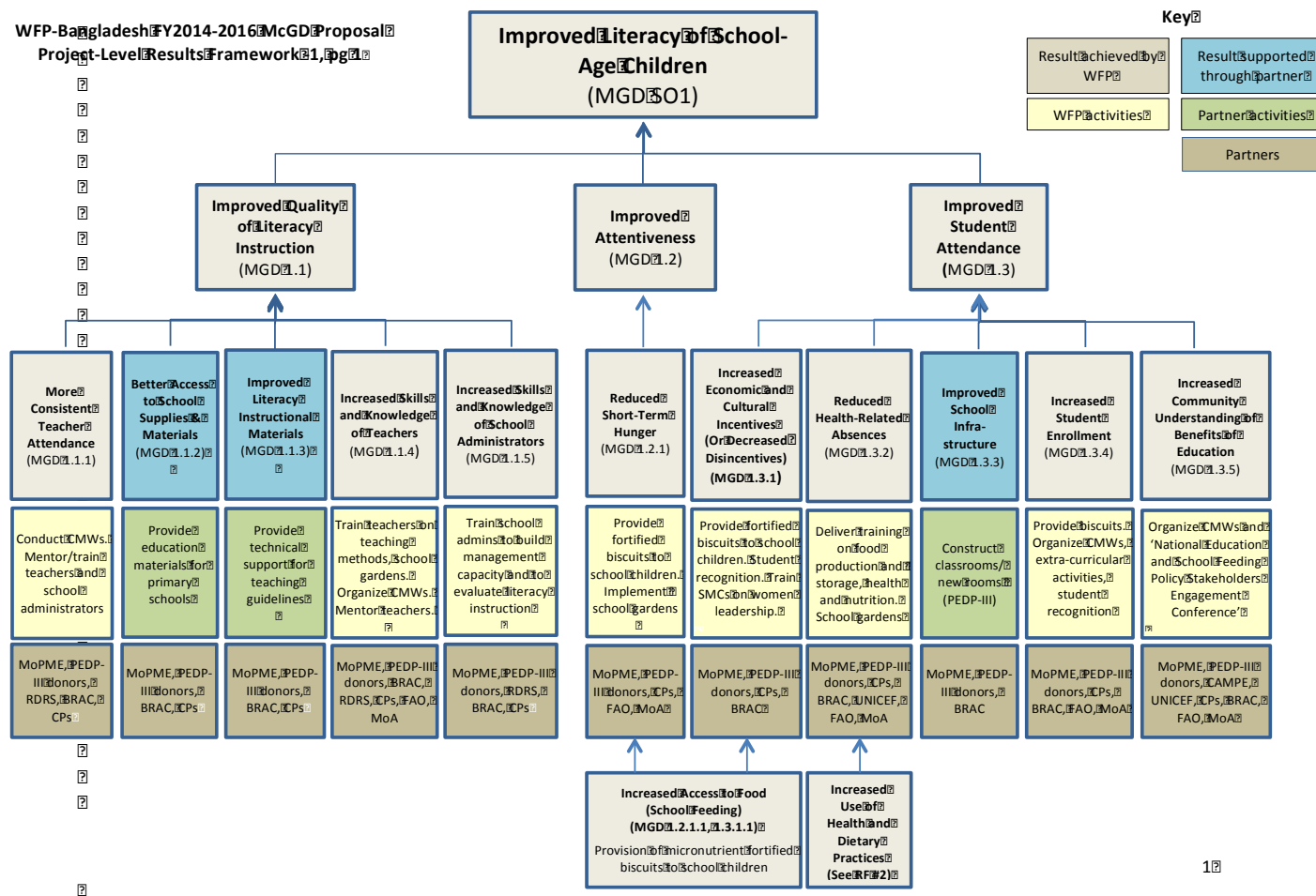
Annexes

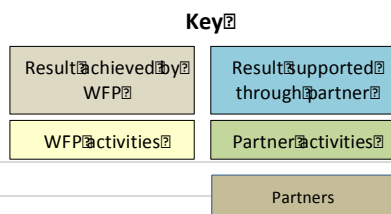
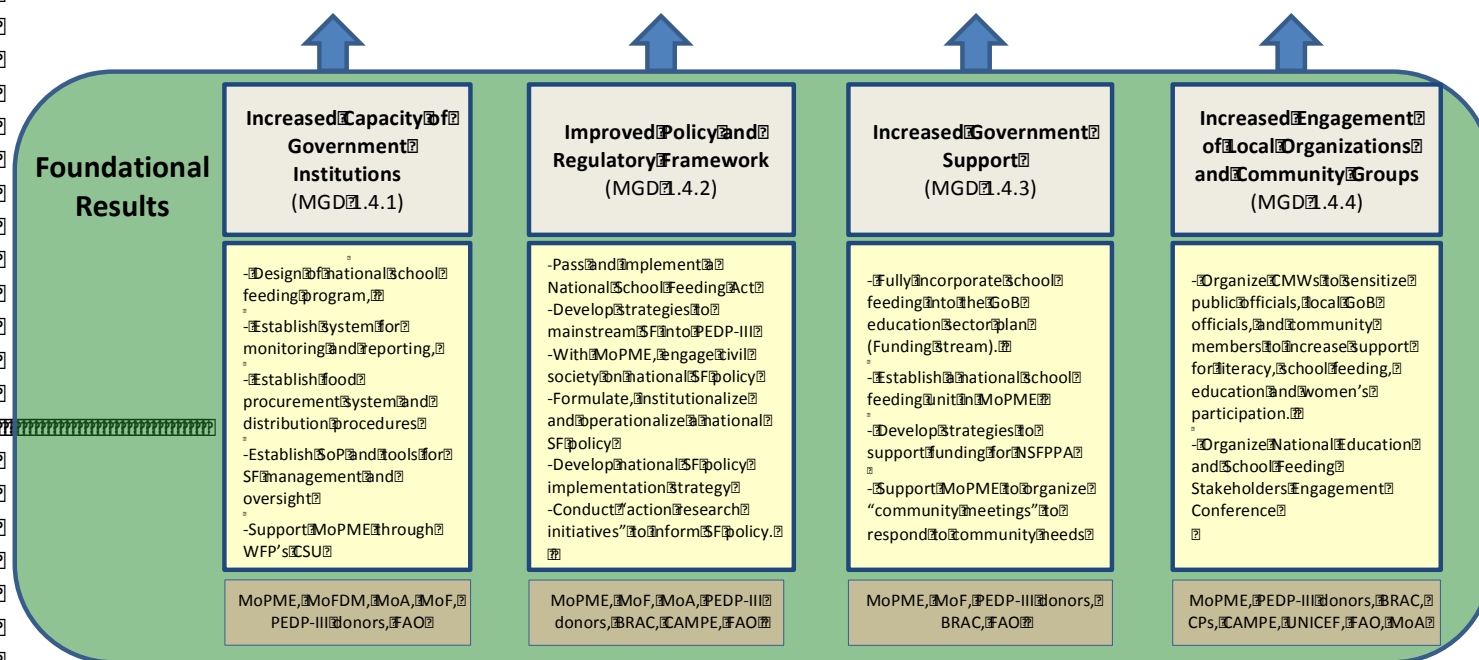
Annex 1 Map



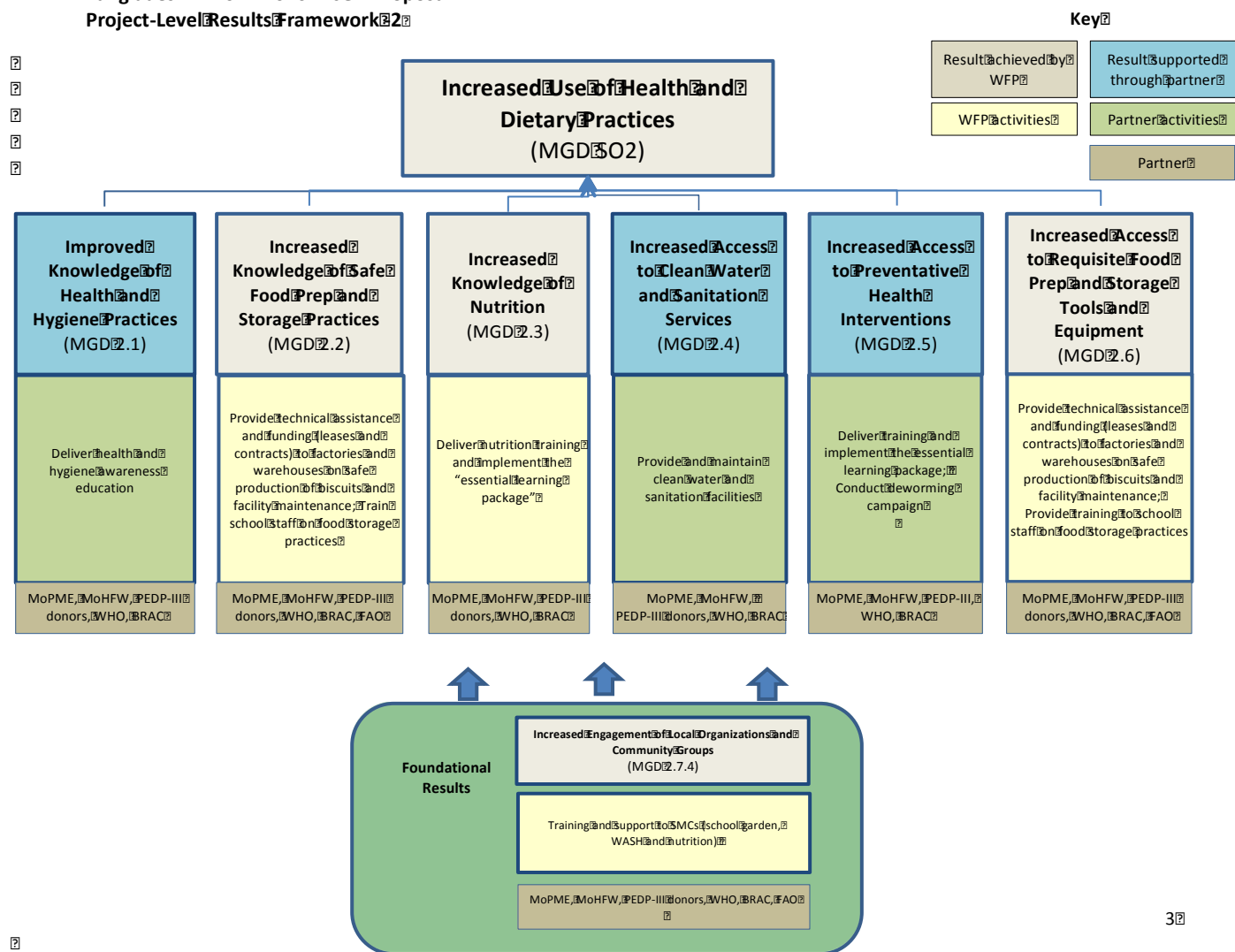
Annex 2 Evaluation reference groups

Annex 3 Project Level Results Framework





WFP-Bangladesh FY2014-2016 MGD Proposal
Project-Level Results Framework



Annex 4 Table 2: Key characteristics of the operation

OPERATION			
Approval		For the McGovern-Dole component, USDA signed the commitment letter on October 1, 2014.	
Amendments		Coverage extended to additional district and literacy activities enhanced	
Duration		Initial: 3 years (2014-2016)	Revised: None
Planned beneficiaries		Initial: 137,000	Revised: 163,000
Planned food requirements		Initial: In-kind food: 29,200 mt Cash and vouchers: N/A	Revised: In-kind food: 23,740 mt Cash and vouchers: N/A
US\$ requirements		Initial: US\$26,000,000	Revised: None
OBJECTIVES, OUTCOMES AND ACTIVITIES			
	Strategic Objectives	Operation specific objectives and outcomes	Activities
Cross-cutting Results		Gender: Gender equality and empowerment improved	
		Partnerships: Food assistance interventions coordinated and relevant partnerships developed and maintained	
	WFP Strategic Objectives	Operation specific objectives and outcomes	Activities
Strategic Objective 4: Reduce undernutrition and break the intergeneration cycle of hunger		Objective: Work with Government to maintain access to gender parity in primary education.	
		Outcome SO4.1: Increase equitable access to and utilization of education	-Provision of onsite school meals -Sensitization on sanitation, hygiene and nutrition -Training on food storage warehouse and stock management
		Objective: Strengthen the capacity of the Ministry of Education to run a nationwide school feeding programme	
		Outcome SO4.2: Ownership and capacity strengthened to reduce undernutrition and increase access to education at regional, national and community levels	Three pillars of the Capacity Development component include: -Joint policy analysis and priority setting; -Supply chain management; -Programme management, oversight and monitoring
MGD Strategic Objectives		Operation specific objectives and outcomes	Activities
MGD Strategic Objective 1: Improved Literacy of School-Age Children		MGD 1.1 Improving Quality of Literacy Instruction	- Promote teacher attendance - Training for teachers and school administrators - Providing school supplies and literacy instruction materials
		MGD 1.2 Improving Attentiveness by reducing short-term hunger (MGD 1.2.1) and increase access to nutritious food (MGD 1.2.1.1, 1.3.1.1)	- Provide micronutrient-fortified biscuits in the first hour of school - Provide school meals - School gardens
		MGD 1.3 Improving Student Attendance	- Economic incentives through school meals and complementary GoB stipend program

		<ul style="list-style-type: none"> - Events to raise community awareness on benefits of education - Repair of school infrastructure
MGD Strategic Objective 2: Increased Use of Health and Dietary Practices	MGD 2.1 – 2.3 Improved Knowledge of Health and Hygiene Practices, Safe Food Prep and Storage Practices, Nutrition	<ul style="list-style-type: none"> - Deliver health and hygiene awareness education - Provide training on safe food prep and storage practices to biscuit producers - Deliver nutrition training as part of “essential learning package”
	MGD 2.4-2.6 Increased Access to Clean Water and Sanitation Services, Preventative Health Services, and Requisite Food Prep and Storage Tools and Equipment	<ul style="list-style-type: none"> - Provide and maintain clean water and sanitation facilities - Complementary GoB deworming campaign - Training on safe food prep and storage practices to factories and warehouses
PARTNERS		
Government	Ministry of Primary and Mass Education (MoPME) Directorate of Primary Education (DPE), Ministry of Health and Family Welfare (MoHFW), Ministry of Food, Ministry of Agriculture (MoA), and Ministry of Finance (MoF).	
Evaluation Name	Date	

RESOURCES (INPUTS)

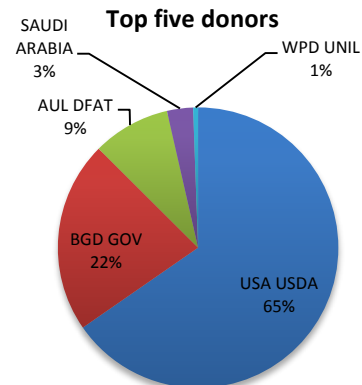
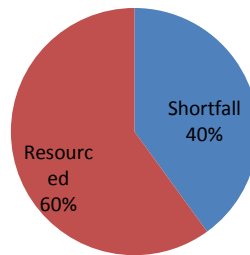
Contributions received as of May 2016:
US\$163,629,766

% against appeal:
60%

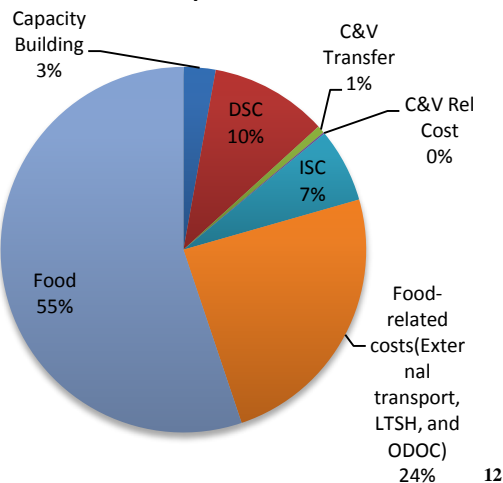
Time elapsed since project start date: 88%

Top 5 donors for the CP School Meals Programme:
USDA, Government of Bangladesh, DFAT¹¹, Saudi Arabia, WPD UNIL

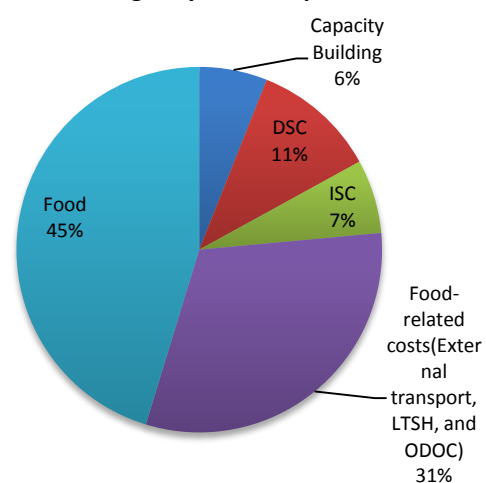
% funded of total requirements



Breakdown of School Meals budget by cost component

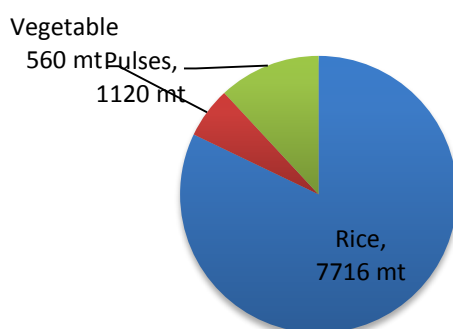


Breakdown of McGovern-Dole School Meals budget by cost component

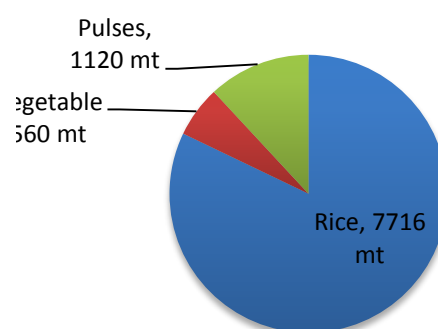


PLANNED OUTPUTS (at design)

Planned food requirements for the School Meals Component



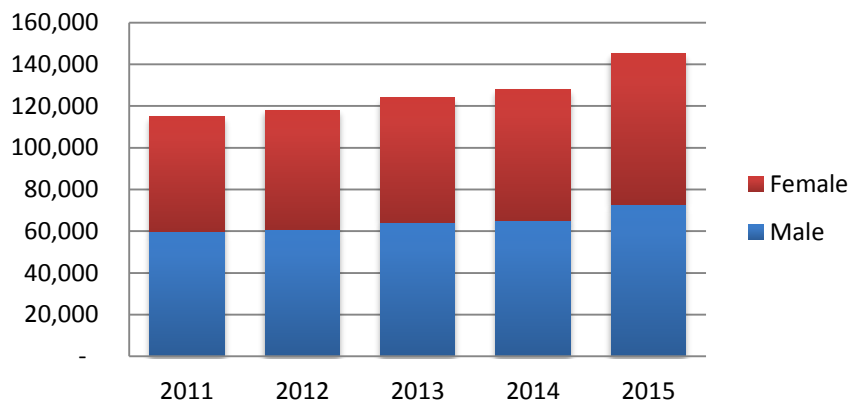
Planned food requirements for the McGovern-Dole School Meals Component



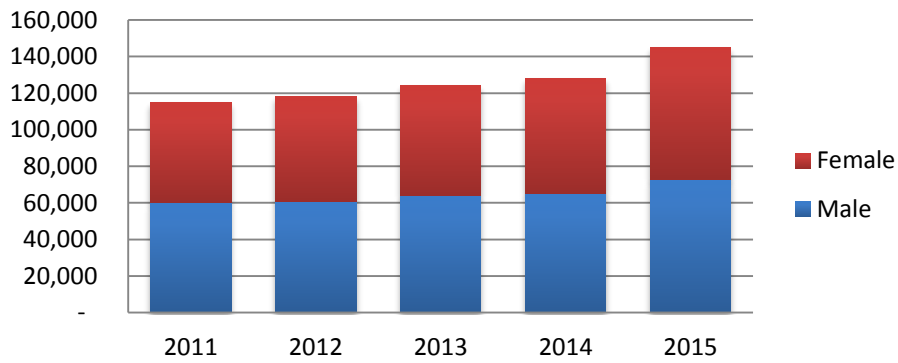
¹¹ Australia Department of Foreign Affairs and Trade

¹² Definitions of acronyms used in the graphs are available in the acronym list at the beginning of this document

Planned beneficiaries by sex for the School Meals Component



Planned beneficiaries by sex for the McGovern-Dole School Meals Component



Annex 5 MGD 5 Year Evaluation Map

Evaluation Name	Date	Document	Document Link	Related Links Available:
The Contribution of Food Assistance to Durable Solutions in Protracted Refugee Situations; its impact and role in Bangladesh: A Mixed Method Impact Evaluation	Dec-12	Evaluation Report	http://documents.wfp.org/stellent/groups/public/documents/reports/wfp254676.pdf?_ga=1.237844544.1978057403.1469957010	http://www.wfp.org/content/food-assistance-protracted-refugee-situations-bangladesh-joint-mixed-method-impact-evaluation
Evaluation of the Impact of Food and Cash for Assets (FCFA) on Livelihood Resilience in Bangladesh A Mixed Method Impact Evaluation	Oct-13	Evaluation Report	http://documents.wfp.org/stellent/groups/public/documents/reports/wfp260329.pdf?_ga=1.199719790.1978057403.1469957010	http://www.wfp.org/content/food-assets-livelihood-resilience-bangladesh-impact-evaluation-terms-reference
Synthesis Report of the Evaluation Series on the Impact of Food for	May-14	Impact Evaluation Synthesis	http://documents.wfp.org/stellent/groups/public/documents/reports/wfp265051.pdf?_ga=1.195965932.1978057403.1469957010	http://www.wfp.org/content/synthesis-evaluation-impact-food-assets-2002-2011-and-lessons-building-livelihoods-resilience

Assets (2002-2011) And lessons for building livelihoods resilience				
Annual Evaluation Report	May-14	Annual Evaluation Report	http://documents.wfp.org/stellent/groups/public/documents/reports/wfp264960.pdf?_ga=1.267795278.1978057403.1469957010	http://www.wfp.org/content/annual-evaluation-report-2013-0
FAO/WFP Joint Evaluation of Food Security Cluster Coordination in Humanitarian Action. A Strategic Evaluation	Aug-14	Evaluation Report	http://documents.wfp.org/stellent/groups/public/documents/reports/wfp268621.pdf?_ga=1.207560659.1978057403.1469957010	http://www.wfp.org/content/faowfp-joint-evaluation-food-security-cluster-coordination-humanitarian-action-terms-reference
Bangladesh Country Programme 200243 (2012-2016) evaluation of WFP's operation at mid-term	Aug-15	Evaluation Report	http://documents.wfp.org/stellent/groups/public/documents/reports/wfp276967.pdf?_ga=1.199638126.1978057403.1469957010	http://www.wfp.org/content/bangladesh-cp-200243-2012-2016-mid-term-operation-evaluation-terms-reference
WFP's 2012 Nutrition Policy: A Policy Evaluation	Oct-15	Evaluation Report	http://documents.wfp.org/stellent/groups/public/documents/reports/wfp278704.pdf?_ga=1.169631713.1978057403.1469957010	http://www.wfp.org/content/2012-nutrition-policy-policy-evaluation-terms-reference
STRATEGIC EVALUATION Joint Evaluation of Renewed Efforts Against Child	Oct-15	Evaluation Report	http://documents.wfp.org/stellent/groups/public/documents/reports/wfp278694.pdf?_ga=1.200113006.1978057403.1469957010	http://www.wfp.org/content/faowfpunicefwfp-whodfatd-canada-joint-evaluation-renewed-effort-against-child-hunger-and-unde

Hunger and under-nutrition (REACH) 2011-2015				
Synthesis Report of the Evaluation Series of WFP's Emergency Preparedness and Response (2012 – 2015)	Oct-15	Synthesis Report	http://documents.wfp.org/stellent/groups/public/documents/reports/wfp278692.pdf?_ga=1.236869697.1978057403.1469957010	http://www.wfp.org/content/synthesis-evaluation-series-wfps-emergency-preparedness-and-response-2012-%E2%80%93-2015
OPERATION EVALUATION Synthesis 2014-2015 Changing Course: from Implementing to Enabling	Oct-15	Operation Evaluation Synthesis Report	http://documents.wfp.org/stellent/groups/public/documents/reports/wfp278892.pdf?_ga=1.208485202.1978057403.1469957010	http://www.wfp.org/content/annual-synthesis-operation-evaluations-2014-2015-changing-course-implementing-enabling

