

Terms of Reference

INDEPENDENT EVALUATION of

**WFP School Feeding USDA McGovern Dole Grant International Food for Education and Child Nutrition
Grant**

FFE-388-2017-019-00 for FY2017-2020 in Bangladesh

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Acronyms

| | |
|--------|--|
| GoB | Government of Bangladesh |
| ALNAP | Active Learning Network for Accountability and Performance |
| BRAC | Bangladesh Rural Advancement Committee |
| COs | Country Offices |
| CSU | Capacity Support Unit |
| DAC | Development Assistance Committee |
| DPHE | Directorate of Primary Education Department of Public Health and Engineering |
| EM | Evaluation Manager |
| EQAS | Evaluation Quality Assurance System |
| ERG | Evaluation Reference Group |
| FAD | Food Assistance Division, USDA |
| FAO | Food and Agricultural Organization |
| FGD | Focus Group Discussion |
| FY | Fiscal Year |
| GAIN | Global Alliance for Improved Nutrition |
| GEEW | Gender Equality and Empowerment of Women |
| GoB | Government of Bangladesh |
| HQ | World Food Programme Headquarters |
| LGD | Local Government Division |
| MA | Muslim Aid |
| MoHFW | Ministry of Health and Family Welfare |
| MoPME | Ministry of Primary and Mass Education |
| NGOs | Nongovernmental Organizations |
| OEV | Office of Evaluation, WFP |
| PEDP | Third Primary Education Development Program |
| PPS | Probability Proportional to Size |
| RtR | Room to Read |
| SFPPA | School Feeding Program in Poverty Prone Areas |
| SMP | School Meals Program |
| SO | Strategic Objective |
| TOR | Terms of Reference |
| UNEQ | United Nations Evaluation Group |
| UNICEF | United Nations Children's Fund |
| USDA | United States Department of Agriculture |
| WFP | World Food Programme |
| YPSA | Young Power in Social Action |

Introduction

The Terms of Reference (TOR) presented here are for the Fiscal Year (FY) 2017 – FY2020 McGovern-Dole International Food for Education and Child Nutrition Grant (McGovern-Dole) funded through the U.S. Department of Agriculture (USDA). This program aims to reach 47,689 primary school aged children per year with fortified biscuits in two sub-districts of Cox’s Bazar, Bangladesh. The sub-districts are Ukhiya and Kutubdia. The program will target 146 government and non-government organization supported schools. The biscuits will be produced by a local biscuit factory using the wheat donated under this agreement. The biscuits will be fortified with vitamins and minerals to reduce micronutrient deficiencies in students. Complimentary activities aimed at improving literacy by increasing classroom instruction, awareness of health and hygiene practices, and community engagement in education complement the provision of biscuits to students.

The three-year program was developed with support from the Ministry of Primary and Mass Education (MoPME), particularly with the soon to be approval of the School Feeding Program in Poverty Prone Areas (SFPPA). WFP and MoPME have a close working relationship which entails four WFP staff seconded to MoPME to assist with capacity strengthening for managing implementation of the School Feeding Programme. WFP and MoPME hold formal bi-monthly meetings with the SFPPA project director and four to five key government staff on the program. The McGovern-Dole project will engage sub-recipient Room to Read (RtR) to implement targeted education activities specifically designed to achieve McGovern-Dole’s Strategic Objectives (SO). RtR will implement their innovative and nationally aligned early grade literacy activities and provide overall technical assistance to two local NGOs. Muslim Aid (MA) and Young Power in Social Action (YPSA) are two additional sub-recipients who will be implementing literacy, school meals, nutrition and capacity strengthening activities at the local and district level. MA will primarily work in Ukhiya whereas YPSA will work in Kutubdia. Both organizations were selected to work on the McGovern-Dole program because they were already partners with WFP on school meals programs prior to the McGovern-Dole award.

The purpose of this TOR is two-fold. 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 evaluations. The evaluation process will be managed by an Evaluation Manager (WFP - EM) appointed by the WFP Bangladesh Office. The EM will be the main focal point for day to day contact with the hired evaluation firm during the evaluation period. The WFP – EM will be supported by the M&E Unit not associated with the implementation of the program in the WFP Bangladesh country office. A competitive bidding process will result in an outside firm to be contracted to carry out the actual evaluation. Appropriate safeguards to ensure the impartiality and independence of the evaluation are outlined within this TOR.

The evaluation process entails three deliverables and will be commissioned by the Bangladesh Country Office. They will be undertaken in a single assignment (contract). The specific deliverables (timeframes mentioned are subject to change) include:

| Evaluation | Date |
|----------------------------|-------------------------|
| Baseline evaluation report | February - October 2018 |
| Midterm evaluation report | May – December 2019 |
| End-line evaluation report | March – September 2020 |

The first deliverable will provide information about the pre project situation, establish a baseline and review project targets. The second deliverable will provide an evidence-based assessment of the project outcome, independent evaluation of the operation and associated interventions about halfway through the project, so that WFP-Bangladesh can adjust the project design/implementation for the remaining project period. The final deliverable will be a final evaluation of the three year program to inform any future project design, outcomes and lessons learned.

This FY2017 program is located in a different district than the previous three year funding support from USDA. As such, program design, targeting and interventions are unique to this new cycle of funding. Noting these differences, the evaluation firm may wish to review previous program evaluations and findings to support the evaluation design.

Bangladesh's School Meals Context and Subject

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. 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 underweight; levels that are above public emergency thresholds. Bangladesh is also highly vulnerable to natural disasters, such as flooding and cyclones, which exacerbates food insecurity status of millions of people.

Bangladesh also faces the human development challenge of illiteracy. The national literacy rate is 50.5% (11-45 years) and among 11-14 year old, 19.5% are non-literate and 10.4% are semi-literate. 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

| Graduation of USDA funded programs to GoB | | | | |
|---|----------------|--------------|-----------------|-----------------------|
| District | Upazila | No. schools | No. of children | Graduation Year/month |
| Kurigram | Kurigram Sadar | 177 | 45,846 | 12-Jun |
| | Ulipur | 408 | 69,978 | 12-Jun |
| | Chilmari | 146 | 24,943 | 14-Dec |
| | Rajarhat | 36 | 1,074 | 14-Dec |
| | Nageshwari | 315 | 59,909 | 14-Dec |
| | Bhurungamari | 153 | 34,819 | 12-Jun |
| | Fulbari | 199 | 29,034 | 14-Dec |
| | Rowmari | 142 | 36,175 | 14-Dec |
| | Rajibpur | 69 | 16,494 | 14-Dec |
| Barisal | Bakergonj | 348 | 86964 | 12-Feb |
| Gaibandha | Gobindhagonj | 273 | 70002 | 14-Dec |
| | Saghata | 182 | 45693 | 14-Dec |
| Total | | 2,448 | 520,931 | |

enrolment target of Millennium Development Goal 2, universal primary education, by 2015. Targeted Beneficiaries and Regions: In line with USDA and GoB priorities, the most vulnerable and food insecure areas of Bangladesh will be targeted by this McGovern-Dole program. The program will operate in two sub-districts of Cox's Bazar, Ukhiya and Kutubdia. Cox's Bazar has a poverty rate of 32% and extreme poverty rate of 17%, and is highly food insecure with over 34% of the population below the food consumption

poverty line. The region is also experiencing a Level 3 emergency with the influx of over 600,000 ethnic Rohingya refugees from Myanmar.

The education system in Bangladesh consists of approximately 150,000 institutions, 40 million students, and a million teachers. In addition, there are thousands of non-formal primary education centers and quomi (indigenous) faith-based madrasas not included in education statistics. There are approximately 18 million students and 80,000 institutions in primary education. Participation in education has expanded remarkably over the past two decades. The Government of Bangladesh has implemented several mechanisms for incentivizing school attendance, including a national school feeding program for 2.5 million children with the support of WFP; the distribution of financial stipends to 13 million poor children and their families (including disabled children) under a cash for education program; and the provision of free textbooks.

As a result, at the primary level there is over 97% enrollment while gender parity in primary enrollment has also been achieved. The expansion in education (SDG4) has been widely celebrated but the quality of education remains a serious concern as are high drop-out rates, which increasingly affect young girls and boys dropping out of school to pursue economic activities. Significant education challenges remain however relating to attendance, completion, and a prevailing low national literacy rate (51.3%). These challenges are amplified in Cox's Bazar.

WFP has shifted from direct delivery of biscuits to supporting the government in managing the national school feeding program. In 2007, WFP assisted directly two million children. This number reduced to one million in 2014 and was further reduced to 500,000 in 2016 as a result of the government gradually taking over from WFP. Graduation of McGovern-Dole supported schools to the Government of Bangladesh began in 2012. Since this time, 520,931 students in 2,448 schools have been handed over to the Government of Bangladesh. For specific district and school information, please see the chart above. Since the start of the SFPPA, WFP has been providing technical assistance to the Government to manage school feeding activities through an embedded Capacity Support Unit (CSU) in the Department of Primary Education.

Program Interventions

The project will use McGovern-Dole commodities and cash funding to contribute directly towards both of the McGovern-Dole program's highest-level Strategic Objectives, McGovern-Dole SO1: Improved Literacy of School-Aged Children and McGovern-Dole SO2: Increased Use of Health and Dietary Practices. WFP has developed a comprehensive program to provide fortified biscuits at the early hour of school and complimentary educational interventions. The following activities will be undertaken and contribute toward the achievement of SO1 and SO2:

- **Build Capacity:** WFP will provide technical assistance to MoPME to finalize the SFPPA and strategy and support scaling up school feeding. WFP will develop an action plan for policy implementation, and will conduct an assessment for the implementation strategy.
- **Distribute Food:** WFP in collaboration with the MoPME will provide fortified biscuits to school children in the Cox's Bazar District of Bangladesh. WFP will arrange for the fortified biscuits to be produced by local biscuit factories, using the wheat donated under this agreement.

- **Improve Student Enrollment/Attendance:** Through subrecipient, Room to Read, WFP will organize awareness campaigns on the importance of education at both the community and central level.
- **Promote Improved Health:** In cooperation with the NGOs Muslim Aid UK and Young Power in Social Action, WFP will improve water systems and latrine facilities in selected participating primary schools and provide the schools with the needed pumps and motors. The NGOs will organize parent gathering sessions at the school level to discuss topics related to health, hygiene and nutrition awareness; support deworming distribution and develop and disseminate information education materials to help visualize good hygiene practices.
- **Promote Improved Nutrition:** WFP will establish school gardens, school garden clubs, and provide trainings to SMC's, teachers, and community members on the establishment and maintenance of school gardens.
- **Support Improved Literacy:** Through sub-recipient Room to Read, instruction materials will be developed and distributed to teachers and school administrators in grades 1 and 2 in all participating schools. School reading corners in all of the project schools will be established in grades 1-5. A variety of additional education related activities will also be implemented.
- **Support Improved Safe Food Prep and Storage:** WFP will train biscuit manufacturers in food safety standards for safe preparation of biscuits and appropriate storage practices. MoPME officials will be trained in monitoring the biscuit manufacturers. WFP will organize trainings on food storage practices for MoMPE, school teachers, and administrators at the local level.

| Project Population | |
|--|---|
| Participant | Approximate number |
| Number of Upazila/sub-district | 2 |
| Number of Schools | 146 |
| Student | 47,689 |
| Parents | 95,378 |
| School Administrators | 146 |
| Teacher | 730 |
| District & Upazila/ sub-district level education officials | 10 (Cox's Bazar district & two Upazila education officials) |

Evaluation Objective

Evaluations in WFP serve the dual and mutually reinforcing objectives of accountability and learning. Evaluations may have other objectives, depending on the respective studies undertaken. The following table describes each evaluation and objective as proposed throughout this project.

| Evaluation | Objective and Explanation |
|------------|---|
| Baseline | <ul style="list-style-type: none"> • Establish values for agreed set of indicators to measure the Effectiveness, Efficiency and Impact of the project. |

| | |
|----------|---|
| | <ul style="list-style-type: none"> • Please see Annex II: List of Performance Indicators of FY17. The main indicators will be school attendance, enrolment and literacy among the other indicators for the different interventions. • It is expected that target values originally posed in the recently signed agreement may be adjusted in light of the baseline evaluation findings • WFP will work with USDA on such adjustments, if needed. |
| Midterm | <ul style="list-style-type: none"> • Objective is to achieve accountability • The evaluation will assess and report on the performance and results of the SMP implemented during the period of the project • To draw lessons for learning – the evaluation will determine the reasons why certain results occurred or not • Identify corrective actions and adjustments for the remaining period of the project |
| End line | <ul style="list-style-type: none"> • To measure outcome level results in order to understand what and how certain factors contributed to achieving the results. It is expected this will help to build an evidence base on the project’s implementation successes • To draw lessons for learning – the evaluation will determine the reasons why certain results occurred or not, • 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 • To understand the extent to which needs have been met, through a timely and transparent process • To understand the impact of interventions and explore the strength of the exit strategy with a focus on achieving program sustainability |

Evaluation Criteria and Questions

The evaluations proposed will use the standard evaluation criteria of Relevance, Effectiveness, Efficiency, Sustainability, and Impact¹ as well as Adequacy, Transparency and Timeliness. Gender Equality, and the Empowerment of Women (GEEW) should be mainstreamed throughout.

The FY17 mid-term and end-line evaluation will address the proposed key evaluation questions (**see Annex III: Evaluation Criteria and Questions FY17 baseline, mid-term and end-line evaluations**). These are only the key indicative questions and sub-questions, in order to provide the background to the evaluation team. The evaluation team is therefore required to further elaborate the questions and sub questions under each criterion during the inception phase of each evaluation.

Collectively, the questions aim at highlighting the existing circumstances, performance of school meal activities during the project period and key lessons learnt, which could inform future strategic and operational decisions.

¹ For more detail see: <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm> and <http://www.alnap.org/what-we-do/evaluation/eha>

Evaluability is the extent to which an activity or a programme can be evaluated in a reliable and credible fashion. A preliminary evaluability assessment will be done by the Country Office at the initial stage of project cycle, which will be deepened by the evaluation team in each inception package relating to deliverables. The evaluation team shall 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.

The evaluations will take a programme theory approach based on the results framework. It 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.

Stakeholders and Users

Stakeholders

A number of stakeholders both inside and outside of WFP have interests in the results of the evaluation and some of these will be asked to play a role in the evaluation process. Those include: *WFP* Country Office, Regional Bureau, and *WFP* Washington Office, as well as key headquarters Divisions (Programme Policy Division, the Performance Management and Monitoring Division and the Office of Evaluation among others). Externally, *USDA* including the Food Assistance Division in Washington, DC and the regional Agricultural Attaché, and other key project partners, including *Government of Bangladesh*, specifically the Ministry of Primary and Mass Education (MoPME), Directorate of Primary Education (DPE), Local Government Division (LGD), Department of Public Health and Engineering (DPHE), Ministry of Health and Family Welfare. In addition, *NGOs* and *international organizations* Room to Read, Muslim Aid-UK, YPSA, BRAC, GAIN (Global Alliance for Improved Nutrition), UNICEF and FAO also have a stake in the evaluation.

An Evaluation Reference Group (ERG) will be formed with representation from *WFP* CO, RBB, OEV HQ and externally *USDA*, MoPME/DPE, Local District Education Officer and Room to Read. The ERG members will review and comment on the draft evaluation products and act as key informants in order to safeguard against bias and influence.

Users

The primary users of this evaluation will be:

- *WFP*-Bangladesh and its government partner to adjust joint activities to implement a school feeding programme and to inform future project design and implementation
- *USDA* to inform changes in project strategy, results framework, and critical assumptions
- *NGOs* to inform current activities or future project design
- The GoB is expected to take over the management and monitoring of the school feeding program over time, therefore, information on whether the program is yielding the desired results is of primary importance
- The *WFP* Regional Bureau to provide strategic guidance, program support, oversight, and extract lessons for sharing across the region

- WFP HQ for wider organizational learning and accountability
- Office of Evaluation to feed into evaluation syntheses
- Other COs may also benefit from the findings, which can contribute to corporate learning on implementation of capacity development interventions

Subject of the Evaluation

The FY17 McGovern-Dole funded school meals project is designed to provide school feeding assistance (micronutrient-fortified biscuits) to an average of 47,689 pre-primary and primary school children per year in Ukhiya and Kutubdia in Southern Bangladesh. The project will use USDA food and funding to contribute directly towards McGovern-Dole Strategic Objective 1 (Improved Literacy of School Age Children) and Strategic Objective 2 (Increased Use of Health and Dietary Practices). Towards achieving the literacy objective, the project is aiming for promoting quality literacy instruction by the teachers and improving attendance and attentiveness of the children at school (**Please see Annex I for Project Level Results Framework**). The project intends to bring about the changes by:

- Supporting and implementing activities that promote teacher’s knowledge and skills, school management capacity, better learning environment, reduce short term hunger of children and create attraction for regularly attending the school. The activities will support to promote health, hygiene and nutrition knowledge and sanitation condition of the pre-primary and primary schools;
- Formulating, institutionalizing, and operationalizing Bangladesh’s first National School Feeding Policy;
- 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
- 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).

USDA awarded funds to WFP on 29 September 2017. USDA has allocated up to \$17.1 million for donations of commodities, transportation, and financial assistance through McGovern-Dole Program FFE-388-2017-019-00 for FY2017-2020. Project implementation will start January 1, 2018 with capacity support activities. The first tranche of commodities is expected to arrive in Bangladesh in early August 2018. The wheat will then be processed into biscuits between August with distribution starting in September 2018. Although USDA food will not reach students until mid-year, preparation for the literacy, health and hygiene and policy support activities will begin January 1, 2018.

Methodology: FY17 baseline study, mid-term and end-line evaluations:

The evaluation methodology for the 3 deliverables will be designed in accordance with WFP DEQAS (DEQAS) as well as USDA’s Monitoring and Evaluation Policy. Based on the requirements described in the evaluation TORs, further analysis done at inception phase and consultations with key stakeholders, the evaluation team will formulate an appropriate evaluation design, sampling strategy, and methodological approach. It will be fully developed and finalized in an Inception Report. The draft inception report will be shared with the Evaluation Reference Group for inputs before being finalized by

the Evaluation Team and approved by WFP. The quantitative survey design, sampling frame and data collection methods will be informed by program coverage, context and the list of indicators as per the PMP. The measurement strategy to identify contribution to literacy objectives will be described and confirmed during the evaluation inception, when data quality and evaluation methods are assessed and finalized.

Overall, the methodology for baseline, mid-term and final evaluation should:

- Employ the evaluation criteria of relevance, effectiveness and efficiency, impact and sustainability.
- Demonstrate impartiality and lack of biases by relying on a cross-section of information sources (stakeholder groups, including beneficiaries, etc.) The selection of field visit sites will also need to demonstrate impartiality.
- Apply an evaluation matrix geared towards addressing the key evaluation questions considering the data availability challenges, the budget and timing constraints;
- Ensure through the use of mixed methods that women, girls, men and boys from different stakeholder groups participate and that their different voices are heard and used;
- Mainstream gender equality and women's empowerment, as above;
- Specific data collection methods will include: a desk review, quantitative survey, semi-structured interviews and focus group discussions (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 survey information will be collected through a quantitative survey of a representative sample of primary schools randomly selected from the operational area. The quantitative and qualitative methods will be assessed and finalized during inception phase of each deliverable (baseline, midterm and end line) to ensure they answer appropriate evaluation questions. The difference in status of indicators will be examined through a comparison of the schools that do not provide biscuits to the students vis-a-vis schools supported by MGD SFP. The comparative group has similar characteristics to the treatment group, in terms of ethnicity, remoteness of the area, number of children in the school, wealth quintile and head of the household's level of education. The comparative group will not be treated as control group following a quasi-experimental evaluation design, as it was initially planned, as the non-treatment schools did not fulfil the quasi-experimental design criteria previously defined in the TOR. In fact, the survey findings of the baseline study have clearly established that the overall literacy status in "control" schools is better than the treatment school, which disqualifies them to be treated as control schools. For these reasons, in consultation with USDA and Office of Evaluation, WFP finally concluded that the quasi-experimental design is not appropriate. Therefore, an activity evaluation is proposed that will still collect comparative monitoring data from non-programme schools. Therefore, through the midterm and endline evaluation WFP will continue collecting data from Ramu Upazila in order to have a more nuanced understanding of WFP's programme's effect on student achievement. These groups (comparative and treatment groups) will then be matched based on the agreed characteristics.
- The sample size will be calculated at the programme level using the 'differences method' formula with a finite population (confidence interval of 1.96 and estimated difference set at 5 percent) as per Cochran (1977)². For each school, two students each will be randomly selected from Grade I-V, and 5 students for Grade III. One parent from each grade of the selected

² Cochran, W. G. (1977) Sampling Techniques. 3rd Edition, John Wiley & Sons, New York.

students will be covered. Also, from each school, one school head teacher, one school teacher, and one storekeeper will be interviewed. The sample size to administer EGRA tool will be around 14 students from Grade III per school.

- A summary of the methodology presenting the method of data collection, the target groups/ sources of information, the nature of the interviews, and the indicative outputs are presented in Figure 1.

Figure 1: Summary of the study methodology

| Methods of data collection | Primary Survey | Secondary Review |
|--|--|---|
| | Quantitative (Structured interviews) | |
| Target Group/ Source of Information | <ul style="list-style-type: none"> • Student Questionnaire • Parent Questionnaire • School Questionnaire • School Head Questionnaire • School teachers Questionnaire • School Storekeeper Questionnaire • Class Observation • EGRA Questionnaire | <ul style="list-style-type: none"> • A literature review of available public sources • Project documents and results framework • Standard project reports and semi-annual reports • Community strength assessments • End-line evaluation Fy16 • MIS and monitoring data |
| Indicative outputs of data collection | <ul style="list-style-type: none"> • Establish values of key indicators • Establish values of enrolment, attendance and attentiveness (from direct and indirect influence) • Availability and access to food supplies and other school materials • Identify key change agents <p><i>Wherever appropriate sex disaggregated analysis will be provided</i></p> | <ul style="list-style-type: none"> • Build context and relevance of the programme • Establish alignment of the programme with government initiatives and WFP's country strategy • Resources utilised • Provide a benchmark for performance indicators • Key design elements that contribute to direct and indirect change • Pathways created for sustainability; scope of replicability; key considerations for recommendations |

The results of the outcome surveys will inform the assessment of the project impact in the mid-term and final evaluation. The quantitative survey will be complemented by qualitative data collection (key informant interviews and FGDs) that will be conducted simultaneously at different level. Qualitative methods will also be used to the extent possible and practicable to ensure triangulation and clarification of findings. Specifically, WFP anticipates that the evaluation team will carry out key informant interviews and FGDs. The following stakeholders will be targeted for key informant interviews and/or FGDs:

- USDA (including DC-based program analyst and the regional agricultural attaché)
- Students, parents, school teachers and School Management Committee of the sample schools
- Community members,
- Relevant government officials at district/Upazila level and Ministry/Department level,
- Cooperating partner NGO,
- WFP officials at Country Office and RB
- Other stakeholders including the member of ERG

Documents for review could include previous evaluations of the school feeding program, noting that such evaluations were in a different location and different combination of interventions. These documents may include the McGovern-Dole FY14 baseline study and mid-term evaluation of the School Meals Programme, the Country Programme 2013-2017 mid-term evaluation, and the recently commissioned outcome survey for the USDA funded McGovern-Dole program in Gaibandha. Additional documents may include monitoring data currently available with the CO and partners. These will be made available separately to the Evaluation Team and shared through an online document library.

Data can also be taken from WFP Bangladesh CO's monitoring system, where regular process and output monitoring is carried out by the CO and Cooperating Partners. The CO also collects and manages the output data through COMET, a corporate database. These data are available in monthly partners' reports. These are key data sources which should be reviewed by the Evaluation Team. The Evaluation Team will also be required to check the reliability of available monitoring data. The evaluation will employ participatory gaps and needs assessment workshops to evaluate the progress of government capacity to implement school feeding programme

Quality Assurance

WFP Office of Evaluation's (OEV) Evaluation Quality Assurance System (EQAS) 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 United Nations Evaluation Group (UNEG) norms and standards and good practice of the international evaluation community - Development Assistance Committee (DAC) and Active Learning Network for Accountability and Performance (ALNAP) - and aims to ensure that the evaluation process and products conform to best practice and meet the WFP OEV's quality standards. The DEQAS does not interfere with the views and independence of the evaluation team.

The evaluation team shall be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information according to WFP Directive (#CP2010/001) on Information Disclosure.

The 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.

WFP OEV has developed a quality assurance checklist for its decentralized 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 decentralized evaluation report will be conducted by OEV.

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.

WFP Bangladesh CO will use the ERG’s feedback and recommendations as the quality control check of the evaluation products. The CO will also assist the evaluation team to work independently when collecting primary data at the field level as well as in consultations, so as to ensure zero influence on the evaluation process.

Phases and Deliverables of the evaluation

The evaluation will proceed through these key phases:

| | |
|---------|-----------------------------|
| Phase 1 | Planning |
| Phase 2 | Preparation |
| Phase 3 | Inception |
| Phase 4 | Field Data Collection |
| Phase 5 | Data Analysis & Reporting |
| Phase 6 | Dissemination and follow-up |

The evaluation schedule provides a detailed breakdown of the proposed timeline for each phase over the full timeframe. It is to be noted that this is a tentative timeframe, subject to change due to any unforeseen circumstances and other external factors beyond the control of WFP or the Evaluation team.

Baseline Evaluation Timeline

Preparation Phase (February – March 2018): Contracting an agency based on proposal submitted, team composition with expertise specifically in education, nutrition, health, food security and gender among other subject area.

Deliverable - Fully executed contract and Terms of Reference for the Internal Evaluation Committee and the Evaluation Reference Group

Inception Phase (April – May 2018): The evaluation design is finalized during this phase. The evaluation team will need to have 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 and initial interaction with the main stakeholders, including the design of the evaluation framework and finalizing of data collection tools and instruments. The quality assured Inception Reports must be submitted to the CO for approval no later than *two weeks before* the data collection begins.

Deliverable - Inception Report

The Inception Report of the FY18 baseline study will clearly define the evaluation design and methodology, which will be common to the baseline study and the follow-on mid-term and end-line

evaluations. It will also describe the country context, provide an operational factsheet and map, and provide a stakeholder analysis.

The Inception Report will also confirm the baseline survey technique, data collection and analysis methods. It will also explain evaluation methodologies of the FY17 mid-term and end-line evaluations and the approach taken by the evaluation team to cultivate ownership and organize debrief sessions and quality assurance systems developed for the baseline and follow-on mid-term and end-line evaluations. The Inception Report will include use of Evaluation Plan Matrices as needed, and they will outline the methods that the evaluation team will collect and analyze data to answer all evaluation questions. Finally, they must include an activity plan and time line. The evaluation designs and proposed methodologies specified in the Inception Report 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.

Field Data Collection Phase FY17 Baseline study (May – July 2018): The fieldwork will span over four weeks and will include visits to project sites. A debriefing session will be held upon completion of the field-work.

Deliverable - An exit debriefing presentation of preliminary findings and conclusions (power point presentation).

Data Analysis and Reporting Phase (July – Sep 2018): The evaluation team will analyze the data collected during the desk review and the field work, conduct additional consultations with stakeholders, as required, and draft the FY17 Baseline Study report. They 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 finalization. According to the USDA MGD program requirements, the 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 reports must be submitted to WFP Bangladesh CO for final comments and pre-approval *one month before* the USDA deadline.

Deliverable by September 2018 – FY17 baseline study report: The report will outline the purpose, scope and rationale, and the survey methodologies applied including the limitations that these may come with. The report must reflect the TOR and Inception Report and outline in detail the data collection process, findings and conclusions that the team has obtained. The baseline study report should be no longer than 25 pages, excluding annexes.

Data Analysis and Reporting Phases for FY17 mid-term and end-line evaluations: The evaluation team will analyze the data collected (September – October 2019 for FY17 Mid-term evaluation, and May – June 2020 for FY17 end-line evaluation) during the desk review and the field work, conduct additional consultations with stakeholders, as required, and draft the two deliverables: FY17 mid-term evaluation report and FY17 end-line evaluation report. These timelines will be further developed in the updated Inception Report. They 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 finalization. According to the USDA MGD program requirements, the 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 reports must be submitted to WFP Bangladesh CO for final comments and pre-approval *one month before* the USDA deadline.

Deliverable by December 2019 – FY17 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.

Deliverable by September 2020 – FY17 end-line 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.

Dissemination and Follow-up Phase for FY17 Baseline (October 2018): The baseline evaluation findings will be shared with USDA through a final report. A presentation or discussion may be held to discuss the evaluation findings and any revisions to the baseline and targets that need to be made.

The midterm and end-line evaluations will follow a more rigorous dissemination phase. USDA Food Assistance Division (FAD) and CO management will respond to the midterm and end-line 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 program requirements for the final evaluation, the meeting should be held within 30 days of USDA receipt of the final end-line evaluation report.

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.

A 2-3 pages stand-alone brief describing the evaluation design, key findings and other relevant considerations will be produced. It will serve to inform any interested stakeholders of the midterm evaluation, and should be written in language easy to understand by non-evaluators and with appropriate graphics and tables.

Notes: All reports will be produced in English and follow the WFP DEQAS templates. The survey 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.

Evaluation Timeframe

| Date | PHASES |
|---|--|
| PREPARATION PHASE FOR OVERALL EVALUATION | |
| From February 2017 to March 2018 | Assign roles/responsibilities (WFP), Establish Evaluation Committee and ERG |
| | Develop Terms of Reference (TORs) and budget (WFP) |
| | Procure independent evaluation firm (WFP) |
| INCEPTION PHASE FOR OVERALL EVALUATION | |
| From April to May 2018 | Desk review of key project documents (evaluation team) |
| | Inception mission (evaluation team and WFP) |
| | Prepare Inception Report including quantitative and qualitative data collection tools (evaluation team) |
| BASELINE STUDY | |
| From May – October 2018 | Preparation of field visits (evaluation team and WFP) |
| | Data collection (evaluation team) |
| | Data analysis (evaluation team) |
| | Prepare baseline study report (evaluation team with inputs from ERG) |
| | Share final baseline study findings with ERG including USDA (evaluation team) |
| | Request Commitment Letter modifications, as necessary (WFP) |
| MID-TERM EVALUATION | |
| From May 2019 to December 2019 | Inception: Update to original Inception Report as required, review of desk documents (evaluation team) |
| | Preparation of field visits (evaluation team and WFP) |
| | Data collection (evaluation team) |
| | Data analysis (evaluation team) |
| | Draft and finalize Mid-term Evaluation Report (evaluation team with inputs from ERG through exit mission debriefing and commenting on draft evaluation report) |
| | Disseminate final evaluation finding to ERG members including USDA through workshop and/or other channels (WFP) |
| | Prepare Management Response (WFP) |
| FINAL EVALUATION | |
| From March 2020 to September 2020 | Inception: Update to original Inception Report as required, review of desk documents (evaluation team) |
| | Preparation of field visits (evaluation team and WFP) |
| | Data collection (evaluation team) |
| | Data analysis (evaluation team) |
| | Draft and finalize final Evaluation Report (evaluation team with inputs from ERG through exit mission debriefing and commenting on draft evaluation report) |
| | Disseminate final evaluation finding to ERG members including USDA through workshop and/or other channels (WFP) |
| | Prepare Management Response (WFP) |

Organization of the Evaluation:

The evaluation team will conduct the evaluations 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.

The independent evaluation consulting company will conduct and report on the evaluation according to WFP standards. 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 service cannot take the role of a Study and Evaluation Team member.

The Evaluation Team will ensure relevant ethical clearances are taken from applicable stakeholders (beneficiaries) ahead of going to the field with the surveys. The evaluation team should take special consideration of the United Nations Evaluation Group (UNEG) Ethical Guidelines which state that “all those engaged in designing, conducting and managing evaluation activities should aspire to conduct high quality work guided by professional standards and ethical and moral principles. The integrity of evaluation is especially dependent on the ethical conduct of key actors according to UNEG Ethical Guidelines on the evaluation process”.

The main functions and tasks expected from the Evaluation Manager, the independent Study and Evaluation Teams, WFP Bangladesh CO, the WFP Regional Bureau of Asia (RBB) and the USDA FAD are described below.

Team composition and competencies

The evaluation team will conduct the proposed studies and evaluations under the direction of the Evaluation Manager. The team will be hired by the WFP Bangladesh CO, following agreement with OEV on its composition.

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 as well as in conducting baseline studies: These are: **evaluation methodology, education, school health and nutrition, gender, data management and analysis**. 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. The team will be selected during a competitive bidding process in line with WFP’s regulations.

The evaluation team will work close coordination and technical liaison with a national, in-country research firm that has thorough technical expertise and contextual knowledge of Bangladesh’s school meals programs. The technical capacity and skills of the national research firm is deemed essential for the conduct of the evaluation.

The team will be multi-disciplinary and include members who together include an appropriate balance of expertise and practical knowledge in the following areas:

| |
|-------------------------------------|
| Team expertise and knowledge |
|-------------------------------------|

| | |
|---|---|
| Institutional capacity development | Focus on handover process, cost-efficiency analysis, supply chain management, logistics, school feeding, education, nutrition and food security; agro-economics/rural development, knowledge management |
| Economist/ Statistician | To undertake high quality sampling and data analysis |
| Gender Expertise | Within the country/regional context as well as understanding of UN system-wide and WFP commitments on gender |
| Experience | Experience and expert knowledge in carrying out complex evaluations and baseline surveys |
| General | Strong analytical and communication skills, evaluation and baseline study experience and familiarity with the country or region; All team members should have strong skills in oral and written English. Given the remoteness of some field sites and their limited accessibility, all team members should be in good physical condition. |
| Responsibilities | |
| Contribute to the methodology in their area of expertise based on a document review | |
| Develop component specific data collection tools relevant to each study taking into reference such tools developed for previous related studies | |
| Conduct field work | |
| Participate in team meetings and meetings with stakeholders | |
| Contribute to the drafting and revision of the evaluation / study products in their technical area(s). | |

| | |
|---|--|
| Team Leader | |
| Technical expertise | Cost-efficiency analysis, supply chain management, logistics, school feeding, education, nutrition and food security; agro-economics/rural development, knowledge management |
| Methodology expertise | Designing methodology and data collection tools and demonstrated experience in leading similar evaluations and studies. |
| General | Leadership and communication skills, including a track record of excellent English writing and presentation skills. |
| Responsibilities | |
| Defining the evaluation approach and methodology | |
| Guiding and managing the team | |
| Leading the evaluation mission and representing the evaluation team; iv) drafting and revising, as required, the inception report, exit debriefing presentation and the evaluation report/s in line with DEQAS | |
| Facilitate regular communication with the Evaluation Manager and local partners; lead, coordinate and facilitate consultations with local partners and communicate the decisions reached to each group of stakeholders. | |

Security Considerations

- 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. However, 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.

- Independent consultants must obtain UNDSS security clearance for travelling to be obtained from designated duty station and complete the UN system's Basic and Advance Security in the Field courses in advance, print out their certificates and take them with them.³
- However, to avoid any security incidents, the Evaluation Manager is requested to ensure that:
 - The WFP Bangladesh 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.

Communication

The language used in all communication and evaluation products will be English.

The Evaluation Manager will submit all final deliverables to WFP Bangladesh CO for pre-approval. Upon pre-approval of deliverables, the WFP Bangladesh CO will forward the deliverables to WFP's Washington Office with the OMB (Regional Bureau) in copy. WFP's Washington Office will transmit deliverables to the USDA FAD for comments, inputs and final approval. Upon final approval, WFP's Washington Office will transmit USDA comments and final approval to the WFP Bangladesh CO with the OMB Regional Bureau in copy. The Regional Bureau will maintain its normal responsibilities in a decentralized evaluation. WFP Bangladesh CO will release payments and inform the Evaluation Manager who will then communicate with the Evaluation Team. 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.

To enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders. These may for example, take place by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders. Once the evaluation reports are final and approved by the Chair of the IEC, WFP Bangladesh CO will organize a workshop for the Ministry of Education, WFP's cooperating partners and internal programme units, in order to discuss the findings and recommendations and prepare the management response plan. Another result-sharing workshop will be held for donor community, UN partners including the education development partners group and civil society group where the recommendations and follow-up actions will also be discussed with the objective of getting external feedback. These discussions will also inform the management response to the recommendations. Lastly, the printed copy of the evaluations reports will be shared with all relevant stakeholders.

The evaluation team should include a detailed communication plan and/or dissemination strategy in the overall evaluation design.

³ Field Courses: Basic <https://dss.un.org/bsitf/>; Advanced <http://dss.un.org/asitf>

Budget

Funding Source: The evaluations will be funded by USDA through WFP Bangladesh CO.

Budget: The tentative budget to cover the combined FY14 end-line and FY17 baseline study and the FY17 mid-term and end-line evaluations will be prepared by the WFP Bangladesh CO (using the rate established in the LTA and the corresponding template) and approved by OEV and USDA. The individual budget ceilings for this TOR is as follows:

| Evaluation Phase | Estimated Date | Approximate Cost |
|---|----------------|--------------------|
| Evaluation Design and Baseline Study | October 18 | USD 120,000 |
| Midline Outcome Study and Mid-term evaluation | December-19 | USD 160,000 |
| Final Outcome Study and Final evaluation | September-20 | USD 210,000 |
| Total: | | USD 490,000 |

However, at this point, the research firm is expected to provide their detailed budget for the FY17 baseline study in their proposal, taking into account the fact that a full evaluation design has to be made for the FY17 grant cycle. Details for evaluation firms to submit bids to WFP will follow WFP internal guidance. The firms will be asked to include a full technical proposal budget and timeline of proposed activities.

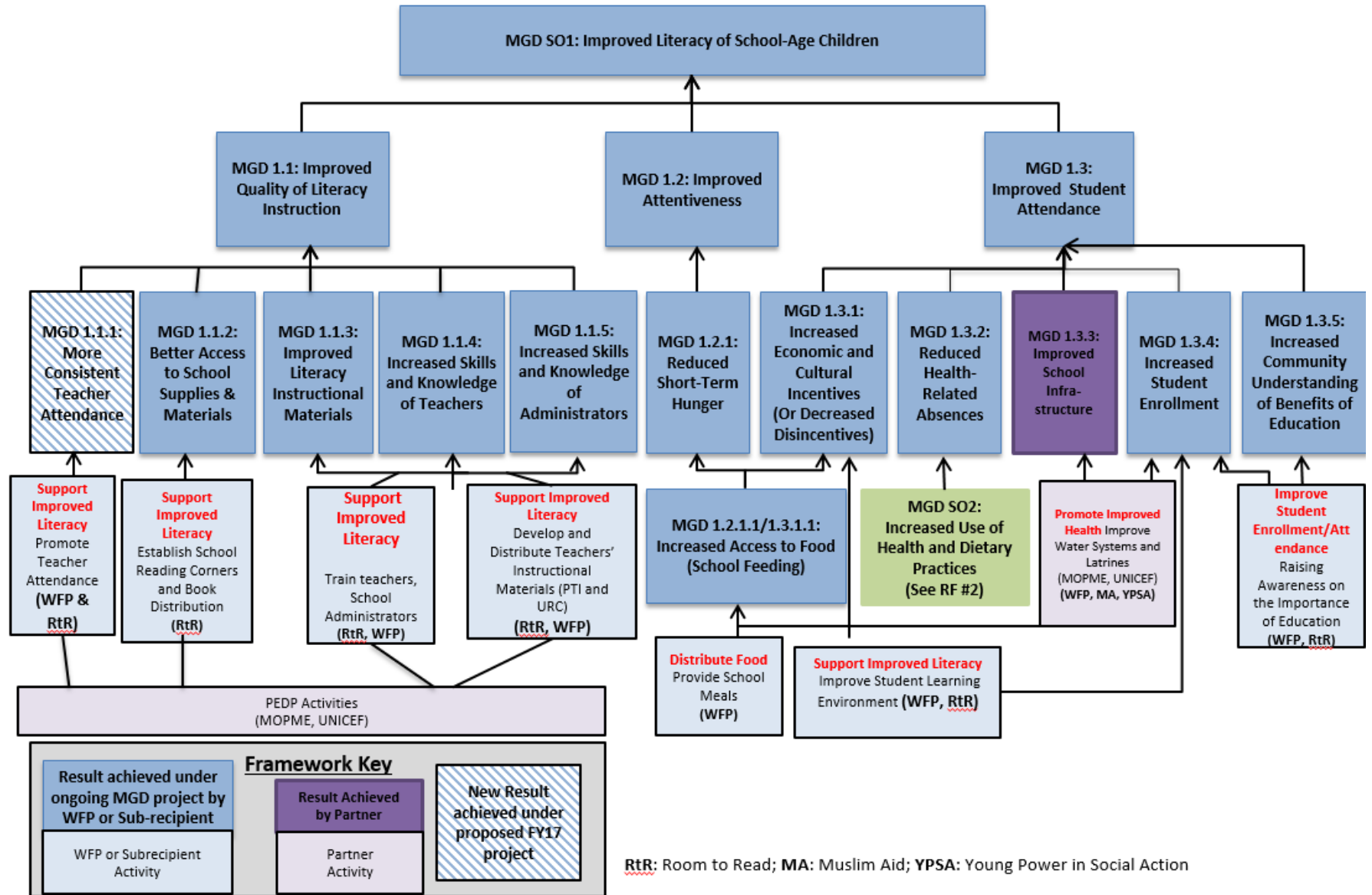
Please send any queries to:

Antonio Battista, Monitoring & Evaluation Officer, WFP Country Office, Bangladesh
(antonio.battista@wfp.org) – Evaluation Manager

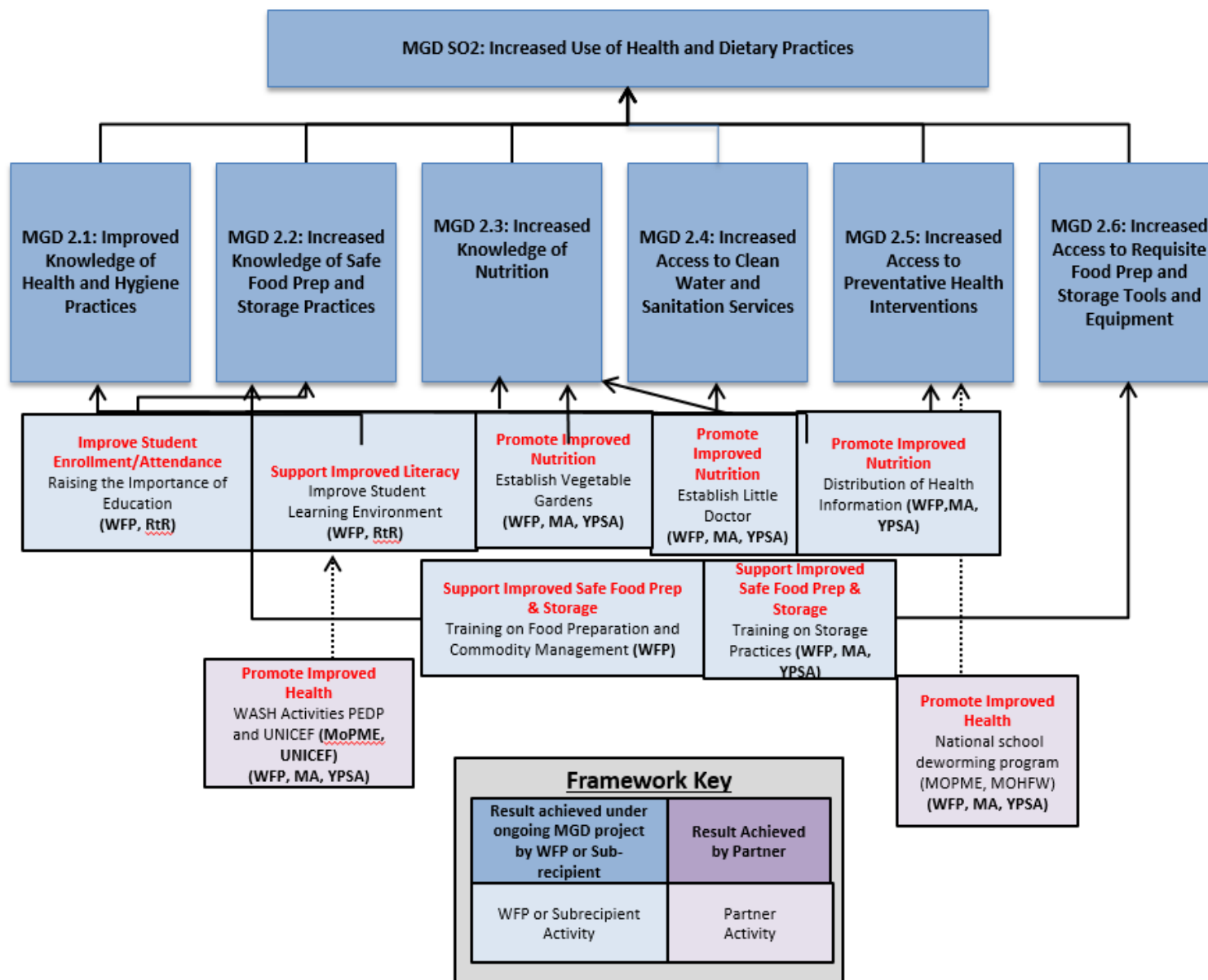
Katelyn Gless, Programme Policy Officer (School Feeding), WFP Country Office, Bangladesh,
(katelyn.gless@wfp.org)

Rezaul Karim, Head of PPIS, WFP Country Office, Bangladesh (rezaul.karim@wfp.org).

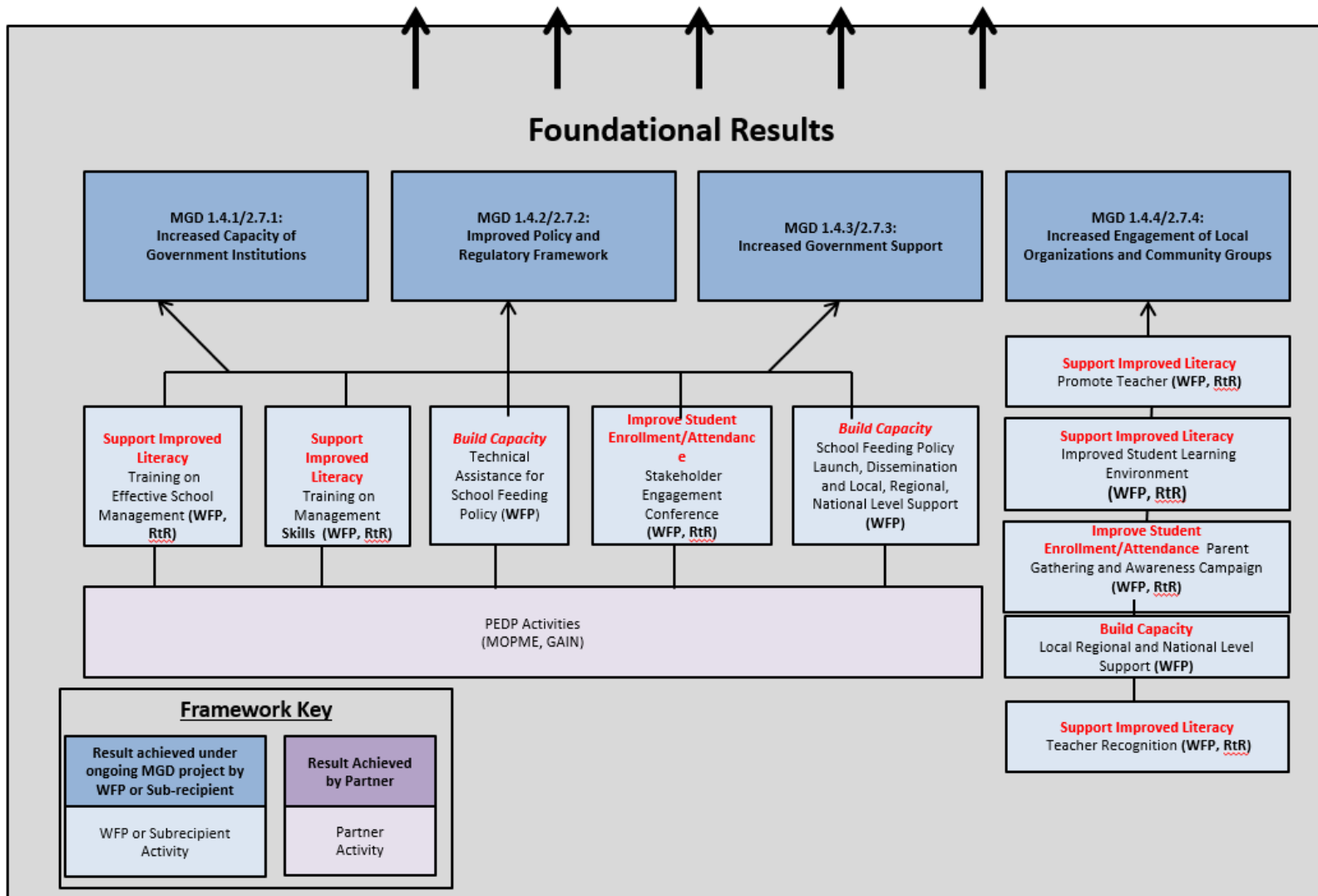
WFP Bangladesh FY2017 McGovern-Dole Proposal: Results Framework #1



WFP Bangladesh FY2017 McGovern-Dole Proposal: Results Framework #2



WFP Bangladesh FY2017 McGovern-Dole Proposal: *Foundational Results*



Critical Assumptions

The success of the overall project is based on the following critical assumptions:

- (i) Continued national economic and political stability;
- (ii) Strong GoB commitment to education, school feeding and handover;
- (iii) GoB and partners that are able to provide complementary resources;
- (iv) Availability of partners and technical expertise to support implementation;
- (v) Stability of the food pipeline;
- (vi) Ability of GoB and partners to respond effectively to natural disasters;
- (vii) Adequate linkages to health care and social services;
- (viii) Sufficient GoB budget; and
- (ix) Local community and WFP capacity to leverage non-MGD funds to support project implementation and local purchase

Annex II: List of Performance Indicators of FY17

| Standard Indicator Number | Performance Indicator |
|---------------------------|---|
| 1 | Number of students regularly (80%) attending USDA supported classrooms/schools |
| 2 | Number of textbooks and other teaching and learning materials provided as a result of USDA assistance |
| 3 | Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance |
| 4 | Number of school administrators and officials trained or certified as a result of USDA assistance |
| 5 | Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance |
| 6 | Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance |
| 7 | Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/constructed as a result of USDA assistance |
| 8 | Number of students enrolled in school receiving USDA assistance |
| 9 | Number of Parent-Teacher Associations (PTAs) or similar “school” governance structures supported as a result of USDA assistance |
| 10 | Number of public-private partnerships formed as a result of USDA assistance |
| 11 | Value of new public and private sector investments leveraged as a result of USDA assistance |

| | |
|----|---|
| 12 | Number of educational policies, regulations and/or administrative procedures in each of the following stages of development as a result of USDA assistance: |
| | Stage 1: Analyzed |
| | Stage 2: Drafted and presented for public/stakeholder consultation |
| | Stage 3: Presented for legislation/decreed Stage 4: Passed/Approved |
| | Stage 5: Passed for which implementation has begun |
| 15 | Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance |
| 16 | Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance |
| 17 | Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance |
| 18 | Number of individuals trained in child health and nutrition as a result of USDA assistance |
| 19 | Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance |
| 20 | Number of individuals trained in safe food preparation and storage as a result of USDA assistance |
| 21 | Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance |
| 22 | Number of schools using an improved water source |
| 23 | Number of schools with improved sanitation facilities |
| 24 | Number of students receiving deworming medication(s) |
| 26 | Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text |
| 27 | Number of individuals benefiting directly from USDA-funded interventions |

| | |
|---------------|---|
| 28 | Number of individuals benefiting indirectly from USDA-funded interventions |
| Custom | |
| 1 | Percent of teachers in target schools who attend and teach school at least 90 percent of scheduled school days per school year |
| 2 | Number of classroom libraries (book shelves with books) established as a result of USDA assistance |
| 3 | Percent of students in classrooms identified as attentive by their teachers |
| 4 | Average # of school days missed by each student due to illness (for each school and in aggregate) |
| 5 | Percent of parents in target communities who can name at least three benefits of primary education |
| 6 | Percent of students who can identify at least three key health and hygiene practices |
| 7 | Percent of storekeepers who can identify at least three safe storage practices |
| 9 | Number of 'Little Doctor' students supported by WFP |
| 11 | Number of meetings/workshops/training sessions held for institutional capacity to implement SF as a result of USDA assistance |
| 12 | Number of pilot initiatives supported to design SF modalities as a result of USDA assistance |
| 13 | Number of government staff trained as a result of USDA assistance |
| 14 | Number of technical training for system development for service/food procurement, quality control, supply chain, and strengthened online database system and gender mainstreaming in program as a result of USDA assistance |
| 15 | Number of schools supported by the Government with school feeding as a result of USDA assistance |
| 16 | Number of social mobilization/community meetings as a result of USDA assistance |

| | |
|----|---|
| 17 | Number of community mobilization workshops organized as a result of USDA assistance |
| 18 | Number of teachers, parents and school management committee members attended the community mobilization workshops |

Annex III: Evaluation Criteria and Questions FY17 baseline, mid-term and final evaluations

The project’s evaluation will assess the project through the lens of relevance, effectiveness and efficiency, impact and sustainability. The table below is broken out into those focus areas, and it outlines preliminary key evaluation questions and the relevant data source. The evaluation questions and data sources will be finalized during the inception period. The Mid-term evaluation will use the baseline and follow up outcome reports and associated datasets as key sources. The final evaluation will use the baseline and mid-term reports and the associated data sets as key data sources.

Table 1: Preliminary Key Evaluation Questions

| Focus Area | Key Questions – Mid-term Evaluation | Key Questions – Final Evaluation | Data Source |
|------------------------------|---|---|--|
| Relevance | <ul style="list-style-type: none"> Is the project designed to reach the right people with the right type of assistance? Is the project aligned with national government’s policies and strategies including education, school feeding, safety net and national five years plan? Does the project complement other donor-funded and government initiatives? | <ul style="list-style-type: none"> Did the project reach the intended beneficiaries with the right mix of assistance? Is the project aligned with national government’s policies and strategies including education, school feeding, safety net and national five years plan? Does the project complement other donor-funded and government initiatives? | Document review, key informant interviews, FGDs |
| Effectiveness and Efficiency | <ul style="list-style-type: none"> What is the output and the progress of project implementation – is the project on track to carry out all activities as planned? To what degree have the interventions resulted in the expected results and outcomes – is the project on track to reach set targets? What was the efficiency of the program, in terms of transfer cost, cost/beneficiary, logistics, and timeliness of delivery? How efficient the operation and approach are in terms of capacity building of government toward eventual handover? | <ul style="list-style-type: none"> To what extent the outputs led to the realization of the expected results and outcomes – were the set targets achieved? What was the output and were all the project activities carried out as planned? What was the efficiency of the program, in terms of transfer cost, cost/beneficiary, logistics, and timeliness of delivery? How efficient the operation and approach are in terms of capacity building of government toward eventual handover? | Quantitative survey, document review, key informant interviews, FGDs |

| | | | |
|----------------|---|---|--|
| Impact | <ul style="list-style-type: none"> • What is the intermediate impact of the project? Have there been any unintended outcomes, either positive or negative? What internal and external factors affect the project's achievement of intended results? | <ul style="list-style-type: none"> • How did the project contribute to observed impacts? Have there been any unintended outcomes, either positive or negative? What internal and external factors affected the project's ability to deliver impact? What are spillover effects of the project? What progress has the government made toward developing and implementing a nationally owned school feeding program? Are local communities (PTA, farmers groups, etc.) fully involved in and contributing toward school feeding? | Quantitative survey, document review, key informant interviews, FGDs |
| Sustainability | <ul style="list-style-type: none"> • Is the program sustainable in the following areas: strategy for sustainability; sound policy alignment; stable funding and budgeting; quality program design; institutional arrangements; local production and sourcing; partnership and coordination; community participation and ownership? What progress has the government made toward developing and implementing a nationally owned school feeding program? Are local communities (PTAs, farmers groups, etc.) fully involved in and contributing toward school feeding and education activities? | <ul style="list-style-type: none"> • What needs remain in order to achieve a full handover and nationally-owned school feeding program? | Quantitative survey, document review, key informant interviews, FGDs |
| General | <ul style="list-style-type: none"> • What are lessons learned from the project up to this point? • Are there any recommendations for mid-course corrections to improve the project's relevance, efficiency, effectiveness, impact, and/or sustainability? | <ul style="list-style-type: none"> • What are lessons learned from the project? How can WFP improve future programming, in the context of these lessons learned? | Document review, quantitative survey, key informant interviews, FGDs |

