

# **Evaluation of World Food Programme School Feeding USDA McGovern Dole Grant in Bangladesh from 2020 to 2023**

Decentralized Evaluation Terms of Reference

WFP Bangladesh Office



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April 2021

## Terms of Reference

### EVALUATION of

## World Food Programme School Feeding USDA McGovern Dole Grant (FFE-388-2020-009-00) in Bangladesh from 2020 to 2023

### WFP Bangladesh

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## 1. Introduction

1. These Terms of Reference (TOR) are for the evaluation of the World Food Programme School Feeding USDA McGovern Dole Grant (FFE-388-2020-009-00) in Bangladesh. This evaluation is commissioned by WFP Bangladesh and will cover the period from November/2020 to October/2023.
2. These TOR were prepared by the WFP Bangladesh Country Office 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.
3. The Terms of Reference (TOR) presented cover Fiscal Year 2020 – 2023 for the McGovern-Dole International Food for Education and Child Nutrition Grant (McGovern-Dole) funded through the U.S. Department of Agriculture (USDA). The evaluations will assess the relevance, effectiveness, efficiency, sustainability, and impact of this project. WFP will utilize findings from the evaluations to review performance, assess the effect that the interventions had on the expected results and outcomes, adjust programming, learn from experience, account for actions, and improve the project's delivery of results. In accordance with both WFP and USDA's Evaluation Policies, the baseline study and final evaluation will be conducted by third-party, independent evaluation teams.
4. These Terms of Reference provide a description of the scope of evaluation activities, specifically, the baseline study and final evaluation. Key considerations for each activity, including the purpose and scope, key evaluation questions, methodology, the selection of the evaluation team, the key audience, timeline, coordination with other implementing partners and dissemination of findings and recommendations are discussed. This document also provides a description of evaluation management structures. The TOR covers two deliverables: a baseline and endline activity evaluation. Both deliverables will preferably be undertaken in one assignment /contract. Specific deliverables and timeframes are outlined in the table below. Timeframes may be subject to change.

**Table 1: Evaluation Exercise Summary**

<b>Evaluation exercise</b>	<b>Date</b>
Baseline study	April 2021- August 2021
Endline evaluation	March 2023- September 2023

## 2. Reasons for the Evaluation

The reasons for the evaluation being commissioned are presented below.

### 2.1. Rationale

5. The WFP CO is commissioning the baseline study and endline evaluation for the FY 2020-2023 USDA-McGovern-Dole grant in support of WFP School Feeding Program (SFP) activities in Bangladesh, to be evaluated from the period 1 November 2020 to 30 September 2023, to provide an objective assessment of the project's performance and inform analysis of impact the interventions have had for learning and accountability to the project's stakeholders.
6. The baseline study is the first product of the evaluation and will serve several critical purposes. First, the baseline study will establish benchmark values for all performance indicators included in the Performance Monitoring Plan (PMP), confirm indicator selection and targets. If appropriate, findings from the baseline study will be used to review project targets specified in the PMP. Second, the baseline study will be used as a basis for the project's ongoing monitoring activities to regularly measure activity outputs and performance indicators for lower-level results. Third, the baseline will provide analysis and recommendations for the WFP on its role in establishing and implementing effective structures to support school feeding policy such as the NMSA.
7. The end-term evaluation of the McGovern-Dole International Food for Education and Child Nutrition Grant (MGD) FY 2017-2020 is currently ongoing. The evaluation is scheduled during the period June 2020– February 2021. The schools which the WFP implemented programme will directly support under the new grant will be the same. Therefore the quantitative performance data collected for the endline of the previous grant in December/January is sufficiently recent to be used for this baseline. It will be reviewed and complemented with additional survey work if necessary, to cover any new indicators not common to both grants.
8. The final evaluation will assess the impact of the project and its overall performance against established objectives. It will provide an evidence-based, independent assessment of performance of the project for accountability and generate lessons learned. The final evaluation will in addition review the relevance, effectiveness, efficiency and sustainability of the project's interventions and will be used to inform School Feeding initiatives.

### 2.2. Objectives

9. Evaluations in WFP serve the dual and mutually reinforcing objectives of accountability and learning. These evaluations will serve to identify lessons to inform future programme design and provide accountability to stakeholders key among which is USDA. Findings from the evaluations will be used by several stakeholders including WFP, government including MoPME, Directorate of Primary Education (DPE), Local Government Division (LGD), Department of Public Health and Engineering (DPHE), Ministry of Health and Family Welfare.
  - **Accountability** – The evaluation processes will provide analysis on the performance of the project against stated objectives and deliverables, assess efficiency of implementation mechanisms, effectiveness and relevance of interventions.
  - **Learning** – The evaluation processes will examine the project's results framework to identify why envisioned impact and results were attained or not so as to draw lessons, derive good practices and innovations for future programmes. They will provide evidence

to inform operational and strategic decision-making. Findings will be widely disseminated, and lessons will be shared across various forums.

### 2.3. Stakeholders and Users

10. 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. Table 2 below provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the Inception phase.

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

**Table 2: Preliminary Stakeholders' analysis**

Stakeholders	Interest in the evaluation and likely uses of evaluation report to this stakeholder
<b>INTERNAL STAKEHOLDERS</b>	
<b>Country Office (CO) Bangladesh</b>	Responsible for the planning and implementation of WP interventions at country level. 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 programmes.
<b>Regional Bureau (RBB)</b>	Responsible for both oversight of COs and technical guidance and support, the RB management has an interest in an independent/impartial account of the operational performance as well as in learning from the evaluation findings to apply this learning to other country offices. The Regional Evaluation Officers supports CO/RB management to ensure quality, credible and useful decentralized evaluations.
<b>WFP HQ School Feeding</b>	WFP HQ technical units are responsible for issuing and overseeing the rollout of normative guidance on corporate programme themes, activities and modalities, as well as of overarching corporate policies and strategies. They also have an interest in the lessons that emerge from evaluations, as many may have relevance beyond the geographical area of focus. Relevant HQ units should be consulted from the planning phase to ensure that key policy, strategic and programmatic considerations are understood from the onset of the evaluation.
<b>Office of Evaluation (OEV)</b>	OEV has a stake in ensuring that decentralized evaluations deliver quality, credible and useful evaluations respecting provisions for impartiality as well as roles and accountabilities of various

	decentralised evaluation stakeholders as identified in the evaluation policy.
<b>WFP Executive Board (EB)</b>	The WFP governing body has an interest in being informed about the effectiveness of WFP programmes. This evaluation will not be presented to the Board but its findings may feed into thematic and/or regional syntheses and corporate learning processes.
<b>EXTERNAL STAKEHOLDERS</b>	
<b>Beneficiaries</b>	As the ultimate recipients of food assistance, 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 including school teachers, school managers, students, cooks and parents will be determined and their respective perspectives will be sought.
<b>Government</b>	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. Issues related to capacity development, handover and sustainability will be of particular interest. Specifically, the findings will be of direct interest to the MoPME, Directorate of Primary Education (DPE), Local Government Division (LGD), Department of Public Health and Engineering (DPHE), Ministry of Health and Family Welfare.
<b>UN Country team</b>	The UNCT's harmonized action should contribute to the realisation of the government developmental objectives. It has therefore an interest in ensuring that WFP programmes are effective in contributing to the UN concerted efforts. Various agencies are also direct partners of WFP at policy and activity level.
<b>NGOs</b>	NGOs are WFP's partners for the implementation of some activities while at the same time having their own interventions. The results of the evaluation might affect future implementation modalities, strategic orientations and partnerships for the project's partners who include Room to Read (RtR) and Resource Integration Center (RIC) among others.
<b>Donors</b>	The project is funded by USDA. USDA has 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.

12. The primary users of this evaluation will be:

- The WFP Bangladesh CO, USDA and its partners involved in programme implementation and/or design

- Given the core functions of the Regional Bureau (RB), the RBB is expected to use the evaluation findings to provide strategic guidance, programme support, and oversight
- WFP HQ may use evaluations for wider organizational learning and accountability
- OEV may use the evaluation findings, as appropriate, to feed into evaluation syntheses as well as for annual reporting to the Executive Board.

### 3. Context and subject of the Evaluation

#### 3.1. Context

13. The Government of Bangladesh (GoB) has made impressive strides in economic growth since independence in 1971, reaching lower middle-income status in 2018, with plans to transition to a middle-income country by 2041.<sup>1</sup> Despite this growth and significant improvements in the nutrition, health, food security, and education sectors in the country, food insecurity remains prevalent: half of Bangladesh's citizens are unable to access adequate food to meet their dietary needs. Poor nutritional status remains of concern with school-age children at risk of micronutrient deficiencies and undernutrition. It is estimated that over one in three children under 5 years is stunted<sup>2</sup>, signaling risks of negative long-term consequences on child growth and cognitive development. Student achievement outcomes remain low, contributing to grade repetition and dropout, with less than a quarter of grade five students at the expected proficiency in literacy for their cohort.<sup>3</sup> 20 percent of all students drop out of school before completing fifth grade,<sup>4</sup> and half of all girls drop out before completing secondary school.<sup>5</sup>
14. Despite these challenges, the GoB has made significant steps in school feeding over the past decade. In 2011, GoB initiated school feeding for 55,000 children with micronutrient fortified biscuits and has since expanded the program to reach 2.7 million children. In 2019, a landmark National School Meal Policy (NSMP) was adopted, envisioning the transition of school feeding from a biscuits modality to a home-grown school feeding (HGFS) program with national coverage. To support the policy implementation, the government has prepared a Development Project Proposal (DPP), outlining the transition to nationwide HGFS. WFP has worked closely with the GoB to develop this approach.
15. In 2001, WFP established a school feeding project to meet the needs of students in the poorest sub-districts (upazilas) in the country. WFP supports the government to provide micronutrient fortified biscuits to over 195,000 students in 1,698 schools in 10 crisis-affected upazilas in the Cox's Bazar and Chittagong Hill Tracts districts. In total, WFP and GoB currently reach 2.9 million children with school feeding, with GoB planning to increase its coverage to 13 million school children in 450 sub-districts by 2024. The mid-term evaluation<sup>6</sup> of the McGovern-Dole FY 2017-2020 program implemented by WFP in Bangladesh found significant results were achieved. At the national level, WFP's support directly supported the formulation and approval

<sup>1</sup> Second Perspective Plan of Bangladesh (2021-2041)

<sup>2</sup> USAID Bangladesh Nutrition Profile, Available at: <https://www.usaid.gov/sites/default/files/documents/1864/Bangladesh-Nutrition-Profile-Mar2018-508.pdf>

<sup>3</sup> MoPME (2016) The National Student Assessment 2015 Grades 3 and 5 Available at: [https://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/321cf422\\_f7b1\\_469c\\_a4f4\\_66fedc8a4e0f/NSA%202015%20Report.pdf](https://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/321cf422_f7b1_469c_a4f4_66fedc8a4e0f/NSA%202015%20Report.pdf)

<sup>4</sup> USAID (2018) Rapid Education and Risk Analysis Cox's Bazar

<sup>5</sup> Bangladesh Bureau of Statistics (2017) Education Scenario in Bangladesh: Gender Perspective. Available at: [http://bbs.portal.gov.bd/sites/default/files/files/bbs.portal.gov.bd/page/4c7eb0f0\\_e780\\_4686\\_b546\\_b4fa0a8889a5/BDcountry%20project\\_final%20draft\\_010317.pdf](http://bbs.portal.gov.bd/sites/default/files/files/bbs.portal.gov.bd/page/4c7eb0f0_e780_4686_b546_b4fa0a8889a5/BDcountry%20project_final%20draft_010317.pdf)

<sup>6</sup> WFP (2020) Mid-Term Evaluation of WFP School-Feeding USDA Mc Govern Dole Grant for FY 2017-2020 in Bangladesh

of the new NSMP and GoB's commitment to initiate a school meal programme in 16 upazilas. Striking results were achieved in literacy, where, as a result of project interventions, the percentage of children who could read grade level text quadrupled from 7% at baseline to 28% at midterm.

16. While school feeding has grown significantly in Bangladesh over the past decade, made possible by the leadership of GoB and the support of partners including USDA and WFP, several needs remain. In November 2019, with WFP's support GoB led a Systems Approach for Better Educational Results School Feeding (SABER-SF) assessment with national stakeholders through which aspects that require strengthening were identified. Despite significant progress by the government there are still needs related to capacity development and strengthening, as well as strategic and technical advice to ensure that national Primary School Feeding Programme (PSFP)<sup>7</sup> expands its current coverage from 2.7 million children. Second, two upazilas in Cox Bazar district require continued direct feeding assistance in light of the needs arising from the Rohingya refugee crisis.
17. School feeding needs have been greatly exacerbated by COVID 19 across the country. Some estimates predict that up to 30 percent of schoolchildren will not return when schools open,<sup>8</sup> while COVID 19 may also impact the transition to the hot meal modality for hygienic reasons. Schools in Bangladesh remain closed. Coupled with a worsening economic situation, this crisis may cause a significant number of the most disadvantaged children to not return to schools when they reopen. This may disproportionately affect girls through an increase in child marriage, of which Bangladesh already has one of the highest rates in world.<sup>9</sup>
18. Cox's Bazar the focus of the project has some of the lowest education indicators in the country.<sup>10</sup> The primary school education net enrollment rate in Cox's Bazar is 72.6 percent for boys and 69 percent for girls, while the attendance ratio for primary school age children is 65.6 percent as compared to national average of 73.2 percent. School attendance is declining for children of all ages in Cox's Bazar, with two-thirds of teachers citing students' regular attendance at school as a significant challenge<sup>11</sup>. It is expected that COVID 19 will pose other challenges specifically in regard to return of children to schools. Under financial strain from increased prices and decreased wages, families are withdrawing their children from school because they are unable to afford transportation, food, and school fees.<sup>12</sup> Poor infrastructure, such as limited latrines, also deters students, especially girls, from attending school.
19. Cox's Bazar also has a low number of qualified teachers. Government schools hire a limited number of salaried teachers, complemented by community 'para-teachers' which are locally hired.<sup>13</sup> Since the onset of the humanitarian refugee crisis in Cox Bazar, many talented teachers have left schools to take higher paying jobs in refugee camps. Short of resources, students struggle to learn in overcrowded classrooms with a cohort of teachers who lack the

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<sup>7</sup> The national school meals program was previously called the School Feeding Programme in Poverty Prone Areas (SFPPA) and under the NSMP has now been changed to PSFP to reflect its national ambitions

<sup>8</sup> Dhaka Tribune Article 05.18.2020 – Available at : <https://www.dhakatribune.com/bangladesh/education/2020/05/18/educationists-one-third-of-students-may-never-come-back-to-school>

<sup>9</sup> UNICEF Technical Note on COVID-19 and Harmful Practices 2020. Available at: <https://www.unicef.org/media/67506/file/TechnicalNote-COVID-19-and-HarmfulPractices-April%202020.pdf>

<sup>10</sup> Ministry of Primary and Mass Education. (2016). Annual Primary School Census 2016

<sup>11</sup> Ministry of Primary and Mass Education. (2016). Annual Primary School Census 2016

<sup>12</sup> Save the Children. (2018). Self-reliance Situation of Host Communities in Cox's Bazar.

<sup>13</sup> USAID (2018) Rapid Education and Risk Analysis Cox's Bazar

training and materials to deliver quality instruction. In addition, the refugee crisis has put significant strain on the resources available to host communities and contributes to both an increase in prices and reduction in local wages.

### 3.2. Subject of the evaluation

20. To advance the Government of Bangladesh's (GoB) development of a nutrition-sensitive national school feeding program, the World Food Programme (WFP) Bangladesh will support a three-year school meals project which will be implemented from 2021-2023. This will be the final USDA-supported project in Bangladesh building on four cycles of assistance over 14 years and will conclude in 2023 when the government will assimilate all USDA-supported schools into the national school feeding program. The project will enable the GoB, through the technical assistance and capacity strengthening provided by WFP, to scale up the national school feeding program from its current coverage of 2.7 million children in 94 sub-districts to reach over 14 million school children in 509 sub-districts by 2024.
21. The proposed project will use McGovern-Dole commodities and cash funding to contribute directly towards the McGovern-Dole program's strategic objectives: McGovern-Dole SO1: Improved Literacy of School-Aged Children and McGovern-Dole SO2: Increased Use of Health and Dietary Practices. The following activities will contribute toward the achievement of SO1: (i) Improve Teacher Attendance; (ii) Provide relevant, appropriate, high-quality reading materials; (iii) Develop Instructional Materials; (iv) Train Teachers; (v) Capacity building of School Administrators and government officials; (vi) Increase Student Attendance and effective use of Contact Time and (vii) Increased community involvement in literacy. The following activities will contribute toward the achievement of SO2: A. Food Distribution which includes (i) Distribution of high energy biscuits; (ii) National School Meal Program Roll-out. B. High-Level Capacity Building which includes (i) Policy Framework; (ii) Stable Funding; (iii) Institutional Capacity and Coordination; (iv) Program Design and Implementation; (v) Community Participation and Ownership and (vi) Local Procurement C. Promote Improved Nutrition and Health which includes (i) Improved Nutrition and (ii) Improved Health and WASH D. Food safety and quality infrastructure which includes (i) Rehabilitation of latrines and waterpoints; (ii) Establishment of kitchens and food storerooms; (iii) Provision of stoves and (iv) Distribution of preparation, serving and eating utensils.
22. The project will provide approximately 11 million micro-nutrient fortified biscuits and 12.6 million hot meals to 42,401 students annually, in all 138 schools in two sub-districts of Cox's Bazar district, Ukhiya and Kutubdia. The project will focus on ensuring the government remains on track to implement the new National School Meal Policy (NSMP) and improving literacy, health and nutrition outcomes for schoolchildren. WFP intends to handover all USDA-supported schools to the national programme funded by the government by December 3 2023 and perform an exclusively technical role thereafter. The proposed project will specifically work on the following elements:
  - **Distribute nutritious food.** WFP will provide micronutrient fortified biscuits and hot meals to all government primary school students in Ukhiya and Kutubdia.
  - **Build national capacity and facilitate a full transition of McGovern-Dole supported school feeding.** In preparation for the handover to the national programme, WFP will provide targeted capacity building to enable the Ministry of Primary and Mass Education (MoPME) and Directorate of Primary Education (DPE) to fully implement the National School Meal Policy. Building on ongoing support for monitoring and

evaluation systems and in pursuit of the goal of a nationally funded and managed program, WFP will support the DPE to take over the overall coordination of school feeding activities. This will be through a series of activities, including establishing a national school meal authority (NSMA) with an effective research wing to build knowledge and provide technical assistance to facilitate the operationalization of integrating school meals into the portfolios of relevant ministries. Additionally, WFP will build effective linkages among the Cabinet Division and others to support in coordination of the school meal program. WFP will provide capacity strengthening to the Government to scale the home-grown school feeding (HGFS) model gradually to all government primary schools in Bangladesh. WFP will further build local capacity of head teachers, SMCs, Government officials and local elites to fully implement school feeding and literacy interventions to ensure the sustainability of the programmes beyond the project end date. The project will also increase extension services to female farmers to increase agricultural production and food security for local households. Further, local purchase of meals for schools will lead to increased local income and strengthened livelihoods.

- **Improve literacy through innovative early grade reading** approaches specifically designed for children in Ukhiya and Kutubdia, some of the poorest, most vulnerable districts with the lowest education outcomes in the country. Room to Read (RtR) will lead this activity ensuring continuity of successes registered in the previous MGD grant.
- **Provide health and nutrition education** to pre and primary school children to ensure improved outcomes. WFP will provide SBCC and WASH interventions through community mobilization, and support and advocate for the revision of nutrition modules within the school curriculum.
- **Provide Food Safety and Quality Infrastructure** to schools in the project areas to ensure the appropriate water, sanitation and kitchen infrastructure is in place, and all food provided to students meets the highest quality standards. WFP and RIC will establish and maintain water supply and sanitation infrastructure in schools to ensure the safe consumption of cooked meals distributed in schools.

23. The mid-term review of the previous McGovern-Dole found significant positive results enumerated above. WFP's support in formulation and approval of the new NSMP and GoB's commitment to initiate a school meal programme in 16 upazilas was highlighted. The new grant builds on these achievements with strong focus on supporting the government to implement the NSMP.

24. The FY 2020-2023 USDA McGovern-Dole will undertake both a baseline study and endline study. The baseline study will be conducted in 2020 while the endline will be finalised in 2023. Indicative dates for each evaluation activity are highlighted in **Annex 1** : Evaluation schedule

## 4. Evaluation Approach

### 4.1. Scope

25. The evaluations will cover WFP School Feeding Program (SFP) activities in Bangladesh supported by the FY 2020-2023 USDA MCGovern Dole grant. The evaluations will cover all activities, processes, outputs, outcome and impact for the grant.

26. Both evaluation exercises will inform the impact of the project and its contribution to McGovern-Dole SO1: Improved Literacy of School-Aged Children and McGovern-Dole SO2: Increased Use of Health and Dietary Practices. The evaluations will be carried out in 2021 and 2023 for the baseline study and endline evaluation respectively.
27. The baseline study and endline evaluation will employ methodology covering a representative sample of all schools in all intervention areas and a representative sample of schools in non-intervention comparison schools. The selection of the schools will ensure research rigor and will be done in consultation with WFP CO. In the case of the baseline, the recently collected (January 2021) endline data will be reviewed and incorporated into the baseline study. The baseline and endline exercises collect quantitative data on project indicators from a sample of project stakeholders including students, teachers, government officials, suppliers and local farmers. A comprehensive list of participants in both studies will be agreed on in consultation with WFP CO. Qualitative interviews will be conducted during each exercise with key government representatives, school personnel, suppliers and farmers, and other stakeholders as relevant. Sample sizes for both the baseline study and endline evaluation will be determined based on criteria that will take into account principles of scientific rigor and in consultation WFP CO.

#### 4.2. Evaluation Criteria and Questions

28. **Evaluation Criteria** The evaluation will apply the international evaluation criteria of: Relevance, Effectiveness, Efficiency, Impact, Sustainability, Coverage, Coherence, and Connectedness.<sup>14</sup> Gender Equality and empowerment of women (GEEW) should be mainstreamed throughout.
29. **Evaluation Questions** Allied to the evaluation criteria, the evaluation will address key questions in Table 3 below, 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 World Food Programme School Feeding USDA McGovern Dole Grant (FFE-388-2020-009-00) in Bangladesh, which could inform future strategic and operational decisions.
30. The evaluation should analyse how GEEW objectives and GEEW mainstreaming principles were included in the intervention design, and whether the object has been guided by WFP and system-wide objectives on GEEW. The GEEW dimensions should be integrated into all evaluation criteria as appropriate.

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<sup>14</sup> For more detail see: <http://www.oecd.org/dac/evaluation/dacriteriaforevaluatingdevelopmentassistance.htm> and <http://www.alnap.org/what-we-do/evaluation/eha>

### 4.3. Data Availability

31. The evaluation team should critically assess data availability and take evaluability limitations into consideration in its choice of evaluation methods. An endline evaluation of the previous McGovern-Dole grant, Systems Approach for Better Educational Results School Feeding (SABER-SF) assessment, Performance Monitoring Plan, Project Theory of Change are key documents to include in the initial assessment of available data. The team should expand on the information provided and systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data
32. Sampling and data data collection tools and methods should be gender-sensitive ensuring that the voices of women, girls, men and boys are sufficiently heard and used. Further the team should critically review the evaluability of the gender aspects of the project, identify related challenges and mitigation measures and determine whether additional indicators are required to include gender empowerment and gender equality dimensions.

### 4.4. Methodology

33. The methodology will be designed by the evaluation team during the inception phase. It should:
  - Employ the relevant evaluation criteria above : Relevance, Effectiveness, Efficiency, Impact, Sustainability, Coverage, Coherence, and Connectedness.<sup>15</sup> Gender Equality and empowerment of women should be mainstreamed throughout.
  - Demonstrate impartiality and lack of biases by relying on a cross-section of information sources (stakeholder groups, including beneficiaries.) The selection of field visit sites will also need to demonstrate impartiality.
  - Use mixed methods (quantitative, qualitative) to ensure triangulation of information through a variety of means. 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 survey modules will include household and child questionnaires, suppliers and smallholder farmers as well as a school questionnaire (with teachers and school directors). The key respondents will include school directors and staff responsible for provision of school feeding; school children, parents, teachers, officials from government departments including, MoPME, Directorate of Primary Education (DPE), Local Government Division (LGD), Department of Public Health and Engineering (DPHE), Ministry of Health and Family Welfare and Cooperating Partner NGOs. The design will ensure pre-post comparisons between the baseline study and endline evaluation. The evaluation team should expand on the methodology presented in the TOR and develop an evaluation Matrix during the inception phase.
  - Key to the design of both studies will be the principle of counterfactual analysis that will serve as foundation to the quasi-experimental design for end-line evaluations. The difference in status of indicators will be examined through a comparison of the control schools (who do not receive support from the project and are located in sub districts outside the project coverage area ) vis-a-vis schools supported by McGovern-Dole SFP. The

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<sup>15</sup> For more detail see: <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm> and <http://www.alnap.org/what-we-do/evaluation/eha>

control group will have 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. These groups (control and treatment groups) will then be matched based on the agreed characteristics

- Data sources and key respondents for both exercises include: teachers, head teachers, students, records of the sampled schools, parents, School Management Committees, community members, relevant government officials, Cooperating partner NGO staff and WFP officials.
- Apply an evaluation matrix geared towards addressing the key evaluation questions taking into account the data availability challenges, the budget and timing constraints.
- Ensure through the use of mixed methods that women, girls, men and boys from different stakeholders groups participate and that their different voices are heard and used.
- Include information from, provide analysis and update of the 2019 Systems Approach for Better Educational Results School Feeding (SABER-SF) assessment with a view of providing an updated situation analysis and impact on plans and recommendations made in the SABER following the COVID 19 pandemic outbreak.

34. Multi-stage/cluster sampling for the quantitative aspect of the baseline is proposed during selection of respondents. The sample size should 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)<sup>16</sup>. For each school, two students each will be randomly selected from Grade I-V, and 5 students for Grade III for interviews. One parent from each grade of the selected students will be covered. Also, from each school, one school head teacher, one schoolteacher, and one storekeeper will be interviewed. The sample size to administer the EGRA tool will be around 14 students from Grade III per school. The final sampling frame, methodology, and sample size calculations will be the responsibility of the evaluation team in consultation with the WFP CO.
35. The methodology should be GEEW-sensitive, indicating what data collection methods are employed to seek information on GEEW issues and to ensure the inclusion of women and marginalised groups. The methodology should ensure that data collected is disaggregated by sex and age; an explanation should be provided if this is not possible. Triangulation of data should ensure that diverse perspectives and voices of both males and females are heard and taken into account. The evaluation team must have a clear and detailed plan for collecting data from women and men in gender-sensitive ways before fieldwork begins.
36. The evaluation findings, conclusions and recommendations must reflect gender analysis, and the report should provide lessons/ challenges/ recommendations for conducting gender responsive evaluation in the future.
37. The following mechanisms for independence and impartiality will be employed: an Evaluation Committee comprised of CO staff and the Regional Evaluation officer and an Evaluation Reference group with membership from representatives from relevant government ministries, key project partners, and other relevant stakeholders will provide oversight to the evaluation. The members of the Evaluation Committee and Evaluation Reference Group will review and comment on draft evaluation products and act as key informants in order to safeguard against bias and influence.

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<sup>16</sup> Cochran, W. G. (1977) Sampling Techniques. 3<sup>rd</sup> Edition, John Wiley & Sons, New York.

38. The following potential risks to the methodology have been identified: Due to school closures and restrictions on international travel, the data collection phase for the baseline study may have to be adjusted. Currently, schools in Bangladesh are due to reopen in March-April 2021 but depending on how the situation evolves the Government of Bangladesh may decide to maintain these measures beyond this deadline. WFP will be careful to adhere to government regulations on COVID 19 during the evaluations. Data on school related indicators will be collected using remote means where appropriate and secondary sources including previous studies if schools remain closed.

#### 4.5. Quality Assurance and Quality Assessment

39. 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 their review. DEQAS is closely aligned to the WFP's evaluation quality assurance system (EQAS) and is based on the UNEG norms and standards and good practice of the international evaluation community and aims to ensure that the evaluation process and products conform to best practice.

40. DEQAS will be systematically applied to this evaluation. The WFP Evaluation Manager will be responsible for ensuring that the evaluation progresses as per the [DEQAS Process Guide](#) and for conducting a rigorous quality control of the evaluation products ahead of their finalization.

41. WFP has developed a set of [Quality Assurance Checklists](#) for its decentralized evaluations. This includes Checklists for feedback on quality for each of the evaluation products. The relevant Checklist will be applied at each stage, to ensure the quality of the evaluation process and outputs.

42. To enhance the quality and credibility of this evaluation, an outsourced quality support (QS) service directly managed by WFP's Office of Evaluation in Headquarter provides review of the draft inception and evaluation report (in addition to the same provided on draft TOR), and provides:

- a. systematic feedback from an evaluation perspective, on the quality of the draft inception and evaluation report;
- b. recommendations on how to improve the quality of the final inception/evaluation report.

43. The evaluation manager will review the feedback and recommendations from QS and share with the team leader, who is expected to use them to finalise the inception/ evaluation report. To ensure transparency and credibility of the process in line with the [UNEG norms and standards](#)<sup>[1]</sup>, a rationale should be provided for any recommendations that the team does not take into account when finalising the report.

44. This quality assurance process as outlined above does not interfere with the views and independence of the evaluation team, but ensures the report provides the necessary evidence in a clear and convincing way and draws its conclusions on that basis.

45. The evaluation team will be required to ensure the quality of data (validity, consistency and accuracy) throughout the analytical and reporting phases. The evaluation team should be assured of the accessibility of all relevant documentation within the provisions of the directive

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[1] [UNEG Norm #7](#) states "that transparency is an essential element that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability"

on disclosure of information. This is available in [WFP's Directive CP2010/001](#) on Information Disclosure.

46. All final evaluation reports will be subjected to a post hoc quality assessment by an independent entity through a process that is managed by OEV. The overall rating category of the reports will be made public alongside the evaluation reports.

### 5. Phases and Deliverables

47. The evaluation will proceed through the following phases. The deliverables and deadlines for each phase are as follows:

**Table 3: Summary Process Map**

Phase	Deliverables
1. Preparation	Fully executed contract and Terms of Reference
2. Inception	Deliverable - Inception Report
3. Collect data	Aide memoire / debriefing PPT
4. Analyze data and report	Evaluation Report
5. Disseminate and Follow up	Final report and PPT presentation with final evaluation findings

48. The inception report of the baseline study will define the evaluation design and methodology. It will detail quality assurance systems developed for the baseline and follow-on end-line evaluation. An activity plan and timeline should be included. The evaluation designs and proposed methodologies in the inception report should outline the extent to which the proposed methodology will lead to reliable data and analysis.

49. Field Data Collection Baseline study: It is anticipated that the field data collection will take four weeks including visits to project sites. A debriefing session will be held upon completion of the fieldwork.

50. Data Analysis and Reporting Phase: 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 baseline study report. This 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. 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 for final comments and pre-approval *one month before* the USDA deadline. The report should outline the purpose, scope and rationale, and the survey methodologies applied including limitations. The report should detail the data collection process, findings and conclusions that the team has obtained. The baseline and endline reports should be no longer than 15 pages each, excluding annexes.

51. 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 end-line evaluation will follow a more rigorous dissemination phase. USDA Food Assistance Division (FAD) and the CO management will respond to the end-line evaluation recommendations by providing actions that will be taken to address each recommendation and estimated timelines for taking those actions. The meeting should be held within 30 days of USDA receipt of the final end-line evaluation report as per USDA McGovern-Dole program requirements.
52. Reports will be subject to external post-hoc quality review to report independently on the quality, credibility and utility of the evaluations 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 endline evaluation and should be written in language easy to understand by non-evaluators and with appropriate graphics and tables.
53. All final versions of international food assistance evaluation reports will be made publicly available. Evaluators shall provide a copy of the evaluation reports that is free of personally identifiable information (PII) and proprietary information. Final versions of evaluation reports ready for publication should be accessible to persons with disabilities. For guidance on creating documents accessible to persons with disabilities, please see the following resources: <https://www.section508.gov/create/documents> <https://www.section508.gov/create/pdfs>
54. 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.
55. **Timeline:** The timeline for the evaluations for both exercises is from April 2021 to September 2023, covering planning/preparation, inception, data collection, data processing and data analysis and report, and dissemination (see detailed timelines in **Annex 1**)

## 6. Organization of the Evaluation & Ethics

### 6.1. Evaluation Conduct

56. 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.
57. The evaluation team will not have been involved in the design or implementation of the subject of evaluation or have any other conflicts of interest. Further, they will act impartially and respect the [code of conduct of the evaluation profession](#).

### 6.2. Team composition and competencies

58. The evaluation team is expected to include a team leader and other members as necessary to ensure a mix of expertise in areas covered by the project and evaluation. A mix of national and international evaluators will be required. To the extent possible, the evaluation will be conducted by a gender-balanced, geographically and culturally diverse team with appropriate skills to assess gender dimensions of the subject as specified in the scope, approach and methodology sections of the ToR. At least one team member should have WFP experience.
59. 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 and Technical Expertise
  - Statistical data analysis.
  - Experience and expert knowledge in carrying out complex evaluations and surveys
  - School feeding, education, nutrition, food security, systems strengthening.
  - Gender expertise / good knowledge of gender issues
  - All team members should have strong analytical and communication skills, evaluation experience and familiarity with Bangladesh.
  - All team members should have strong skills in oral and written english.
60. 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, analytical and communication skills, including a track record of excellent english writing and presentation skills.
61. 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, the end of field work (i.e. exit) debriefing presentation and evaluation report in line with DEQAS.
62. 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.
63. 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

64. **Security clearance** where required is to be obtained from the Bangladesh CO.

- 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.

65. However, to avoid any security incidents, the Evaluation Manager will 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.

### 6.4 Ethics

66. WFP's decentralised evaluations must conform to WFP and UNEG ethical standards and norms. The contractors undertaking the evaluations are responsible for safeguarding and ensuring ethics at all stages of the evaluation cycle (preparation and design, data collection, data analysis, reporting and dissemination). This should include, but is not limited to, ensuring informed consent, protecting privacy, confidentiality and anonymity of participants, ensuring cultural sensitivity, respecting the autonomy of participants, ensuring fair recruitment of participants (including women and socially excluded groups) and ensuring that the evaluation results in no harm to participants or their communities.

67. Contractors are responsible for managing any potential ethical risks and issues and must put in place in consultation with the Evaluation Manager, processes and systems to identify, report and resolve any ethical issues that might arise during the implementation of the evaluation. Ethical approvals and reviews by relevant national and institutional review boards must be sought where required.

## 7. Roles and Responsibilities of Stakeholders

### 68. The WFP Bangladesh CO

a- The WFP Bangladesh CO **Management (Director or Deputy Director)** will take responsibility to:

- Assign an Evaluation Manager for the evaluation.
- Compose the internal evaluation committee and the evaluation reference group (see below).
- Approve the final Tor, inception and evaluation reports.
- Ensure the independence and impartiality of the evaluation at all stages, including establishment of an Evaluation Committee and of a Reference Group (see below and [TN on Independence and Impartiality](#)).

- Participate in discussions with the evaluation team on the evaluation design and the evaluation subject, its performance and results with the Evaluation Manager and the evaluation team
- Organise and participate in two separate debriefings, one internal and one with external stakeholders
- Oversee dissemination and follow-up processes, including the preparation of a Management Response to the evaluation recommendations

**b- The Evaluation Manager:**

- Manages the evaluation process through all phases including drafting this TOR
- Ensures quality assurance mechanisms are operational
- Consolidates and shares comments on draft TOR, inception and evaluation reports with the evaluation team
- Ensures expected use of quality assurance mechanisms (checklists, quality support
- Ensures that the team has access to all documentation and information necessary to the evaluation; facilitates the team's contacts with local stakeholders; sets up meetings, field visits; provides logistic support during the fieldwork; and arranges for interpretation, if required.
- Organises security briefings for the evaluation team and provides any materials as required
- The evaluation manager is not involved in the implementation of the project

69. An internal **Evaluation Committee** has been formed as part of ensuring the independence and impartiality of the evaluation it will be composed of key CO staff and the Regional Evaluation Officer. The EC will oversee the evaluation process, by making decisions, giving advice to the evaluation manager and clearing evaluation products submitted to the EC Chair for approval.

70. **An Evaluation Reference Group** has been formed with representation from relevant government ministries, key project partners, and other relevant stakeholders, including USDA. The ERG members will review and comment on the draft evaluation products and act as key informants to further safeguard against bias and influence.

71. **The Regional Bureau** will take responsibility to:

- Advise the Evaluation Manager and provide support to the evaluation process where appropriate.
- Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as required.
- Provide comments on the draft TOR, Inception and Evaluation reports
- Support the Management Response to the evaluation and track the implementation of the recommendations.

While the Regional Evaluation Officer will perform most of the above responsibilities, other RB relevant technical staff may participate in the evaluation reference group and/or comment on evaluation products as appropriate.

72. **United States Department of Agriculture (USDA)**, will be involved in the evaluation of the project during all stages of implementation. Appropriate members of USDA (Program Analyst

and M&E Lead) will be consulted for approval of the Evaluation Plan; review and approve of the Terms of Reference for each evaluation; serve as a member of the Evaluation Reference Group and participate in stakeholder meetings and presentation of the evaluation findings.

73. The Evaluation Officer in **School-Based Programmes (SBP) Division, HQ** will serve as a member of the ERG and support Regional Evaluation Officers and the Country Office in reviewing the evaluation plan, TORs and all evaluative products.
74. The **Partnerships Officer (Washington Office)** will work closely with the WFP CO, RB, and OEV the donor and country office to ensure smooth communication and submission of key evaluation deliverables, according to project timelines. The Partnerships Officer will review evaluation deliverables for adherence to USDA policy and facilitate communication with the donor.
75. **Relevant WFP Headquarters divisions** will take responsibility to:
  - Discuss WFP strategies, policies or systems in their area of responsibility and subject of evaluation.
  - Comment on the evaluation TOR, inception and evaluation reports, as required.
76. **The Office of Evaluation (OEV)**. OEV, through the Regional Evaluation Officer, will advise the Evaluation Manager and provide support to the evaluation process when required. It is responsible for providing access to the outsourced quality support service reviewing draft ToR, inception and evaluation reports from an evaluation perspective. It also ensures a help desk function upon request.

## **8. Communication and budget**

### **8.1. Communication**

77. 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. These will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders. Upon finalisation of the baseline and evaluation reports, the WFP Bangladesh CO will organize workshops with key stakeholders including government, the Ministry of Education, Cooperating Partners, USDA, civil society, UN partners to discuss findings and where relevant develop a management response to findings. The evaluation team should include a detailed communication plan and/or dissemination strategy in the overall evaluation design.
78. The Communication and Learning Plan should include a GEEW responsive dissemination strategy, indicating how findings including GEEW will be disseminated and how stakeholders interested or those affected by GEEW issues will be engaged.
79. As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available. As such, the evaluation team should include a detailed communication plan and/or dissemination strategy in the overall evaluation design. Specific communication products for each output will be finalised at the inception stage.

### **8.2. Budget**

80. Funding Source: The baseline study and endline evaluation will be funded by USDA through the WFP Bangladesh CO.

81. The service provider will outline their budget in a financial proposal to WFP as part of their response to the Request for Proposals (RfP). The service provider should refer to **Annex 1:** Evaluation schedule where indicative number of evaluation days are included to estimate the budget). The service provider should:

- Include costs for international and domestic travel and for all relevant in-country data collection (both qualitative and quantitative)
- Costs for technical and administrative assistance required.
- Follow the agreed rates for decentralized evaluations as provided for in the Long-Term Agreement (LTA) with WFP

Please send any queries to Mark Rutayisire, Procurement Officer,RBB at 01713126830

## Annex 1 Evaluation Schedule

	<b>Phases, Deliverables and Timeline</b>	<b>Days/Weeks</b>	<b>Indicative completion dates Baseline Survey</b>	<b>Indicative completion dates Endline Evaluation</b>
<b>Phase 1 - Preparation</b>		<b>Up to 9 weeks</b>		
	Desk review, draft of TOR and quality assurance (QA) using ToR QC	(3 weeks)	1 <sup>st</sup> February 2021	
	Sharing drafted ToR with outsourced quality support service (DE QS) & ERG, RB, and relevant WFP Headquarters divisions for comments	2 weeks	15 <sup>th</sup> February 2021	
	1) Reviewing and revising the draft ToR based on comments received, (2) submitting the revised TOR to the internal evaluation committee for approval and (3) sharing the revised TOR with key stakeholders	1 week	22 <sup>nd</sup> February 2021	
	Sharing the revised TOR with USDA for comments	2 weeks	30 <sup>th</sup> March 2021	
	Selection and recruitment of evaluation team	3 weeks	29 <sup>th</sup> April 2021	
	Planning/reconfirming the schedule of the exercises with the selected evaluation Team	2 weeks		15 <sup>th</sup> March 2023
	Provision of the data/electronic library to the Evaluation Team	1 week		23 <sup>rd</sup> March 2023
<b>Phase 2 - Inception</b>		<b>Up to 7 weeks</b>		
	Briefing core team	(1 day)	2 <sup>nd</sup> May 2021	29 <sup>th</sup> March 2023
	Desk review of key documents by evaluation team	3 days	6 <sup>th</sup> May 2021	3 <sup>rd</sup> April 2023
	Draft inception report	(1 week)	13 <sup>th</sup> May 2021	10 <sup>th</sup> April 2023

	Sharing of draft IR with DE QS, ERG, RBB, USDA and relevant WFP Headquarter divisions for comments and quality assurance	(1 week)	20 <sup>th</sup> May 2021	17 <sup>th</sup> April 2023
	Revise draft IR based on feedback received and submission of final revised IR	(1 week)	27 <sup>th</sup> May 2021	24 <sup>th</sup> April 2023
	Submission of the final IR to the internal evaluation committee for approval	(1 week)	31 <sup>st</sup> May 2021	30 <sup>th</sup> April 2023
	Sharing of final inception report with key stakeholders for information	1 day	1 <sup>st</sup> June 2021	1 <sup>st</sup> May 2023
<b>Phase 3 – Data collection</b>		<b>Up to 3 weeks</b>		
	Briefing evaluation team at CO	(1 day)	1 <sup>st</sup> June 2021	4 <sup>th</sup> May 2023
	Data collection	(3 weeks)	24 <sup>th</sup> June 2021	30 <sup>th</sup> May 2023
	In-country Debriefing (s)	(1 day)	28 <sup>th</sup> June 2021	31 <sup>st</sup> May 2023
<b>Phase 4 - Analyze data and report</b>		<b>Up to 11 weeks</b>		
	Draft evaluation report	(3 weeks)	15 <sup>th</sup> July 2021	20 <sup>th</sup> June 2023
	Sharing the draft ER with DE QS and ERG, RB, and relevant WFP Headquarters divisions for comments	(1 week)	22 <sup>th</sup> July 2021	28 <sup>th</sup> June 2023
	Revise draft ER based on feedback received	(1 week)	29 <sup>th</sup> July 2021	7 <sup>th</sup> July 2023
	Submitting the revised ER to the internal evaluation committee for approval and (3) sharing the revised ER with key stakeholders	(1 week)	30 <sup>th</sup> July 2021	14 <sup>th</sup> July 2023
	Sharing the revised ER with USDA for comments	(2 weeks)	6 <sup>th</sup> August 2021	28 <sup>th</sup> July 2023
	Revision of ER based on comments and submission of final revised ER	(1 week)	13 <sup>th</sup> August 2021	4 <sup>th</sup> August 2023
	Sharing of final evaluation report with key stakeholders for information	(1 day)	15 <sup>th</sup> August 2021	8 <sup>th</sup> August 2023
<b>Phase 5 - Dissemination and follow-up</b>		<b>Up to 4 weeks</b>		
	Prepare management response	(1 week)	19 <sup>th</sup> August 2021	25 <sup>th</sup> August 2023
	Share final evaluation report and management response with OEV for publication	(2 weeks)	27 <sup>th</sup> August 2021	8 <sup>th</sup> September 2023

## **Annex 2      Membership of the Evaluation Committee**

- Geophrey Sikei (VAM Officer and Head MEAL): Chair, at [geophrey.sikei@wfp.org](mailto:geophrey.sikei@wfp.org)
- Allen Amany (Head of Monitoring and Evaluation): Evaluation Manager, at [allen.amanya@wfp.org](mailto:allen.amanya@wfp.org)
- Katelyn Gless (Programme Policy Officer) [katelyn.gless@wfp.org](mailto:katelyn.gless@wfp.org)
- George Karmarker (Programme Officer School Feeding) at [george.karmarker@wfp.org](mailto:george.karmarker@wfp.org)
- Kojiro Nakai (Head of Programme) at [Kojiro.nakai@wfp.org](mailto:Kojiro.nakai@wfp.org)
- Piet Vochten (Deputy Country Director) at [pete.vochten@wfp.org](mailto:pete.vochten@wfp.org)
- Rezaul Karim (Head of Programme) at [Rezaul.karim@wfp.org](mailto:Rezaul.karim@wfp.org)
- Yumiko Kanemitsu (Regional Evaluation Officer at RBB) [yumiko.kanemitsu@wfp.org](mailto:yumiko.kanemitsu@wfp.org)
- Stuart Coupe (Consultant Monitoring and Evaluation) at [stuart.coupe@wfp.org](mailto:stuart.coupe@wfp.org)
- Niamh Ogrady (Evaluation Officer) at [niamh.ograde@wfp.org](mailto:niamh.ograde@wfp.org)

### **Annex 3      Membership of the Evaluation Reference Group**

- Representatives from MoPME, Directorate of Primary Education (DPE)
- Representative from USDA
- Yumiko Kanemitsu (Regional Evaluation Officer at RBB) [yumiko.kanemitsu@wfp.org](mailto:yumiko.kanemitsu@wfp.org)
- Geophrey Sikei (VAM Officer and Head MEAL): Chair, at [geophrey.sikei@wfp.org](mailto:geophrey.sikei@wfp.org)
- Allen Amany (Head of Monitoring and Evaluation): Evaluation Manager, at [allen.amanya@wfp.org](mailto:allen.amanya@wfp.org)
- Katelyn Gless (Programme Policy Officer) [katelyn.gless@wfp.org](mailto:katelyn.gless@wfp.org)

**Annex 4 Evaluation Criteria and Questions**

Criteria	Key Questions-Baseline Study	Key Questions- Endline Evaluation
I. Relevance	<p>To what extent is the programme aligned to Government national and sectorial level policies and plans at the time of design? To what extent (if any) does the project complement other government and donor-funded initiatives? Is there any change in the readiness of the Government to move forward with these plans due to the COVID pandemic?</p>	<p>To what extent is the programme aligned to Government national and sectorial level policies and plans over the project timeframe? To what extent (if any) does the project complement other government and donor-funded initiatives? To what extent these complementarities have contributed to strengthening the project relevance?</p>
	<p>To what extent does the project design address the needs of the Government with regards to transition to fully nationally owned school feeding programme (against the five policy goals/pathways<sup>17</sup>)? (programme components mentioned in point 18, on page 6 of the TOR)</p>	<p>Were all activities completed as planned, and if not, what are the reasons for the underachievement?</p>
	<p>To what extent the package of technical assistance activities/measures planned as part of the programme have been based on capacity needs assessment (focused on the Government’s capacity to transition towards national ownership of the school feeding programme against the five policy goals/pathways)? (programme components mentioned in point 18, on page 6 of the TOR). Have the capacity needs changed as a result of the COVID pandemic?</p>	<p>To what extent the project has addressed the needs of the Government with regards to transition to fully nationally owned school feeding programme (against the five policy goals/pathways)?</p>

<sup>17</sup> Government’s policy, strategic planning, institutional capacity, fiscal space, implementation, M&E systems, community engagement

	<p>What priority areas should WFP focus on to ensure that the transition from biscuit distribution to hot meals is adapted to the local context?</p>	<p>Has capacity needs assessment been complemented by the information on emerging/previously unassessed capacities, opportunities and gaps identified during the project implementation with subsequent adjustment of SFP activities to ensure the package of capacity strengthening support is adapted to identified needs?</p>
	<p>To what extent are local-level stakeholders and governance structures ready to transition from biscuits distribution to school meals? What needs to improve in how these entities work with each other to bring the most successful and effective school meal program? (Learning Agenda question)</p>	<p>How did children/parents/teachers perceive the transition to hot meals?</p>
	<p>What new factors influencing School Feeding have come into play as a result of the COVID 19 pandemic? What is the influence of these factors on the programme's planned approaches? What is the impact of COVID-19 on anticipated project outcomes with specific reference to impact of COVID 19 on school children's return to school and contribution to achievement of project outcomes?</p>	<p>To what extent was the provision of hot meals adapted to the local context?</p>
		<p>To what extent did the national and local-level stakeholders and governance structures implement the</p>

		school meal programme? (Learning Agenda question)
II. Effectiveness and Efficiency	To what extent are the national and local-level structures in place adequate to successfully deliver a school meal programme, in an efficient and effective manner? (Learning Agenda question)	To what extent did the intervention deliver the expected results and outcomes? (by gender where applicable) and by type of activity?
	What additional measures/adjustments to the project design, if any, should be undertaken in the early stages of intervention to enhance the efficiency of the intervention?	To what extent can observed changes be attributed to the intervention (e.g. in education, food safety and quality, strengthened national capacity or links between school feeding and local production, etc) What was the influence of other factors?
		What was the impact of COVID-19 on anticipated project outcomes with specific reference to impact of COVID 19 on school children's return to school and contribution to achievement of project outcomes?
		What were the particular features of the School Feeding Programme and context that were key/crucial to the achievement/ non-achievement of results?
		To what extent were the findings from the baseline addressed and impacted the programme effectiveness towards the end of the programme?
		What was the efficiency of the program, in terms of costs of biscuits distribution, timeliness of distribution, and cost of biscuit per child? What factors influenced the cost efficiency of the project?

		To what extent did the transition from biscuits to hot meals happen according to expectations? Have there been any unintended outcomes? And if yes, what were they?
		Were the activities implemented in line with the project implementation plan and in a timely manner? (project cycle steps and specific delivery aspects, including programme delivery, logistics and M&E arrangements)? What factors impacted the delivery process (cost factors, WFP and partners performance, external factors)?
		To what extent were the national and local-level structures successful in transitioning from biscuits to school meals and in delivering a school meal programme in an efficient and effective manner? (Learning Agenda question corrective measures as well as for WFP's learning agenda?
		To what extent monitoring and Beneficiary/Stakeholder Complaint and Feedback mechanisms been utilized for SFP
		Have findings of the baseline evaluation been addressed and contributed to the enhancement of the project efficiency?
III. Impact		To what extent did literacy and health and dietary practices of [beneficiary group] improve?
		What intended and unintended impact has the intervention made on:the

		beneficiaries, stakeholders national capacity (including frameworks, systems, tools, institutional capacity; where possible by levels)?
		What internal factors led to the impact (factors within WFP's control): the processes, systems and tools in place to support the operation design, implementation, monitoring and evaluation and reporting; the governance structure and institutional arrangements (including issues related to staffing, capacity and technical backstopping from RB/HQ); and internal partnership and coordination approaches and arrangements; etc.?
		What external factors led to the impact (factors outside WFP's control): the external operating environment; the funding climate; external incentives and pressures)
IV. Sustainability	To what extent are the financial and programme implementation responsibilities clear for a transition of the WFP school feeding project to national school feeding ownership <sup>18</sup>	To what extent are the financial and programme implementation responsibilities clear and in place for a transition of the WFP school feeding project to national school feeding ownership?
	Have criteria for successful (minimum) handover been defined and established with the Government at the start of the intervention (to allow for comparison at the end of the intervention? What activities/measures need to be considered in the handover	To what extent was the intervention was implemented in line with the handover plan?

<sup>18</sup> Viewed from the perspective of national and local levels, communities and other partners for all project components (for both models, literacy, links to local farmers, WASH and hygiene, food safety and quality, capacity strengthening.

	<p>process to contribute to its success?</p>	
	<p>To what extent handover (transition plan, if available) reflects the measures aimed at institutionalization of the measures planned as part of the technical assistance to the Government that is expected to support the sustainability of the intervention (including policy work, support to systems, institutional capacity etc)? What adjustments to the handover plan/strategy need to be made before the end of the intervention to ensure successful handover to the Government and stakeholders?</p>	<p>To what extent has the package of technical assistance activities and measures undertaken during the project duration been institutionalized into the Government's policies, strategies and systems and is likely to support the sustainability of the intervention (including policy work, support to systems, institutional capacity etc)?</p>
	<p>To what extent the intervention is planning to engage Government and local communities (PTAs, farmers etc) towards school feeding and education activities? What is the engagement level of these stakeholders in the schools at the start of the intervention? Has the role of the communities and local stakeholders been institutionalized/is planned to be institutionalized (within Government's policy, strategy and/or systems levels)?</p>	<p>What progress has been made since the project design stage (through strategic engagement, advocacy and other efforts with Government and relevant stakeholders) in supporting financial sustainability of the SFP beyond WFP's intervention (national budget for SFP and other funding sources)?</p>
		<p>To what extent the intervention has been successful in engaging Government and local communities (PTAs, farmers groups, etc) towards school feeding and education activities? What is the engagement level of these stakeholders in the schools? Has the role of the</p>

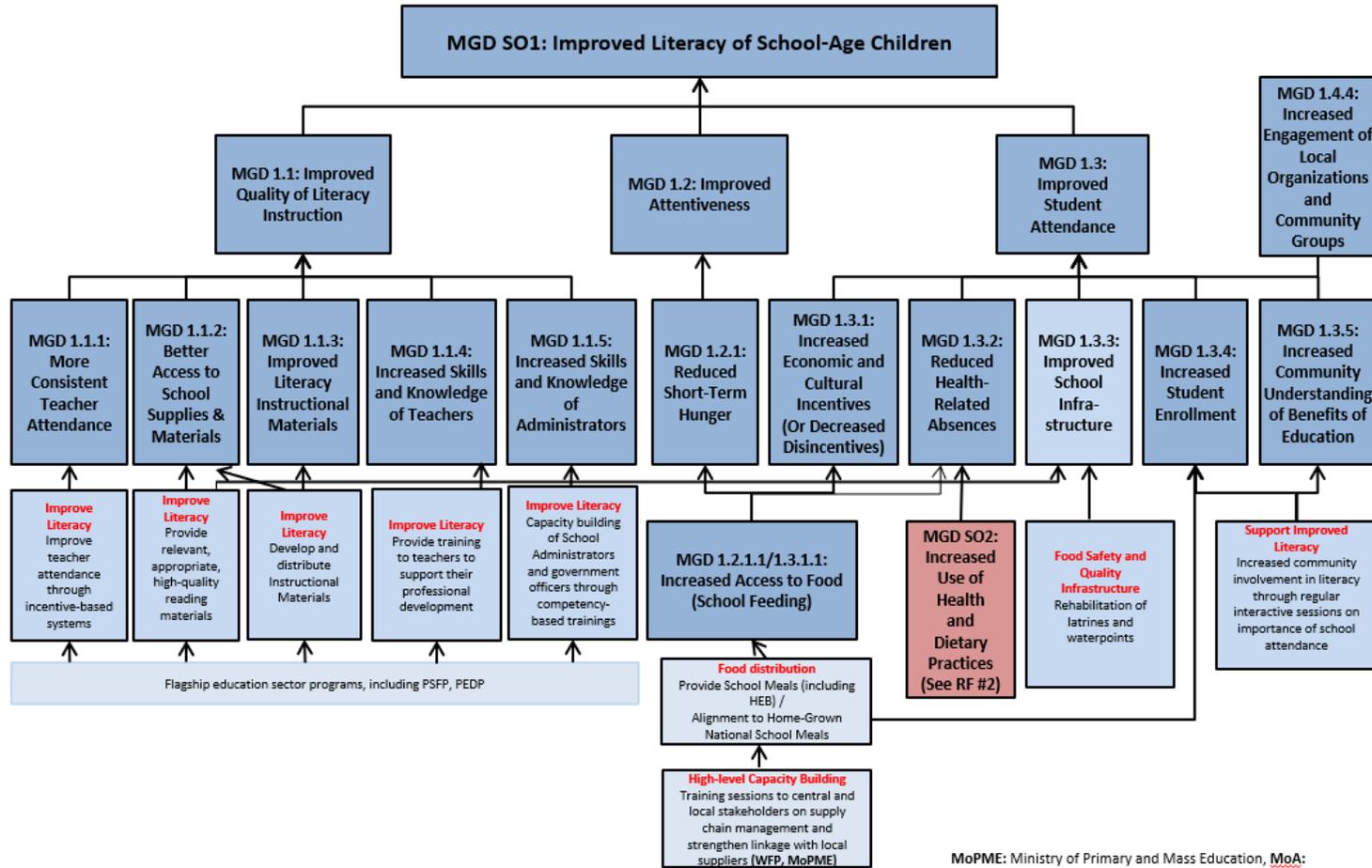
		communities and local stakeholders been institutionalized (as the Government policy, strategy and/or systems levels)?
	To what extent are the national and local-level structures adequate to ensure a sustainable transition from biscuits distributions to school meals within the programme period? (Learning Agenda question)	To what extent the benefits of the operation are likely to continue beyond WFP's intervention for the targeted beneficiaries (by models and by specific intervention components ) beyond WFP intervention and in line with Government guidelines/standards, how WASH/hygiene aspects will be maintained/addressed, etc)?
	What priority areas should WFP focus on to ensure sustainability of programme beyond handover in 2023 and operationalization of the 2019 Government's School Feeding policy?	How effective has been the handover process so far?
		Are the national and local-level governance structures adequate to ensure the sustainability of the school meal programme beyond 2023? (Learning Agenda question)
V. General	Are there any recommendations for adjustments to improve the project's relevance, efficiency, effectiveness, impact, and/or sustainability?	What are lessons learned from the project?
		How can WFP improve future programming, in the context of these lessons learned?

## **Annex 5 Available Information**

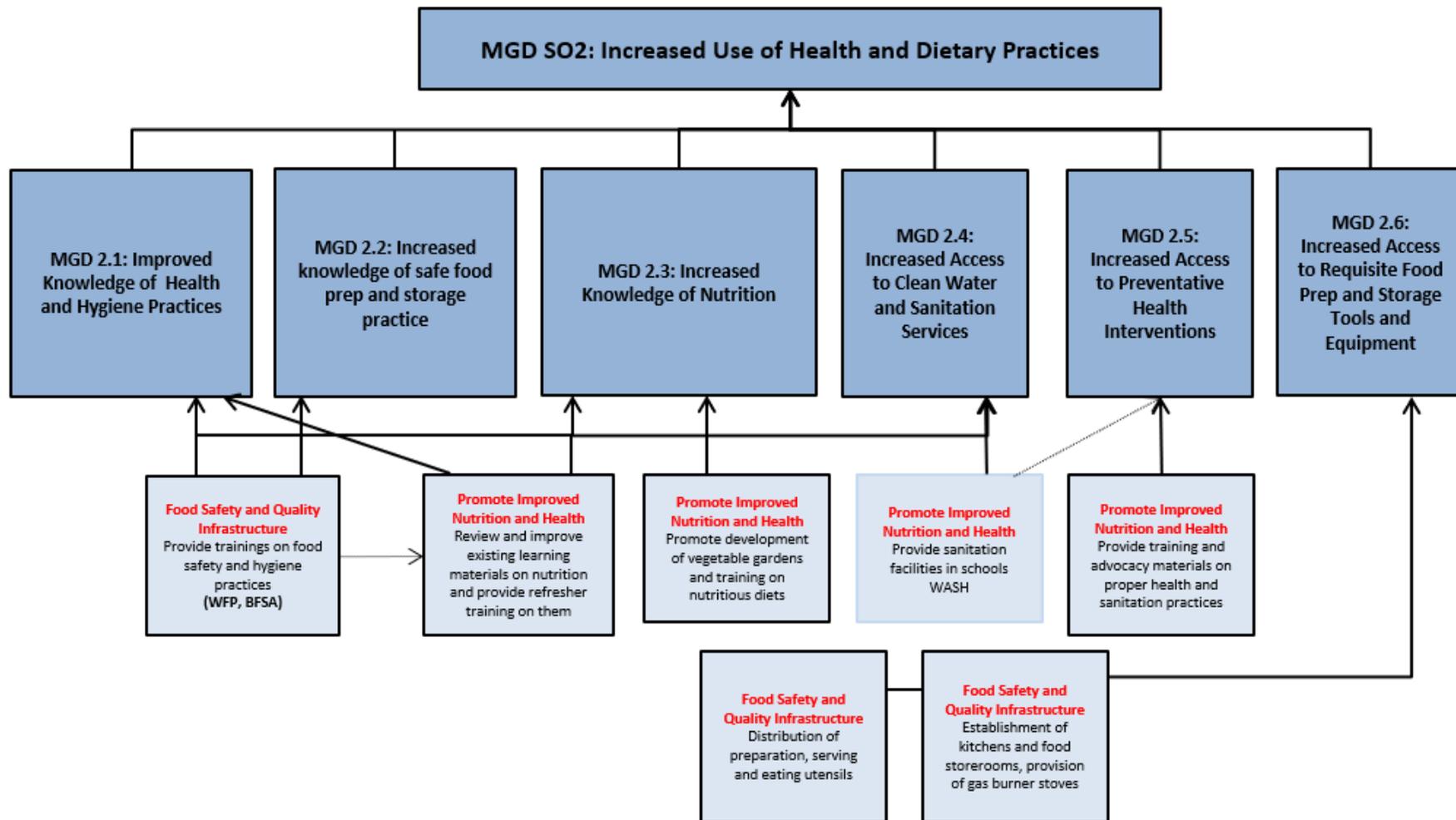
- Bangladesh Country Strategic Plan
- Baseline, Mid-term, and Endline evaluation reports of the USDA McGovern Dole FFE Program, 2015-2020, including survey tools.
- Project document and Agreement with USDA
- Evaluation Plan, Performance Monitoring Plan, and Result framework
- Field level agreements (FLAs) between WFP and cooperating partners
- List of partners including Government, NGOs, and UN agencies
- Systems Approach for Better Educational Results School Feeding (SABER-SF) assessment
- Annual Country Reports (ACR) 2018, 2019 and 2020.
- Regular monitoring data on process, outputs and outcomes
- National School Meal Policy
- Development Project Proposal (DPP), outlining the transition to nationwide HGSP
- Education Statistics & Indicators
- Cooperating partner reports 2017-2020

**Annex 6      Results Framework**

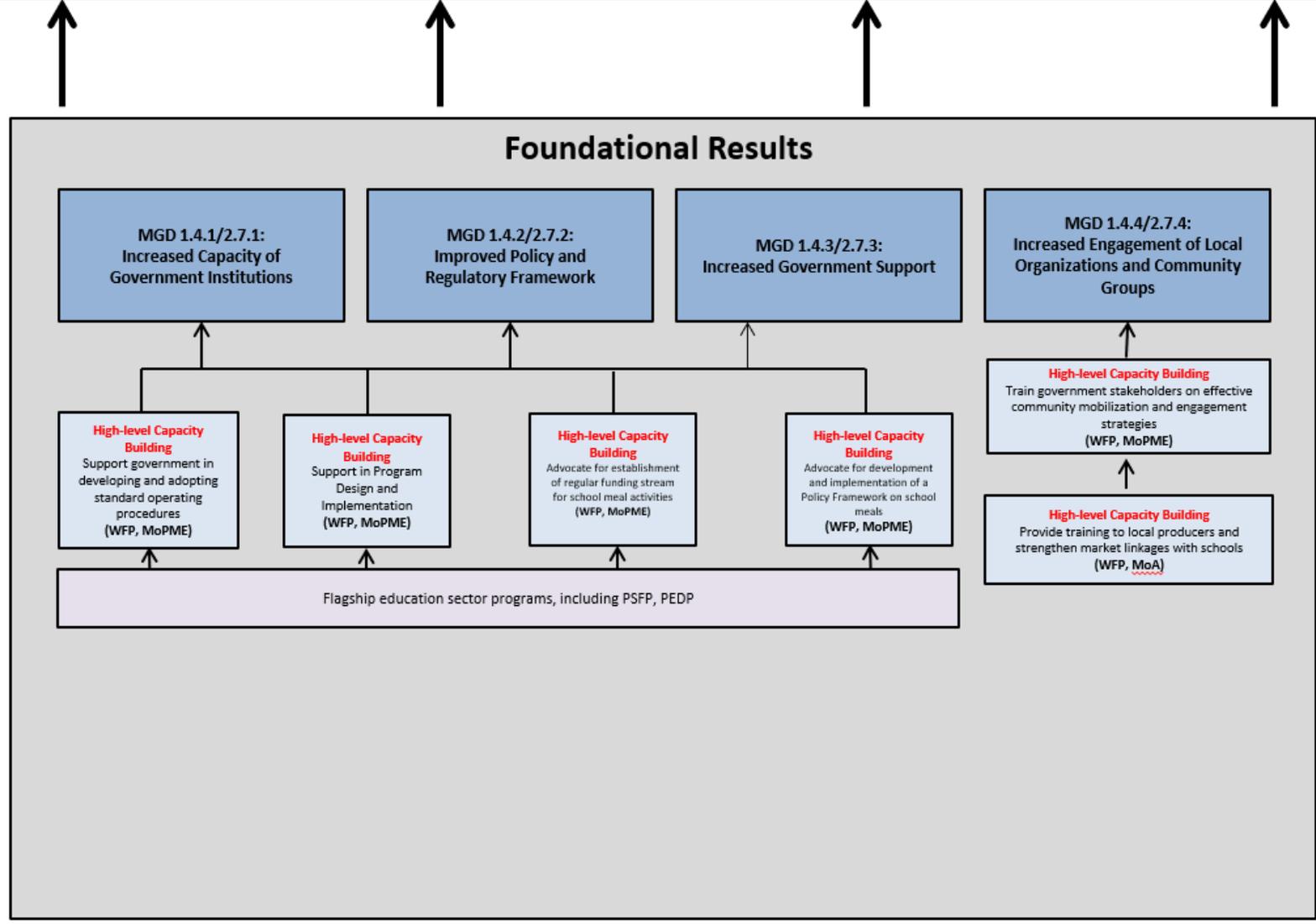
# WFP Bangladesh FY2020 McGovern-Dole Proposal: Results Framework #1



# WFP Bangladesh FY2020 McGovern-Dole Proposal: Results Framework #2

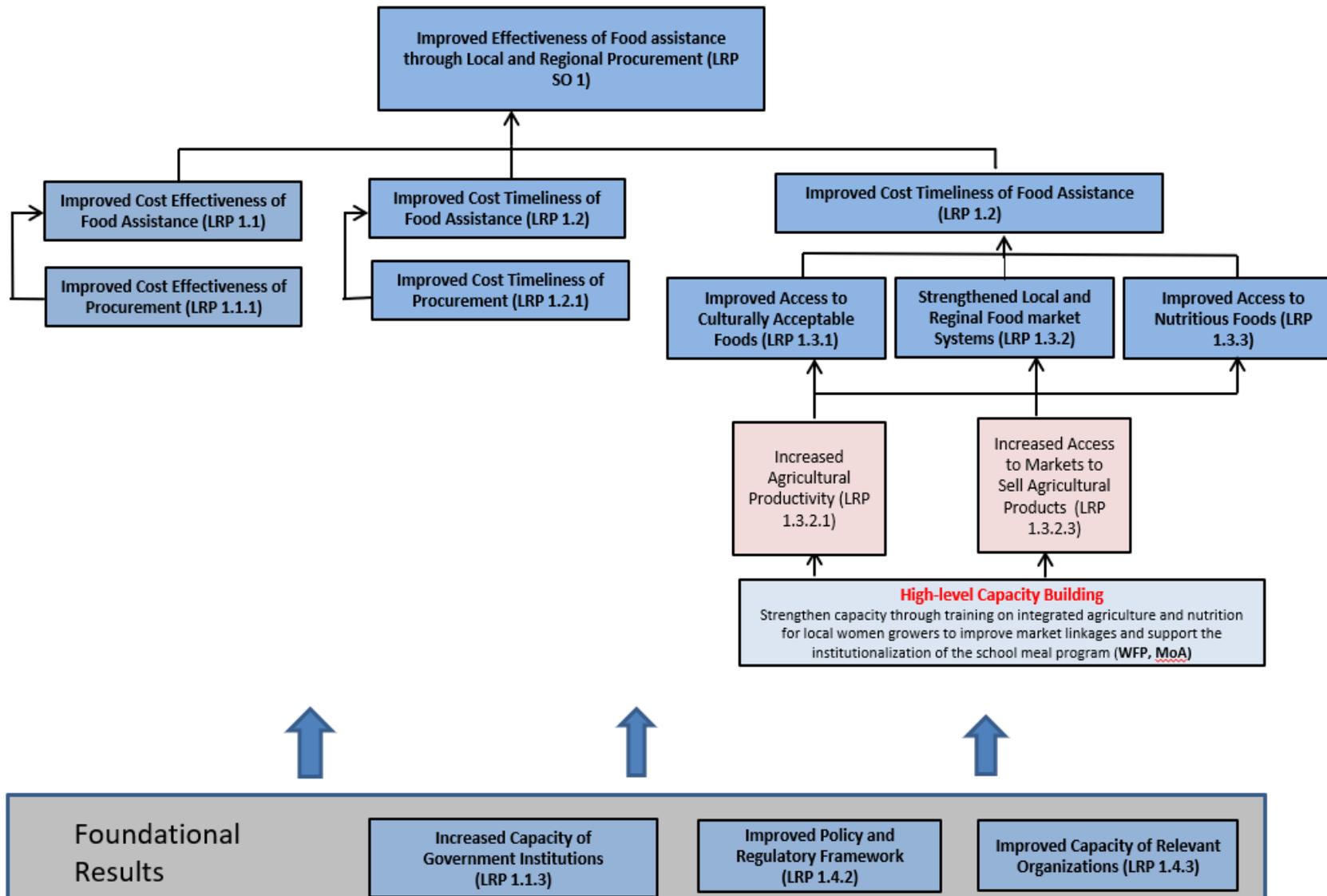


**WFP Bangladesh FY2020 McGovern-Dole Proposal: *Foundational Results***





# WFP Bangladesh FY2020 McGovern-Dole Proposal: LRP Results Framework



## WFP Bangladesh FY2020 McGovern-Dole Proposal: *Critical Assumptions*



*The Project-Level RF must be accompanied by narrative text that identifies critical assumptions and describes the project's theory of change, referring to existing research that supports the proposed causal linkages, where possible.*

### 1. Political Assumptions:

- Continued national economic and political stability.
- Strong GoB commitment to education, school feeding and hand over.

### 2. Environmental Assumptions:

- Ability of GoB and partners to respond effectively to natural disasters.
- Adequate linkages to health care and social services.
- Stability of the food pipeline.

### 3. Funding Assumptions

- Sufficient GoB budget.
- Local community and WFP capacity to leverage non-McGovern Dole funds to support project implementation and local purchase.

**Annex 7 Performance Monitoring Plan**

[Bangladesh FY20-23 MGD PMP Draft 2 final.xlsx](#)

## Annex 8: 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
PMP	Performance Monitoring Plan
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