Decentralized evaluation for evidence-based decision making

Decentralized Evaluation

USDA Mc-GOVERN DOLE FY17 BASELINE STUDY IN BANGLADESH

Final Report of Baseline Evaluation

October 2018

WFP Country Office Bangladesh

Mr.Ezaz Nabi, WFP Bangladesh Evaluation Manager

Prepared by
NRMC

Team Leader: Bhaskar Goswami
Evaluation Manager: Rahul Agrawal
Gender Specialist: Ankita Singh
Research Managers: Mrinalini Mazumdar and Aoinla Pongen

WFP
World Food Programme
wfp.org

Table of Contents

Acknowledgements 4

Acronyms 5

Executive Summary 1

Methodology 2

Key Findings 3

Foundational Results 5

Conclusions 5

Recommendations 6

1. Background 9

2. Context 11

a) Food Security and Nutrition 11

b) Health 11

c) Education 12

d) Water, Sanitation, and Hygiene 12

e) School Feeding Needs 13

f) Government Policies and Programmes 14

g) Development Assistance in Bangladesh 14

3. Methodology 15

3.1 Integration of Gender into the Methodology 17

3.2 Data Collection and Analysis 18

3.2.1 The Sample 18

3.2.2 Primary Data 20

3.2.3 Secondary Data 21

3.2.4 Collection of Information on Existing Capacities 21

3.2.5 Data Analysis 21

3.2.6 Limitations and Risks 22

4. Appropriateness of the McGovern Dole Programme in Bangladesh 22

4.1 Need in Bangladesh 22

4.2 Coherence with Government Policies 23

4.3 Coherence with WFP's Policies and Strategies 24

5. Gender Analysis 24

6. Key Findings 25

7. Conclusions 35
8. Recommendations 38
Annexes 42
Annex A: Map of the Intervention Area 42
Annex B: Project-Level Results 43
Annex C: Planned Outcomes of WFP Bangladesh McGovern Dole -FY17 Award 46
Annex D: Activity wise Graduation Timeline 51
Annex E: Funding for WFP School Feeding Programme 53
Annex F: Role of Partners 56
Annex G: Stakeholder Analysis 59
Annex H: Conceptual Framework for the Baseline Study 66
Annex I: Data Analysis Methods 68
Annex J: Sample Size Covered by Upazilas and Respondent Category 70
Annex K: List of Sample Schools 71
Annex L: Evaluation Matrix 75
Annex M: Data Collection Tools 83
Annex N: Snapshot of the changes made in discussion with WFP 88
Annex O: Evaluation Mission Schedule 93
Annex P: Documents Gathered 96
Annex Q: NRMC's Internal Protocols 101
Annex R: Team Composition and Specific Tasks 102
Annex S: The training schedule of the data collection team 104
Annex T: Baseline Values of Key Indicators 106
Annex U: Baseline Values of Other Key Performance Indicators 121
Annex V: Recommendations for Capacity Building 122
Annex W: Terms of Reference for Baseline Evaluation 124

Table 1: McGovern Dole Target Beneficiaries 10
Table 2: Features of Upzilas in Cox Bazar district 8
Table 3: Summary of McGovern Dole Strategic Objectives and Outcomes 26
Table 4: Average number of correct words per minute 27
Table 5: Awareness and demonstration of handwashing practices by parents 33
Table 6: Recommendations, Rationale, and Proposed Actions 38
Table 7: Planned outcomes and annual targets 46
Table 8: Activity wise Graduation Timelines 51

Table 9: Role of partners 56
Table 10: Stakeholder analysis 59
Table 11: Evaluation matrix 75
Table 12: Mapping of the indicators with the type of tools and the questions 83
Table 13: Snapshot of changes made in discussion with WFP 88
Table 14: Spread of the sample units 90
Table 15: Spread of the schools across the sub-districts (*Upazila*) 90
Table 16: Sample size to be covered across the schools 91
Table 17: Segregation of sample distribution of attendance, attentiveness, and EGRA 92
Table 18: Evaluation mission schedule 93
Table 19: Documents Gathered 96
Table 20: Documents Gathered 102
Table 21: Training Schedule 104

Figure 1: Summary of the study methodology 16
Figure 2: Percent of Students who by the end of two grades demonstrate that they can read and understand the meaning of grade level text 27
Figure 3: Percent of students demonstrating oral reading fluency 28
Figure 4: No. of correct answers (comprehension) 28
Figure 5: Conceptual Framework 67
Figure 6: Statistical matching 68

Acknowledgements

The NRMC evaluation team wishes to acknowledge the guidance, support, and cooperation received from all the participants in the evaluation.

NRMC takes this opportunity to extend sincere thanks to the distinguished Government officials at the Ministry of Primary and Mass Education and Directorate of Primary Education for their time and precious inputs.

The NRMC Evaluation Team expresses its gratitude to Mr. Dipayan Bhattacharyya, Mr. Rezaul Karim, Mr. Ezaz Nabi, Ms. Katelyn Runyan-Gless, Ms. Farzana Akter, Mr. Md. Abdullah-Al-Mamun Patwary and Ms. Sneha Lata for their valuable suggestions and guidance for the evaluation.

We would also like to thank the staff of Room to Read, Muslim Aid, and Young Power in Social Action who took time out to meet us and provide their views on the school feeding programme and facilitate the logistics during the survey.

We are thankful to the team from ResInt for their partnership with the NRMC team during the evaluation, particularly on data collection.

Last but not the least, the evaluation team wishes to acknowledge the cooperation received from all informants, including school children, school heads, teachers, parents, cooks, storekeepers, and SMC members, during the primary survey.

Disclaimer

The opinions expressed in this report are those of the Evaluation Team and do not necessarily reflect those of the World Food Programme. Responsibility for the opinions expressed in this report rests solely with the authors. Publication of this document does not imply endorsement by WFP of the opinions expressed.

The designation employed and the presentation of material in maps do no imply the expression of any opinion whatsoever on the part of WFP concerning the legal or constitutional status of any country, territory or sea area, or concerning the delimitation of frontiers.

Acronyms

ASPR	Annual Sector Performance Report (prepared by Directorate of Primary Education)
AUEOs	Assistant Upazila Education Officers
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BRAC	Bangladesh Rural Advancement Committee
CWW	Children Without Worms
DAE	Directorate of Agriculture Extension
DEQAS	Decentralized Evaluation Quality Assurance System
DGHS	Directorate General of Health Services
DHS	Demography and Health Survey
DID	Difference-in-Difference
DPE	Directorate of Primary Education
DPEOs	District Primary Education Officer
DPHE	Department of Public Health and Engineering
EGRA	Early Grade Reading Assessment
EQAS	Evaluation Quality Assurance System
FAS	Foreign Agricultural Service
FAO	Food and Agriculture Organisation
FY	Fiscal Year
GAIN	Global Alliance for Improved Nutrition
GDP	Gross Domestic Product
GEEW	Gender Equality and Empowerment of Women
GNI	Gross National Index
GoB	Government of Bangladesh
GPS	Government Primary School

HDI	Human Development Index
HDR	Human Development Report
HNP	Health, Nutrition, and Population
IFAD	International Fund for Agricultural Development
ILO	International Labour Organisation
IQ	Intelligent Quotient
IR	Inception Report
KIIs	Key Informant Interviews
LGD	Local Government Division
M&E	Monitoring and Evaluation
MA	Muslim Aid
MGD	Mc Govern-Dole
MIS	Management Information System
MoA	Ministry of Agriculture
MoHFW	Ministry of Health and Family Welfare
MoPME	Ministry of Primary and Mass Education
MPI	Multidimensional Poverty Index
NCTB	National Curriculum and Textbooks Board
NER	Net Enrolment Rate
NGO	Non-Government Organization
NRMC	NR Management Consultants India Pvt Ltd
NSFP	National School Feeding Policy
NSSS	National Social Security Strategy
OEV	Office of Evaluation, WFP
PEDP	Primary Education Development Programme
PESP	Primary Education Stipend Project

PTA	Parent Teacher Association
PTI	Primary Teachers Training Institute
RtR	Room to Read
SABER	Systems Approach for Better Education Results
SDG	Sustainable Development Goals
SFP	School Feeding Programme
SFPPA	School Feeding Program in Poverty Prone Areas
SHEWA-B	Sanitation, Hygiene Education and Water in Bangladesh
SMC	School Management Committee
SOs	Strategic Objectives
STH	Soil-transmitted helminth
SWAp	Sector-wide approach
ToR	Terms of Reference
TSER	Transforming Secondary Education for Results
UEOs	Upazila Education Officer
UN	United Nations
UNEG	United Nations Evaluation Group
UNICEF	United Nations International Children's Emergency Fund
URC	Upazila Resource Center
USAID	United States Agency for International Development
USDA	US Department of Agriculture
VAM	Vulnerability Assessment and Mapping
WASH	Water, Sanitation, and Hygiene
WFO HQ	WFP Head Quarter
WFP	World Food Programme
WFP-CO	WFP Country Office

WHO	World Health Organization
YPSA	Young Power in Social Action

Executive Summary

1 The McGovern-Dole (MGD) financial year 2017 (FY17) funded school feeding project (SFP) is designed to provide school feeding assistance in the form of micronutrient-fortified biscuits to pre-primary and primary school children in Ukhiya and Kutubdia Upazilas (sub-districts) in Cox's Bazar district of Bangladesh which is among the most vulnerable and food insecure in Bangladesh. The program aims to reach 47,689 school children (provision of biscuits and complementary activities) across 146 government primary and Ebtadayee Madrasas through USDA assistance. In addition, there are 47 non-government organization supported schools which will receive only food assistance. Altogether, 193 schools will thus receive USDA assistance. For the complimentary activities, the program would additionally target parents, school administrators and teachers. Consumption of fortified biscuits will reduce the prevailing hunger and nutrition gaps. This, in combination with the complimentary activities, will contribute to improved literacy, awareness of health and hygiene practices, and community engagement in education.

2 School feeding has been an essential component of WFP's strategic cooperation with the Government of Bangladesh (GoB). Comprehensive technical assistance is being provided by the World Food Programme (WFP) to the GoB for designing the national SFP. WFP has been providing technical support to manage school feeding activities through an embedded Capacity Support Unit (CSU) in the Directorate of Primary Education (DPE), Ministry of Primary and Mass Education (MoPME). This support has focussed on programme design and management, developing guidelines, providing tools for monitoring and reporting, managing assessments and evaluations, facilitating inter-agency coordination, selection of NGOs for implementation support and performance assessment, selection of biscuit manufacturers, procurement of biscuits, and quality control support for the government-assisted SFP. WFP provided extensive technical assistance to MoPME to develop a nutrition-sensitive National School Feeding Policy (NFSP) draft.

3 The project will use the McGovern Dole grant to contribute directly towards Strategic Objective 1 (SO1 - Improved Literacy of School Age Children) and SO2 (Increased Use of Health and Dietary Practices). WFP will implement the SFP to achieve the following objectives: (a) Increase student enrolment and student and teacher attendance through the provision of school meals and recognition of high performing teachers; (b) Improve the literacy of school-aged children and quality of education through early-grade reading and other learning interventions; (c) Improve the health and dietary practices of students by improving water systems and latrine facilities and through water, sanitation, and hygiene education initiatives; (d) Increase government ownership through capacity building activities; and (e) Increase awareness of the importance of education among parents and community members through ongoing advocacy campaigns.

4 While the prevalence of undernourishment has declined in Bangladesh, there still are 26 million food insecure people in the country. Concerns on the nutritional front include undernutrition due to low dietary diversity, inadequate protein and micronutrient intake, high stunting, and Under 5 Mortality Rate, and wasting. Cox's Bazar has been performing poorly on indicators such as Net Enrolment Rate (NER) and dropout rates. The NER of all the districts stands at about 98 percent while it is 71.9 percent (boys 66.2% and girls 77.8%) for Cox's Bazar. Further, while the national average dropout rate is 19.2 percent, it is 31.2 percent for Cox's Bazar[1].

5 Distribution of fortified biscuits is a viable mean to bridge the food and nutritional security gaps of school-going children. The McGovern Dole FY17 award, therefore, is an appropriate approach to improve the health, nutrition, and education sectors in the two Upazilas.

[1] *BANBEIS data; DPE Annual Sector Performance Report (ASPR) 2016*

Methodology

6 The methodology covered the key thematic and functional areas that the programme interventions will work upon: i) Individual (school going children), ii) Institutional (school teachers, school administrators, and store keepers), iii) Social (parents and community), and iv) External environment (policy, government support, civil society).

7 The study used quantitative data to present the findings. Capacities within the DPE were assessed through interactions with the officials followed by a workshop comprising these officials and WFP staff.

8 The methodology entailed a desk review of relevant documents and a primary survey. In order to mainstream Gender Equality and Empowerment of Women (GEEW) throughout the analysis, the sampling of students ensured an equal representation of boys and girls, and the school-level data were disaggregated by sex for analysis. School feeding, literacy, attainment of programme outcomes related to enrolment, attendance, attentiveness, and disease-related absenteeism of the students, and health and nutrition practices of the community were analysed using this data.

9 The study also examined the role and nature of participation of women in the project specifically through the School Management Committees (SMC), Parent Teacher Associations (PTA), mothers' gatherings, and other local support committees. Discussions with different stakeholders ensured that their opinions were taken into consideration.

10 The sample was spread across two Upazilas of Cox's Bazar. Fifty Government Public Schools (GPS) were sampled. Out of these, 30 were treatment schools and the balance was the control. The schools were selected randomly in the same proportion as the number of programme schools in the districts, thus ensuring the statistical representation of the sample.

11 The sample size was 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%). The sample size for treatment schools was 390 students and that for control schools was 260. 12 schools in Kutubdia and 18 in Ukhiya were selected randomly. Two students each were randomly selected from Grade I-V, and for Grade III the sample size was 5 students. One parent from each grade of the selected students was covered. Also, from each school, one school head teacher, one school teacher, and one storekeeper were interviewed. The sample size to administer EGRA tool was 14 students from Grade III per school. In the case of attendance, the data was collected for the months of March, July, and October of 2017 as they had the least number of holidays.

12 The control schools were selected from Ramu Upazila of Cox's Bazar district. Selection of the schools was to follow the quasi experimental design which was critical as per the TOR. However, there was no Upazila that entirely matched the characteristics of treatment Upazilas viz. rural/ urban, ongoing SFP, literacy rate, teacher-student ratio. Of the eight Upazilas in Cox's Bazar District. Ramu was the closest match to the treatment Upazilas as the schools in Ramu have never had school feeding support while all the remaining Upazilas with similar characteristics did. However, like several other Upazilas in Cox's Bazar district, the schools in Ramu had exposure to literacy intervention through the Reading Enhancement for Advancing Development (READ) programme by Save the Children till March 2018.

13 Based on the review of survey findings and the subsequent consultation with USDA and WFP Office of Evaluation, it has been concluded that the quasi-experimental design is not appropriate. This is because the baseline results shown much high literacy status for control schools compared to the treatment schools, which is likely to be a result of the READ program that ended in 2018. Therefore, instead of pursuing the Difference-in-Difference study, WFP will collect and apply comparative monitoring data from non-programme schools in the form of activity evaluation to better inform the effect of the intervention. For comparison during the midterm and end-line the following approach is proposed:

- For school feeding indicators, a direct comparison between the treatment schools and those in Ramu will be carried out. Presently, this is possible as no school feeding activities are proposed in Ramu.
- On literacy, comparison between the treatment schools and those in Ramu is not possible for the baseline given that the READ programme had ended just prior to the commencement of the baseline survey. However, it is hypothesized that the performance against the literacy indicators will improve in treatment schools. On the other hand, with the cessation of the literacy intervention in Ramu, the higher levels of literacy indicators are unlikely to be maintained. Therefore, for the literacy indicators, a comparison between the baseline values and midterm/end-line values of treatment schools will be carried out to measure change.

14 In each sampled school, an equal number of boys and girls were selected randomly ensuring gender representation. In case the parent of a selected child from a grade was not available for the interview, another student from the same grade was selected.

15 The questionnaires were developed in line with the end-line evaluation conducted in FY17 for a similar McGovern Dole programme implemented in Gaibandha. The indicators specified in the ToR were mapped with the type of tools, respondent group, and the question numbers. The quantitative data analysis included a descriptive analysis of sex disaggregated data for setting the benchmark values in treatment and control schools. The data on the gender-related questions were analysed comprehensively to report on the gender dimensions of the study.

16 The capacity of DPE officials was subjected to a rapid appraisal through a one-day interaction with the staff followed by a day-long workshop organised by WFP. The interaction provided information and insights into the SFP. The workshop facilitated by NRMC applied the *Systems Approach for Better Education Results (SABER)* framework. WFP and DPE had undergone similar exercises during 2016 and 2017. The workshop served as a platform for WFP and DPE staff to jointly agree upon the updated status of capacities in the year 2018 on both SFP and complimentary activities to be undertaken. Based on WFP's advice, capacities of DPE to undertake the distribution of biscuits is reported while the capacities to undertake complimentary activities have been dropped.

17 There are two key limitations to this study. The evaluation measured the attentiveness of children based on information from their school teachers which may have been biased due to the teacher's perception of the child. Secondly, the control schools were selected in Ramu Upazila in consultation with WFP where the READ programme on improving early grade reading competence was implemented until March 2018, for the reasons explained under point 12. This does not allow comparison between the treatment and control schools for the literacy indicators. This, however, will not affect the other indicators.

Key Findings

18 **Literacy:** The EGRA test revealed that 19 percent of the students in treatment schools and 31 percent in the schools in Ramu could read more than 45 words per minute (reading test). Only 11 percent of students in the treatment schools and 20 percent in Ramu could comprehend four-to-five questions (comprehension of grade-level text). At an overall level, only 6.9 percent of the students in the treatment schools could both read and comprehend grade-level text, while it was higher in Ramu (13.6%), possibly due to the READ programme. This difference, however, was not statistically significant. Within the treatment schools, Kutubdia[2] had an even lower proportion (3.6%) of students who demonstrated proficiency in reading and comprehension skills as

[2] Kutubdia with an area of 93 km^2 is island in the Bay of Bengal off the coast near Chakaria, Cox Bazar. The access is through the sea and the island is shrinking due to the sea water rising each year. Flooding is common which also affects the running of schools. The island also is not connected to the electricity grid.

compared to Ukhiya (9%). 19 percent of girls in treatment schools and 38.5 per cent girls in the schools in Ramu could read more than 45 words correctly.

19 **McGovern Dole 1.1 – Improved Quality of Literacy Instruction:** The proportion of teachers who attended schools regularly was lower in the treatment schools as compared to the schools in Ramu. Analysis of the sex disaggregated data indicated that attendance of the female teachers was lower than their male counterparts.

20 **McGovern Dole 1.2 – Improved Attentiveness:** Students attentiveness was lower in the treatment schools and the difference with the schools in Ramu was statistically significant. Girls in both treatment schools and those in Ramu were less attentive than boys.

21 **McGovern Dole 1.3 – Improved Student Attendance:** While the enrolment rates are high in both treatment and the schools in Ramu and are gender balanced, the attendance rates are lower in the treatment schools. Among the two Upazilas, it was lower in Kutubdia.

22 Absenteeism due to illness was lower in the treatment schools.

23 Awareness of the benefits of education among parents and children was found to be high in all schools.

24 **McGovern Dole 2.1** – **Improved Knowledge of Health and Hygiene Practices**: Twenty-five percent of the students in treatment schools identified at least three key health and hygiene practices as compared to 35 percent in control schools. Children in all schools cited handwashing as the most common form of improved practice.

25 **McGovern Dole 2.2: Increased Knowledge of Safe Food Prep and Storage Practices:** 65 percent in Ukhiya and 78 percent in Kutubdia demonstrated the use of safe storage practices.

26 **McGovern Dole 2.4 – Increased Access to Clean Water and Sanitation Services:** A fewer number of treatment schools had drinking water facilities on their premises. The problem of availability of drinking water is more acute in Kutubdia which is an island and the contamination of underground aquifers due to the incursion of sea water is common. In Ukhiya, the paucity of drinking water drives children to collect water in discarded plastic bottles which is unhygienic. The treatment schools have a higher proportion of functional toilets (93%) as compared to the schools in Ramu (85%). However, only 36 percent of the functional toilets in treatment schools are unlocked. The corresponding figure for Ramu is 84 percent. The actual percent of operational toilets for treatment and control schools are respectively 38 and 71 percent.

27 **McGovern Dole 2.5 – Increased Access to Preventative Health Interventions:** A higher proportion of parents in the treatment schools were aware of the importance of handwashing. The children in treatment schools also had a slightly more diverse food basket.

28 **Capacities to Undertake Distribution of Fortified Biscuits:** While a draft National School Feeding Policy has been developed after extensive consultation with stakeholders, it is yet to be legislated. The project implementation management for distribution of biscuits comprises the Project Steering Committee at the top level headed by the Secretary MoPME. The implementation level comprises a Project Director and Deputy Project Director and additional staff. At the district level, there are District Primary Education Officers, Upazila Education Officers, and Head Teachers of primary schools to monitor the project. These, however, are not project officials but are employees of MoPME with the additional responsibility for implementation of the SFP.

29 The programme is in line with the National Government Policies as reflected in the National Education Policy (2010), the National Nutrition Policy (2015), the National Social Security Policy (2015), and the National School Feeding Policy in Poverty Prone Areas (2011).

30 The institutional capacity to distribute fortified biscuits is well developed as this activity has been ongoing across several parts of the country over a number of years. The DPE is mandated to implement the SFP. A PMU has been established under DPE for ensuring the implementation of SFP. The PSC is the key platform for stakeholder interaction and decision making. DPE also has the adequate infrastructure at the national level which is required to support the implementation of SFP. The PMU also receives support from WFP on aspects such as procurement, capacity

building, and formulation of school feeding policy, among others. However, a greater degree of dependence on WFP was observed especially for procurement processes. Also, while data on various parameters are being collected, a lack of its validation is a cause of concern to DPE. Further, the entire array of the data is rarely applied for analysis to better inform policy makers.

31 The current SFP is funded by the government with supplementary funding from WFP which includes both capacity development and food distribution operations with a due focus on capacity enhancement. There however are no alternate financing models or mechanisms in place, and the available funding levels are unable to cover all implementation costs. Due to the pending approval for the National School Feeding Policy, SFP is not supported through a dedicated budget line under National Revenue Budget.

32 The GoB's SFP design is inclusive and the delivery mechanism is also well-defined.

Foundational Results

33 **Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance:** All treatment and schools in Ramu have a School Management Committee (SMC). However, the membership of the SMC was not gender balanced in most schools with fewer women members. School administrators and parents appreciated the role of the SMC in the overall development and functioning of the schools.

34 **Capacities:** The information and data on important parameters such as WASH are not being collected which limits the prospects of framing informed policies. There are limited alternate sources for financing SFP at the local level, leading to complete dependence on the central government for funds. The institutional capacities at the local level are limited and the roles and responsibilities for SFP are not well-defined. While a higher degree of community engagement is envisaged under this programme, capacities to undertake activities to ensure this at the local level are limited.

35 The monitoring of GoB's SFP activities is constrained by the lack of an M&E framework that adequately monitors the performance of components under the ELP. Also, given limited staffing in the DPE, there is a very high level of dependence on WFP for several aspects of the project. This has implications on the ultimate handover of the programme to the GoB.

Conclusions

36 School feeding Programme has been implemented in Ukhiya since 2008. It commenced in Kutubdia from Sept 2017[3]. These schools continued to receive Micro-nutrient fortified biscuits till Dec 2017. Since January 2018, biscuits are being supplied with support from GoB, Australian DFAT, and WFP which has ensured that this distribution is not disrupted pending the commencement of implementation of the current FY17 award.

37 While the understanding of grade level text was found to be low in the treatment schools, it is likely to improve once the FY 17 award begins implementation. Due focus will be required on girls in the treatment schools to improve their attentiveness.

38 While the enrolment rate is high in both treatment and the schools in Ramu, regular attendance by students was lower in the treatment schools. Analysis of the sex disaggregated data indicated that boys in the treatment schools were more regular in attending school as compared to girls. However, in the schools in Ramu, a higher proportion of girls were attending school regularly. This is encouraging as the FY 17 award's interventions in the treatment schools too could contribute to improving attendance of girls as it happened in Ramu following the READ programme.

[3] SFP in Ukhiya was funded by AUSAID during 2008-15, by GoB during 2015-17, and McGovern-Dole FY14 surplus biscuits during July-December 2017. In Kutubdiya, the McGovern-Dole FY14 surplus biscuits were supplied during September-December 2017.

39 It can be concluded from the above that the schools in Ramu scored higher than the treatment schools on most literacy indicators which underlines the impact of the READ programme.

40 The secondary data collected from schools indicated that biscuits were distributed regularly to both boys and girls and that there was no sex-based discrimination. This was also corroborated by both boys and girls as well as their parents.

41 While the number of treatment schools using an improved water-source was significantly higher than that of the schools in Ramu, almost half of the schools in Kutubdia faced the issue of water salinity and therefore there is an acute shortage of drinking water. Both boy and girl students in the treatment schools reported that they feel thirsty after consuming the biscuits and there was insufficient safe drinking water available in the schools. Many children were also observed to collect discarded plastic bottles to collect drinking water. These unsafe and unhygienic practices can cause illness and contribute to absenteeism.

42 While the number of functional toilets was reported to be high both in treatment and schools in Ramu, the number of functional toilets that were unlocked was found to be much lower in the treatment schools. Most head teachers of the schools reported unavailability of water as the main reason for locking up the toilets. This is an impediment to safe sanitation practices.

43 The dietary diversification was found to be high in both treatment and schools in Ramu. This indicates that households consume a diverse range of food.

44 All schools are required to have an SMC. It was observed that the gender balance in these committees is skewed in favour of men.

45 On capacities, it was found that the information and data on important parameters collected by various ministries are not being integrated which limits the prospects of framing informed policies. While a higher degree of community engagement is envisaged under this programme, capacities to undertake activities to ensure this at the local level are limited.

46 The monitoring of GoB's project activities is constrained by the lack of an M&E framework that adequately monitors the performance of components under the ELP. Also, given limited staffing in the DPE, there is a very high level of dependence on WFP for all aspects of the project. This has implications on the ultimate handover of the programme to the GoB.

Recommendations

Recommendations	Proposed actions
Improving access to safe water in schools	WFP should engage in advocacy actions with different stakeholders to improve the access to safe water in the schools.
Improving access to safe sanitation in schools	WFP should work with DPE, DPHE, and UNICEF for repair and maintenance of water supply in the school toilets.
Promoting gender balance in SMC.	WFP ought to consider enhancing the number of women in SMCs for improving the gender balance. Further, the capacity building component for mothers should include aspects that build leadership capacities of the female SMC members.
Support in designing strategy for community engagement and deepening stakeholders understanding around community led school feeding programme	WFP can support MoPME in designing a community engagement strategy that articulates the need and outlines the contours for community engagement to support SFP. WFP may also consider devising a social audit mechanism in schools whereby accountability of all stakeholders is ensured through increased participation of communities. This can also be used to generate evidence on the performance of the programme.

Recommendations	Proposed actions
	DPE officials and WFP staff have expressed their interest to attempt integrating it in the project design.
Capacity building of representatives of government at the local, regional and national level for independent implementation of SFP	*Including SFP in the policy framework:* There is a need for policy endorsement/pushing a common agenda for the inclusion of SFP in the policy framework to improve the quality of education by multiple stakeholders. Therefore, multi-stakeholder coalitions need to be strengthened and evidence generation on various aspects of SFP, especially establishing the need for complimentary activities, needs to be focused on. *Improved documentation of process and learning:* Capacities to document processes and learnings across WFP-led SFP need to be developed so that there is an uptake of programme learnings to influence policies and programmes. Case studies, best practices, and lessons learnt should be documented for wider dissemination and to provide inputs for improving the programme implementation and modify the strategy to inform better decision-making. *Additional sources for funding SFP:* From the consultative workshop with the key stakeholders, it emerged that there is a need for advocacy to agree on the funding commitment for school feeding from the government. It was suggested that an alternative way of getting funding for SFP would be to use the revenue collected from the local unions in the form of taxation. Creating enabling guidelines on the collection and disbursement of corporate contributions through CSR, individual donations/ monetary contributions from other sources could also be considered. *Develop implementation manuals and guidelines:* Adequate implementation manuals on public procurement, financial management, and implementation guidelines need to be developed so that DPE can take over the roles fulfilled by WFP in order to ensure that the SFP continues post withdrawal of WFP support. This also includes capacity building of DPE in terms of institutionalizing procurement process, financial management process, and a Project Management Guideline/ Manual. Further, guidelines for local fund raising and its management need to be developed so that DPE officials have clarity on modalities of the collection of funds from local sources. For this, the capacity of the responsible officials on fund disbursal and utilisation needs to be developed along with the monitoring framework of these activities to increase efficiency. *Institutional aspects:* There needs to be a review of the purpose of the specific individuals in the Project Steering Committee so that they are able to contribute more effectively. Everyone's

Recommendations	Proposed actions
	role needs to be defined and inputs required from each of the representatives needs to be clearly outlined and communicated to facilitate effective engagement-It is recommended that a joint action plan is developed to create more accountability. Further, the Joint Monitoring framework needs to be developed so that it may be institutionalized. Each ministry is required to take responsibility of the SFP (not just MoPME); Technical specialists may be required to provide specific inputs and assistance on different aspects of SFP and dedicated personnel need to be assigned to carry out the regular activities under SFP functions. Therefore, an institutional set up that is adequately staffed needs to be created for the effective management of SFP. *Handing over:* It is advised that preparatory activities are planned and conducted at this stage and in the meanwhile, the first draft of guidelines/programme strategy can be prepared to get the processes rolling. A transitional strategy can be prepared to facilitate this process that would help the government take up the programme independently. Assigning tasks to the local level officials would yield better results in the programme beyond the project phase. *Support GoB to design and implement M&E framework for the National SFP:* the existing M&E framework should be revised to address all indicators, especially regarding complementary activities (Revamp the SF MIS for effective and real time reporting) aimed at improving the quality of education. A programming strategy would help streamline the operations wherein the government would be capacitated to take SFP forward independently. Hence, a road map should be prepared for the school meals programme evolving gradually in a phased manner including institutional architecture/ arrangements/ delivery mechanisms. *Improve community participation:* It is recommended that potential areas for community participation are identified and tested for feasibility. To increase involvement, a community engagement strategy should be created that outlines the specific modalities of engagement. It is suggested that a social audit mechanism is created in schools to increase the accountability of all stakeholders and generate evidence on the programme. Guidelines need to be drafted to improve the functioning and involvement of SMCs and PTAs based on lessons learnt from the best practices and pilots. A programming strategy that outlines the role of the community would help in transitioning from project to programme mode and for the government to take over the SFP, independent of WFP.

1. Background

1 The United States Department of Agriculture (USDA) has been supporting WFP School Feeding since January 2018 through McGovern-Dole International Food for Education and Child Nutrition Program under FY17 award in Cox's Bazar district. The current program covers Ukhiya and Kutubdiya Upazilas of the district.

2 School Feeding Programme in Ukhiya was funded by AUSAID during 2008-15, by GoB during 2015-17, and McGovern-Dole FY14 surplus biscuits during July-December 2017. In Kutubdiya, the McGovern-Dole FY14 surplus biscuits were supplied during September-December 2017. Beginning January 2018, biscuits are being supplied with support from GoB, Australian DFAT, and WFP.

3 The program will contribute directly towards Strategic Objective (SO)1 (Improved Literacy of School Age Children) and SO2 (Increased Use of Health and Dietary Practices) of McGovern Dole. Towards achieving SO1, the project proposes to promote quality literacy instruction by the teachers and improving attendance and attentiveness of the children at school. For achieving SO2, key activities include WASH, deworming, improving dietary diversity, create awareness on these issues and build the capacities of stakeholders.

4 This three-year McGovern Dole project was developed with support from the Ministry of Primary and Mass Education (MoPME) and is expected to dovetail with the soon to be approved School Feeding Program in Poverty Prone Areas (SFPPA). World Food Programme (WFP) has been providing technical assistance to the Government of Bangladesh (GoB) to manage school feeding activities through an embedded Capacity Support Unit (CSU) in the Directorate of Primary Education (DPE), MoPME.

5 WFP will implement the school feeding project (SFP) to achieve the following objectives:

- Increase student enrolment and student and teacher attendance through the provision of school meals and recognition of high performing teachers;
- Improve the literacy of school-aged children and quality of education through early-grade reading and other learning interventions;
- Improve the health and dietary practices of students by improving water systems and latrine facilities and through water, sanitation, and hygiene education initiatives;
- Increase government ownership through capacity building activities; and
- Increase awareness of the importance of education among parents and community members through ongoing advocacy campaigns.

6 **Programme Timeline and Funding:** The US$ 17 million McGovern Dole SFP commenced from FY 2017 and will continue till FY 2020. Of this, US$ 14.5 million is the program operating budget. This will be used for supporting administration costs and project activities. The balance amount (US$ 2.5 million) will be used for funding commodity and freight cost. The biscuits will be produced by local factories using the wheat donated under the McGovern Dole agreement. Consumption of fortified biscuits will help to address hunger and nutrition gaps which in turn will contribute to improved literacy, awareness of health and hygiene practices, and community engagement in education. The funding details are presented in Annex E.

7 **Target beneficiaries:** The program aims to reach 47,689 primary school children (provision of biscuits and complementary activities) across 146 government primary and Ebtadayee Madrasas through USDA assistance for school feeding. In addition, there are 47 non-government organization supported schools which will receive only food assistance. Altogether, 193 schools will thus receive USDA assistance for school feeding. For the complimentary activities, the program would additionally target parents, school administrators and teachers. Another 2.7 million school children will be targeted under the GoB assisted SF through the extensive technical assistance of WFP. The number of target beneficiaries is as given in Table 1.

Table 1: McGovern Dole Target Beneficiaries

Project Population	
Participant	**Approximate number**
Upazilas	2
Schools	146
Students	47,689
Parents	95,738
School Administrators	146
Teachers	730

8 **Partners:** WFP has established strategic partnerships and leveraged support from government institutions, UN agencies, donors, and NGOs towards achieving the McGovern Dole goals. The list of partners along with their responsibilities is presented in Annex F.

9 **Gender Dimensions of the Intervention**: WFP appreciates that it is important to create an enabling environment for the adoption of positive health, hygiene, and nutrition behaviours. Towards this, WFP will encourage the participation of women in the parent gathering sessions at the schools/community where topics related to health, hygiene and nutrition will be discussed to create awareness. It will also encourage the participation of women in literacy events and workshops that aim at improving the education and welfare of children, including girls.

10 **Study Objectives:** At this juncture, WFP Country Office Bangladesh (WFP-CO) was keen to conduct a baseline evaluation for establishing values for an agreed set of indicators. These indictors would form the base against which the changes resulting from the intervention will be measured during the midterm and end-line evaluations. These values would also help in measuring the Relevance, Effectiveness, Efficiency, Impact. and Sustainability of the program that would inform future programme design and dissemination of lessons learnt.

11 The field visit was conducted during the period May-July 2018 to provide information about the pre-project situation, establish a baseline, and review project targets. The midterm evaluation is due in the year 2019 while the end-line evaluation will be carried out in 2020. The objective of the baseline evaluation was to establish values for an agreed set of indicators.

12 The findings of the study will be used to measure performance indicators for McGovern Dole's two SOs as well as the highest-level results that feed into the SOs as part of the midterm and end-line evaluations. It will provide a situational analysis before the project commences, and will also be used to validate the project design assumptions. It will also provide the context necessary for the midterm and end-line evaluations to assess the project's relevance, effectiveness, efficiency, sustainability, and impact, and capacity needs assessment of the government stakeholders (See Annex X for details on the approach on capacity assessment).

13 The work on this baseline study began with a scoping mission to meet WFP Bangladesh's programme and monitoring staff in April 2018. It also included a trip to Cox Bazar to see the setting and discuss with the project staff and stakeholders. After a debriefing with the WFP staff, the methodology was finalised and timelines agreed, which led to the drafting and submission of the inception report. This was followed by field surveys, analyses of the data and information, and the drafting and submission of the baseline report.

2. Context

14 With a population of over 160 million, Bangladesh has moved up three levels and ranks 139th out of 188 countries on the Human Development Index (2016). Between 1990 and 2015, Bangladesh's HDI value increased from 0.386 to 0.579 (by 50%). Bangladesh's GNI per capita too increased by about 159.8 percent during the same period. However, despite significant gains in terms of macro-economic growth and human development over the past decade, Bangladesh's HDI of 0.579 is below the average of 0.631 for countries in the medium human development group and below the average of 0.621 for countries in South Asia.

15 The construction of a Multidimensional Poverty Index (MPI) which includes education, health, and standard of living and reported by the 2016 Human Development Report (HDR) highlights widespread income poverty. MPI indicates that 40.7 percent of the population (64 million people) are multi-dimensionally poor while an additional 19.6 percent are on this threshold (31 million people). The contributions of deprivation from education, health, and standard of living to overall poverty are 28.4, 26.1, and 45.5 percentage points respectively[4].

a) Food Security and Nutrition

16 Bangladesh has made impressive gains with regards to improving the state of food security over the past few decades, wherein the prevalence of undernourishment has declined from 32 percent in 1990 to 16 percent in 2015[5]. This is despite a further 55 million people added to the population during this period. However, there are some 26 million food insecure people. There are several concerns on the nutritional front as well. Undernutrition is exacerbated by low dietary diversity, with 70 percent of the diet comprised of cereals, inadequate protein, and micronutrient intake. As per the Bangladesh Demography and Health Survey (DHS), 2011, the prevalence rate of stunting among children under the age of five is 40 percent; 16 percent of the children under five are wasted and over 35 percent are underweight. There also are serious inequalities in nutritional outcomes between the rich and the poor.

17 On top of the challenges that already remain, concerns with food security and nutrition are emerging as a result of climate change. About half of the population already suffers from iron and zinc deficiencies, and there exists a genuine concern that rising carbon dioxide in the atmosphere will exacerbate the problem of micronutrient deficiencies. Increased salinity due to interflow of sea water into groundwater in the coastal areas might also alter the micronutrient content of staple foods, including rice. Furthermore, one can expect an increased prevalence of preeclampsia in pregnant women due to hypertension caused by intake of saline water, which in turn would aggravate the problem of low birthweight and malnutrition of babies in the coastal areas.

b) Health

18 With a current expenditure of 0.8 percent of its GDP on health, Bangladesh spends well below the already-low South Asia regional average of 1.3 percent. The share of the country's national budget allocated to health (5.13% in 2014) falls below regional and global levels. With 63 percent of total health expenditures being borne by the patient out of his or her pocket, it is driving an estimated 3.5 percent of the population deeper into poverty[6].

19 As per HDR 2016, the life expectancy at birth has improved from 65 to 72 years during 2000-2015. However, the under-five mortality rate per 1,000 live births is 37.6. All 64 districts are

[4] Jahan, S. (2017). *Human Development Report 2016-Human Development for Everyone* (No. id: 12021).
[5] FAO/IFAD/WFP 2015
[6] The World Bank Report on Fiscal Space for Health in Bangladesh Towards Universal Health Coverage

endemic with parasitic diseases with 78 million (55%) infected with Roundworm[7]. The most vulnerable to such infection is the 5-14 years age group and it causes impairment of growth and development of cognition among children. To address this, GOB's Ministry of Health established deworming programs with the support of WHO, Children Without Worms (CWW), and Johnson & Johnson.

20 School based deworming program was scaled up gradually to all districts by November 2008 with an aim to regularize deworming of 75-100 percent school aged children. Deworming is now conducted for all aged 5-16 years old through all primary and secondary school level institution in the country. To address the gaps affecting the quality and effectiveness of the program, FHI 360 with funding from USAID's END in Asia Project began providing support for specific activities for STH Control in 2011. A "Little Doctor" initiative was also started in 2011 with an aim to increase drug coverage as well as knowledge on important health matters to other students, especially on personal hygiene.

c) Education

21 With over two percent of GDP and 18.8 percent of the total expenditure of the government spent on education[8], there has been a significant improvement in the status of children's education. The country's net enrolment rate at the primary school level has increased from 80 to 98 percent during 2000-2015[9]. Between 1990 and 2015, mean and expected years of schooling increased by 2.4 and 4.5 years, respectively[10]. However, these have not been matched with an increase in the quality of education. Almost 40 percent of all children who enrolled in Grade I fail to complete primary school, and only two percent of children achieve all prescribed competencies by Grade V. National learning assessments by the GoB show poor literacy and numeracy skills among students wherein only 25 to 44 percent of the students in Grades V-VIII have mastery over Bangla, English, and Math.

22 It is also interesting to note that when the HDI for Bangladesh is discounted for the inequalities, especially in education, the loss is of 37.3 percent, indicating a high variation in the mean years of schooling within the country. Furthermore, the GDI indicates that the mean years of schooling for girls are lower (5.0) as compared to boys (5.6).

23 It must be noted that among all the districts, Cox Bazar has been performing poorly on indicators such as NER and dropout rates. The NER of all the districts stands at about 98 percent while it is 71.9 percent (boys 66.2% and girls 77.8%) for Cox Bazar. Further, while the national average dropout rate is 19.2 percent, it is 31.2 percent for Cox Bazar and ranks 61st out of 64 districts[11].

d) Water, Sanitation, and Hygiene

24 According to the Joint Monitoring Programme Report 2017, the proportion of the population with access to safely managed water is 56 percent. Over 40 percent of all improved water sources in Bangladesh are contaminated with *Escherichia coli*, a marker of faecal contamination and a cause of diarrheal diseases. It was reported that *E. coli* were detected in about 80 percent of water taps across the country, a rate close to pond water samples. Arsenic contamination is another problem and while progress has been made in preventing the consumption of contaminated groundwater, about 26 percent of drinking water sources across the country have naturally occurring arsenic above the safe threshold level of WHO.

---

[7] https://www.ecronicon.com/ecbvr/pdf/ECBVR-02-000023.pdf
[8] Bangladesh Education Statistics 2015; BANBEIS
[9] http://www.worldbank.org/en/results/2016/10/07/ensuring-education-for-all-bangladeshis
[10] *Human Development Report 2016-Human Development for Everyone*: Briefing note for countries on the 2016 Human Development Report
[11] *BANBEIS data; DPE (APSE 2016)*

Forty million people living along the coast drink saline water and the occurrence of salinity has increased by 26 percent over the last three decades[12].

25 Bangladesh has made significant progress in reducing open defecation from 34 percent in 1990 to just one percent of the population in 2015. However, according to the Bangladesh National Hygiene Survey, 2014, there were 187 students per toilet and despite 84 percent of these being functional, 55 percent were kept locked. Maintenance is also an issue. Tackling these challenges is crucial as sanitation has a strong impact on health, education, and development.

26 Hygiene remains the weakest link. According to the Bangladesh National Baseline Hygiene Survey 2014, although more than two-thirds of the households had a post-defecation handwashing facility near the toilet, only 40 percent had water and soap available. During handwashing demonstrations, only 13 percent of children aged three to five years of age and 57 percent of mothers/ female caregivers washed both hands with soap. Poor hygiene practices increase the risk of diarrhoea and other diseases leading to absenteeism in school.

e) School Feeding Needs

27 School Feeding Programmes (SFPs) are a common response to deal with barriers to education and undernutrition among children. SFPs exist in 70 out of 108 low and lower-middle income countries. The food is an incentive for parents to send their children to school. The food contributes to prevention of short-term hunger and helps children concentrate in school, thereby increasing their chances of primary school completion, which in turn contributes to long-term public health gains such as increases in life expectancy and future income earning potential [13](Lindow, 2015).

28 Iron and iodine are critical for cognitive development. Iron deficiencies may render children inattentive and uninterested in learning. Iron supplementation was shown to improve IQ scores of previously iron deficient children. Evidence also shows that children who suffer from iodine deficiencies are more likely to perform poorly than those without[14]. Various studies have pointed out that providing fortified food increases the dietary intake of micronutrients[15].

29 The prevalence of undernourishment in the total population has decreased by only one percent in the past decade (15.6 percent in 2014-16)[16]. 36.1 percent of children under five are stunted and with wasting at a high of 14.3 percent is a major challenge to meet the global nutrition target of below 5 percent by 2025[17].

30 The WFP CO's Vulnerability Assessment and Mapping (VAM) Unit assessed priority districts and sub-districts by using a weighted index combining food insecurity, nutrition, poverty, and education indicators. The report pointed out a high need for intervention in Cox's Bazar district. The district has a poverty rate of 32 percent and an extreme poverty rate of 17 percent. Further, it is highly food insecure with over 34 percent of the population living below

---

[12] *The 'Global Water Supply and Sanitation Assessment' by World Health Organization (WHO), United Nations Children Fund (UNICEF), Water Supply and Sanitation Collaborative Council (WSSCC)*

[13] Oscar Lindow (2015), School Feeding in Bangladesh- A Mid-term outcome evaluation of Government of Bangladesh's School Feeding programme in Poverty – Prone Areas. Minor field study, Sahl Grensk Academy Gothenburg University, Sweden.

[14] Del Rosso, J. M. (1999). School Feeding Programs: Improving effectiveness and increasing the benefit to education. A Guide for Program Managers. Partnership for Child Development, Oxford, UK.

[15] Ahmed, A. U. (2004). Impact of feeding children in school: Evidence from Bangladesh. Washington, DC: International Food Policy Research Institute.

[16] The State of Food Security and Nutrition in the World 2017. Building resilience for peace and food security. Rome, FAO.

[17] *ibid*

the food consumption poverty line[18]. The region is also experiencing a Level 3 emergency with the influx of over 600,000 ethnic Rohingya refugees from Myanmar which is further acerbating food insecurity. Given these circumstances, fortified biscuits are a viable mean to bridge the food and nutritional security gaps.

f) Government Policies and Programmes

31 The Government of Bangladesh envisions transforming Bangladesh into a middle-income country by 2021 and a prosperous country by 2041. The Government has translated this vision into an actionable agenda by formulating the Perspective Plan (2010-2021) and two Five Year Plans (6th and 7th FYPs)[19] by integrating Sustainable Development Goals (SDGs) into it. Given the comprehensiveness and cross cutting nature of SDGs, policy coherence is critical.

32 The government is implementing the National Education Policy 2010. It extended the compulsory pre-primary and primary education to Grade VIII. This, however, had to be rolled back due to the lack of infrastructure. Efforts to increase educational participation (enrolment, attendance, cycle completion etc.) are being made through the Primary Education Stipend Project (PESP).

33 The Ministry of Health and Family Welfare (MoHFW) embarked on a sector-wide approach (SWAp) modality for the health, nutrition, and population (HNP) sectors in 1998. Over time, the SWAp modality has helped to refine the program design. Assessments indicate that the MOHFW made substantial progress in health outcomes and health systems strengthening[20]. The SWAp approach has reduced duplication and financial waste in the health sector and has simplified the process of programme development and implementation, thereby improving key health outcomes.

34 GoB has formulated a comprehensive National Social Security Strategy (NSSS) to integrate all safety net programs including the School Feeding Programme. The core of the NSSS is programme consolidation along life cycle risks, with interventions for children, working age people – including a specific focus on youth and vulnerable women – the elderly, and persons with disabilities. The life cycle approach also addresses current gaps in coverage of early childhood needs. SFP is widely recognized as one of the key components to extend proper social security to the school children. The coverage of social safety net recipients is 27.80 percent and the allocation has been increased from 1.9 percent of GDP in FY09 to 2.3 percent in FY17 (HIES, 2016). GoB's efforts to achieve the SDG goals is being supplemented by development and humanitarian aid as outlined in Section 2.8.

g) Development Assistance in Bangladesh

35 In addition to WFP, Bangladesh receives development assistance from various other sources. The World Bank is implementing a "Transforming Secondary Education for Results (TSER)" project to support the government's Secondary Education Development Program which is expected to benefit 13 million students from Grades VI-XII. It is expected to enhance the quality of teaching and learning as well as improve access and retention of students, especially girls and children from poor households. To improve the quality of education, it will support the improvement of curriculum, professional development, management, and accountability of teachers. It will also support learning assessments and reform the examinations system. The World Bank is also implementing the Multipurpose Disaster

18 Terms of Reference (TOR) of Fiscal Year (FY) 2017 – FY2020 McGovern-Dole International Food for Education and Child Nutrition Grant (McGovern-Dole)

19 https://info.undp.org/docs/pdc/Documents/BGD/UNGA_Booklet_2017.pdf

20 Ahsan, K. Z., Streatfield, P. K., Ijdi, R. E., Escudero, G. M., Khan, A. W., & Reza, M. M. (2015). Fifteen years of sector-wide approach (SWAp) in Bangladesh health sector: an assessment of progress. *Health policy and planning*, *31*(5), 612-623.

Shelter Project in Bangladesh with the objective of reducing the vulnerability of the coastal population across selected districts of Bangladesh to natural disasters. These shelters will also serve as schools and will allow for continued use and upkeep of the infrastructure in non-disaster periods. The USAID works closely with the GoB to improve literacy rates in the country by providing extra-curricular activities to improve learning skills. It has also trained teachers on how to assess students' reading skills.

36 In the WASH sector, UNICEF's SHEWA-B project is being implemented through 10,000 community hygiene promoters across 19 districts. Its aim is to improve sanitation coverage by creating demand in local communities for sanitary latrines and promote safe hygiene practices.

37 In addition, NGOs are a major performer working in diverse areas like health care, education and safe drinking water. For instance, BRAC in Bangladesh has been providing education in a cost-effective way which has boosted both school attendance and retention. BRAC schools have initiated two measures, separate toilets and two free sets of school uniforms for girls.

38 A number of bilateral and multilateral organizations are also contributing to the development of Bangladesh in the sector of health, nutrition, education, and WASH.

3. Methodology

39 This section details the methodology for baseline evaluation. The baseline will be followed by midterm and end-line evaluations in the years 2019 and 2020, respectively. The purpose of the baseline was to establish values for an agreed set of indicators to measure the Effectiveness, Efficiency, Impact, Relevance, and Sustainability of the project.

40 The methodology was guided by the ToR underpinned by the results framework of the FY17 programme. It presents an approach that includes the key thematic and functional areas that the programme interventions will work upon. These interventions have been categorised under four domains: i) Individual (school going children), ii) Institutional (school teachers, school administrators, and store keepers), iii) Social (parents and community), and iv) External environment (policy, government support, civil society). A schematic of this conceptual approach is presented in Annex H.

41 As presented in Annex H, the external policy influence is the larger enabling environment which requires supportive government policies. The crosscutting factors act as triggers or barriers influencing each of the actors and structures in the individual, institutional, and social domains. These crosscutting factors formed an integral part of the study to understand the current status.

42 Quantitative data was collected from school going children, school teachers, storekeepers, and parents of the school going children. Additionally, a consultative workshop comprising key government officials and WFP staff was conducted, and it provided an opportunity to gather qualitative information on aspects related to capacity building.

43 The methodology entailed a desk review of relevant documents and a primary survey. The reliability and validity of the data were assessed by triangulating using secondary literature and discussions with DPE officials and WFP staff (See Annex L for the evaluation matrix). For example, if the students mentioned that they were absent for five days in the last month, this was cross-checked with the attendance data available in the school and through their parents. Complementary observations and comments made by DPE officials and WFP staff were considered in the final analysis and the preparation of the baseline report.

44 The findings were synthesised to benchmark the values of the performance indicators, identify the enabling factors and foreseen challenges, examine contribution towards government's agenda, innovations and good practices, and key considerations for scaling up.

In order to mainstream Gender Equality and Empowerment of Women (GEEW) throughout the analysis, the sampling of students ensured an equal representation of boys and girls, and the school-level data were disaggregated by sex for analysis.

45 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	• Student questionnaire • Parent questionnaire • School questionnaire • School Head questionnaire • School teachers' questionnaire • School storekeeper questionnaire • Class observation • EGRA questionnaire • Group discussion and consultative workshop with officials of MoPME and WFP staff	• 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 • Systems Approach for Better Education Results (SABER), SH&F, outcome study report, NCI report
Indicative outputs of data collection	• Build context and relevance of the programme • Establish baseline values of key indicators • Establish values of enrolment, attendance, and attentiveness (from direct and indirect influence) • Establish alignment of the programme with government initiatives and WFP's country strategy • Availability and access to food supplies and other school materials • Identify key change agents • Identify capacity gaps • Wherever appropriate sex disaggregated analysis was undertaken.	

46 In light of the results framework, a conceptual framework that includes the programme's thematic and functional areas was adopted to examine the processes and outcomes of the program. The conceptual framework strengthened the methodology by analysing cross cutting factors of gender and Water, Sanitation and Hygiene (WASH) that may act as triggers or barriers influencing the actors and structures in the programme and determine the extent of effectiveness of the programme. This framework has been detailed out in Annex H.

47 In order to assess the existing capacities, NRMC referred to the Systems Approach for Better Education Results (SABER) assessment of 2016 and 2017 and in consultation with WFP, customized the framework to examine the following dimensions: (a) Enabling Environment: Policy Framework, (b) Organizational - Financial Capacity, Institutional Capacity and Coordination, and Design and Implementation, and (c) Community Roles: Reaching beyond the Schools. This framework captures the existing capacities, gaps and challenges, and what is required to bridge the gaps.

48 The capacity assessment exercise was initiated with a meeting with DPE officials to (a) understand the current status of implementation of SFP, (b) identify the key capacities of the department in implementing SFP, (c) identify the areas and the levels of dependency on WFP, and (d) identify capacity gaps that require strengthening.

49 This was followed by a day-long workshop organised by WFP. Both DPE and WFP staff participated in the workshop which was facilitated by NRMC. The participants were divided into two groups. The first discussed the gaps, challenges and capacity needs for the inclusion of SFP in the policy framework and the financial capacity, while the second group discussed the gaps and needs for institutional capacity and coordination, along with the design and implementation of SFP. Both the groups discussed the role of communities.

50 This was followed by regrouping and arriving at a common understanding between DPE and WFP on the status of capacities and areas which need improvements.

3.1 Integration of Gender into the Methodology

51 The conceptual framework for the FY17 baseline is buttressed by the Socio-Ecological framework which aided in understanding McGovern Dole SFP's influence on gender roles. This framework examines the interplay between factors in different domains (Individual, Institutional, Social, and External environment) acting as triggers or barriers influencing each of the actors and structures. The cross-cutting factors formed an integral part of developing the gender analysis for the study and enabled a better understanding of a) alignment of the programme with the priorities of women, men, girls, and boys, b) whether the design and implementation are gender-sensitive, and c) whether the programme integrates elements to impact gender roles in the medium or long-term.

52 The study laid equal emphasis on analyses of sex disaggregated data in school feeding, literacy, attendance, attainment of programme outcomes related to enrolment, attendance, attentiveness, and disease-related absenteeism of the students, and health and nutrition practices of the community.

53 In addition, the study also examined the gender roles envisaged in the design and implementation of the McGovern Dole SFP with respect to participation in local community groups and involvement in School Management Committees (SMCs). Further, variables such as ethnicity and distance from the school were used to contextualise the variations in evaluation findings for both sexes.

54 The study also examined the role and nature of participation of women in the project specifically through the SMC, Parent Teacher Associations (PTA), mothers' gatherings, and other local support committees. Through quantitative assessment, the analysis integrated demographic information such as ethnicity and gender that may have affected the responsiveness and utilisation of the school feeding.

55 The data collection team were adequately trained to ensure that the views of all key respondents were considered, reflected, and triangulated, with attention to issues related to gender. It was ensured that the data collection team was gender balanced, and the boys and girls were interviewed separately.

3.2 Data Collection and Analysis

3.2.1 The Sample

56 The sample was spread across two sub-districts of Cox's Bazar. Fifty Government Public Schools (GPS) were sampled. Out of these, 30 were treatment schools and the balance was the control. The schools were selected randomly in the same proportion as the number of programme schools in the districts, thus ensuring the statistical representation of the sample.

57 The baseline ensured capturing the diversity of the geographical locations of the schools (i.e., schools that are easily accessible by road and those that are located in remote/ difficult-to-reach areas). The baseline will set values for comparison during the midterm and end-line evaluations.

58 The sample size was 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)[21] using the following formula:

$$\frac{(z^2)pq}{d^2}$$

p = estimated proportion of the population, set at 50% for maximum variance;
q = 1 – p;
z = standard score corresponding to the confidence interval (95%) set at 1.96;
d = estimated difference, set at 5% for this initiative

Accordingly, the sample size for treatment schools was 390 students and that for control schools was 260.

59 By allocating the treatment schools as per their probability proportionate to the total number of GPS in the two Upazilas, 12 schools in Kutubdia and 18 in Ukhiya were selected randomly. Two students each were randomly selected from Grade I-V, and for Grade III the sample size was 5 students. One parent from each grade of the selected students was covered (5 parents per school). Also, from each school, one school head, one school teacher, and one storekeeper were interviewed.

60 Deviation from the above was made in the case of administering the EGRA tool and for measuring the attendance. The sample size to administer EGRA tool was 14 students from Grade III per school. For this, nine additional students were randomly selected in addition to the selected five students in this grade. For assessing reading abilities, the number of words read correctly per minute was counted. For testing comprehension, the students were allowed time to read the entire text and then answer the questions.

61 In the case of attendance, the data for the entire school year was available for the last academic year (Jan-Dec 2017). Therefore, the data was collected for the months of March, July, and October of 2017. These months were chosen as it was found that they had the least number of holidays. The sample distribution has been tabulated in Annex J. Accordingly, 260 students from 20 GPS' (13 per school) were selected. The selection of parents, school heads, teachers, and storekeepers, and that for administering the EGRA tool were also the same as in the case of treatment schools. However, as noted in Box 1, these are strictly not control schools with respect to the indicators on literacy as literacy activities were undertaken under the READ programme.

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

Box 1: Quasi Experimental Design

A quasi-experimental design was considered (as per the ToR) but eventually emerged as an infeasible option for the outcome and impact measurement of the programme due to the unavailability of credible comparator control schools. As may be seen from Table 2, the Cox Bazar district comprises eight Upazilas of which Chakaria, Cox's Bazar Sadar, Moheshkhali, and Teknaf had to be ruled out as these are urban centres with better schooling facilities and comparatively higher levels of income of parents1 than the programme areas. This limited the choice of control schools to Pekua and Ramu. However, WFP has been implementing SFP in Pekua since 2016 while there was no SFP in Ramu. Therefore, the latter was selected as the control. Additionally, the literacy rate and student teacher ratio in case of Ramu was relatively comparable to the treatment Upazilas. As noted above, the READ programme in Ramu has been recently concluded. The other mountainous Upazilas of adjacent district with accessibility problem to school were not considered. The features of Upzilas in Cox Bazar district are presented in Table 2.

Table 2: Features of Upzilas in Cox Bazar district

Upzilas	Features	SFP (Ongoing/ Closed)	Literacy rate (7+) 2011	Students per teacher, 2011
Chakaria	Predominantly urban	No	47.6	87
Cox's Bazar Sadar	Predominantly urban	No	49.2	61
Kutubdia	Predominantly rural	Yes	34.0	76
Moheshkhali	Predominantly urban	Yes	30.8	103
Pekua	Predominantly rural	Yes	35.3	101
Ramu	Predominantly rural	No	36.6	77
Teknaf	Predominantly urban	Yes	26.7	109
Ukhia	Predominantly rural	Yes	36.3	82

However, the baseline data clearly shows the difference in the status of indicators despite similarities between the treatment and control areas in terms of ethnicity, remoteness, number of children in the school, wealth quintile, and head of the household's level of education. Both control and treatment schools were then matched based on the agreed indicators (see Annex I for details). The reason for the control schools that have better performance over treatment schools potentially can be linked to long support of quality education in READ programme.

In view of the above, NRMC notes the risk of going ahead with this design which does not allow attribution of the impact to the programme during the midterm and end-line evaluations. Therefore, an activity evaluation is proposed that will collect comparative monitoring data from non-programme schools. The focus can then be more upon identifying qualitatively how the non-programme schools perform. This will be a stronger evaluation design and still very useful - it just will not be a quasi-experimental design.

62 The control schools were selected from Ramu Upazila which is in the same district. 20 schools which had not received any support were sampled randomly. The method for computing the sample size and its allocation across the schools was similar to that for the treatment schools.

63 Given the above, Difference-in-Difference analysis as was envisaged to be carried during the midterm and end-line evaluations is not possible. For comparison during the midterm and end-line the following approach is proposed:

- For school feeding indicators, a direct comparison between the treatment schools and those in Ramu will be carried out. Presently, this is possible as no school feeding activities are proposed in Ramu.
- On literacy, comparison between the treatment schools and those in Ramu is not possible for the baseline given that the READ programme had ended just prior to the commencement of the baseline survey. However, it is hypothesized that the performance against the literacy indicators will improve in treatment schools. On the other hand, with the cessation of the literacy intervention in Ramu, the higher levels of literacy indicators are unlikely to be maintained. Therefore, for the literacy indicators, a comparison between the baseline values and midterm/end-line values of treatment schools will be carried out to measure change.

64 Based on the review of survey findings and subsequent consultation with USDA and WFP Office of Evaluation it has been 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.

65 In each sampled school, an equal number of boys and girls were selected randomly ensuring gender representation. The school administrator was requested to inform the students and their parents in advance about the survey. This improved the probability of the parents being available for the interviews who, otherwise, might have gone about with their daily chores. The parents of the selected students were approached for a household interview. In case the parent of a selected child from a grade was not available for the interview, another student from the same grade was selected to replace the parent of the earlier student.

3.2.2 Primary Data

66 The quantitative questionnaires covered three key programme outcomes: literacy, attendance, and attentiveness. Other outcomes included enrolment, disease-related absenteeism of students, dietary diversity, and a WASH score for each school. The changes made at the advice of WFP CO are presented in Annex N. Annex M has the quantitative tools developed for the survey. The structured tools were administered to the following respondents:

a. **School-going children:** Selected children from Grades I-V were interviewed on their receipt of biscuits, attendance, illness-related absenteeism, and the learning environment in their home and classrooms. However, it must be noted that students from Grades I and II may not have been able to provide reliable data as their recall could have been low. To address this, support from class teachers was sought to corroborate the data. For children in Grade III, the Early Grade Reading Assessment (EGRA) tool was administered to assess their learning levels.

b. **Parents:** The parents of the sampled school going children were interviewed to collect data on their children receiving biscuits, their contribution to the programme, the dietary diversity of the children, the educational environment and WASH conditions at home, and to validate the information collected from their wards.

c. **School-based respondents:** A questionnaire for the school was administered that provided information on aspects either through observations or through discussions with the headmaster. These comprised enrolment and attendance data, student's attentiveness, school capacities, infrastructure, maintenance, food utilisation, and specific questions on the provision of biscuits. In addition, questions related to school gardens and WASH were also covered. A separate questionnaire for the headmaster was developed to capture the roles and responsibilities of the school administrator. The other respondents from school included teachers and storekeepers. Classroom observations

were also made to assess whether the teachers adopt new techniques for easy comprehension by students or used improved teaching materials. The mapping of the questionnaires with the indicators is presented in Annex C.

d. In addition to the above respondents, discussions and consultative workshops were held with government officials at the national and district levels focusing on their current engagement with the implementation of the McGovern Dole SFP, current levels of capacity and staffing requirements, plans to strengthen these, and support required to take-over and sustain the programme.

3.2.3 Secondary Data

67 WFP CO had shared programme-related documents with the evaluation team. A systematic review of the literature was conducted to build the context of the SFP. Review of WFP's Strategic Plan 2017-20, GoB's National School Feeding Policy draft, findings of SABER SF reports, WFP's Gender Policy, and WFP's School Feeding Policy enabled the evaluation to identify linkages and alignment of the SFP with WFP's mandate and the government's priorities. The desk review also examined the findings from the FY15 Baseline, the FY17 outcome survey, national-level secondary data, and all WFP monitoring data to build the contribution of the programme around McGovern Dole SO1 and SO2.

3.2.4 Collection of Information on Existing Capacities

68 Information on (a) policy framework, (b) organisational capacity, and (c) outreach to communities were collected from the discussions between DPE and WFP officials during the capacity assessment workshop. These were synthesised and shared during the workshop and a common understanding between the two organisations was reached.

3.2.5 Data Analysis

69 The questionnaires were developed in line with the end-line evaluation of the FY14 award conducted in 2017. Information on implementation indicators was taken from existing WFP monitoring of the SFP. The indicators specified in the ToR were mapped with the type of tools, respondent group, and the question numbers. As noted above, the analysis of primary data was also supported by data from secondary sources. An equal number of boys and girls were interviewed in the schools and parents of both sexes were included in the data collection process thereby ensuring that voices of girls, boys, men, and women were included and heard.

70 The quantitative data analysis included a descriptive analysis of sex disaggregated data for setting the benchmark values in treatment and control schools. The primary data collected were cleaned by performing range and consistency checks to identify outliers which were verified with the survey team. Wherever feasible, the data were triangulated to validate them. As an example, the data on the distribution of biscuits collected from school records were verified during the interviews with the students. The students' responses were in turn verified with the parents. Findings are reported as statistically significant if the *p-value* is less than 0.05.

71 Data obtained for the gender-related questions from the evaluation matrix were analysed comprehensively to report on the gender dimensions of the study. Data on attainment of outputs and outcomes were disaggregated by sex and age. Variables such as ethnicity and distance from the school have been used to contextualise the variations in evaluation findings for both sexes.

72 For the capacity needs assessment, the findings of 2016 and 2017 SABER assessment exercises carried out jointly by DPE officials and WFP staff was used to develop an assessment framework as outlined in the methodology section in consultation with WFP (CO) to highlight

policy framework, organizational capacity, financial capacity and institutional arrangement, design and implementation, as well as the role of the community (See Annex X for details). This was also supplemented by a discussion guide that was prepared to capture the existing capacities, the gaps and challenges that have to be addressed for the GoB to implement the SFP independently. The findings of this exercise can assist WFP-CO to design a capacity building framework and strategy for the GoB.

73 During the primary survey, ethical considerations were used to inform the data collection process. The participants were informed that all their responses were confidential and participation was voluntary. The information collected through the interviews were anonymised in order to ensure that the answers could not be attributed to individuals directly. No personally identifiable information was collected. Consent of the head teachers, teachers and parents/ guardians of the children being interviewed was obtained prior to the interviews. Further, the evaluation was explained to children before starting each interview.

3.2.6 Limitations and Risks

74 The evaluation measured the attentiveness of children based on information from their school teachers which may have been biased due to the teacher's perception of the child. Attentiveness of a student is a function of different variables such as short-term hunger, poor teaching methods, lack of interest in the subject matter being taught in class, and incidents at home, among others.

75 In the EGRA tool, questions on oral fluency and comprehension were asked as advised by WFP Bangladesh. Based on this suggestion, in case the child cleared the comprehension test, it was assumed that s/he possessed letter differentiating and recognition abilities.

76 Due to the language barrier, there may have been a loss of transmission in information. Since the enumerators chosen to conduct the survey spoke Bangla and were also familiar with the local dialect, this risk was mitigated.

77 The control schools were selected in Ramu Upazila in consultation with WFP which had recently completed an early grade reading competence programme. This does not allow the application of the Difference-in-difference analysis for the literacy indicators. This limitation will be overcome by measuring change for the literacy related indicators for the treatment schools. For the remaining indicators, this limitation will not apply.

78 Since children from grades 1-5 were interviewed, there was a risk that they may not be able to provide reliable data due to low recall. To address this, support from teachers were sought to corroborate the data for school level information. Further, interviews were conducted with parents of sampled children to validate the information collected from the children.

4. Appropriateness of the McGovern Dole Programme in Bangladesh

4.1 Need in Bangladesh

79 While the prevalence of undernourishment has declined in Bangladesh, there still are 26 million food insecure people in the country. Concerns on the nutritional front include undernutrition due to low dietary diversity, inadequate protein and micronutrient intake, high stunting, and U5MR, and wasting.

80 As noted above, WFP VAM Unit's assessment of priority districts and sub-districts pointed out a high need for intervention in Cox's Bazar district given a high prevalence of poverty and a Level 3 emergency condition. Distribution of fortified biscuits is a viable mean to bridge the food and nutritional security gaps of school going children.

81 On education, as has been noted above, among all the districts Cox Bazar has been performing poorly on indicators such as NER and dropout rates. The NER of all the districts stands at about 98 percent while it is 71.9 percent (boys 66.2% and girls 77.8%) for Cox Bazar. Further, while the national average dropout rate is 19.2 percent, it is 31.2 percent for Cox Bazar and ranks 61st out of 64 districts[22].

82 A 2017 comprehensive assessment of the school-based fortification program[23] reported that daily consumption of fortified biscuits by primary school children had a significant positive impact on mean levels of iron, folic acid, vitamin B12, retinol and vitamin D controlling for sex, baseline deficiency status, CRP, and H. pylori. Levels of anemia and vitamin D deficiency were also significantly reduced. Qualitative findings indicated the widespread acceptability of the daily biscuit. Teachers perceived students to be more attentive in class, less tired, and some attributed better school performance to biscuit consumption. Children reported similar improvements in concentration and energy levels.

83 The above provides the basis for implementing a school feeding programme through the distribution of fortified high energy biscuits. This can help in overcoming hunger and provide nutrition which in turn can translate to improved attentiveness of both boy and girl students. It can also incentivise parents to send their children to schools and for the students to attend school.

4.2 Coherence with Government Policies

84 The programme is in line with national Government policies as reflected in the National Education Policy 2010, the National Nutrition Policy 2015, and the National Social Security Strategy 2015. The education policy articulates the Government's approach to supporting 'education for all', the eradication of illiteracy and improvements in the quality of education. The McGovern Dole operation aims both to encourage participation and improve its quality and therefore is in line with national education objectives.

85 The National Nutrition Policy of 2015 outlines five strategic objectives: (i) improve the nutritional status of all citizens, including children, adolescent girls, pregnant women and lactating mothers; (ii) ensure availability of adequate, diversified and quality safe food, and promote healthy feeding practices; (iii) strengthen nutrition-specific, or direct nutrition, interventions; (iv) strengthen nutrition-sensitive, or indirect, nutrition interventions; (v) strengthen multi-sectoral programmes and increase coordination among sectors to ensure improved nutrition. The McGovern Dole programme is well aligned with this multi-sectoral approach.

86 A draft national school feeding policy (NSFP) has been developed by GOB where WFP provided strategic inputs. WFP programme staff confirmed that the McGovern Dole programme is aligned with this policy. The programme is fully aligned with the existing National School Feeding in Poverty Prone Areas (NSFPPPA). Further, the NSFP is focussing beyond 2020 when the SFP is planned to be expanded throughout the country. It also proposes to shift from a project to programme approach and ensure adequate financing.

87 As noted above, GoB has formulated a comprehensive National Social Security Strategy (NSSS) to integrate all safety net programs, including SFP, and the marginalized have been accorded priority and resource allocation has been increased.

[22] *BANBEIS data; DPE (APSE 2016)*

[23] Adams AM, Ahmed R, Latif AHMM, Rasheed S, Das SK, Hasib E, et al. (2017) Impact of fortified biscuits on micronutrient deficiencies among primary school children in Bangladesh. PLoS ONE 12(4): e0174673.

4.3 Coherence with WFP's Policies and Strategies

88 The McGovern Dole programme aligns with the WFP Strategic Goal 1 "Support Countries to Achieve Zero Hunger (SDG 2) with the following three SOs: a) end hunger by protecting access to food, b) improve nutrition, and c) achieve food security. The two results that the programme seeks to achieve are a) everyone has access to food (SDG Target 2.1), and b) No one suffers from malnutrition (SDG Target 2.2). It is also aligned with the UNDAF 2017-20 outcome indicators on food security and nutrition, and primary level education.

89 WFP's Nutrition Policy 2017-21 reiterates its commitment to address nutrition. Specifically, it states," WFP will continue to prioritize support to the most vulnerable groups, including children aged 6–59 months". It cites the school meals programmes as an example of the nutrition-sensitive approach. A package of 75 grams of High Energy Biscuits in Bangladesh conforms to WFP normative guidance on the nutritional standards for mid-morning snacks.

90 The McGovern Dole programme is well aligned with WFP's CSP 2017-20. It addresses Strategic Outcome 1: vulnerable groups in rural and urban settings are supported by work to improve nutrition indicators in line with national targets by 2020, and Strategic Outcome II: the food security and nutrition of the most vulnerable populations of Cox's Bazar, the Chittagong Hill Tracts and areas affected by disaster are enhanced.

5. Gender Analysis

91 Although the constitution of Bangladesh guarantees equal rights, women in Bangladesh still lag behind men in many aspects of life. Discrimination towards women and male dominance is a prevalent feature of society, especially in rural areas.

92 The World Economic Forum's Global Gender Gap Report (2017) revealed that Bangladesh progressed significantly from 72nd in 2016 to 47th in a tally of 144 countries, leading South Asia in terms of gender equality. It also reported that this was mostly for its achievements in the political empowerment of women (ranked as 7th in the world). The country performed poorly in other areas and was ranked 124 in labour force participation, 104 in wage equality, 108 in earned income, and 106 in legislators, professionals/technical workers, thereby concealing the continued struggle with violence against women, wage disparity, high dropout rates among female students, and the absence of women in senior bureaucracy.

93 While poverty rates in Bangladesh have decreased, vulnerability to poverty continues to have concrete gender dimensions. Significant disparities in employment and wage rates persist (female GNI 2,379; male GNI 4,285) which, combined with considerable gaps in asset ownership, seriously limit women's economic opportunities. ILO reports that participation of women in the formal labour market (43.1%) lags far behind that of men (81%)[24], and the rates of business ownership by women are even lower. With a large population mostly engaged in informal labour, women are faced with lower income, greater insecurity, and unfavourable working conditions.

94 Gender-based capability poverty continues to be a key issue in the health and education sectors despite significant improvements in recent years and is reflected in poor nutrition, maternal mortality and child mortality indicators. For every 100,000 live births, 176 women die from pregnancy related causes. While the adolescent fertility rate has shown improvement since 2006, it still remains as an area of concern.

95 In order to address these issues and change the perception of gender roles in the society, WFP intends to encourage girls and mothers to participate in literacy activities. The WFP School Feeding Policy (2013) and Gender Policy 2015-20 lay emphasis on recognizing and including specific needs of young girls, ethnic and religious minorities, and children with disabilities.

[24] International Labour Organization, ILOSTAT database (2017)

To promote inclusion and equality in education, WFP has supported GoB's efforts to increase enrolment and attendance of school girls.

96 Further, as part of its key activities, WFP targeted communities in Cox's Bazar will receive an integrated assistance package of, school feeding, a nutrition safety net, and livelihood support for vulnerable women. The programme's integrated approach to improving food insecurity, nutrition and resilience address direct and underlying issues affecting food insecurity. This includes economic access and women's empowerment, nutrition-specific, and nutrition sensitive interventions

97 WFP appreciates that it is important to create an enabling environment to support women's empowerment, gender equality, and the adoption of positive health, hygiene, and nutrition behaviours. Towards this, WFP will encourage the participation of women in the parent gathering sessions at the schools/community where topics related to health, hygiene and nutrition will be discussed to create awareness. It will also encourage the participation of women in literacy events and workshops that aim at improving the education and welfare of children, including girls.

98 In order to enhance women's participation in decision making, four positions in SMC (out of 11) are designated for women in all the schools. The Standard Project Report 2016 of WFP also highlights that 1,250 male and 2,500 female SMC members have received training on aspects such as gender sensitisation, education, and advocacy. These interventions are expected to enhance women's participation in leadership and school management.

99 The number of beneficiaries reached through the programme is gender balanced covering equal numbers of boys and girls. McGovern Dole -SFP has maintained gender parity in promoting enrolment rates and handling issues of drop-outs among both boys and girls. Awareness generating and community sensitisation activities have focussed on the importance of education for girls.

100 It was observed that GEEW has been mainstreamed throughout the programme activities involving school aged boys and girls. The programme design for McGovern Dole -SFP and WFP-CO's implementation and monitoring plans have paid considerable attention to gender and conform to the national gender commitments and policies. The programme reflects responsiveness to gender-based needs and differences. As emphasized above, it would be critical to enhance the participation of women in leadership roles in SMCs and PTAs and change conventional perceptions around gender roles. It would also be crucial to mainstream gender equality into field level activities.

101 Building on the gender focus that already exists, the programme should work with partners and the government to strengthen monitoring and draw their attention to gender issues highlighted above.

6. Key Findings

102 As set out in the Results Framework (Annex B), the McGovern Dole SFP has two Strategic Objectives against which there are nine outcomes as summarised in Table 3. The primary survey for this baseline evaluation was carried out in two phases. The survey in Kutubdia Upazila was carried out in May 2018, while the schools in Ukhiya and Ramu were surveyed in June 2018 after Ramadan was over.

Table 3: Summary of McGovern Dole Strategic Objectives and Outcomes

McGovern Dole Strategic Objectives	McGovern Dole Expected Outcomes
MGD SO1: **Improved literacy of school aged children**	**MGD 1.1** Improved quality of literacy instructions **MGD 1.2** Improved attentiveness **MGD 1.3** Improved student attendance
MGD SO1: **Increased use of health and dietary practices**	**MGD 2.1** Improved knowledge of health and hygiene practices **MGD 2.2** Increased knowledge of safe food preparation and storage practices **MGD 2.3** Increased knowledge of nutrition **MGD 2.4** Increased access to clean water and sanitation services **MGD 2.5** Increased access to preventive health interventions **MGD 2.6** Increased access to requisite food preparation and storage tools and equipment
SO1 & SO2 Foundational Results	**MGD 1.4.1/ 2.7.1** Increased capacity of government institutions **MGD 1.4.2/ 2.7.2** Improved policy and regulatory framework **MGD 1.4.3/ 2.7.3** Increased government support **MGD 1.4.4/ 2.7.4** Increased engagement of local organisations and community groups

103 As set out in Annex C, 28 Standard and 18 Custom performance indicators have been applied to this baseline evaluation. The values for the indicators are presented in Annex T.

McGovern Dole SO1: Improved Literacy of School-Age Children

104 Analysis of the primary survey data indicated that the reading and comprehension skills of the students in the treatment schools were lower than that of the schools in Ramu. Attentiveness of students in the treatment schools was found to be lower than in the schools in Ramu. During the survey, it was observed that biscuits were being distributed since January 2018 in the two Upazilas with support from GoB, DFAT, and WFP[25]. It was also observed that storekeepers were well aware of, and were applying, safe storage practices. All schools were found to be maintaining updated records on attendance of students and teachers, and the number of biscuits received and distributed.

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

105 The EGRA test revealed that 19 percent of the students in treatment schools and 31 percent in schools in Ramu could read more than 45 words per minute (reading test). Only 11 percent of students in treatment schools and 20 percent in Ramu could comprehend four-to-five questions (comprehension of grade-level text)[26]. At an overall level, only 6.9 percent of the students in the treatment schools could both read and comprehend grade-level text (Figure 2), while it was higher in Ramu (13.6%), possibly due to the impact of the READ programme.

[25] SFP in Ukhiya was funded by AUSAID during 2008-15, by GoB during 2015-17, and McGovern-Dole FY14 surplus biscuits during July-December 2017. In Kutubdiya, the McGovern-Dole FY14 surplus biscuits were supplied during September-December 2017.

[26] As outlined in the methodology section, the reading test was administered by counting the number of words read correctly in a minute. For testing comprehension, the students were allowed time to complete reading the entire text and then answer the questions. In certain cases, therefore, while the students were slow in reading and therefore scored less in the test, they were able to answer a greater number of the questions correctly during the comprehension test.

This difference, however, was not statistically significant. Within the treatment schools, Kutubdia[27] had an even lower proportion (3.6%) of students who demonstrated proficiency in reading and comprehension skills as compared to Ukhiya (9%). The girls in treatment schools demonstrated a lower level of reading and comprehension as compared to boys, while it was the opposite in the case of schools in Ramu.

106 It emerged during discussions with the headmasters and the Upazila Education Officer that children converse in the local dialect and therefore comprehension in Bangla takes time to fully develop. While fewer girls in the treatment schools demonstrated that they could read and understand the meaning of the grade-level text as compared to boys, it was the reverse in the case of schools in Ramu.

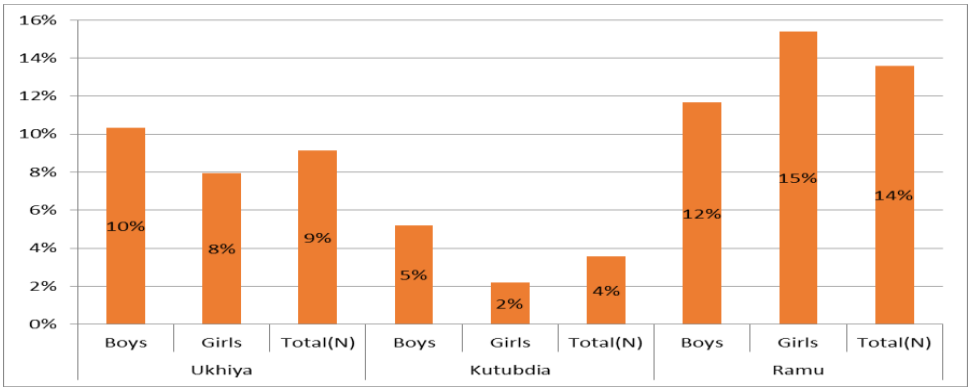


Figure 2: Percent of Students who by the end of two grades demonstrate that they can read and understand the meaning of grade level text

107 With regards to reading skills, an average of 25 words was read correctly in the treatment schools as compared to 35 correct words in the schools in Ramu (Table 4). A significant difference was found among female students, wherein 19.4 per cent girls in treatment schools and 38.5 per cent girls in Ramu could read more than 45 words correctly. Overall, both girls and boys had similar scores for the number of correct words for treatment schools, while it was higher for girls in the case of Ramu (Figure 3).

Table 4: Average number of correct words per minute

	Ukhiya			Kutubdia			Overall			Ramu		
	Boys	**Girls**	**Total (N)**	**Boys**	**Girls**	**Total (N)**	**Boys**	**Girls**	**Total (N)**	**Boys**	**Girls**	**Total (N)**
Number of correct words per minute	27	28	28	22	22	22	25	25	25	31	38	35

[27] Kutubdia with an area of 93 km^2 is island in the Bay of Bengal off the coast near Chakaria, Cox's Bazar. The access is through the sea and the island is shrinking due to the sea water rising each year. Flooding is common which also affects the running of schools. The island also is not connected to the electricity grid.

108 The EGRA results on comprehension skills were similar (Figure 4). Around 20 percent of students in Ramu gave 4-5 correct answers whereas the result for treatment schools stood at 11 percent. The sex disaggregated results on this parameter were 20 and nine percent points in Ramu and the treatment schools, respectively, for girls. In the case of boys, 19 percent in Ramu could answer a greater number of answers correctly as compared to 13 percent in treatment schools. It can be observed that girls are lagging behind boys in the treatment schools as compared to the schools in Ramu.

109 The difference in EGRA scores between the students from treatment and schools in Ramu can possibly be attributed to the Reading Enhancement for Advancing Development (READ) program, which was being implemented by Save the Children in Ramu Upazila (see Box 2). This program focused on improving Bangla reading and comprehension skills amongst students during the period September 2013-March 2018.

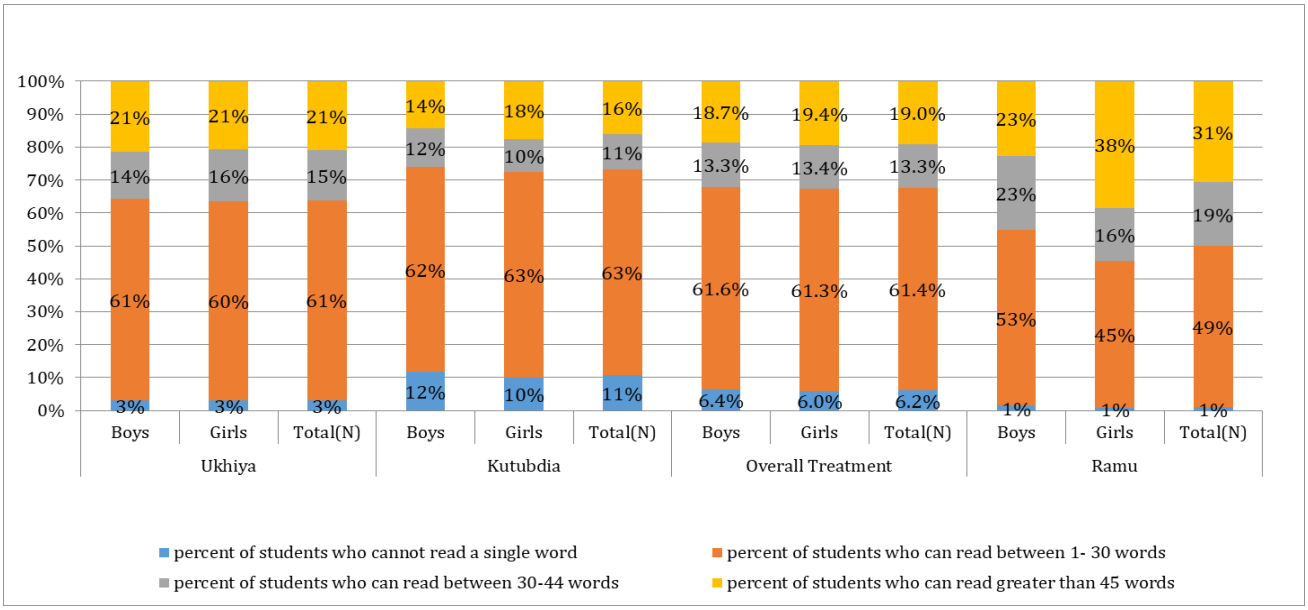


Figure 3: Percent of students demonstrating oral reading fluency

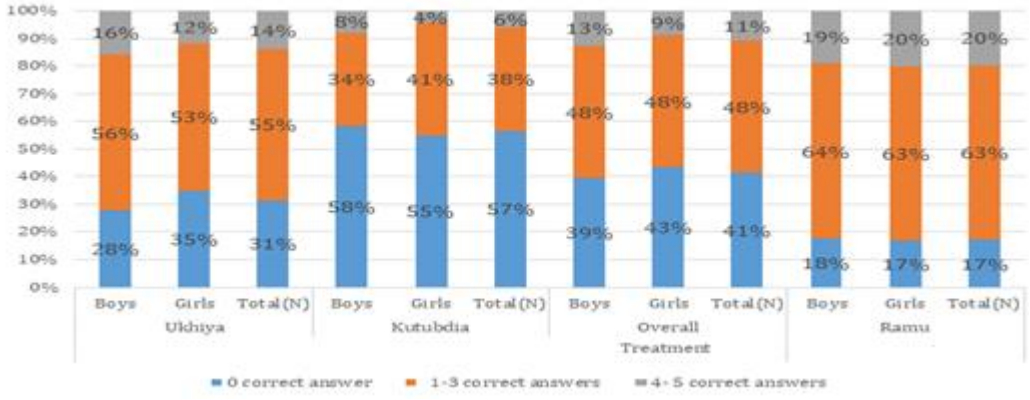


Figure 4: No. of correct answers (comprehension)

110 Table 5 presents a summary of the EGRA results in the treatment and schools in Ramu.

Table 5: Summary of EGRA Results

	Treatment Schools	Schools in Ramu
Percent of students who can read more than 45 words per minute	19	31
Percent of students who can comprehend more than four questions	10.7	19.6
Percent of students who can both read more than 45 words per minute and comprehend more than four questions	7	14

Box 2. The READ Programme

USAID's flagship READ project is a collaboration with Save the Children International to improve early grade reading competence. The objective of the programme is to increase reading competencies among grade 1-3 students in READ-supported schools. READ addresses five inter-related components of reading skills; a) Phonemic awareness, b) Letter knowledge, c) Vocabulary, d) Fluency and e) Comprehension.

The programme focusses on Teacher Education and Professional Development by conducting training of Bangla subject teachers on reading instruction and assessment, ensuring that diverse, age-appropriate, levelled reading materials are available in schools, communities and at home; providing out-of-school opportunities for reading and dedicating class time in school for reading. READ also involves the community and organizes reading camps, works with SMCs and parents to support and sustain reading activities. Furthermore, it promotes a diversified pedagogy to scaffold reading skills, ensuring easy access to strategies that address the challenges that some children face learning reading Bangla.

District-Wise Geographical Coverage: Manikganj, Cox's Bazar, Khagrachhari, Naogaon, Jhenaidah, Magura, Habiganj, Sunamganj, Barguna, Jhalokathi, Patuakhali, Kurigram, Nilphamari.

Donor: USAID, IREX, Porticus Foundation, SC UK, and Losan; **Duration:** September 2013 - March 2018

McGovern Dole 1.1: Improved Quality of Literacy Instruction

Number of teachers/educators/teaching assistants in target schools who demonstrate the use of new and quality teaching techniques or tools as a result of USDA assistance

111 During classroom observations, the use of improved techniques such as role play, storytelling, and problem solving as a group was observed in both treatment schools (94%) and schools in Ramu (86%). Further, teachers were observed to identify and give special care to inattentive students, engaged students in classroom exercises, and inquired whether the students understood the topic being discussed.

Percent of teachers in target schools who attend and teach school at least 90 percent of scheduled school days per school year

112 At an overall level, 82 percent of teachers in treatment schools and 87 percent teachers in Ramu have attended at least 90 percent of the scheduled school days per year[28]. Amongst the teachers in treatment schools, a significant difference was observed when the data were disaggregated by sex. While 91 percent of male teachers attended school (at least 90 percent of the scheduled days), only 76 percent of female teachers attended school regularly. No significant difference was observed within the schools in Ramu.

[28] The teachers' attendance was calculated based on the data available in schools for the month of July, August and September

McGovern Dole 1.2: Improved Attentiveness

Percent of students in classrooms identified as attentive by their teachers

113 A statistically significant difference was found amongst the treatment schools and the schools in Ramu with regards to the attentiveness of students. 89 percent of students in schools in Ramu were reported as attentive by teachers as compared to seventy percent in treatment schools. Further, 90 percent of the boys in Ramu were reported as attentive by their teachers as compared to only 69 per cent in treatment schools and this difference was statistically significant. The trend was similar in the case of girls' attentiveness (89% in the schools in Ramu and 72% in treatment schools).

McGovern Dole 1.3: Improved Student Attendance

Number of students enrolled in school receiving USDA assistance

114 Primary schools in Bangladesh enrol students within about a two-kilometre radius. The GoB prepares the enrolment list each year and announces them on 28 February. For 2018, the sex-disaggregated enrolment in the two treatment Upazilas are presented in Table 6.

Table 6: Summary of Enrolment in Treatment Upazilas[29]

Upazila	Type of School	# of school	Total enrolled Student in 2018			Average enrolment per school		
			Total	Girls	Boys	Students	Girls	Boys
Ukhiya	GPS	76	28,899	15,215	13,684	380	200	180
Ukhiya	Ebtedayee Madrasha	11	1,764	891	873	160	81	79
Kutubdia	GPS	59	15,411	8,649	6,762	261	147	115
Total		146	46,074	24,755	21,319	316	170	146

Number of students regularly (80 percent) attending USDA supported classrooms/schools

115 Eighty-three percent of the total number of students in the treatment schools regularly attended classroom/ school as compared to 92 percent in the schools in Ramu. A lower rate of attendance was observed amongst students in Kutubdia (79%) as compared to 86 percent in Ukhiya. In the schools in Ramu, girls were found to be more regular in attending school as compared to boys. It was the reverse in the treatment schools.

Average number of school days missed by each student due to illness

116 On an average, students in both treatment and schools in Ramu missed attending school by two days a week prior to the survey due to illness. Overall, in the treatment schools, 17 percent of students reported absent for at least one day in the last one week (from the date of the survey). The corresponding figure for this was higher for schools in Ramu (25%). The mean number of days for which a child was absent in both treatment and schools in Ramu was two with no significant variation across sex. Amongst absentees in the treatment schools, half of the students cited illness has the reason for absenteeism. Similarly, 48 percent of students in Ramu cited illness as a reason for absenteeism. Disaggregating this by sex does not throw up any significant variation.

[29] Excluding the NGO-run schools which will receive biscuits but not run any complementary activities

Percent of parents in target communities who can name at least three benefits of primary education

117 Around 67 percent of the parents of children studying in both treatment and the schools in Ramu were able to highlight at least three benefits of primary education. The three most common responses from parents in both types of schools for benefits of primary education were a) improves literacy rate, b) improves future opportunities of work for children, and c) helps child's skill development. Half of the parents in both school types also highlighted the benefits of education in breaking the cycle of poverty. Given that low awareness about the relevance and quality of education among parents have historically played a significant role in keeping children out of school, this data indicates a high level of awareness regarding the value of education among parents.

McGovern Dole SO2: Increased Use of Health and Dietary Practices

McGovern Dole 2.1: Improved Knowledge of Health and Hygiene Practices

Percent of students who can identify at least three key health and hygiene practices

118 25 percent of the students in treatment schools identified at least three key health and hygiene practices as compared to 35 percent in the schools in Ramu. During discussions with students, and as observed in school premises, children displayed a high awareness of handwashing practices. This was also reflected in the primary data wherein more than 74 percent of students from treatment schools identified handwashing as a key health and hygiene practice. However, the program would have to focus on creating high awareness amongst students regarding additional essential health and hygiene practices.

119 In the treatment schools, a higher proportion of boys (27.6%) could identify at least three key health and hygiene practices as compared to girls (22.7%). In the case of schools in Ramu, a higher proportion of girls (37.3%) as compared to boys (31.7%) could identify such practices.

McGovern Dole 2.2: Increased Knowledge of Safe Food Prep and Storage Practices

Number of individuals who demonstrate the use of new safe food preparation and storage practices as a result of USDA assistance

120 65 percent in Ukhiya and 78 percent in Kutubdia demonstrated the use of safe storage practices. A higher proportion of male teachers (46%) demonstrated the use of safe food storage as compared to female teachers (27%). Overall, 73 percent of all teachers demonstrated such practices.

Percent of storekeepers who can identify at least three safe storage practices

121 It was found that in most of the treatment schools, the head teacher was the storekeeper. Almost all the storekeepers/ headmasters could identify at least three safe storage practices in the treatment schools. In Kutubdia, all storekeepers could identify at least three storage practices, whereas 94 percent storekeepers in Ukhiya could do the same. It was observed that almost all storerooms were properly ventilated, had no evidence of rodents, insects, or mould. Further, most schools used raised pallets for storage of biscuits.

McGovern Dole 2.4: Increased Access to Clean Water and Sanitation Services

Number of schools using an improved water source

122 85 percent of the schools in Ramu had drinking water facilities within the school premises whereas only 67 per cent of the treatment schools had such facilities. 87 percent of the

treatment schools had an improved water source[30] in their premises as compared to 70 percent in Ramu.

123 It emerged during discussions with the school headmasters that the island of Kutubdia faces a major water crisis due to the incursion of saline sea water in the underground aquifers. Despite having deep tube wells, people are unable to access clean drinking water. This was further corroborated by the primary data that indicates that Kutubdia has a much lower proportion (42%) of schools with drinking water facilities within their premises as compared to 83 per cent schools in Ukhiya. Though not statistically significant, this difference indicates a drinking water shortage in the treatment schools of Kutubdia.

124 Discussions with parents and teachers in Ukhiya indicated that children often use discarded plastic bottles to fill and carry water from home. It was also found that students feel thirsty after consuming the biscuits and consume water from these bottles.

125 The lack of access to safe and adequate quantity of drinking water can lead to illness and contribute to absenteeism among students.

Number of schools with improved sanitation facilities

126 Primary data from the survey indicates that 85 percent of the schools in Ramu have functional toilets as compared to 93 percent in the treatment schools. However, only 36 percent of the functional toilets in treatment schools are unlocked. The corresponding figure for Ramu is 84 percent. The actual percent of operational toilets for treatment and control schools are respectively 38 and 71 percent. This indicates a need for focusing on improving the maintenance and provision of facilities in the available toilets.

McGovern Dole 2.5: Increased Access to Preventative Health Interventions

Number of individuals who demonstrate the use of new child health and nutrition practices as a result of USDA assistance

127 The current status of child health and nutrition practices of parents were assessed using three parameters: handwashing, dietary diversity, and deworming.

Handwashing

128 73 percent of the parents from treatment schools and 63 percent from schools in Ramu are aware of handwashing practices at critical times[31]. In treatment schools, 76 percent of the parents demonstrated handwashing practices during critical times, as compared to 43 percent in Ramu. This difference was found to be statistically significant (Table 4).

Dietary Diversity

129 The quality of students' diets was assessed in terms of dietary diversity. The evaluation team collected detailed information on the food consumed by each child during the last 24 hours prior to the interview for 650 school children through interviews with parents.

130 The mean dietary diversity score (DDS) for children in treatment schools was high at around 4.24 (out of a maximum score of seven[32]). This is marginally higher than the mean dietary

[30] Schools that had any of the following sources of water: tap water, RO plant within school, borehole, protected dug well, or protected spring

[31] The numbers reported are for those who have indicated their awareness of handwashing on 4 or more out of 6 critical times

[32] Feed the Future Guidance (2014) suggests grouping food items into 10 food groups. However, based on discussions with WFP, classification of food was done across 7 categories. Therefore, the scale of food options is that of 7 in this case.

diversity score among children in Ramu (4.15). Disaggregated by sex, no variation between male and female students was observed. Cereals, grains, roots, and tubers are the dominant food group that is consumed across both types of schools followed by meat, fish and eggs, vegetables, and fruits.

Table 7: Awareness and demonstration of handwashing practices by parents

		No. of individuals			
		Ukhiya	**Kutubdia**	**Total Treatment**	**Ramu**
Awareness of handwashing by parents	Up to 3 answers reported	20	20	40	37
	4 to 6 answers reported	70	40	110	63
	Total	90	60	150	100
Demonstration on handwashing by parents	Upto 3 answers reported	22	14	36	57
	4 to 6 answers reported	68	46	114	43
	Total	90	60	150	100

Foundational Results

Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance

131 All the sample and treatment schools have SMCs. As observed during the field survey and as corroborated by the primary data, the minutes of SMC meeting are maintained in all the treatment and control schools, wherein an average of nine meetings are held annually.

132 83 percent of the treatment schools and 70 percent of the schools in Ramu have seven or more male members (out of 11) in the SMC. This low female to male ratio highlights the gender imbalance in the SMCs.

133 53 percent of the school administrators in treatment schools and 60 percent the schools in Ramu reported the SMCs to be functional and useful. They also pointed out that SMCs provide a strong support to the school towards improving the quality of education and school infrastructure. This was further corroborated by 72 percent of the parents in both types of schools reporting the usefulness of the SMCs in improving the quality of education.

Building Capacity

134 One of the activities to be undertaken by WFP under the project is to provide policy and system support to MoPME to scale up SFP in Bangladesh. The baseline evaluation employed a Capacity Needs Mapping (CNM) exercise to establish a baseline of the capacities of DPE officials to implement SFP. The CNM exercise includes KII with the DPE officials, desk review, and a capacity assessment workshop comprising these officials and WFP staff. The workshop participants thoroughly reviewed the findings of similar exercise in the past, particularly the System Approach for Better Education Results (SABER) framework in 2016 and 2017 to map the status of capacities and identify the gaps.

135 NRMC jointly facilitated this workshop where DPE officials and WFP staff arrived at a consensus on the current status of capacities and the gaps that need to be bridged for an eventual handover of the SFP to the GoB (Details on the approach are presented in Annex X). The entire assessment focused on five pathways as outlined in this section.

Policy Framework

136 In order to act on the policy framework, it is essential to generate evidence to prioritize actions, build and strengthen multi-stakeholder partnerships. The baseline findings suggest that with regards to generating evidence on the contribution of complimentary activities, while data may have been collected, it is not always validated.

137 The existing partnership framework to develop multi-sectoral policies comprises the statutory committees for inter-ministry coordination covering about 23 ministries. A policy advocacy platform has also been created to bring all the key stakeholders, civil society, eminent personalities and think-tanks to encourage dialogue on the SFP and explore opportunities to mainstream it within the existing educational framework. The dialogue in this platform has included quality of education, school feeding, and supplementary activities.

Financial Capacity

138 Presently, 2.09 percent of the national GDP and 11.41 percent of the total outlay of the country's budget is allocated to the education sector for the financial year April 2018-March 2019. The trend for the last 10 years indicates that while the absolute value of investments in this sector has increased, the proportion has declined.

139 The current GoB-assisted SFP receives supplementary funding from WFP for capacity development and establishing effective systems. A higher proportion of funds are allocated to capacity building activities with an aim to ensure that the DPE's capacities are enhanced to mainstream the SFP in their action plan and budget by progressing gradually from a project to a programmatic mode.

140 For augmenting financial resources for SFP, the approach followed by the government is to seek support from the local communities and encourage participation of the private sector. This is done by creating awareness and mobilizing community contribution at the school level to donate/ contribute funds in the school bank account operated by the school head teachers and the SMC Chairperson. However, these funds are not included under the general financial and administrative governance by the PME Department. The SFP of GoB adopts the mainstream financial management system of the government, managed at the national level by DPE.

Institutional Capacity and Coordination

141 While there are specific terms of reference (for Project Steering Committee-PSC and Project Implementation Committee-PIC) in the DPP of school feeding project for the different ministries who are part of the coordination committee, the stakeholders' roles and responsibilities are not clearly defined which dilutes their accountability.

142 With regards to human resources, the existing HR strategy of the Ministry of Public Administration (MoPA) is being adopted for the GoB assisted school feeding programme (SFP). Currently, staff for SFP is being seconded by the MoPA and MoPME to the SFP, DPE. While the SFP has expanded across the country, the staffing has not been augmented. Also, the staff assigned to the project are based at the central level while the DPE staff are implementing the programme at the district and Upazila level with support from the

cooperating partner NGOs to provide logistical, documentation, and reporting support for the effective functioning of the SFP.

143 It was also reported that the DPE does not have a specific capacity building strategy. However, WFP supports technical training of the Central, District, Upazila, and local level staff on safe food storage, commodity handling, logistic support, along with approaches to put effective systems in places. Regarding monitoring and evaluation, it was reported that no dedicated M&E framework exists to track all the outcomes of GoB's SFP.

Design and Implementation

144 Currently, the existing M&E is used to track the food distribution and utilization along with collecting information on basic school information like enrolment, attendance, dropout rates etc. However, there is no specific tracking of indicators on quality of education including data on activities part of the Essential Learning Package. The Project Implementation Committee (PIC) looks into the project implementation of SFP.

145 Discussions indicate that the MIS is not adequate to provide a comprehensive picture of evidence-based decision making. It does not include essential components of ELP such as WASH. Further, it was observed that while the data on the distribution food is approved at the levels of the UEO and DPEO, additional information on ELP is collected by NGOs, and the information flows directly from schools to the national level bypassing the district and Upazila levels. Integration of the data collected by various ministries to better inform the policy is desirable.

146 The identification of the implementing partners both for food production (companies/ factories) and for implementation support (NGOs) are done with the support of the WFP despite the selection process of acquiring the partner agencies being standardized.

Community Roles - Reaching beyond the schools

147 It was observed that there is inadequate community involvement in tracking the distribution of biscuits and other SFP activities. The community is also not yet involved in contributing to the funding or monitoring of SFP and its other components and its role is limited to participating in SMC and PTA meetings. The FY17 award aims to strengthen the role of communities in the school feeding programme.

7. Conclusions

148 Bangladesh has made significant progress in terms of macro-economic indicators. Its food and nutrition indicators have also improved significantly over the last decade. However, multidimensional poverty is high, and a large proportion of the population is food insecure. The figures on stunting and wasting also are higher than many developing countries.

149 Given the above, a school feeding programme comprising Micro-nutrient fortified biscuits has the potential to reduce the prevalence of hunger and nutrition insecurity among school children. This initiative can also potentially translate to a greater number of parents sending their children to school and also reduces the expenditure of households for serving a meal to their children. The programme design addresses gender equality and the primary survey reported no gender-based discrimination in the distribution of fortified biscuits.

150 School feeding Programme has been implemented in Ukhiya since 2008 which was funded by various donors. Surplus biscuits from the FY14 award were supplied in Ukhiya during July-Dec 2017 in Ukhiya, and during Sep-Dec 2017 in Kutubdia. Beginning January 2018, biscuits

are being supplied with support from GoB, Australian DFAT, and WFP. Supply of biscuits under the FY17 award had not commenced by the time of completion of the baseline survey.

151 The programme is in line with the National Education Policy 2010, the National Nutrition Policy 2015, and the National Social Security Strategy 2015. GoB has also formulated a comprehensive National Social Security Strategy (NSSS) to integrate all safety net programs and the marginalized have been accorded priority and resource allocation has been increased. The McGovern Dole programme aligns with the WFP Strategic Goal 1: Support Countries to Achieve Zero Hunger (SDG 2). It is also aligned well with WFP's Nutrition Policy 2017-21 and the CSP.

152 In both Upazilas where the treatment schools were located, the understanding of grade level text was found to be very low as compared to the control schools possibly because of the five-year long READ programme in the control schools. It emerged through discussions with the head teachers and parents that this could also be because students are facing challenges in understanding Bangla – the medium of education – while their mode of communication is in the local dialect which is distinct from Bangla. Between the two treatment schools, Kutubdia had a lower literacy score as compared to Ukhiya possibly because the Upazila is an island which is difficult to access and therefore not preferred by teachers. Also, Kutubdia remains flooded for a long period of time which affects the functioning of the schools and attendance of children.

153 Male teachers were found to be more regular in attending schools as compared to their female counterparts. While the enrolment rate is high in both treatment and schools in Ramu, regular attendance by students was higher in Ramu. Analysis of the sex disaggregated data indicated that boys in the treatment schools were more regular in attending school as compared to girls. However, in the schools in Ramu, a higher proportion of girls were attending school regularly. No specific reason could be attributed to these disparities in the gender disaggregated figures.

154 A higher proportion of head teachers in the schools in Ramu have successfully completed a pre- or in-services training programme to teach in schools or equivalent non-school based settings over the past year. A fewer number of female head teachers have received such training as compared to the male teachers in both types of schools.

155 It was observed that biscuits were distributed regularly to both boys and girls and that there was no sex-based discrimination.

156 While the number of treatment schools using an improved water-source was significantly higher than that of schools in Ramu, almost half of the schools in Kutubdia faced acute shortage of drinking water. Many children were also observed to collect discarded plastic bottles to collect drinking water. These unsafe and unhygienic practices can cause illness and lead to absenteeism. Unless the provision of safe drinking water is ensured, the impact of the interventions under the FY17 grant can be weakened.

157 While the number of functional toilets was reported to be high in both treatment and schools in Ramu, the number of functional toilets that were unlocked was found to be much lower in treatment schools. The unavailability of water was the main reason for locking up the toilets. This is an impediment to safe sanitation practices.

158 The dietary diversification was found to be high in both types of schools which is encouraging.

159 The gender balance in the SMCs is skewed in favour of men.

160 On capacities, it was found that the information and data on some important parameters are not being collected which limits the prospects of framing informed policies. There are limited alternate sources for financing SFP at the local level leading to a complete dependence on the central government for funds. While a higher degree of community engagement is envisaged under this programme, capacities to ensure this at the local level are limited.

161 The monitoring of activities under GoB's SFP is constrained by the lack of an M&E framework that adequately monitors the performance of components under the ELP. Also, given limited staffing in the DPE, there is a very high level of dependence on WFP. This has implications on the ultimate handover of the programme to the GoB.

8. Recommendations

Table 8: Recommendations, Rationale, and Proposed Actions

Sl. No.	Recommendations	Rationale	Proposed actions	Type	Timeframe	Priority
1.	Improving access to safe water in schools	One in two school in Kutubdia faces the challenge of access to safe drinking water due to the ingress of sea water contaminating the aquifers. It was also observed that most of the students in both treatment and control schools collect water in discarded plastic bottles which is an unsafe practice.	WFP should engage in advocacy actions with different stakeholders to improve the safe water access in targeted schools.	Operational	Short term	High
2.	Improving access to water in the toilets	Several schools in Kutubdia do not have access to water in the toilets.	WFP should also work with DPE, DPHE, and UNICEF for repair and maintenance of water supply in the toilets in schools.	Operational	Short term	High
3.	Promoting gender balance in SMC.	While the design promotes gender inclusiveness in all activities, there is a lack of gender balance in terms of the composition of SMC.	WFP ought to consider enhancing the number of women in SMCs for improving the gender balance. Further, the capacity building component for mothers should include aspects that build leadership capacities of the female SMC members.	Strategic	Medium term	High
4.	Support in designing strategy for community engagement and deepening stakeholders understanding around community led school feeding programme	One of the foundational results is the increased engagement of local organisations/community groups. It is currently limited to participation in school governance structures.	WFP can support MoPME in designing a community engagement strategy that articulates the need and outlines the contours for community engagement to support SFP. WFP may also consider devising a social audit mechanism in schools whereby accountability of all stakeholders is ensured through increased participation of communities. This can also be used to generate evidence on the performance of the programme. Both DPE and WFP	Strategic	Medium term	High

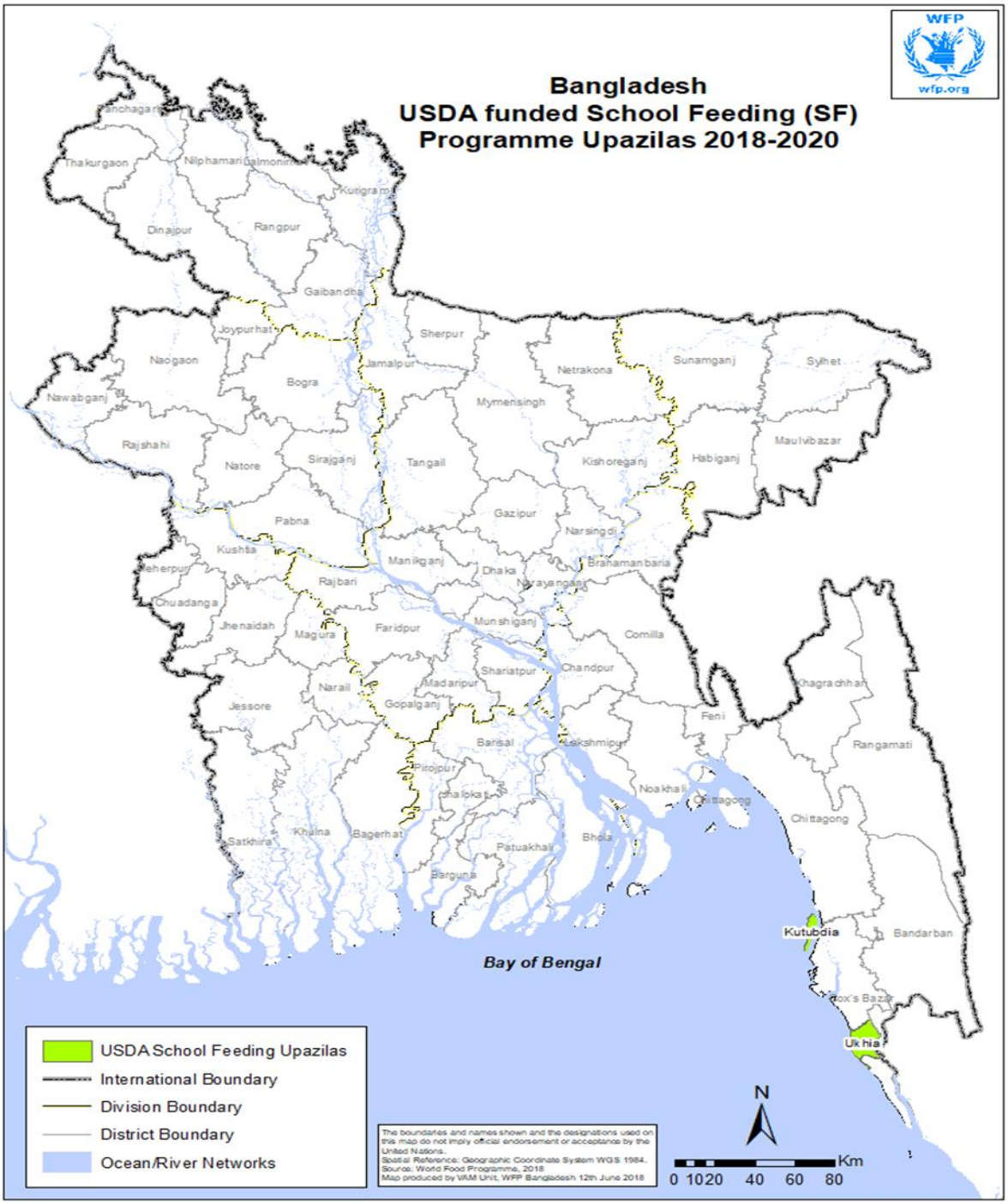
Sl. No.	Recommendations	Rationale	Proposed actions	Type	Timeframe	Priority
			officials are interested to attempt integrating it in the project design.			
5.	Capacity building of representatives of government at the local, regional and national level for independent implementation of SFP	One of the foundation results is increased capacity of government institutions.	*Including SFP in the policy framework:* There is a need for policy endorsement/pushing a common agenda for the inclusion of SFP in the policy framework to improve the quality of education by multiple stakeholders. Therefore, multi-stakeholder coalitions need to be strengthened and evidence generation on various aspects of SFP, especially establishing the need for complimentary activities, needs to be focused on. *Improved documentation of process and learning:* Capacities to document processes and learnings across WFP-led SFP need to be developed so that there is an uptake of programme learnings to influence policies and programmes. Case studies, best practices, and lessons learnt should be documented for wider dissemination and to provide inputs for improving the programme implementation and modify the strategy to inform better decision-making. *Additional sources for funding SFP:* From the consultative workshop with the key stakeholders, it emerged that there is a need for advocacy to agree on the funding commitment for school feeding from the government. It was suggested that an alternative way of getting funding for SFP would be to use the revenue collected from the local unions in the form of taxation. Creating enabling guidelines on the collection and disbursement of corporate contributions through CSR, individual donations/ monetary contributions from other sources could also be considered. *Develop implementation manuals and guidelines:* Adequate implementation manuals on public procurement, financial management, and implementation guidelines need to be developed so	Strategic	Medium term	High

Sl. No.	Recommendations	Rationale	Proposed actions	Type	Timeframe	Priority
			that DPE can take over the roles fulfilled by WFP in order to ensure that the SFP continues post withdrawal of WFP support. This also includes capacity building of DPE in terms of institutionalizing procurement process, financial management process, and a Project Management Guideline/ Manual. Further, guidelines for local fund raising and its management need to be developed so that DPE officials have clarity on modalities of the collection of funds from local sources. For this, the capacity of the responsible officials on fund disbursal and utilisation needs to be developed along with the monitoring framework of these activities to increase efficiency. *Institutional aspects:* There needs to be a review of the purpose of the specific individuals in the Project Steering Committee so that they are able to contribute more effectively. Everyone's role needs to be defined and inputs required from each of the representatives needs to be clearly outlined and communicated to facilitate effective engagement-It is recommended that a joint action plan is developed to create more accountability. Further, the Joint Monitoring framework needs to be developed so that it may be institutionalized. Each ministry is required to take responsibility of the SFP (not just MoPME); Technical specialists may be required to provide specific inputs and assistance on different aspects of SFP and dedicated personnel need to be assigned to carry out the regular activities under SFP functions. Therefore, an institutional set up that is adequately staffed needs to be created for the effective management of SFP. *Handing over:* It is advised that preparatory activities are planned and conducted at this stage and in the meanwhile, the first draft of guidelines/programme strategy can be prepared to get the processes rolling. A			

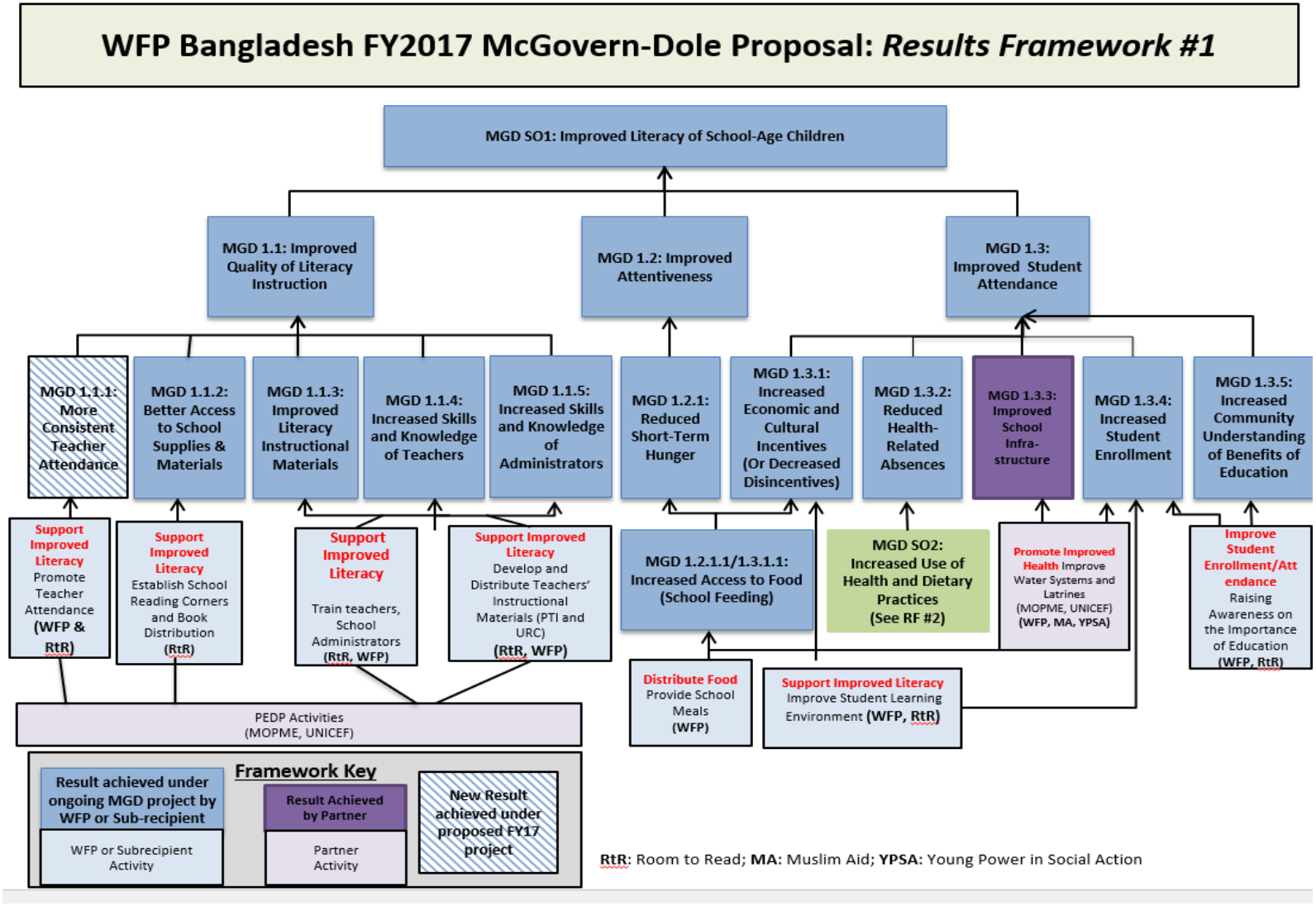
Sl. No.	Recommendations	Rationale	Proposed actions	Type	Timeframe	Priority
			transitional strategy can be prepared to facilitate this process that would help the government take up the programme independently. Assigning tasks to the local level officials would yield better results in the programme beyond the project phase. *Support GoB to design and implement M&E framework for the National SFP:* the existing M&E framework should be revised to address all indicators, especially regarding complementary activities (Revamp the SF MIS for effective and real time reporting) aimed at improving the quality of education. A programming strategy would help streamline the operations wherein the government would be capacitated to take SFP forward independently. Hence, a road map should be prepared for the school meals programme evolving gradually in a phased manner including institutional architecture/ arrangements/ delivery mechanisms. *Improve community participation:* It is recommended that potential areas for community participation are identified and tested for feasibility. To increase involvement, a community engagement strategy should be created that outlines the specific modalities of engagement. It is suggested that a social audit mechanism is created in schools to increase the accountability of all stakeholders and generate evidence on the programme. Guidelines need to be drafted to improve the functioning and involvement of SMCs and PTAs based on lessons learnt from the best practices and pilots. A programming strategy that outlines the role of the community would help in transitioning from project to programme mode and for the government to take over the SFP, independent of WFP.			

Annexes

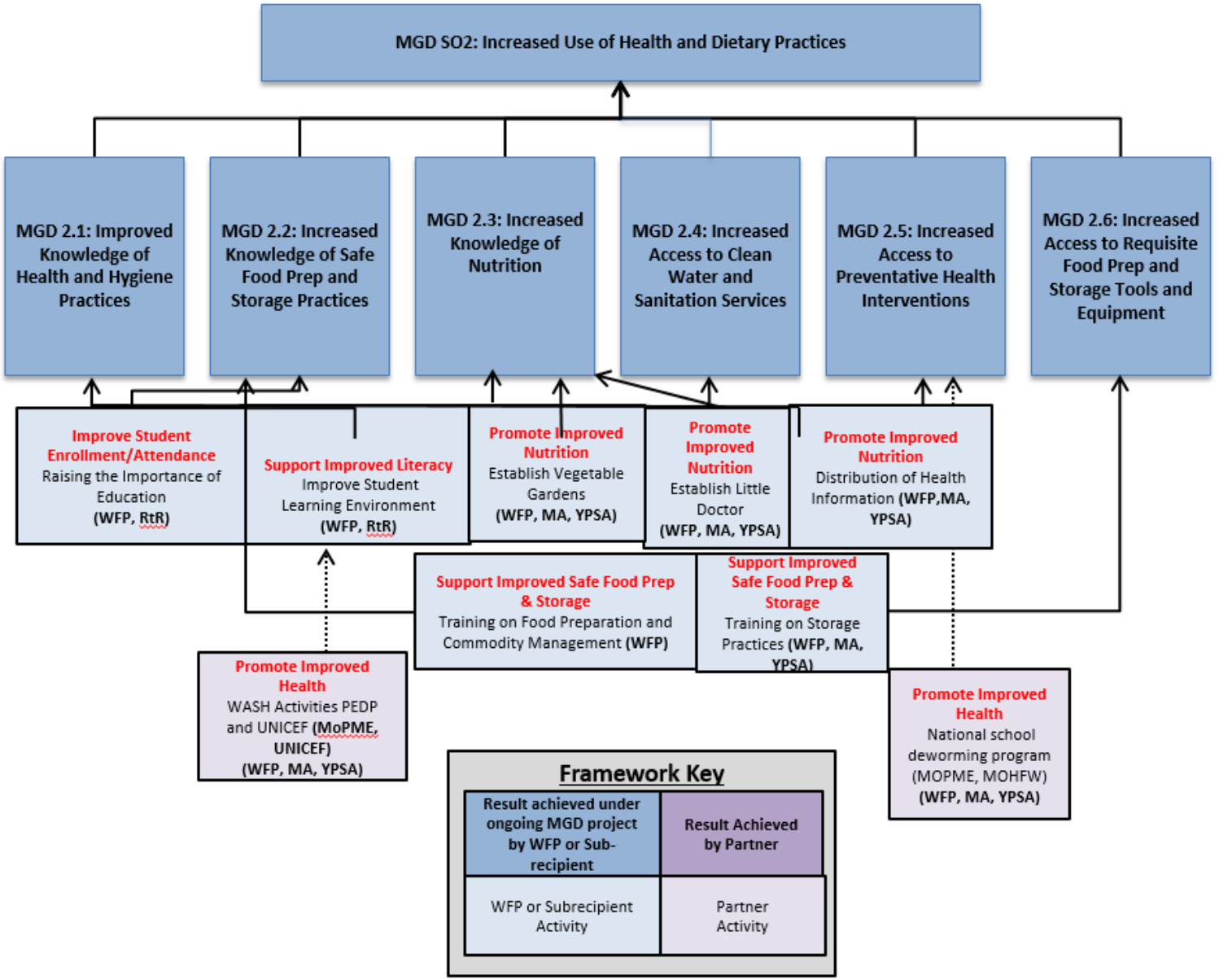
Annex A: Map of the Intervention Area



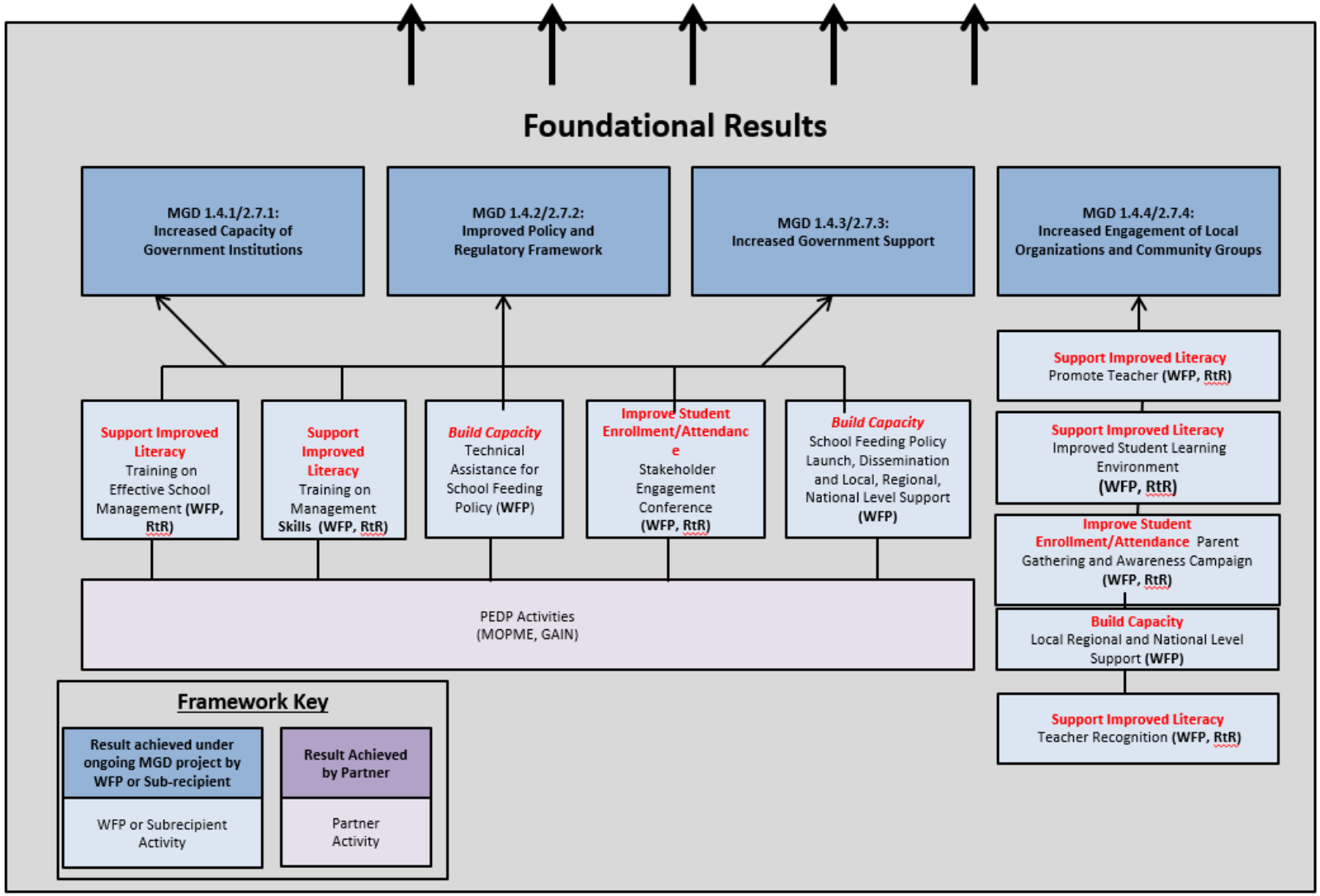
Annex B: Project-Level Results



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



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



Annex C: Planned Outcomes of WFP Bangladesh McGovern Dole -FY17 Award

Table 9: Planned outcomes and annual targets

USDA Standard Indicator Number	Results Framework	Performance Indicator	Year 1	Year 2	Year 3 (Only applicable for Capacity Building)	Life of project
1	MGD 1.3	Number of students regularly (80percent) attending USDA supported classrooms/schools	80 %	82 %	0%	82%
2	MGD 1.1.2	Number of textbooks and other teaching and learning materials provided as a result of USDA assistance	1,46,728	1,23,546	0	2,70,274
3	MGD 1.1.5	Number of school administrators and officials in target schools who demonstrate the use of new techniques or tools as a result of USDA assistance	92	116	0	116
4	MGD 1.1.5	Number of school administrators and officials trained or certified as a result of USDA assistance	116	146	0	146
5	MGD 1.1.4	Number of teachers/educators/teaching assistants in target schools who demonstrate the use of new and quality teaching techniques or tools as a result of USDA assistance	464	584	0	584
6	MGD 1.1.4	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	580	730	0	730
7	MGD 1.3.3	Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/constructed as a result of USDA assistance	12	35	0	35
8	MGD 1.3.4	Number of students enrolled in school receiving USDA assistance	47,689	47,689	0	47,689

USDA Standard Indicator Number	Results Framework	Performance Indicator	Year 1	Year 2	Year 3 (Only applicable for Capacity Building)	Life of project
9	MGD 1.4.4	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	48	128	334	334
10	MGD 1.4.4	Number of public-private partnerships formed as a result of USDA assistance	1	0	0	1
11	MGD 1.4.4	Value of new public and private sector investments leveraged as a result of USDA assistance	$68.65	$78.13	$80.31	$227.1
12	MGD 1.4.2	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/decree Stage 4: Passed/Approved Stage 5: Passed for which implementation has begun	1	0	1	2
15	MGD 1.2.1.1	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	93,23,176	93,23,176	0	1,86,46,352
16	MGD 1.2.1.1	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	47,689	47,689	0	47,689

USDA Standard Indicator Number	Results Framework	Performance Indicator	Year 1	Year 2	Year 3 (Only applicable for Capacity Building)	Life of project
17	MGD 1.2.1.1 & 1.3.1.1	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	47,689	47,689	0	47,689
18	MGD 2.5	Number of individuals trained in child health and nutrition as a result of USDA assistance	580	730	0	730
19	MGD SO2	Number of individuals who demonstrate the use of new child health and nutrition practices as a result of USDA assistance	28600 (60 percent of the total children)	28,600	0	28,600
20	MGD 2.2	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	322	322	0	322
21	MGD SO2	Number of individuals who demonstrate the use of new safe food preparation and storage practices as a result of USDA assistance	290	290	0	290
22	MGD 2.4	Number of schools using an improved water source	48	98	0	146
23	MGD 2.4	Number of schools with improved sanitation facilities	48	98	0	146
24	MGD 2.5	Number of students receiving deworming medication(s)	47,689	47,689	0	47,689
26	MGD SO1	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	25.00	35.00	-	35percent
27	MGD SO1	Number of individuals benefiting directly from USDA-funded interventions	48,711	48,711	0	48,711

USDA Standard Indicator Number	Results Framework	Performance Indicator	Year 1	Year 2	Year 3 (Only applicable for Capacity Building)	Life of project
28	MGD SO1	Number of individuals benefiting indirectly from USDA-funded interventions	1,90,756	1,90,756	0	1,90,756
Custom						
1	MGD 1.1.1	Percent of teachers in target schools who attend and teach school at least 90 percent of scheduled school days per school year	65%	75%	0%	75%
2	MGD 1.1.2	Number of classroom libraries (book shelves with books) established as a result of USDA assistance	243	487	0	487
3	MGD 1.2	Percent of students in classrooms identified as attentive by their teachers	60%	70%	0%	70%
4	MGD 1.3.2, MGDSO2	Average number of school days missed by each student due to illness (for each school and in aggregate)	10	8	0	5
5	MGD 1.3.5, MGD 1.4.4	Percent of parents in target communities who can name at least three benefits of primary education	40%	70%	0%	70%
6	MGD 2.1	Percent of students who can identify at least three key health and hygiene practices	30%	65%	0%	65%
7	MGD 2.2	Percent of storekeepers who can identify at least three safe storage practices	30%	50%	0%	50%
9	MGD 2.4	Number of 'Little Doctor' students supported by WFP	2,025	2,025	0	2,025

USDA Standard Indicator Number	Results Framework	Performance Indicator	Year 1	Year 2	Year 3 (Only applicable for Capacity Building)	Life of project
11	MGD 1.4.4, MGD 14.1	Number of meetings/workshops/training sessions held for institutional capacity to implement SF as a result of USDA assistance	48	98	0	142
12	MGD 1.4.1, MGD 1.4.2, MGD 1.4.4	Number of pilot initiatives supported to design SF modalities as a result of USDA assistance	2	2	0	4
13	MGD 1.4.1,	Number of government staff trained as a result of USDA assistance	8,040	16,560	20,400	20,400
14	MGD 2.2, MGD 1.4.1,	Number of technical training for system development for service/food procurement, quality control, supply chain, and strengthened online database system and gender mainstreaming in the program as a result of USDA assistance	130	260	284	284
15	MGD SO1, MGD SO1,	Number of schools supported by the Government with school feeding as a result of USDA assistance	12,356	12,952	13,482	13,482
16	MGD 1.4.4	Number of social mobilization/community meetings as a result of USDA assistance	23	33	28	84
17	MGD 1.4.4	Number of community mobilization workshops organized as a result of USDA assistance	19	19	0	38
18	MGD 1.4.4	Number of teachers, parents and school management committee members attended the community mobilization workshops	584	584	0	1,168

Annex D: Activity wise Graduation Timeline

Table 10: Activity wise Graduation Timelines

Activity	Key Milestones	Timeline
Build Capacity	• School Feeding National Policy will be finalized by first quarter 2018 • Follow up of SABER 1-day annual workshop to track progress against the five policy goals will be done by last quarter each year • Draft School Feeding Policy Implementation Strategy will be finalized by early 2020 • Learning sharing workshop based on pilot school feeding modalities will be carried out by last quarter 2019 • Technical support for strengthening the GoB system to establish school feeding supply chain and procurement and quality control (2018-2020) • Support to asset management online reporting and tracking (2018-2020)	January 2018-September 2020
Distribute Food	• Agreement signed, EP and PMP approved, Call forward initiated • Wheat will arrive in Chittagong Port by April 2018, biscuit factory (supplier) receives wheat for production, production ensues, biscuits will be delivered to program locations (10-week long process) • Biscuits will be served in school by10: 30 am to grade 1-5	July 2018-September 2020
Improve Student Enrolment and Attendance	• Program launch at each school (146 total) • Distribution of student stationaries and school bag for all grades (pencils, crayon, Eraser, Sharpener & kit.) approximately 48,000 students • Library opening ceremony at each school (146) • Quarterly program review meeting • Annual progress sharing meeting • Student Recognition Day	January 2018-September 2020
Promote Improved Health	• Reconstruction of latrines and water systems in 35 schools begins in a year, late 2018. • Identification and orientation to “Little Doctors” will be done by first quarter 2018. Approximately 15 little doctors per school (2,190 total). Approximately 146 orientations will be given in total, one per school.	January 2018-September 2020

Activity	Key Milestones	Timeline
Promote Improved Nutrition	• Establish 60 garden demonstration plot at school • Train approximately 5 teachers at each school (730 total) in healthy meal preparation	January 2018-September 2020
Support Improved Literacy	• Community mobilization orientation once per year at each community • Publication of children's magazine (15 copies per school/once a year) • Library bookshelf distribution (once) for 146 government primary school classes and 55 madrasa classes. • Grade 1-2 teacher training in Bangla reading instruction, approximately 292 teachers • Primary Training Institution and Upazila Resource Center instructor ToT • Head teacher training on school performance, quality improvement, governance, transparency management, monitoring, and evaluation, approx. 146, one per school • Basic training for the program on instruction and program implementation	January 2018-September 2020
Support Safe Food Preparation and Storage	• Initial training at field level (18 total, 25 people each) in year 1 • Central level training for factory officials (25-35 people; 1 training); May 2018 • Yearly refresher training by NGOs at school level approximately 438, three per school	January 2018-September 2020

Annex E: Funding for WFP School Feeding Programme

Budget Summary
Total Amount of Federal Funds Obligated

Funding Source	Finding Year	Commodity Cost (FFPr and MGD Only)	Freight Cost (FFPr and MGD Only)	Administrative Costs (cash portion)	Total Federal Funding Obligated
McGovern-Dole (Food For Education)	2017	$931,000.00	$1,666,000.00	$14,522,720.00	$17,119,720.00

Project Operating Budget

Expense Type	Monetization Proceeds	FAS Funds	Cost Share	Total w/out Cost Share	Total w/ Cost Share
Administration					
Professional Services	$0.00	$490,000.00	$0.00	$490,000.00	$490,000.00
Other	$0.00	$1,030,777.67	$0.00	$1,030,777.67	$1,030,777.67
Total Administration	$0.00	$1,520,777.67	$0.00	$1,520,777.67	$1,520,777.67

Expense Type	Monetization Proceeds	FAS Funds	Cost Share	Total w/out Cost Share	Total w/ Cost Share
Activities					
Build Capacity	$0.00	$4,283,073.38	$0.00	$4,283,073.38	$4,283,073.38
Distribute Food	$0.00	$482,533.00	$0.00	$482,533.00	$482,533.00
Improve Student Enrollment and Attendance	$0.00	$445,483.31	$0.00	$445,483.31	$445,483.31
Promote Improved Health	$0.00	$589,473.11	$0.00	$589,473.11	$589,473.11
Promote Improved Nutrition	$0.00	$103,188.00	$0.00	$103,188.00	$103,188.00

Support Improved Literacy	$0.00	$5,060,509.61	$0.00	$5,060,509.61	$5,060,509.61
Support Improved Safe Food Prep and Storage	$0.00	$58,340.25	$0.00	$58,340.25	$58,340.25
Total Activities	$0.00	$11,022,600.94	$0.00	$11,022,600.94	$11,022,600.94

Expense Type	Monetization Proceeds	FAS Funds	Cost Share	Total w/out Cost Share	Total w/ Cost Share
ITSH					
Total Activity Cost	$0.00	$897,827.00	$0.00	$897,827.00	$897,827.00
Total ITSH	$0.00	$897,827.00	$0.00	$897,827.00	$897,827.00

Expense Type	Monetization Proceeds	FAS Funds	Cost Share	Total w/out Cost Share	Total w/ Cost Share
Total Direct Costs	$0.00	$13,441,205.61	$0.00	$13,441,205.61	$13,441,205.61

Expense Type	Monetization Proceeds	FAS Funds	Cost Share	Total w/out Cost Share	Total w/ Cost Share
ICR on Administration	$0.00	$0.00		$0.00	

Expense Type	Monetization Proceeds	FAS Funds	Cost Share	Total w/out Cost Share	Total w/ Cost Share
ICR on Activities	$0.00	$1,081,514.39		$1,081,514.39	

Expense Type	Monetization Proceeds	FAS Funds	Cost Share	Total w/out Cost Share	Total w/ Cost Share
ICR on ITSH	$0.00	$0.00		$0.00	

Expense Type	Monetization Proceeds	FAS Funds	Cost Share	Total w/out Cost Share	Total w/ Cost Share
Total Indirect Costs	$0.00	$1,081,514.39		$1,081,514.39	

Expense Type	Monetization Proceeds	FAS Funds	Cost Share	Total w/out Cost Share	Total w/ Cost Share
Anticipated Program Income					$0.00

Expense Type	Monetization Proceeds	FAS Funds	Cost Share	Total w/out Cost Share	Total w/ Cost Share
Grand Total Costs	$0.00	$14,522,720.00	$0.00	$14,522,720.00	$14,522,720.00

Total Amount of Federal Award (Total Federal Funds Obligated plus Cost Share): $17,119,720.00

Annex F: Role of Partners

Table 11: Role of partners

Activity	Implemented by	Partners	Role of Partners
Build Capacity	WFP	MoPME and DPE	• Receiving capacity support for SF programme design and implementation at the local, regional and national level • Management of the program with adequate quality control measures by establishing supply chains, food storage facilities etc. • Establishing proper monitoring and reporting systems • Designing and implementing pilots with various combinations of ingredients for the future • Engaging and learning from community awareness activities to make school feeding nutrition sensitive • Independent procurement of biscuits • Establishing a National School Feeding Policy and Strategy • Generating evidence on best practices during the implementation of National School Feeding Policy and Strategy
Distribute Food	WFP	MoPME, DPE	• Provision of fortified biscuits during 2018, 2019 and 2020 school years in grades 1-5 • Delivery and distribution of food using WFP's extensive pipeline and supply chain management system • Monitoring distribution of food and it's safe storing, tracking and reporting • Providing guidance to school administrators, monitor performance and providing feedback for further improvement
Improve Student Enrolment and Attendance	WFP	RtR, MA, YPSA	**RtR** • Procure bookshelves for libraries for 709 government primary school classes • Initiate Book Checkout Register, Supplementary Reading Material register, visitor Registrar to the schools • Distribute books to the library (both RtR and purchased) and Book leveling sticker • Conduct Library Rating System. RtR will introduce the rating tools but rating conducted by YPSA/MA Literacy Facilitators • Lead teacher training on Bangla • Lead training on Library Management for teachers, primary training institute and Upazila Resource Center • Conduct baseline and midline assessment on reading schools • Lead ToT on introduction at Primary Training Institute and Upazila Resource Center

Activity	Implemented by	Partners	Role of Partners

			• Lead Quarterly Program review meeting with implementing partners (3 meetings); for key people from WFP to also attend at the district level
			• Lead Annual Progress Sharing Meeting with WFP and MA/YPSA for key people from WFP to also attend at the district level
			• Lead Progress Sharing Meeting with Government Officials twice a year in two Upazilas
			• Lead Technical Review Meetings with Literacy Program Officer Technical and Literacy Facilitators (literacy team) in two Upazilas
			
			MA and YPSA
			• Support implementation and distribution of fortified biscuits to program schools.
			• Liaising with WFP on the distribution of FAO designed health and hygiene posters (5 per school)
			• Liaise with Room to Read's Literacy Project Officer on the implementation and facilitation of training, distribution of materials
			• Identify any potential issues with program implementation and communicate such issues with WFP
			• Participate, facilitate and encourage active engagement in program launch, distribution of program materials (books, pens, backpacks, library shelves) at the school level
			• Support student tracking on library usage for grades 1 and 2.
			• Creating a literate environment in the school in grade 1 and 2 (budget classroom wise). This involves
			  ○ classroom coloring and decoration
			  ○ setting display board (for display of students' work)
			  ○ providing wall clock
			  ○ displaying materials (grade specific posters on rhymes and poems etc.) on as needed basis.
			• Initiate wall magazine development – once a year, school based; once a year, Upazila level
			• Initiate wall magazine competition
			• Initiate Upazila based recognition event for school teachers, SMCs
			• Organize Community Mobilizer orientations
			• Provide WFP with monitoring data such as the amount of food distributed, average student attendance, and number of latrines and water systems rehabilitated

Promote Improved Health	WFP	YPSA, MA	• WFP will guide and monitor YPSA and MA in hygiene reconstruction and information communication messaging.

Activity	Implemented by	Partners	Role of Partners
			The community will be engaged through monthly SMC meetings. • YPSA and MA will support the rehabilitation of water systems and latrines. This will involve identifying what materials are needed for rehabilitation, procuring the materials and rehabilitating the water systems or toilets. • WFP will train YPSA and MA on the 'Little Doctors' activity which includes lessons on how to measure weight, height, vision test and assist in government distribution of deworming. • WFP will monitor this activity through field monitors and maintain consistent communication between government, schools, MA and YPSA. • YPSA and MA will be trained to provide on the spot guidance, as needed, to teachers and students during routine monitoring.
Promote Improved Nutrition	WFP	YPSA. MA	• WFP will monitor the project and train YPSA and MA on basic agriculture skills. • YPSA and MA will implement this activity at the school level, training teachers and overseeing project performance. • YPSA and MA will be trained to provide on the spot guidance, as needed, to teachers and students during routine monitoring. • YPSA and MA will re-enforce "Little Agriculturalist" and the setting up of gardens
Support Improved Literacy	WFP	RtR, MA, YPSA	• RtR will develop the training package, provide ToT and co-facilitate the event with other government trainers at the Upazila level • RtR and WFP will liaise with government to obtain training approvals • MA and YPSA will facilitate school level training
Support Safe Food Prep and Storage	WFP	MoPME, YPSA, MA, DPEO	• WFP will impart training to YPSA and MA and government officials (DPEO) on food storage practices. • YPSA and MA will train school teachers, head administrator and SMC members at the local level. • MoPME officials will be trained in monitoring the biscuit manufacturers in food safety standards for safe preparation of biscuits and appropriate biscuit storage practices. • Government officials will be trained in monitoring the biscuit manufacturers.

Annex G: Stakeholder Analysis

Table 12: Stakeholder analysis

Stakeholder	Interest in the [Intervention/Project/Operation]	Involvement in Evaluation and likely use	Who (specifically for the Evaluation)
Internal (WFP) Stakeholders			
WFP CO Bangladesh	• Responsible for overall management and provide support relating to logistics, procurement, and finance. • Responsible for overall coordination, liaison with stakeholders, implementation oversight and capacity building. • Responsible for the coordination of the activity's implementation. • Supervising the proper management of warehouses, establishing the supply chain for biscuits and providing capacity support to the Government. • Overseeing the overall financial management of the project and organizing training to Government. • Overseeing collection of data and maintaining data base; data analysis and reporting, capacity support in institutionalizing monitoring and reporting system in MoPME, DPE etc. • Central level coordination, planning, designing, guiding and training for implementation, progress tracking, demonstration of results including reporting	• The key informant, primary stakeholders, and users of this study. • Involved in using baseline findings for implementation and monitoring of USDA Mc Govern Dole FY17-20 grant • Initial briefing and overview of WFP work in Bangladesh, programme documents, help evaluation team better understand the context of implementation and strategy for the future; • Support the evaluation team through an introduction to key stakeholders; • Review the Inception Report and Draft Baseline Report	• CD • DCD (Program) • DCD (Operations Support) • Head of Program Planning and Implementation Support • Activity Manager • Evaluation Manager • Senior Program Officer (SF) • Senior Program Assistant • Senior Program Officer (Resource Management)

Stakeholder	Interest in the [Intervention/Project/Operation]	Involvement in Evaluation and likely use	Who (specifically for the Evaluation)
	• Providing field support, liaison with sub-offices and providing M&E support		
WFP Field Offices **Cox's Bazaar**	• Coordination between Cox's Bazar and Dhaka Offices on school feeding program; management of overall project timeline; ensuring timely submission of good quality deliverables; communication of program process to relevant stakeholders. • Providing overall program support for Ukhiya and Kutubdia sub-districts, ensuring communication flow to Senior Program Officer; maintaining timelines, reviewing deliverables for submission to donor • Providing support for pipeline management and assisting the implementing agencies in proper tracking supply and utilization of commodities • Overseeing the overall financial management of the project, providing support at field level for biscuits delivery, warehouse management • Coordinating, supervising and guiding implementation, monitoring and reporting at the field level • Sharing feedback to improve program performance	• The key informant, primary stakeholders. • As users of the baseline study will be affected by outcomes.	• Senior Program Officer • School Feeding Officer • Senior Program Assistant • Logistics Assistant
RBB	Responsible for both oversight of COs and technical guidance and support, the RB management has an interest in	Key informant and primary stakeholder – involved in planning for	No interviews will be conducted

Stakeholder	Interest in the [Intervention/Project/Operation]	Involvement in Evaluation and likely use	Who (specifically for the Evaluation)
	an independent/impartial account of the operational performance. The Regional Evaluation Officer supports CO/RB	next USDA Mc Govern Dole Interested in the independent account of USDA McGovern Dole performance Applying the learning from evaluation to other country offices.	
WFP HQ Policy and Programme	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.	No interviews will be conducted
WFP Executive Board (EB)	The WFP governing body has an interest in being informed about the effectiveness of WFP operations.	The WFP governing body has an interest in being informed about the effectiveness of WFP operations.	This evaluation will not be presented to the EB but its findings may feed into annual syntheses and into corporate learning processes.
Office of Evaluation (OEV)	Provides indirect, independent oversight	DE Help Desk	No interviews will be conducted
External stakeholders			
SFP beneficiaries	They are the ultimate recipients of WFP support beneficiaries and therefore, have a stake in WFP determining whether its assistance is appropriate and effective. As such, the level of participation in the review of women, men, boys, and girls from different groups will be determined and their respective perspectives will be sought.	Key informants and primary stakeholder – providing perspective on results, outcomes and emerging impact of WFP's intervention Will be affected by the decision to continue or to stop the intervention	A sample of schools to be selected and within each school, a sample of the following persons will be interviewed: • School-going children in primary schools (equal number of boys and girls) • Teachers, Storekeeper, Headmaster • Parents, SMC members • Efforts would be made to ensure interviews with equal numbers of boys and girls • Individual (structured interviews)
Government of Bangladesh			
Ministry of Primary and	• Responsible for providing guidance on School Feeding	Key informant and primary stakeholder on	Relevant officials

Stakeholder	Interest in the [Intervention/Project/Operation]	Involvement in Evaluation and likely use	Who (specifically for the Evaluation)
Mass Education (MoPME) **Directorate of Primary Education (DPE)** **Ministry of Health**	priorities and approaches, and ensuring alignment with Government policy. • Receiving capacity support for SF programme design and implementation at the local, regional and national level • Management of the program with adequate quality control measures by establishing the supply chains, food storage facilities etc. • Establishing proper monitoring and reporting systems • Engaging and learning from community awareness activities to make school feeding nutrition sensitive • Independent procurement of biscuits	government policy, priorities, views on support by WFP and on expanding school feeding, on GoB's commitment to providing/mobilize resources, issues, and opportunities in handing over of the programme, capacities, and convergence to be explored. Will have a perspective on sustaining the FY17-20 programme.	
District & Upazila Level education authorities	Responsible for overseeing education sector performance, including implementation of National School Feeding Policy, and liaising with other government departments at a decentralized level	Primary stakeholder and key informant – on the implementation of the school feeding components. Will have a perspective on challenges and achievements.	Relevant officials
Capacity Support Unit (in DPE) (WFP)	• Leading the CSU's team on the development of a national school feeding program, supporting the Government's scaling up school feeding and in the formulation of a national school feeding policy and strategy • Administrating and program implementation support. Support and providing on the job training to the relevant GoB officials • Supporting MoPME for the operationalization of National School Feeding Policy and strategy • Providing transportation support	May be useful in mapping the assessing the existing capacities of MoPME and DPE.	• Senior Program Officer • Senior Program Assistants • Consultant • Washington DRO

Stakeholder	Interest in the [Intervention/Project/Operation]	Involvement in Evaluation and likely use	Who (specifically for the Evaluation)
	• Providing liaison and program support		
UN country team			
UNICEF	Involved in WASH policy and implementation		Based on the advice of WFP, no interviews will be conducted
DONOR agency			
USDA	Funder of WFP school feeding programme	Primary stakeholder and informant - on the relationship with WFP and the priorities moving forward	Based on the advice of WFP, a Skype call can be organized if required.
NGOs			
Room to Read	• Procure bookshelves for libraries for 709 government primary school classes • Initiate Book Checkout Register, Supplementary Reading Material register, visitor Registrar to the schools • Distribute books to the library (both RtR and purchased) and Book leveling sticker • Conduct Library Rating System. RtR will introduce the rating tools but rating conducted by YPSA/MA Literacy Facilitators • Lead teacher training on Bangla • Lead training on Library Management for teachers, primary training institute and Upazila Resource Center • Conduct baseline and midline assessment on reading schools • Lead ToT on introduction at Primary Training Institute and Upazila Resource Center • Lead Quarterly Program review meeting with implementing partners (3	The results of the evaluation might affect future implementation modalities, strategic orientations, and partnerships.	• Program Operations Director • Literacy Director • Research Monitoring & Evaluation

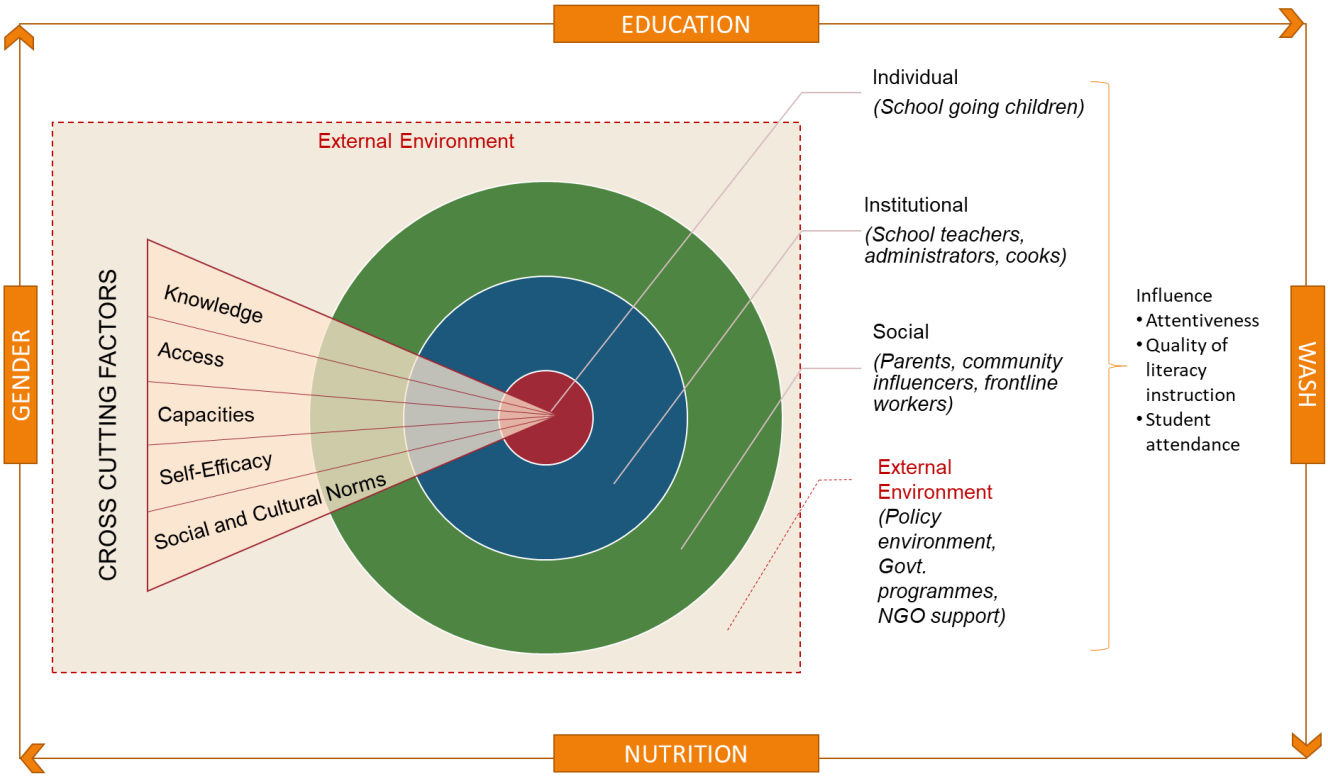
Stakeholder	Interest in the [Intervention/Project/Operation]	Involvement in Evaluation and likely use	Who (specifically for the Evaluation)
	meetings); for key people from WFP to also attend at the district level • Lead Annual Progress Sharing Meeting with WFP and MA/YPSA for key people from WFP to also attend at the district level • Lead Progress Sharing Meeting with Government Officials twice a year in two Upazilas • Lead Technical Review Meetings with Literacy Program Officer Technical and Literacy Facilitators (literacy team) in two Upazilas		
Young Power in Social Action and Muslim Aid	• Support implementation and distribution of fortified biscuits to program schools. • Liaising with WFP on the distribution of FAO designed health and hygiene posters (5 per school) • Liaise with Room to Read's Literacy Project Officer on the implementation and facilitation of training, distribution of materials • Identify any potential issues with program implementation and communicate such issues with WFP • Participate, facilitate and encourage active engagement in program launch, distribution of program materials (books, pens, backpacks, library shelves) at the school level • Support student tracking on library usage for grades 1 and 2. • Creating a literate environment in the school in grade 1 and 2 (budget classroom wise). This involves • classroom coloring and decoration	Their respective perspectives will be sought as the engagement of these actors influences the effectiveness of the programme as well as its sustainability.	• Program Manager • Program Coordinator • Literacy Facilitators • Field Monitors

Stakeholder	Interest in the [Intervention/Project/Operation]	Involvement in Evaluation and likely use	Who (specifically for the Evaluation)
	• setting display board (for display of students' work) • providing wall clock • displaying materials (grade specific posters on rhymes and poems etc.) on as needed basis. • Initiate wall magazine development – once a year, school based; once a year, Upazila level • Initiate wall magazine competition • Initiate Upazila based recognition event for school teachers, SMCs • Organize Community Mobilizer orientations • Provide WFP with monitoring data such as the amount of food distributed, average student attendance, and number of latrines and water systems rehabilitated		

Annex H: Conceptual Framework for the Baseline Study

1. The key envisaged impact of the McGovern Dole SFP is to improve the literacy of school going children and enhance their learning outcomes so as to advance their future health, productivity, and capabilities for overall well-being. The distribution of high energy biscuits have several foreseen outcomes which include alleviation of short term hunger which is likely to improve the overall attentiveness of children during classes and school days; improved overall nutrition status of children through provision of calorific and fortified biscuits; and incentivise parents to send their children to school given the reduction in cost of schooling which is likely to translate into improved demand for education.
2. The McGovern Dole SFP also includes supporting interventions on the supply side that aim at building school teachers' and school administrators' skills and capacities and improve their attendance and performance in schools. Combined with better access to school supplies and materials, enhanced teaching capabilities create an enabling environment that is likely to augment regular attendance in school and improve learning outcomes for students.
3. Activities such as training on food preparation and storage practices and better access to water and sanitation services in schools, promote safe health and dietary practices. Establishment of school gardens demonstrates to children and families how to diversify and improve their diet.
4. Through capacity development of the School Management Committee, the program also aims to engage the community and strengthen their local capacities to demand improved education.
5. In this light, drawing upon our experience, we propose an evaluation framework that includes the key thematic and functional areas that the interventions work upon. These can be viewed as four domains:
    - Individual (school going children),
    - Institutional (school teachers, school administrators, and store keepers),
    - Social (parents and community), and
    - External environment (policy, government support, civil society).
6. A schematic of the evaluation framework is presented below.

Figure 5: Conceptual Framework



7. The external policy influence acts as the larger enabling environment which requires supportive Government policies. The cross-cutting factors act as triggers or barriers influencing each of the actors and structures in the three inner domains. For instance, the capacities of the teachers and the infrastructural support determine the quality of literacy instruction which has a key influence on the learning levels of the students. Similarly, the social and cultural norms often determine whether a girl child will go to school or stay at home and help with household chores. Likewise, boys may be pulled out of school for working in the fields especially during sowing and harvesting season or working as daily wage labour for contributing to household income. These cross-cutting factors will form an integral part of the study to understand the current status which would establish values during the assessment of the effectiveness of the program during mid-line and end-line evaluation.

Annex I: Data Analysis Methods

8. The **baseline study for FY17 followed a randomised design**. A beneficiary's outcome in the absence of the programme intervention is the counterfactual. Therefore, outcomes have been assessed by comparing counterfactual outcomes to those under the treatment group. The baseline forms a benchmark for the indicators and the same methodology will be used for the mid-term and end-line studies during the course of the programme.
9. It is important to note that in order to facilitate comparison between treatment and control groups, it was ensured that the control group, despite not being a part of the intervention, had similar observable characteristics as possessed by the treatment group. With the comparable 'control' group, the distribution of the outcome variable for the 'control' group has been taken as an approximation to the counterfactual distribution of the outcome variables of the 'treated' group in the absence of the programme intervention. In a quasi-experimental design, one of the best ways to create such sample of control groups is through statistical matching of the populations explained in the following section.

Statistical Matching

10. Statistical matching is a technique widely used in experimental studies, to create a sub-set of the control group which matches the treatment group, in terms of observable characteristics. There are a number of matching techniques, such as propensity score matching, exact matching, coarsened exact matching, etc. Out of the numerous matching techniques, one technique, most suitable and relevant with respect to this study, would be selected for creating the comparison groups. The sample of counterfactual comparison groups so created will be used to assess the impact of the programme during the phase I of the study and would be followed down during the rest phases of the panel study.
11. It is to be noted that usually employing any matching technique results in some amount of sample loss (unmatched cases). The extent of the sample, however, is dependent upon the type of matching technique used. While matching the observable characteristics of the control group with that of the treatment group, the unmatched cases of the control group are removed. Interestingly, in order to facilitate maximum matched cases, some cases in the treatment group having certain additional observable characteristics, to which there are no corresponding matching cases in the control group, are subsequently removed. Therefore, statistical matching results in some loss of sample in both control as-well-as treatment groups.

Cross-Section Analysis[33]

12. A cross-section analysis will be used by treating the baseline as a cross-section. This technique would help us benchmark the key indicators of the intervention by comparing the treatment and control group. Further, since the programme is already running in Ukhiya and Kutubdia of the project areas, it will also help ascertain the overall effectiveness of the intervention in similar comparison. The regression specification for this analysis can be written as follows:

$$y_i = \alpha + \beta_1 T + \beta_2 X_i + \varepsilon i \quad \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots (1)$$

13. Where, y_i is an outcome indicator of the beneficiary studying in school I; T is dummy

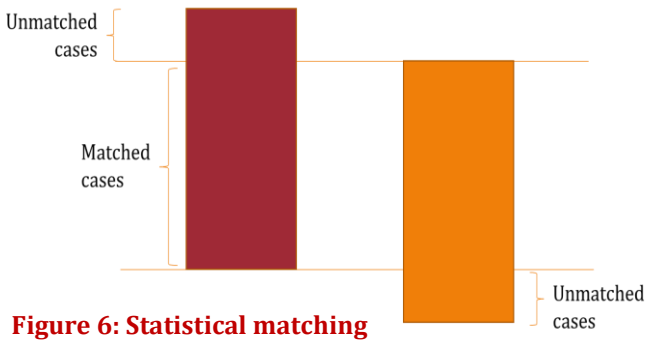


Figure 6: Statistical matching

[33] EGRA will be conducted for Grade III students. During each round of assessment (midline FY19 and end-line FY20), EGRA would be administered with new students in Grade III. Therefore, there will be no cross-section analysis in the context of early grade reading assessment. In case a school is dropped (from the list of treatment schools) during the course of implementation, there will be no cross-section analysis on various indicators for this school.

for participation in prthe ogramme by an individual (T=1 if participated, and =0 if otherwise); X is a vector of observable social indicators and εi is usual stochastic random error. In equation (1), 'T' provides the estimates of gains from the participation in the programme by individuals as indicated by the parameter estimates of β_1. In order to check the robustness of the estimation, this analysis will be repeated for the 'matched' and full sample alternatively.

Difference-in-Difference Analysis

14. Using the baseline data as round 1 and mid-term and end-line data as round 2 and 3, respectively, the study would be able to provide data for undertaking panel data analysis. This will take the form of Difference-in-Difference techniques. Panel data analysis will base on a combination of regression and differencing techniques. In panel data analysis, a time dummy would be introduced to distinguish between beneficiaries of baseline and midline and other successive rounds. Regression analysis using the time dummy would ascertain the incremental change in the outcome indicators. The regression specification for the analysis will take the following functional form.

$$y_{it} = \alpha + \delta_t + \beta_1 T + \sum_2^3 t.\, T\beta_{2t} + \beta_3 X_{it} + \varepsilon_{it} \quad \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots (2)$$

15. In equation (2) the additional term (compared to the equation 1), stand for time dummy for different successive rounds (mid-term and end-line) with t varying from 2 to 3, and the interaction term represents the gains from the programme in different successive rounds of data collection.
16. Since the base line period (t=1) contains beneficiaries (both treatment and control groups) after the programme intervention, the coefficient of the interaction term estimated from equation (2) essentially stands for the changes in the outcome indicators (gains from the programme) over time. Further, as in the case of baseline, robustness checks of the estimations will be conducted with the matched and total sample alternatively.

Annex J: Sample Size Covered by Upazilas and Respondent Category

Samples Distribution									
S. No.	**Area Type**	**Districts**	**No. of Schools Visited**	**No. of students interviewed**	**No. of students interviewed for EGRA**	**No. of parents interviewed**	**No. of storekepers**	**No. of school heads**	**No. of teachers**
1	Project	Ukhiya	18	234	252	90	18	18	67
2	Project	Kutubdia	12	156	168	60	12	12	57
3	Control	Ramu	20	260	280	100		20	126
Total			**50**	**650**	**700**	**250**	**30**	**50**	**250**

Annex K: List of Sample Schools

Name of Schools	Districts	Area Type
Chackboitha GPS	Ukhiya	Treatment
Choangkhali GPS	Ukhiya	Treatment
Dailpara Shaikat GPS	Ukhiya	Treatment
Dakkhin Balukhali Lotifunnessa	Ukhiya	Treatment
Dosory Pahariya GPS	Ukhiya	Treatment
Gohnarpara Shapi GPS	Ukhiya	Treatment
Jaliapalong Gps	Ukhiya	Treatment
Karaibunia GPS	Ukhiya	Treatment
Lombaghona GPS	Ukhiya	Treatment
Lomboripara GPS	Ukhiya	Treatment
Morischapalong GPS	Ukhiya	Treatment
Natun Para J Chowdury GPS	Ukhiya	Treatment
Ratnapalong GPS	Ukhiya	Treatment
Rumka borobil GPS	Ukhiya	Treatment

Name of Schools	Districts	Area Type
Rumkha GPS	Ukhiya	Treatment
Rumkha Palong Hatirghona Saira	Ukhiya	Treatment
Telkhola GPS	Ukhiya	Treatment
Tuturbil GPS	Ukhiya	Treatment
Alhaj Anower Ali Govt.P.S	Kutubdia	Treatment
Bakhali Govt.P.S	Kutubdia	Treatment
Char Dhurong Govt.P.S	Kutubdia	Treatment
Dakhin Dhurong Govt.P.S	Kutubdia	Treatment
Foyezani para Govt.P.S	Kutubdia	Treatment
Molomchar MM Govt.P.S	Kutubdia	Treatment
Monoharkhali Govt.P.S	Kutubdia	Treatment
South Lemsikhali Govt.P.S	Kutubdia	Treatment
Tabalerchar Govt. P.S	Kutubdia	Treatment
Takepara Govt.P.S	Kutubdia	Treatment
Uttar Dhurong N Hossain Govt.P	Kutubdia	Treatment
Zalal Uddin Ahmed Govt.P.S	Kutubdia	Treatment
Dakshin Chakmerkul GPS	Ramu	Control

Name of Schools	Districts	Area Type
Dakshin Mithachari GPS	Ramu	Control
Dhechua Palong GPS	Ramu	Control
Garjania GPS	Ramu	Control
Goalia Palong GPS	Ramu	Control
Hasnakata GPS	Ramu	Control
Kawerkhop GPS	Ramu	Control
Lombori Para GPS	Ramu	Control
Moulvirkata GPS	Ramu	Control
Nasirapara GPS	Ramu	Control
Poschim Chakmerkul GPS	Ramu	Control
Purba Mohammadpura GPS	Ramu	Control
Rajarkul GPS	Ramu	Control
Ramu Central GPS	Ramu	Control
Ramu Khijari Barmij GPS	Ramu	Control
Thoangakata GPS	Ramu	Control
Umkhali GPS	Ramu	Control
Uttar Fatekharkul GPS	Ramu	Control

Name of Schools	Districts	Area Type
Uttar Kahatiya para GPS	Ramu	Control
Uttar Mithachari GPS	Ramu	Control

Annex L: Evaluation Matrix

Table 13: Evaluation matrix

Research Questions	Key information areas (Indicative)	Data Collection Method	Target Groups/Sources	Availability and Reliability of Data and Methods of Triangulation
RELEVANCE				
What is the extent to which the objectives, targeting and activities: • **Are coherent with relevant stated national policies and strategies on education, food security, and nutrition, including gender.** • **Seek complementarity with the interventions of relevant government and development partners.** • **Are coherent at the project design stage with relevant WFP and UN-wide system strategies, policies and normative guidance**	• Policy and programme context of the Government of Bangladesh and the respective *Upazilas* • Alignment of the programme design or implementation with respect to the Government's school feeding programme and the WFP's country strategy; • The scale of activities; • Alignment with Government's preferred mode of local procurement; • Mapping of programme's inputs activities and outputs with goal and objectives and with National priorities; • The relevance of the design in addressing varied sectors- education, WASH, health, gender issues • Public private partnerships formed; • Review of the programme implementation design • Assess the potential of the recommendation to strengthen the programmes vis-à-vis contextual factors and policy considerations.	• Secondary review (programme documents) • Review of WFPs country strategic plan (2017-21) • Review of NSMP • Workshop/ Key informant interviews (KII) with WFP programme staff, parents and school staff	• Programme documents (Theory of change) • WFP Programme staff, Implementation partners • MoPME, DPE, MoA • National guidelines on school meals and education • WFP's country strategy • WFPs school feeding policy	• WFPs country strategic plan (2017-20) are available and reliable • Data from interviews with MoPME was triangulated with that provided by WFP staff and secondary documents to assess the reliability

Research Questions	Key information areas (Indicative)	Data Collection Method	Target Groups/Sources	Availability and Reliability of Data and Methods of Triangulation
Whether the strategies (education, food security, and nutrition) and project design were appropriate to the needs of the food insecure population and community, and participation of boys and girls as applicable, and remained so over time.	• **Demographic, social and economic context** of the *Upazilas* • **Effect of external administrative, social, political environment on the activities** and change in course of implementation of activities that are relevant and more suitable to the given situation • **Implementation design in light of the national school feeding programme** • **Prevalent issues and concerns of the affected population** in light of education, nutrition, and social and economic poverty • **Infrastructure availability and access for poor and marginalised communities** • What are the key issues that would be tackled by the programme that affect the targeted population • How does the **design address key concerns and needs of the population including primary and secondary stakeholders** (in light of capacity building, interpersonal communication and continued dialogue on nutrition, literacy, and education) • **Change in** the **community's perception of issues** over programme period reflecting the integration of priorities of children and women	• Desk review of the context of meal plans in the project areas • Use of secondary sources such as project baseline, and documents available in the public domain • KII and focus group discussions (FGD) with secondary stakeholders including parents (mothers and fathers), school staff, programme staff, and Government officials	• Project documents • **Review of National Education and School Feeding Policy Stakeholders Engagement Conference** held as a result of USDA assistance • Secondary data available in the public domain including country surveys conducted by UN • WFP programme staff, school authorities, Government authorities and community (especially girls and women)	• Data on project design and gender is available

Research Questions	Key information areas (Indicative)	Data Collection Method	Target Groups/Sources	Availability and Reliability of Data and Methods of Triangulation
EFFECTIVENESS				
The effect of SFP performance on key outcome indicators. The effect of school attendance, concentration, and other school level variables on higher-level educational impacts such as literacy attainment **The level of attainment of the planned outputs (including the capacity development activities as well the number of beneficiaries served disaggregated by women, girls, men, and boys) and the extent to which the intervention delivered results for men and women, boys and girls** **The extent to which the outputs led to the realization of the operation objectives as well as to unintended effects highlighting, as applicable, differences for different groups, including women, girls, men and boys**	• Examine the indicators in context of the programme design and identify the indicators to assess the strength of the implementation • Percentage and number of school administrators or teachers planned to be trained under the program • Status of school infrastructure (storage area, classrooms, library, toilets, safe drinking water, separate toilet for girls) • Number/percent of students in classrooms identified as attentive by their teachers; total number of children in the classroom; disaggregation by gender • Reason for inattentiveness; missed school meals if any, and reasons to miss school meals • 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 • Number/percent of girls and boys enrolled in the school in last one year • Gross and net enrolment ratio • Reasons for change in enrolment; Number of enrolment campaigns • Number/percent of girls and boys who regularly attend school (at least 80 percent of	• Primary data from school • **School attendance register of selected students** • **School tests and results for children** • Outcome reports of other similar programs • A qualitative and quantitative survey with the school staff, parents and WFP staff	• School teachers, school going children, school heads, cooks, storekeepers and parents • Attendance registers • School enrolment data • School test results of school going children • School budgets and resources registers • Monitoring data of the project	• Based on a review of programme documents, the data is available and reliable • Attentiveness: Method of data collection lacks reliability. While method entails asking teachers about the attentiveness level of a student (indicating triangulation), the results may not truly reflect the reason for such the level of attentiveness. Thus, results cannot be attributed to the programme. • Attendance: Based on the data reported by students, parents (both self-reported) and attendance

Research Questions	Key information areas (Indicative)	Data Collection Method	Target Groups/Sources	Availability and Reliability of Data and Methods of Triangulation
	school time) in last one year; Validation by parents • Number of health-related absence (reported) of school going children during *disaggregated by gender* • Literacy levels of children • Number of children/households/schools that practice safe health, hygiene and nutrition practices *(handwashing, cooking, and hygiene);* (*safe food preparation and storage*) • What are the dietary practices of the children in school and at home • Number of capacity building programmes held for school, production units, SMCs etc.; Quality of capacity building programme • Responsiveness of schools towards promoting better health and hygiene in school			records as available with the school. • Self-reported data by students on health related absence was triangulated with that of parents to increase reliability; • Teachers of the students interviewed were asked to corroborate the information provided by the student • EGRA is a tested method of assessing literacy levels. Data from EGRA is reliable.
Program strategy for achieving Gender empowerment and equality of women (GEEW); The extent to which gender equality and protection issues have been adequately addressed by the program	• Above indicators/information areas disaggregated by gender • Analysis using the gender specific approach • Gender participation in process and outcomes • Number of girls to be benefitted by receipt and consumption of school meals • Enrolment of girls in school	• Review of the program design documents • Outcome reports of other similar programs • Primary data from the baseline survey	• Project documents • A quantitative survey in schools; FGD and KII with primary and secondary stakeholders	• Based on a review of programme documents, the data is available and reliable

Research Questions	Key information areas (Indicative)	Data Collection Method	Target Groups/Sources	Availability and Reliability of Data and Methods of Triangulation
	• Status of attentiveness, literacy, and attendance of girls going to school • Perception of parents with respect to girls' education • Dietary practices at home; treatment of boys and girls in school, at home and in community • How well are the gender components of equity and protection integrated into the program design • Does it conform with the national gender commitments and policies • Status of school dropouts for girls			
EFFICIENCY				
Is the School Meals programme planned to be implemented in the most efficient way compared to alternatives? **What are the factors that may affect the results positively or negatively?** • **Internally (factors within WFP's control)** • **Externally (factors outside WFP's control)**	• **Technical and allocative efficiency of the programme** ○ *The processes, systems, and tools in place to support the operation design, implementation, monitoring/evaluation and reporting* ○ *The governance structure and institutional arrangements (including issues related to staffing, capacity and technical backstopping from RB/HQ as relevant)* • **Partnerships to be forged during the program period**	• Review of the program design documents • Outcome reports of other similar programs • KIIs • Programme data • Data from intervention areas	• WFP programme staff and documents • Project functionaries • Implementation Partners • Available budgets	• Based on a review of programme documents, the data is available and reliable

Research Questions	Key information areas (Indicative)	Data Collection Method	Target Groups/Sources	Availability and Reliability of Data and Methods of Triangulation

	• **Plan for leveraging of Government funds and other resources**
	• Choice of resources (human, financial, infrastructure, time)
	  ○ *The partnership and coordination arrangements (how will these partnerships help/hinder in the implementation of the programme?); to what extent the implementation partnerships would be relevant, sufficient and effective etc.*
	  ○ *Is there a risk of fund limitation at the government end that may affect the sustainability of the program after the handing over?*
	• Planned direct program costs (training, capacity building, food supplies, school supplies)
	• Sufficiency of resources
	  ○ *The external operating environment; the funding climate; external incentives and pressures*
	• **The potential for the creation of any social capital** that is sustainable			

SUSTAINABILITY				
To what extent does the intervention's implementation strategy include considerations for	• **Adoption of the programme by government agencies**	• Review of programme documents	• WFP Programme staff and schools	• Data is available and reliable

Research Questions	Key information areas (Indicative)	Data Collection Method	Target Groups/Sources	Availability and Reliability of Data and Methods of Triangulation
sustainability, such as capacity building of Education Ministry/Department at central level and local level education officials, primary schools, communities, and other partners? **Are the benefits of the intervention likely to continue after the programme is completed?**	• Integration of programme model into a government school meals programme including policy support • Which activities or outcomes will continue to happen without the programme's support? For example, improved capacities of government institutions, school teachers, cooks, and store-keepers ensure better information for children and parents. • **The capacity building required** for implementation and scaling up/replication • **Examine aspects of the programme that align with GOL's priorities** • Advocacy initiatives planned during the programme period • **Number of educational, child health and nutrition policies**, regulations and/or administrative procedures in each of the following stages of development as a result of USDA assistance: Stage 1: Analysed; Stage 2: Drafted and presented for public/stakeholder consultation; Stage 3: Presented for legislation/decree; Stage 4: Passed/Approved; Stage 5: Passed for which implementation has begun • **The commitment of government and school officials** to take forward or adopt best practices or innovations from the initiative	• KIIs with WFP Programme staff and schools • KII with government officials • Structured interviews	• Education, nutrition, health department officials • Parents, community influencers • School staff • Farmer groups, community groups	• Programme data, past evaluations, primary data and stakeholders' perspectives were triangulated to arrive at the findings

Research Questions	Key information areas (Indicative)	Data Collection Method	Target Groups/Sources	Availability and Reliability of Data and Methods of Triangulation
	• Issues and concerns in the sustainability of the programme without external aid			

Annex M: Data Collection Tools

17. The quantitative data collection tools have been attached as a separate document. Mapping of the indicators with the type of tools and the questions is provided in table 8.

Table 14: Mapping of the indicators with the type of tools and the questions

Standard Indicator Number	Performance Indicator	Source	Type of Questionnaire	Question No.
1	Number of students regularly (80%) attending USDA supported classrooms/schools	Primary survey	School Questionnaire Student Questionnaire Parent Questionnaire	Questions 69, 70 Questions 7, 8 Questions 16,17,18,19
2	Number of textbooks and other teaching and learning materials provided as a result of USDA assistance	WFP; monitoring Primary survey	School Questionnaire Student Questionnaire Teacher Questionnaire	Questions 44 Questions 27 Questions 11
3	Number of school administrators and officials in target schools who demonstrate the use of new techniques or tools as a result of USDA assistance	WFP; monitoring	This will be required during mid and end-line	
4	Number of school administrators and officials trained or certified as a result of USDA assistance	WFP; monitoring Primary survey	School Questionnaire	Questions 44
5	Number of teachers/educators/teaching assistants in target schools who demonstrate the use of new and quality teaching techniques or tools as a result of USDA assistance	Primary survey-observation	School Questionnaire Class Observation	Questions 44, 72 Questions 1-9
6	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	WFP; monitoring Primary survey	School Questionnaire Teacher Questionnaire	Questions 72 Questions 17

Standard Indicator Number	Performance Indicator	Source	Type of Questionnaire	Question No.
7	Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/constructed as a result of USDA assistance	WFP; monitoring Primary survey	School Questionnaire	Questions 14, 20, 42,
8	Number of students enrolled in school receiving USDA assistance	WFP; monitoring Primary survey	School Questionnaire	Questions 67, 68
9	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	Primary survey	School Questionnaire	Questions 60
10	Number of public-private partnerships formed as a result of USDA assistance	Secondary; WFP	This will be required during mid and end-line	
11	Value of new public and private sector investments leveraged as a result of USDA assistance	Secondary; WFP	This will be required during mid and end-line	
12	The number of educational policies, regulations and/or administrative procedures in each of the following stages of development as a result of USDA assistance:	Secondary; WFP	This will be required during mid and end-line	
	Stage 1: Analyzed			
	Stage 2: Drafted and presented for public/stakeholder consultation			
	Stage 3: Presented for legislation/decree Stage 4: Passed/Approved			
	Stage 5: Passed for which implementation has begun			
15	Number of daily school meals (breakfast, snack, lunch)[34] provided to school-age children as a result of USDA assistance	Primary survey	Storekeeper Questionnaire	Question 29
16	Number of school-age children receiving daily school meals (breakfast, snack, lunch)[35] as a result of USDA assistance	Primary survey	Storekeeper Questionnaire	Question 29

[34] School Feeding Programme in Bangladesh provides biscuits. Hence, data will be obtained is for number of biscuits provided to school age children as a result of USDA.

[35] Data will be collected for number of children receiving biscuits as a result of USDA assistance.

Standard Indicator Number	Performance Indicator	Source	Type of Questionnaire	Question No.
17	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	WFP; monitoring	This will be required during mid and end-line	
18	Number of individuals trained in child health and nutrition as a result of USDA assistance	WFP; monitoring	This will be required during mid and end-line	
19	Number of individuals who demonstrate the use of new child health and nutrition practices as a result of USDA assistance	Primary survey*	Parent Questionnaire Student Questionnaire	Question 57 Questions 33
20	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	WFP; monitoring Primary survey	School Questionnaire Teacher Questionnaire Store keeper	Questions 72 Question 17 Question 9
21	Number of individuals who demonstrate the use of new safe food preparation and storage practices as a result of USDA assistance	WFP; monitoring Primary survey	School Questionnaire	Questions 72
22	Number of schools using an improved water source	Primary survey	School Questionnaire	Questions 11
23	Number of schools with improved sanitation facilities	Primary survey	School Questionnaire	Questions 17, 22
24	Number of students receiving deworming medication(s)	Primary survey	School Questionnaire	Questions 44
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	Primary survey	EGRA questionnaire	Question 1 – 4
27	Number of individuals benefiting directly from USDA-funded interventions	WFP; monitoring	This will be required during mid and end-line	
28	Number of individuals benefiting indirectly from USDA-funded interventions	WFP; monitoring	This will be required during mid and end-line	
Custom				

Standard Indicator Number	Performance Indicator	Source	Type of Questionnaire	Question No.
1	Percent of teachers in target schools who attend and teach school at least 90 percent of scheduled school days per school year	WFP; monitoring Primary survey	School Questionnaire	Questions 74
2	Number of classroom libraries (book shelves with books) established as a result of USDA assistance	WFP; monitoring Primary survey	School Questionnaire Student Questionnaire	Question 6 Question 26
3	Percent of students in classrooms identified as attentive by their teachers	Primary survey	School Questionnaire	Question 71
4	Average number of school days missed by each student due to illness (for each school and in aggregate)	Primary survey	Student Questionnaire Parent Questionnaire	Questions 9,10 Questions 19, 20
5	Percent of parents in target communities who can name at least three benefits of primary education	Primary survey	Parent Questionnaire	Questions 35, 36
6	Percent of students who can identify at least three key health and hygiene practices	Primary survey	Student Questionnaire	Question 33
7	Percent of storekeepers who can identify at least three safe storage practices	Primary survey	Storekeeper Questionnaire	Questions 7, 21-27
9	Number of 'Little Doctor' students supported by WFP	WFP; monitoring Primary survey	School Questionnaire Student Questionnaire	Questions 33, 34 Questions 34, 35
11	Number of meetings/workshops/training sessions held for institutional capacity to implement SF as a result of USDA assistance	WFP; monitoring	This will be required during mid and end-line	
12	Number of pilot initiatives supported to design SF modalities as a result of USDA assistance	WFP; monitoring	This will be required during mid and end-line	

Standard Indicator Number	Performance Indicator	Source	Type of Questionnaire	Question No.
13	Number of government staff trained as a result of USDA assistance	WFP; monitoring	This will be required during mid and end-line	
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 the program as a result of USDA assistance	WFP; monitoring	This will be required during mid and end-line	
15	Number of schools supported by the Government with school feeding as a result of USDA assistance	WFP; monitoring	This will be required during mid and end-line	
16	Number of social mobilization/community meetings as a result of USDA assistance	WFP; monitoring	This will be required during mid and end-line	
17	Number of community mobilization workshops organized as a result of USDA assistance	WFP; monitoring	This will be required during mid and end-line	
18	Number of teachers, parents and school management committee members attended the community mobilization workshops	WFP; monitoring	This will be required during mid and end-line	

Annex N: Snapshot of the changes made in discussion with WFP

18. Following changes were made at the advice of WFP in the questionnaires.

Table 15: Snapshot of changes made in discussion with WFP

Type of Questionnaire	Question Number	Changes made
School Questionnaire	A5	Options for a number of grades has been mentioned for each grade
	A6 and A7	A number of children and teachers asked only up to the primary.
	A14	Ownership of school has been omitted
	3	Question on number of grades sharing a class room with other grades has been asked for both Morning and Afternoon shift
	4	Question on if classrooms been rehabilitated/constructed with WFP/USDA support is omitted as suggested
	8	The options mentioned for the names of the organization who provided books have been changed to RtR, GoB, Institutes, or Donated by individuals and NGOs
	22	A column has been added to ask whether the toilet is maintained.
	33	Avoided using the term "Little Agriculturist" and rephrased the question to "Has the school identified students to serve as mentors in the class room to increase children's preference for vegetables and demonstrably result in behavioural change?"
	35	Added a question, "How many days was the school open in the last month?"
	44	Added a column to ask the source for the type of support they have received
	68	Student enrolment is asked only for the academic year of 2018 and 2017
	70 & 71	A sample size of the attendance and attentiveness of the students have been changed for each grade*

Type of Questionnaire	Question Number	Changes made
	72	Added a column to ask the source of the training they have received
	74	Teacher's attendance is collected for the months of July, August and September 2017. Information is collected for both No. of working days and No. of days present on that particular month
Teacher Questionnaire	17	Options Safe food preparation and Commodity Management are omitted as suggested
Student Questionnaire	35	Avoided using the term "Little Agriculturist" and rephrased the question to "Has the school identified students to serve as mentors in the class room to increase children's preference for vegetables and demonstrably result in behavioural change?"
Parent Questionnaire	57	Questions related to the dietary diversity of the child has been added and have clubbed the food items into 7 categories
EGRA	1-6	A section on Household Environment has been added which includes gathering information on parents education, number of hours self-study, reading extra-curricular books, etc.
		Questions on Letter Recognition, Familiar Word Recognition, Decoding Words (Invented word reading), and Listening Comprehension have been omitted. Only questions on Fluency and Accuracy (Paragraph Reading) and Reading Comprehension are retained.
Class observation and Head teachers Questionnaire		The set of special questions for Headmaster has been separated from the Class observation questionnaire

Revision in the sample distribution

19. As per the discussion with WFP BD during scoping visit, NRMC proposed to cover 30 programme schools rather than 40 which was initially proposed, and increased 10 more control schools. Hence, the baseline study would cover 30 programme schools and 20 controls.

Table 16: Spread of the sample units

Number of schools	End-line and Baseline	Control	Total
Proposed	40	10	50
Revised	30	20	50

20. The table below provides the distribution of sample across target groups for the quantitative survey:

Table 17: Spread of the schools across the sub-districts (*Upazila*)

District	Sub-district (Upazila)	Number of Schools (Project)	Number of Schools (Control)
Cox Bazar	Ukhiya	18	-
	Kutubdia	12	-
	Ramu		20
	Total	**30**	**20**

Table 18: Sample size to be covered across the schools

Quantitative (Structured Questionnaires)	Baseline (Project)	Baseline (Control)
Student (13 students per school)	390	260
Parent (5 parents per school)	150	100
School (1 per school)	30	20
School Head (1 per school)	30	20
School Teacher (1 per school)	30	20
EGRA (14 per school)	420	280
Classroom Observation (5 per school)	150	100
Total	**1200**	**800**

21. By allocating schools as per their probability proportionate to size (i.e. the total number of GPS in the two Upazilas), 12 schools in Kutubdia and 18 schools in Ukhiya will be selected randomly; and 20 control schools in Ramu. Given that 30 programme schools will be visiting, 13 students, 5 parents, one head teacher, one teacher, and storekeeper along with 14 students for EGRA will be interviewed from each school. It will also include class observation of each grade (5 per school).
22. Deviation from the above was made in case of administering the EGRA tool and for estimating the attendance. The sample size to obtain data for attendance would be 11 students from each school, and attentiveness has been increased to 13 students per school wherein two students each will be randomly selected for grade 1, 2, 4 and 5, and for grade 3 the sample size will be 5 students. The sample size to administer EGRA tool would be 14 students of grade 3 per school; 9 more students will be randomly selected in addition to the selected 5 students in grade 3.

Table 19: Segregation of sample distribution of attendance, attentiveness, and EGRA

Attendance	
Grade 2	2
Grade 3	5
Grade 4	2
Grade 5	2
Total	11
Attentiveness	
Grade 1	2
Grade 2	2
Grade 3	5
Grade 4	2
Grade 5	2
Total	13
EGRA	
Grade 3	14

The above changes are done at the advice of WFP BD in order to have a larger sample for these indicators.

Annex O: Evaluation Mission Schedule

23. At present, the evaluation mission schedule is tentative and subject to change. The days in each sub-district have accounted for Friday being school holiday on which days the survey cannot take place. Due to the Ramadan festival, the data collection phase has been split into two phases, before and after Ramadan.

Table 20: Evaluation mission schedule

Dates	Activity	Locations/Sites
Scoping Visit		
16th April 2018	Meeting with the WFP programme team: • To understand the evolution of the programme, its implementation design, and M&E plan • Identify the stakeholders to be met during the field visits at the time of data collection	Dhaka
17th April 2018	Scoping visit to Cox Bazar and visit schools: • Discussion with school headmaster, teachers, storekeeper • Visit one or two households for short discussion with parents • Discussion with representatives - Muslim Aid and Young Power in Social Action	Cox's Bazar
18th April 2018	Discussion with WFP and Room to Read; Briefing of Core Team	Dhaka
19th April 2018	A debriefing on the overall discussions with WFP • Finalisation of methodology for the baseline • Agreement on timelines	Dhaka
Preparation Phase		

Dates	Activity	Locations/Sites
19th April-4th May 2018	Preparation of field work, translation of baseline study tools, the hiring of data collectors, development of field movement plan indicating movement of each team member including the data collection teams and the core teams	New Delhi and Dhaka
Training		
6th-8th May 2018	Classroom training of the survey teams on data collection tools and ethical guidelines; Subsequent incorporation of changes in the tools based on the pilot by NRMC and ResInt	Cox's Bazar
9th May 2018	Field Practice in four schools in Cox Bazar and debriefing with the data collection teams	Cox's Bazar
Phase 1 Field Mission		
10th, 12th and 13th May 2018	Primary Survey in Project Schools Debriefing of the team at the end of each field day	Ukhiya
14th and 15th May 2018	Primary Survey in Project Schools Debriefing of the team at the end of each field day	Kutubdia
16th May 2018	Quality Check of all filled questionnaires along with the supervisors	Cox's Bazar
17th May 2018	Debriefing at WFP office	Dhaka
Break in field mission due to Ramadan festival		
1st June 2018	Submission of Data Tabulation Plan to WFP	New Delhi
Preparation of Inception Report		
11th June 2018	Submission of Draft Inception Report	New Delhi

Dates	Activity	Locations/Sites
25th June 2018	Incorporation of comments of Peer Reviewers and Submission of Final Inception Package	New Delhi
Phase 2 of Field Mission		
29th June 2018	Refresher training on tools	Cox's Bazar
30th June-4th July 2018	Primary Survey in Control Schools Debriefing of the team at the end of each field day	Ramu
Stakeholders' Capacity Assessment		
3rd July 2018	Debriefing at WFP office Preparation for the Stakeholder's Capacity Assessment Meeting	Dhaka
4th and 5th July 2018	Stakeholders' Capacity Assessment Meeting	Dhaka

Annex P: Documents Gathered

24. WFP CO has shared a host of documents for the evaluation. The table below described the nature of documents received.

Table 21: Documents Gathered

Document Type	Comment / Titles & dates of documents received	Received - Y/N (N/A)	Link to Evaluation matrix
Project related documents [if applicable]			
Appraisal mission report		N/A	
Project document (including Logical Framework in Annex B)	Country Strategic Plan, Bangladesh (2017-20), Project Agreement between the FAS and the WFP including the results framework	Y	Relevance
Standard Project Reports		N/A	
Budget Revisions		N/A	
Note for the record (NFR) from Programme Review Committee meeting (for original operation and budget revisions if any)		N/A	
Approved Excel budget (for original intervention and budget revisions if any)	Programme budget summary and narrative	Y	Relevance, Efficiency
Intervention/Project Plan (breakdown of beneficiary figures and food requirements by region/activity/month and partners)	Project Agreement between the FAS and the WFP	Y	Relevance, Effectiveness
Other			
Country Office Strategic Documents (if applicable)			
Country Strategy Document (if any)	Country Strategic Plan, Bangladesh (2017-20),	Y	Relevance, Sustainability
Other			

Document Type	Comment / Titles & dates of documents received	Received - Y/N (N/A)	Link to Evaluation matrix
Assessment Reports [if applicable]			
Comprehensive Food Security and Vulnerability Assessments		N/A	
Crop and Food Security Assessments (FAO/WFP)		N/A	
Emergency Food Security Assessments		N/A	
Food Security Monitoring System Bulletins		N/A	
Market Assessments and Bulletins		N/A	
Joint Assessment Missions (UNHCR/WFP)		N/A	
Inter-Agency Assessments		N/A	
Rapid needs assessments		N/A	
Cash and voucher feasibility studies		N/A	
Other			
Monitoring & Reporting (if applicable)			
M&E Plan	Performance Monitoring Plan	Y	Relevance, Effectiveness, Impact
M&E Policy	USDA Monitoring and Evaluation Policy	Y	Relevance
M&E Indicators and Definitions	USDA and McGovern-Dole Indicators and Definitions	Y	Effectiveness, Impact
Country Situation Report (SITREP)			

Document Type	Comment / Titles & dates of documents received	Received - Y/N (N/A)	Link to Evaluation matrix
Country Executive Brief	WFP Bangladesh Country Brief	Y	Relevance
Food Distribution and Post-distribution Monitoring Reports			
Monthly Monitoring Reports	Semi-annual and annual project reports	Y	Effectiveness, Impact, Efficiency
Beneficiary Verification Reports		N/A	
Donor specific reports	USDA Semi-annual Reports	N/A	
Output monitoring reports (if applicable)			
Actual and Planned beneficiaries by activity and district/ location by year	Actual and Planned beneficiaries by activity by year; location wise monitoring data is not available, USDA semi-annual reports	Y	Effectiveness, Impact, Efficiency
Male vs. Female beneficiaries by activity and district/ location by year			
Beneficiaries by age group		N/A	
Actual and Planned tonnage distributed by activity by year		N/A	Effectiveness, Impact, Efficiency
Commodity type by activity		N/A	
Actual and Planned cash/voucher requirements (US$) by activity by year		N/A	
Operational documents (if applicable)		**N/A**	
Organogram for main office and sub-offices			

Document Type	Comment / Titles & dates of documents received	Received - Y/N (N/A)	Link to Evaluation matrix
Activity Guidelines			
Mission Reports			
Pipeline overview for the period covered by the evaluation			
Logistics capacity assessment			
Partners (if applicable)			
Annual reports from cooperating partners		N/A	Effectiveness, Impact, Sustainability
List of partners (Government, NGOs, UN agencies) by location/ activity/ role/ tonnage handled	List of partners has been provided in ToR. Relevant documents have been shared for their roles.	Y	Effectiveness, Sustainability
Field level agreements (FLAs), Memorandum of Understanding (MOUs)	Roles and Responsibilities of various partners	Y	Effectiveness, Efficiency, Sustainability
Cluster/ Coordination meetings (if applicable)		**N/A**	
Logistics/Food Security/nutrition cluster documents			
NFRs of coordination meetings			
Other			
Evaluations/ Reviews			
Evaluations/ reviews of past or on-going operation	• USDA McGovern-Dole International Food for Education and Child Nutrition Program's Support (2014-2016) to WFP Bangladesh Country Program: Baseline and End Term Report	Y	Effectiveness, Impact, Sustainability
Resource mobilisation (if applicable)			

Document Type	Comment / Titles & dates of documents received	Received - Y/N (N/A)	Link to Evaluation matrix
Resource Situation		N/A	
Contribution statistics by month			
Resource mobilization strategy			
NFRs Donor meetings			
Maps (if applicable)		**N/A**	
Operational Map			
Logistics Map			
Food/Cash/voucher Distribution Location Map			
Food Security Map			
Other documents collected by the team (including external ones) (if applicable)			
Specify			
Specify			
Specify			
Specify			

Annex Q: NRMC's Internal Protocols

25. NRMC's Internal Quality Assurance procedures adhere to the following three categories of norms as follows:

26. Our internal quality control measures are reflected at each stage of our evaluations

Integrity

The staff on payroll or contract always demonstrates honesty, integrity, and professionalism at all times.

The staff is aware of applicable statutes, regulations, practices, and ethical standards governing data collection and reporting.

The team reports information accurately and without bias.

The team is accountable, and holds others accountable, for ethical use of data.

Data Quality

The team promotes data quality by adhering to best practices and operating standards.

The team provides all relevant data, definitions, and documentation to promote comprehensive understanding and accurate analysis when releasing information.

Data Security

The team treats data systems as valuable organizational assets and hence data backup is a mandatory affair.

The team safeguards sensitive data to guarantee privacy and confidentiality as **our servers are accessible to limited staff only.**

starting from design of tools, to hiring and training of field teams; from data collection in the field to monitoring of the process; from data analysis till the reporting stage. Our clients have time and again appreciated our quality of work that reflects through our robust quality assurance mechanisms. Some of our key steps to ensure data quality is as follows:

a. **A three-stage internal review process of key deliverables**: Our evaluation teams are structured in such a way that all deliverables including data collection tools, inception report, data analysis plans, and reports are reviewed by the project coordinator, the team leader and an external technical backstopping expert assigned internally for the project.

b. Our **evaluation teams travel extensively** to the field work areas to ensure that the data quality is excellent. We engage our core evaluation team members to travel for field visits especially for qualitative interviews with sensitive populations. We have devised efficient and effective methods to deploy coordinators and supervisors to monitor the data collection process continuously.

c. **Assuring data quality during analysis:** Using interactive checking, validation of sample data, and data cleaning by our data analysts, NRMC ensures the quality of data from qualitative or quantitative methods. We ensure that transcripts of the qualitative interviews along with field notes are made available to the evaluation team for better analysis.

d. **Strong support teams:** Our training for field teams are conducted by core team members (from the evaluation team). Our **professional editor** ensures that all reports are edited before sharing with the client. Our **internal data processing team** ensures that all errors are resolved quickly and thoroughly.

Annex R: Team Composition and Specific Tasks

Table 22: Documents Gathered

Core Team Members	Primary Role	Specific tasks within the Study	Deliverables	Dates
Bhaskar Goswami	Team Leader/ Nutrition Expert/ Agriculture Economist, Food and Nutrition	• Overall project backstopping and coordination of assignment including interaction with WFP CO • Technical inputs on research design, development of research tools and conceptual framework, sampling design, analysis of data, and quality assurance of the inception, draft, and final report • Quality assurance in data collection • Data analysis using the gender and equity lens • Oversee quality of deliverables especially presentation to the ERG and the report	Inception report, Draft report and Final report	As per the timelines in section 6.2.
Md. Nazmul Islam Patwary	Advisor- Primary Education	• Technical inputs and advisory on the development of the evaluation methodology • Technical backstopping • Designing of EGRA tool and classroom observations	Inception report, Draft report and Final report	As per the timelines in section 6.2.
Rahul Agrawal	Evaluation Manager	• Designing evaluation frameworks, key indicators, and analytical frameworks • Technical inputs on evaluation methods and tools and techniques to be used. Desk review and preparation of inception report • Technical backstopping for research design implementation • Field work quality assurance • Training of data collection teams • Tabulation plan, validation of tables and indicators • Data analysis • Report Writing and presentation	Inception report, Draft report and Final report	As per the timelines in section 6.2.
Ankita Singh	Gender Expert	• Development of conceptual framework and evaluation design with a specific focus on gender • Development of evaluation indicators and tools • Development of tools with the inclusion of equity and gender components • Contextual analysis of the data with a gender lens • Data collection and monitoring of field work • Tabulation plan, validation of tables and indicators	Inception report, Draft report and Final report	As per the timelines in section 6.2.

Core Team Members	Primary Role	Specific tasks within the Study	Deliverables	Dates
		• Development of analytical framework and data analysis • Report Writing		

Annex S: The training schedule of the data collection team

Table 23: Training Schedule

S. No.	Time	Topic	Responsibility
Day 1: 06-05-18			
1	9:00 am–1:00 pm	Training of supervisors of data collection teams on the context of the programme, about the programme and the various components of the study. Description of the school, parents and students' questionnaires.	NRMC and ResInt
2	1:00 pm-2:00 pm	Lunch break	
3	2:00 pm–2:30 pm	Introduction of participants	NRMC and ResInt
4	2:30 pm-3:30 pm	Introduction to the study: – About the topic of school feeding – About the study (Context of the programme in the country context by WFP) – Stakeholders of the programme	WFP/NRMC
5	3:30 pm-4:00 pm	Ethical guidelines to be followed during the study	NRMC/ ResInt
6	4:00 pm-4:15 pm	Break	
7	4:15 pm-5:30 pm	Questionnaire for School	NRMC/ ResInt
8	5:30 pm-6:30 pm	Revision for the day/ mock calls	NRMC and ResInt
Day 2: 07-05-18			
1	9:00 am-9:30 am	Recap of last day	NRMC and ResInt
2	9:30 am-11:00 am	Continue School Questionnaire and Head teachers Questionnaire	NRMC and ResInt
3	11:00 am-1:00 pm	Formation of groups (3 groups) basis on an exercise conducted to assess their capabilities	NRMC and ResInt
4	1:00 pm-2:00 pm	Lunch Break	
5	2:00 pm-5:00 pm	Questionnaire for Students (Group 1) Questionnaire for Parents (Group 2) Questionnaire EGRA (Group 3)	NRMC and ResInt

S. No.	Time	Topic	Responsibility
6	5:00 pm-6:00 pm	Revision of for the day/ mock calls	NRMC and ResInt
Day 3: 08-05-18			
1	9:00 am-9:30 am	Recap of last day	NRMC and ResInt
2	9:30 am-1:00 pm	Questionnaire for Teachers Questionnaire for Store keeper Questionnaire Class observation	NRMC and ResInt
3	1:00 pm-2:00 pm	Lunch Break	
4	2:00 pm-5:00 pm	Revision and mock calls	NRMC and ResInt
5	5:00 pm-6:00 pm	Formation of teams (6 teams)	NRMC and ResInt
Day 4: 09-05-18			
1	8:30 am-12:30 pm	Field Practice	NRMC and ResInt
2	12:30 pm-1:00 pm	Lunch	
3	1:00 pm-3:00 pm	Field practice	NRMC and ResInt
4	3:00 pm-4:00 pm	Field enumerators share experiences, lessons and queries	NRMC and ResInt
5	5:00 pm-6:00 pm	De-briefing of the team and query resolution	NRMC and ResInt
6	6:00 pm –6:30 pm	Finalize field movement plan	NRMC and ResInt

Annex T: Baseline Values of Key Indicators

Result level	Indicator	Source and measurement	Targets	Base Value	Value by sex	
				Project	Male	Female
					Project	Project
MDG SO1	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of the grade-level text	Students reading and understanding ability were assessed using the EGRA tool. The tool was administered with 420 students in treatment and 280 students in control schools in Grade 3. Students were categorised into emergent, beginner and reader categories with comprehension ability based on a sub-test score, as recommended by EGRA guidelines. Students who can read more than 45 words and correctly answer 4-5 questions are indicated here.	35%	6.9%	8.4%	5.5%
MGD 1.1	Number of school administrators and officials in target schools who demonstrate the use of new techniques or tools as a result of USDA assistance	No. of trained headmasters who reported using and demonstrating the use of new learning techniques and tools	116	0	0	0

Result level	Indicator	Source and measurement	Targets	Base Value	Value by sex	
				Project	Male	Female
					Project	Project
MGD 1.1	Number of teachers/educators/teaching assistants in target schools who demonstrate the use of new and quality teaching techniques or tools as a result of USDA assistance	Teachers, educators, teaching assistants who have successfully completed a pre- or in-services training programme to teach in schools or equivalent non-school based settings over the past one year were then assessed on whether they are using the learned techniques. Use of techniques was assessed by asking their supervisors whether the teacher is using the techniques he/she learned in the classroom.	584	117[36]	40	77
MGD 1.1	Percent of teachers in target schools who attend and teach school at least 90 percent of scheduled school days per school year	Regular teacher attendance was defined as attending more than or equal to 90 percent of school days; teacher attendance was assessed using monthly school records of all the teacher from sample schools and the number of working days per month during the period July 2017-September 2017	75%	82.3%	90.9%	76.1%
MGD 1.2	Percent of students in classrooms identified as attentive by their teachers	Attentiveness of students is based on the perception of teachers on the	70%	70.3%	68.8%	71.7%

[36] During classroom observations, the use of techniques such as role play, storytelling, and problem solving as a group were observed in both treatment and control schools

Result level	Indicator	Source and measurement	Targets	Base Value	Value by sex	
				Project	Male	Female
					Project	Project
		attentiveness of sampled students from each school				
MGD 1.3	Number of students enrolled in school receiving USDA assistance	Student enrolment is based on monthly school records (pre-primary and primary) of the sample schools for the academic year commencing January 2018	47,689	316 (average per school)	170 (average per school)	146 (average per school)
MGD 1.3	Percent of students regularly (at least 80 percent of the school days) attending school	Student attendance was measured using the attendance record of fifteen randomly selected students from every sample school for the last academic semester (September 2017-February 2018).	82%	83.3%	84.4%	82.4%
MGD 1.3	Average number of school days missed by each student due to illness	Data was collected by asking students the no. of school days missed in the last 1 week and out of the missed school days, how many were missed due to illness.	5	2	2	2
MGD 1.3	Percent of parents in target communities who can name at least three benefits of primary education	Data were collected through interviews with parents and asking them about the benefits of primary education.	70%	67.8%	61.3%	72.4%

Result level	Indicator	Source and measurement	Targets	Base Value	Value by sex	
				Project	Male	Female
					Project	Project
MGD 2.1	Percent of students who can identify at least three key health and hygiene practices	Students who could identify three or more key health and hygiene practices during the primary survey	65%	25.1%	27.6%	22.7%
MGD 2.2	Number of individuals who demonstrate the use of new safe food preparation and storage practices as a result of USDA assistance	This data was collected through observation in the storage facilities during the primary survey and represents the numbers out of the individuals who are trained	290	35	22	13
MGD 2.2	Percent of storekeepers who can identify at least three safe storage practices	This data was collected through observation in the storage facilities during the primary survey	50%	96.7%	NA	NA
MGD 2.4	Number of schools using an improved water source	Schools that had any of the following sources of water: Tap water, RO plant within the school, Borehole, protected dug well or Protected spring	146	26	NA	NA
MGD 2.4	Number of schools with improved sanitation facilities	Schools that have any of the following sanitation facilities: Flush or pour/flush facilities connected to a	146	11	NA	NA

Result level	Indicator	Source and measurement	Targets	Base Value	Value by sex	
				Project	Male	Female
					Project	Project
		piped sewer/septic/pit latrine, flush or pour/flush toilets without a sewer connection, Pit latrine with a slab, Ventilated improved pit latrines or Composting toilets				
MGD 2.5	Number of individuals trained in child health and nutrition as a result of USDA assistance[37]	Teachers and headmasters who received training on health, hygiene and nutrition	730	0	0	0
MGD 2.5	Number of individuals who demonstrate the use of new child health and nutrition practices as a result of USDA assistance[38]	Data for handwashing was collected from parents. The values represent those who reported washing hands for 4 or more out of 6 critical times.	28,600	114	NA	NA

[37] Individuals consist of headmasters, teachers and parents for this indicator. While none of the individuals have been trained on child health and nutrition practices under this programme yet, the values given in the table represents the number of headmasters and teachers who have received training on health, hygiene, and nutrition from the GoB or any other source.

[38] Child health and nutrition practices were assessed using 3 parameters; Handwashing, Dietary Diversity and Deworming (data for deworming has been reported separately)

Result level	Indicator	Source and measurement	Targets	Base Value	Value by sex	
				Project	Male	Female
					Project	Project
		Dietary diversity of pupils was measured through interviewing parents using 24 hours recall method. Mean Dietary Diversity Score is presented here.		4.2	4.2	4.3
MGD 2.5	Number of students receiving deworming medication(s)	This data was collected from the headmasters	47,689	0	0	0
Foundational results	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	This is based on an interview with headmasters on the existence of SMCs and PTAs in the school	334	59[39]	NA	NA

[39] All these schools had school governance structures prior to commencement of activities under the current USDA grant

Result level	Indicator	Source and measurement	Base value		Value by sex			
			Project	Control	Male		Female	
					Project	Control	Project	Control
MDG SO1	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of the grade-level text	Students reading and understanding ability were assessed using the EGRA tool. The tool was administered with 420 students in treatment and 280 students in control schools in Grade 3. Students were categorised into emergent, beginner and reader categories with comprehension ability based on a sub-test score, as recommended by EGRA guidelines. Students who can read more than 45 words and correctly answer 4-5 questions are indicated here.	6.9%	13.6%	8.4%	11.7%	5.5%	15.4%
MGD 1.1	Number of textbooks and other teaching and learning materials provided as a result of USDA assistance[40]	Percent of schools that have received textbooks	0	0	N.A	N.A	N.A	N.A

[40] The data on number of textbooks and other teaching materials was unavailable. The data reported here are percent schools that have received these.

Result level	Indicator	Source and measurement	Base value		Value by sex			
			Project	Control	Male		Female	
					Project	Control	Project	Control
		Percent of schools that have received other teaching and learning materials	0	0	N.A	N.A	N.A	N.A
MGD 1.1	Number of school administrators and officials trained or certified as a result of USDA assistance[41]	No. of headmasters who have successfully completed a pre- or in-services training programme to teach in schools or equivalent non-school based settings over the past year.	0	0	0	0	0	0
MGD 1.1	Number of school administrators and officials in target schools who demonstrate the use of new techniques or tools as a result of USDA assistance	No. of trained headmasters who reported using and demonstrating the use of new learning techniques and tools	0	0	0	0	0	0

[41] While the baseline values for this indicator are zero because no training has been provided under the McGovern Dole SFP (FY17) award, headmasters have received training from the GoB. The values shown in the table represents the number of headmasters who received training on teaching and learning techniques by the GoB.

Result level	Indicator	Source and measurement	Base value		Value by sex			
			Project	Control	Male		Female	
					Project	Control	Project	Control
MGD 1.1	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	Teachers, educators, teaching assistants who have successfully completed a pre- or in-services training programme to teach in schools or equivalent non-school based settings over the past year.	0	0	0	0	0	0
MGD 1.1	Number of teachers/educators/teaching assistants in target schools who demonstrate the use of new and quality teaching techniques or tools as a result of USDA assistance	Teachers, educators, teaching assistants who have successfully completed a pre- or in-services training programme to teach in schools or equivalent non-school based settings over the past one year were then assessed on whether they are using the learned techniques. Use of techniques was assessed by asking their supervisors whether the teacher is using the techniques he/she learned in the classroom.	117[42]	110	40	37	77	73

[42] While no training on the use of new techniques or tools have been imparted under the current USDA award, during classroom observations, the use of techniques such as role play, storytelling, and problem solving as a group were observed in both treatment and control schools

Result level	Indicator	Source and measurement	Base value		Value by sex			
			Project	Control	Male		Female	
					Project	Control	Project	Control
MGD 1.1	Percent of teachers in target schools who attend and teach school at least 90 percent of scheduled school days per school year	Regular teacher attendance was defined as attending more than or equal to 90 percent of school days; teacher attendance was assessed using monthly school records of all the teacher from sample schools and the number of working days per month during the period July 2017- September 2017	82.3%	86.8%	90.9%	92.5%	76.1%	83.1%
MGD 1.1	Number of classroom libraries (book shelves with books) established as a result of USDA assistance[43]	No. of schools that had a library within their premises	0	0	NA	NA	NA	NA
MGD 1.2	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	This data was collected from the school records	NA	NA	NA	NA	NA	NA

[43] Baseline values for this indicator are zero as no classroom libraries had been established under the McGovern Dole SFP (FY17) award. However, the values in the table represents no. of schools that have a school library.

Result level	Indicator	Source and measurement	Base value		Value by sex			
			Project	Control	Male		Female	
					Project	Control	Project	Control
MGD 1.2	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	This data was collected from the school records	NA	NA	NA	NA	NA	NA
MGD 1.2	Percent of students in classrooms identified as attentive by their teachers	Attentiveness of students is based on the perception of teachers on the attentiveness of sampled students from each school	70.3%	89.2%	68.8%	89.6%	71.7%	88.9%
MGD 1.3	Number of students enrolled in school receiving USDA assistance	Student enrolment is based on monthly school records (pre-primary and primary) of the sample schools for the academic year commencing January 2018	268 (Average per sample school)	364 (Average per sample school)	125 (Average per sample school)	163 (Average per sample school)	142 (Average per sample school)	200 (Average per sample school)
	Percent of students regularly (at least 80 percent of the school days) attending school	Student attendance was measured using the attendance record of fifteen randomly selected students from every sample school for the last academic semester (September 2017-February 2018).	83.3%	91.8%	84.4%	89.8%	82.4%	93.8%

Result level	Indicator	Source and measurement	Base value		Value by sex			
			Project	Control	Male		Female	
					Project	Control	Project	Control
MGD 1.3	Average number of school days missed by each student due to illness	Data was collected by asking students the no. of school days missed in the last 1 week and out of the missed school days, how many were missed due to illness.	2	2	2	2	2	2
MGD 1.3	Percent of parents in target communities who can name at least three benefits of primary education	Data were collected through interviews with parents and asking them about the benefits of primary education.	67.8%	66.0%	61.3%	63.2%	72.4%	67.7%
MGD 2.1	Percent of students who can identify at least three key health and hygiene practices	Students who could identify three or more key health and hygiene practices during the primary survey	25.1%	34.6%	27.6%	31.7%	22.7%	37.3%
MGD 2.2	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	The data represents teachers and headmasters who reported having received training on storage practices	0	0	0	0	0	0
MGD 2.2	Number of individuals who demonstrate the use of new safe food preparation and storage practices as a result of USDA assistance	This data was collected through observation in the storage facilities during the primary survey and represents the numbers out of the individuals who are trained	35	NA	22	NA	13	NA

Result level	Indicator	Source and measurement	Base value		Value by sex			
			Project	Control	Male		Female	
					Project	Control	Project	Control
MGD 2.2	Percent of storekeepers who can identify at least three safe storage practices	This data was collected through observation in the storage facilities during the primary survey	96.7%	NA	NA	NA	NA	NA
MGD 2.4	Number of schools using an improved water source	Schools that had any of the following sources of water: Tap water, RO plant within the school, Borehole, protected dug well or Protected spring	26	14	NA	NA	NA	NA
MGD 2.4	Number of schools with improved sanitation facilities	Schools that have any of the following sanitation facilities: Flush or pour/flush facilities connected to a piped sewer/septic/pit latrine, flush or pour/flush toilets without a sewer connection, Pit latrine with a slab, Ventilated improved pit latrines or Composting toilets	11	17	NA	NA	NA	NA
MGD 2.5	Number of individuals trained in child health and	Teachers and headmasters who received training on health, hygiene and nutrition	0	0	0	0	0	0

Result level	Indicator	Source and measurement	Base value		Value by sex			
			Project	Control	Male		Female	
					Project	Control	Project	Control
	nutrition as a result of USDA assistance[44]							
MGD 2.5	Number of individuals who demonstrate the use of new child health and nutrition practices as a result of USDA assistance[45]	Data for handwashing was collected from parents. The values represent those who reported washing hands for 4 or more out of 6 critical times.	114	43	NA	NA	NA	NA
		Dietary diversity of pupils was measured through interviewing parents using 24 hours recall method. Mean Dietary Diversity Score is presented here.	4.2	4.2	4.2	4.2	4.3	4.1
MGD 2.5	Number of students receiving deworming medication(s)	This data was collected from the headmasters	0	0	0	0	0	0

[44] Individuals consist of headmasters, teachers and parents for this indicator. While none of the individuals have been trained on child health and nutrition practices under this programme yet, the values given in the table represents the number of headmasters and teachers who have received training on health, hygiene, and nutrition from the GoB or any other source.

[45] Child health and nutrition practices were assessed using 3 parameters; Handwashing, Dietary Diversity and Deworming (data for deworming has been reported separately)

Result level	Indicator	Source and measurement	Base value		Value by sex			
			Project	Control	Male		Female	
					Project	Control	Project	Control
Foundational results	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	This is based on an interview with headmasters on the existence of SMCs and PTAs in the school	59[46]	40	NA	NA	NA	NA

[46] All these schools had school governance structures prior to commencement of activities under the current USDA grant

Annex U: Baseline Values of Other Key Performance Indicators

The data for the following indicators shall be collected during the mid-term and end-line surveys and would also include a perusal of the monitoring reports:

- Number of individuals benefiting indirectly from USDA-funded interventions
- Number of schools supported by the Government with school feeding as a result of USDA assistance
- Number of school administrators and officials trained or certified as a result of USDA assistance
- Number of school administrators and officials in target schools who demonstrate the use of new techniques or tools as a result of USDA assistance
-

Number of public-private partnerships formed as a result of USDA assistance

- Value of new public and private sector investments leveraged as a result of USDA assistance
- The 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/decree
- Stage 4: Passed/Approved
- Stage 5: Passed for which implementation has begun
- Number of meetings/workshops/training sessions held for institutional capacity to implement SF as a result of USDA assistance
- Number of pilot initiatives supported to design SF modalities as a result of USDA assistance
- Number of government staff trained as a result of USDA assistance
- Number of technical training for system development for service/food procurement, quality control, supply chain, and strengthened online database system and gender mainstreaming in the program as a result of USDA assistance
- Number of social mobilization/community meetings as a result of USDA assistance
- Number of community mobilization workshops organized as a result of USDA assistance
- Number of teachers, parents and school management committee members attended the community mobilization workshops
- Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance
- Number of 'Little Doctor' students supported by WFP

Annex V: Recommendations for Capacity Building

Policy Framework

86 There is a need for policy endorsement/pushing a common agenda that is the inclusion of SFP in the policy framework to improve the quality of education by multiple stakeholders. Therefore, multi-stakeholder coalitions need to be strengthened and evidence generation on various aspects of SFP, especially establishing the need for complimentary activities, needs to be focused on.

87 For this, capacities to document processes and learnings across WFP led SFP need to be developed so that there is an uptake of programme learnings to influence policies and programmes.

Financial Capacity

88 From the consultative workshop with the key stakeholders, it emerged that there is a need for advocacy to agree on the funding commitment for school feeding from the government. It was suggested that an alternative way of getting funding for SFP would be to use the revenue collected from the local unions in the form of taxation. Creating enabling guidelines on the collection and disbursement of corporate (CSR), individual donations/ monetary contributions from other sources could also be considered.

89 Adequate implementation manuals on public procurement, financial management, and implementation guidelines need to be developed so that DPE can take over the roles fulfilled by WFP in order to ensure that the SFP continues post withdrawal of WFP support. This also includes capacity building of DPE in terms of institutionalizing procurement process, financial management process, and a Project Management Guideline/ Manual. Further, guidelines for local fund raising and its management need to be developed so that DPE officials have clarity on modalities for the collection of funds from local sources. For this, the capacity of the responsible officials on fund disbursal and utilisation needs to be developed along with the monitoring framework of these activities to increase efficiency.

Institutional Capacity and Coordination

90 There needs to be a review of the purpose of the specific individuals in the Project Steering Committee so that they are able to contribute more effectively. Everyone's role needs to be defined and inputs required from each of the representatives needs to be clearly outlined and communicated to facilitate effective engagement-It is recommended that a joint action plan is developed to create more accountability.

91 Further, the Joint Monitoring framework needs to be developed so that it may be institutionalized. Each ministry is required to take responsibility of the SFP (not just MoPME); Technical specialists may be required to provide specific inputs and assistance on different aspects of SFP and dedicated personnel need to be assigned to carry out the regular activities under SFP functions. Therefore, an institutional set up that is adequately staffed needs to be created for the effective management of SFP.

92 It is advised that preparatory activities are planned and conducted at this stage and in the meanwhile, the first draft of guidelines/programme strategy can be prepared to get the processes rolling. A transitional strategy can be prepared to facilitate this process that would help the government take up the programme independently. Assigning tasks to the local level officials would yield better results in the programme beyond the project phase.

Design and Implementation

93 It is recommended that implementation guidelines and manuals on public procurement are developed so that DPE can take over the roles fulfilled by WFP in order to ensure that the SFP continues post withdrawal of WFP support. Capacity building activities for the DPE need to be conducted to institutionalize the procurement process and project management guidelines.

94 Further, the M&E framework should be revised to address all indicators, especially regarding complementary activities (Revamped the SF MIS for effective and real time reporting) aimed at improving the quality of education. A programming strategy would help streamline the operations wherein the government would be capacitated to take SFP forward independently. Hence, a road map should be prepared for the school meals programme evolving gradually in a phased manner including institutional architecture/ arrangements/ delivery mechanisms.

95 Case studies, best practices, and lessons learnt should be documented for wider dissemination and to provide inputs for improving the programme implementation and modify the strategy to inform better decision-making.

Community Roles - Reaching beyond the schools

96 It is recommended that potential areas for community participation are identified and tested for feasibility. To increase involvement, a community engagement strategy should be created that outlines the specific modalities of engagement. It is suggested that a social audit mechanism is created in schools to increase the accountability of all stakeholders and generate evidence on the programme.

97 Further, draft guidelines to improve the functioning and involvement of SMCs and PTAs should be developed based on lessons learnt from the best practices and pilots.

98 Finally, a programming strategy that outlines the role of the community would help in transitioning from project to programme mode and for the government to take over the SFP, independent of WFP.

Annex W: Terms of Reference for Baseline Evaluation

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 the 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 the 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 Kubtudia. 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	January – June 2018
Midterm evaluation report	June – December 2019
End-line evaluation report	June – December 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 enrolment target of Millennium Development Goal 2, universal primary education, by 2015.

The 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**	

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 an 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 Rohynga 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. The 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 training to SMC's, teachers, and community members on the establishment and maintenance of school gardens.
- Support Improved Literacy: Through the 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 training 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 Criteria and Questions

The evaluations proposed will use the standard evaluation criteria of Relevance, Effectiveness, Efficiency, Sustainability, and Impact 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.

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 the 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, Room to Read, Muslim Aid-UK, YPSA and UNICEF. 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 the implementation of capacity development interventions

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.

Annex X: Capacity Needs Assessment- Baseline

NRMC undertook a Capacity Needs Assessment with government stakeholders as part of the Baseline Evaluation on 4th and 5th July 2018 in Dhaka.

Objective: To assess the capacity of the Department of Primary Education (DPE) to undertake the School Feeding Programme (SFP) independently.

Approach: In order to assess the existing capacities, NRMC referred to the Systems Approach for Better Education Results (SABER) assessment of 2016 and 2017 and in consultation with WFP, customized the framework to examine the following dimensions.

1) *Enabling Environment: Policy Framework*
2) *Organizational*
    - *Financial Capacity*
    - *Institutional Capacity and Coordination*
    - *Design and Implementation*
3) *Community Roles: Reaching beyond the Schools*

This framework captures the following:

1) *Existing Capacities*
2) *Gaps and Challenges*
3) *What more is required*

Process:

Step 1

On 4th July 2018, NRMC team conducted a discussion with DPE and PMU staff to gain insights on the following:

- Understanding the current status of implementation of SFP
- Existing capacities of the department in implementing SFP
- Understanding the areas and levels of dependency on WFP
- Identifying capacity gaps that would require strengthening

Step 2

Based on the discussions held on the first day, a consultative workshop was organized on 5th July 2018. For this discussion, the participants were divided into two groups:

a) **Group 1:** Senior Management team members from DPE and WFP
b) **Group 2:** Implementation Team from DPE and WFP

Step 3

NRMC facilitated an iterative discussion between the participants, wherein Group 1 discussed the ***gaps, challenges and capacity needs for the inclusion of SFP in the policy framework*** and the ***financial capacity***.

Group 2 discussed the ***gaps and needs for institutional capacity and coordination*** along with the ***design and implementation of SFP*.**

Both the groups discussed the ***role of communities.***

The workshop was conducted in a participatory manner. It facilitated a discussion wherein inputs from both WFP and DPE regarding significant aspects related to SFP were incorporated to populate the SABER framework.

Step 4

Consolidation of discussion and documentation.

Step 5

Presentation of the salient points of discussion to both groups jointly for comments and additional observations and inputs.

Step 6

Incorporation of comments.

Step 7

Presentation of the draft mapping on capacity needs.

The Way Forward

Based on the gaps identified and steps agreed upon to bridge them, it is recommended that WFP engages with the DPE to bilaterally develop an action plan with the timelines for implementing the project.

List of Participants

Sl.	Name	Designation	Organization
1	Mr. Ram Chandra Das	Project Director (Additional Secretary), SFP	Directorate of Primary Education (DPE)
2	Mr. Md. Farhad Alam	Assistant Project Director (APD)	DPE
3	Mr. Md. Abdul Mannan	Assistant Project Director	DPE
4	Ms. Mahmuda Khatun	Assistant Project Director	DPE
5	Mr. Mohammad Abu Sayed	Assistant Project Director	DPE
6	Mr. A.K.M. Rezaul Karim	Assistant Project Director	DPE
7	Mr. Dipayan Bhattacharyya	Deputy Country Director	World Food Programme (WFP)
8	Mr. Rezaul Karim	Head, Social Safety Net Policies, and Programmes	WFP
9	Mr. Md. Ezaz Nabi	M&E Officer	WFP
10	Ms. Hafiza Khan	Head of Field Operation	WFP
11	Ms. Bithika Biswas	Senior Programme Associates	WFP
12	Ms. Herma Majoor	Senior Advisor, Social Protection & Rice fortification	WFP
13	Mr. Md. Gias uddin	Senior Programme Associate	WFP
14	Mr. Rashidul Hasan	Senior Programme Associates	WFP
15	Ms. Jyoti Dhingra	Programme and Policy Advisor	WFP
16	Ms. Farzana Akter	Programme Policy Officer (SF)	WFP
17	Mr. Md. Abdullah-Al-Mamun Patwary	Programme Policy Officer (Capacity Support to DPE)	WFP
18	Mr. Md. Shazadul Islam	Data Management Assistant (SF-CS)	WFP

Sl.	Name	Designation	Organization
19	Mr. Jayesh Bhatia	Founder and Director	NR Management Consultants (NRMC)
20	Mr. Rahul Agrawal	Director	NRMC
21	Mr. Bhaskar Goswami	Vice President & Team Leader	NRMC
22	Mr. Pravanjan Mohapatra	Assistant Vice President	NRMC
23	Ms. Mrinalini Mazumdar	Manager	NRMC

[New Delhi, October 2018]

USDA Mc-GOVERN DOLE FY17 BASELINE STUDY IN BANGLADESH

Inception Report of Baseline Evaluation

[WFP Bangladesh Country Office]

WFP
World Food Programme
wfp.org