

Evaluation title	Mid-Term Evaluation of WFP School-Feeding USDA McGovern Dole Grant for FY 2017-2020 in Bangladesh	
Evaluation category and type	Decentralized - Activity	
Post Hoc Quality Assessment (PHQA) – overall rating	Satisfactory: 76%	
<p>The Mid-Term Evaluation of WFP School-Feeding USDA McGovern Dole Grant (2017-2020) in Bangladesh provides credible evaluation findings that decision makers can use with confidence. Findings are solidly anchored in a robust methodological design based on a mixed methods approach well suited to assessing the program's contribution to results. The majority of findings are well substantiated and strongly convey the voices of community groups. Gender considerations are also adequately integrated. The report offers a set of feasible and for the most part specific and actionable recommendations that address key issues identified in the findings, including promoting enhanced participation of women in school management committees. However, the report would have benefited from further consultation with development partners, especially on the question of the programme's complementarity with the work of other actors. Furthermore, the conclusions do not analyse the implications of the findings for the role of WFP in the future implementation of the national school feeding programme, a missed opportunity given the formative nature of the evaluation.</p>		
CRITERION 1: REPORT SUMMARY	Rating	Partly Satisfactory
<p>While the report summary provides a good description of the evaluation features (rationale, objectives, scope, users and intended uses and methodology), there are some important elements missing which limit its ability to be used without the main report to inform decision-making. In general, while the main findings are well summarized, findings on gender are not included which is problematic given that one of the recommendations address gender. Moreover, the summary does not include conclusions and one of the recommendations (on healthy meal preparations day) in the main report.</p>		
CRITERION 2: CONTEXT AND OVERVIEW OF EVALUATION SUBJECT	Rating	Satisfactory
<p>The report presents a good overview of the country context, including national indicators disaggregated by sex, in areas such as education, food and nutrition security, and health. It includes a solid intersectional analysis describing the vulnerabilities faced by refugees. Relevant national policies and strategies are noted and the landscape of international development assistance in Bangladesh is clearly outlined. The objectives, intervention logic, geographic coverage, and transfer modalities of the School-Feeding programme are also mentioned. However, given the focus on outcome- and impact-level findings, the programme's logic could have been further elaborated through a reconstructed theory of change including the underlying assumptions. Moreover, to help the reader position the school feeding programme within the broader institutional and national contexts, the report could have discussed relevant changes within WFP (e.g., the integrated roadmap and the reinvigoration of the school feeding programme), as well as the country's commitments on the SDGs. A more detailed description of the gender and equity dimensions of the programme would also have been useful.</p>		
CRITERION 3: EVALUATION RATIONALE, OBJECTIVES, AND SCOPE	Rating	Partly Satisfactory
<p>The evaluation objective of accountability is clearly presented; however, given the formative nature of the evaluation the learning objectives could have been more explicit. Moreover, the rationale, including why the evaluation was conducted at that point in time, could also have been more clearly presented, and more information could have been provided on the scope of the evaluation (e.g., activities, target groups and temporal and geographic scope). Likewise, while the report identifies general uses of the evaluation, information on the evaluation users, which is included in an annex, could have at a minimum been referenced in the main report.</p>		
CRITERION 4: METHODOLOGY	Rating	Satisfactory
<p>The evaluation is ground in a mixed-methods approach, with a strong methodology that uses a treatment and comparison group to assess programme effectiveness, in particular questions on outcomes and impact. The methodology draws on multiple data collection methods and data sources. The sampling approach and its limitations are well described as is the ethical standards applied, especially in a context where children were consulted. However, although the evaluators consulted extensively with community groups, more government stakeholders at national level and development</p>		

partners could have been consulted, especially to assess the evaluation question examining the complementarity of the programme with other interventions. Finally, the methodology could have described in more detail the programme's monitoring and evaluation (M&E) system, and its implications for the evaluation's ability to assess results related to gender equality and human rights.

CRITERION 5: FINDINGS	Rating	Satisfactory
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Findings are presented in a balanced way, showing both the strengths and weaknesses of the school feeding program, as well as positive and negative unintended results. The evaluation is particularly effective at assessing progress toward expected results against the programme logframe; the use of a household survey makes the findings on effectiveness particularly robust. The voice of community participants emerges clearly across the report. However, some findings could have been substantiated by more robust evidence, especially the analysis of programme relevance, where the question of complementarity with other interventions is not sufficiently addressed. In addition, the findings could have provided a more comprehensive assessment of the extent to which recommendations from the previous evaluation of the programme were implemented.

CRITERION 6: CONCLUSIONS AND LESSONS	Rating	Partly Satisfactory
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While conclusions flow logically from the findings and provide a good summary of the strengths and weaknesses of the programme, they could have provided a more insightful analysis beyond a summary of the findings. This is a missed opportunity considering the formative nature of the evaluation and the important implications of findings for the future role of WFP in support of the upcoming implementation of the national school feeding programme. In addition, although one of the aims of the evaluation is to underline key lessons learnt that can inform future strategic and operations decisions, a section on lessons is not included.

CRITERION 7: RECOMMENDATIONS	Rating	Satisfactory
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The majority of recommendations appear to be actionable and realistic, taking into consideration the context and the ability of WFP to implement them. Their level of priority is also clearly indicated as are the targeted stakeholders. However, the timeframe for implementing them is less clear. In addition, some recommendations lack the level of specificity required to ensure their implementation (e.g., recommendation 1 on WFP's support to MoPME to prepare and execute the implementation plan of the National School Meal Policy does not explain what this would entail).

CRITERION 8: ACCESSIBILITY AND CLARITY	Rating	Satisfactory
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The report is generally well written and clearly presented. It makes good use of visual aids, enhancing its readability. To make the report even more reader friendly, the evaluators could have considered developing key findings statements and cross-referencing information throughout the report.

Integration of Gender Equality and Women's Empowerment (GEWE) considerations in the evaluation report based on the UN System-Wide Action Plan (UN-SWAP) Evaluation Performance Indicator (EPI) scorecard	
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UN-SWAP EPI – individual evaluation score	Meets requirements: 7 points
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The report meets requirements for the integration of GEWE considerations. There is a gender analysis of the context that presents sex-disaggregated data on net enrolment and dropout rates as well as other key gender equality indicators, as well as a broader intersectional analysis that discusses the socio-economic situation of particularly vulnerable groups, including Rohingya refugees. While a stand-alone criterion on gender equality and human rights was not included, these dimensions are mainstreamed across other evaluation criteria. The report presents a good overview of how gender issues were integrated into the methodology, including the sampling approach which ensured equal representation of boys and girls and FGDs with mothers and fathers which provided qualitative data disaggregated by sex related to school enrolment, literacy, and diet diversity. However, structural issues contributing to gender inequality and food insecurity among women and girls in Bangladesh are not fully considered in the context description. Moreover, the findings provide limited gender analysis beyond presenting data disaggregated by sex. Lastly, while one recommendation aimed at enhancing the participation of women in school management commitments, there could have been opportunities to integrate gender into other recommendations. For example, recommendation 1 on the provision of technical assistance to government in developing guidelines and a plan for implementing the National School Meal Policy could have provided insights on how WFP could support the government to integrate gender into its National School Feeding Programme.

Post Hoc Quality Assessment – Rating scale and definitions at overall report and criteria levels	
Highly Satisfactory	<i>Definition at overall report level: Evaluation users can rely on the credible and useful evaluation findings provided and can use the evaluation with a high degree of confidence for decision-making. The report is considered an excellent example.</i>
	<i>Definition at criterion level: The criterion is addressed without any gaps or limitations.</i>
Satisfactory	<i>Definition at overall report level: Evaluation users can rely on the quality and credible evaluation findings provided and can use it with confidence for decision-making.</i>
	<i>Definition at criterion level: There are no significant gaps or limitations in addressing the criterion.</i>
Partly Satisfactory	<i>Definition at overall report level: Evaluation users can rely on the evaluation findings provided and may use it for decision-making noting that there are some gaps/shortcomings in the information provided.</i>
	<i>Definition at criterion level: There are some significant gaps or limitations in addressing the criterion.</i>
Unsatisfactory	<i>Definition at overall report level: Evaluation users can use some of the learning from the evaluation, noting that there are significant gaps/ shortcomings in the evaluation findings provided. The report may still contribute to decision making but should be used with caution.</i>
	<i>Definition at criterion level: There are critical gaps or limitations in addressing the criterion. Most of the required parameters are not met.</i>