

Evaluation of FY24 McGovern-Dole in Bangladesh from 2024 to 2029

Decentralized Evaluation Terms of Reference
WFP Bangladesh

DE/BDCO/2024/033 (Baseline)
DE/BDCO/2026/013 (Midterm)
DE/BDCO/2029/001 (Final/Endline)

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1. Introduction

1. These terms of reference (TOR) were prepared by the WFP Bangladesh Country Office (CO) based upon an initial document review and consultation with stakeholders and following a standard template. The purpose of these terms of reference is to provide key information to stakeholders about the evaluation, to guide the evaluation team and to specify expectations during the various phases of the evaluation.

2. These Terms of Reference (TOR) are to guide an evaluation process comprising three distinct evaluation exercises (baseline, midterm, and end-line), with each exercise having multiple deliverables, including inception and evaluation reports. These activity evaluations, which will take place over a five-year period from October 2024 to September 2029, are commissioned by the WFP Bangladesh CO for the School Feeding Program activities in Bangladesh supported by United States Department of Agriculture McGovern-Dole (USDA-McGovern-Dole) International Food for Education and Child Nutrition Program for fiscal years (FY) 2024 under the grant (USDA McGovern Dole Grants FFE-388-2024/003-00). The TOR covers three deliverables: a baseline, a mid-term and an end-line evaluation report for USDA McGovern-Dole. All deliverables will preferably be undertaken in a single assignment/contract. The specific deliverables (timeframes mentioned are subject to change) are outlined in Table 1.

Table 1: Evaluation exercise for McGovern-Dole

Evaluation exercises for USDA-McGovern-Dole project	Date
Baseline Study	April – September 2025
Mid-term evaluation	January – September 2027
End line Evaluation	January – September 2029

*Timeline may be subject to slight shift

3. This TOR was prepared by the WFP Bangladesh Country Office based upon an initial document review. It outlines the evaluation requirements for USDA-McGovern-Dole (US\$27 million budget) grant supporting implementation of a School Feeding program in 149 schools in Madhabpur sub-district (upazila) of Habiganj district in Sylhet division and technical support activities to government in the implementation of the government school feeding programme in Ukhiya and Kutubdia upazilas of Cox's Bazar for the period 2025-2029. In addition, WFP will provide capacity strengthening support to the Government to implement, adjust and scale up of the national school feeding programme across the country. The TOR aims to 1) provide key learning themes, program scope, and other key information to guide the evaluation team on conducting the evaluations; and 2) to involve stakeholders early on, keeping them informed of progress, and providing opportunities for inputs to secure their support and commitment.

4. This evaluation will provide an evidence-based, independent assessment of the results of and learning from the McGovern Dole supported activities, while also making it possible to quantify the outcome of the program. Where feasible and applicable, it will also aim at providing meaningful learning to contribute to the government's national school feeding programme.

2. Reasons for the evaluation

2.1 Rationale

5. The WFP Bangladesh Country Office (CO) will be commissioning baseline, mid-term, and final evaluations for the 2024-2029 USDA McGovern-Dole grant (FFE-388-2024/003-00), which support WFP's School Feeding Program (SFP) activities in Bangladesh. The evaluation will cover the period from 1 October 2024 to 30 September 2029 and aims to assess the performance of the programs and related interventions critically and objectively. This will serve both accountability and learning purposes, while also meeting USDA requirements.

6. The evaluation will primarily be used to enhance the design and implementation of the USDA-supported School Feeding Programme to be implemented by the WFP Bangladesh Country Office. The lessons learned and insights gained from the program will enable WFP CO to provide targeted capacity-building support for the Government of Bangladesh's (GOB) National School Feeding Programme, which will be implemented during a similar timeframe and with similar modalities of food assistance and related interventions at the school level. Government is planning to reinstate the national school feeding programme in 150 sub-districts through a Development Project Proposal (DPP), which is currently under approval process. The food distribution under the upcoming national school feeding project is scheduled from 3rd or 4th quarter of 2025. The USDA assisted school feeding programme in Madhabpur sub-district of Habiganj district will complement to the Government to provide school feeding assistance to more children as Madhabpur sub-district is not included in the government school feeding DPP.

7.

2.2 Objectives

8. Evaluations serve the dual and mutually reinforcing objectives of accountability and learning. While accountability shall remain as an important objective, the evaluations weigh the learning from this new phase of the project. It will gather evidence to assess the extent to which WFP, in collaboration with its partners, is achieving the project's objectives and outcomes. Additionally, the findings will inform the implementation, adjustment and scale up of the **National School Feeding Programme** and contribute to strengthening the evidence base for USDA's learning agenda.

- **Accountability** – The evaluation will assess and report on the performance and results of the USDA McGovern-Dole activities throughout the project period. For accountability purposes, the evaluation will examine whether targeted beneficiaries have received the intended services, and whether the programs are progressing as planned towards achieving their stated goals and objectives, in alignment with the results frameworks and underlying assumptions.
- **Learning** – The evaluation will assess whether implementation unfolded as was planned, explore reasons why intended results occurred or did not occur and whether there were any unintended results (positive or negative). The evaluation will draw lessons, derive good practices and provide pointers for learning. It will also provide evidence-based findings to inform operational and strategic decision-making. Findings will be actively disseminated and lessons will be incorporated into relevant lesson-sharing systems.

9. These evaluations emphasizes USDA's interest in furthering the knowledge base within the school meals literature through the application of 'Learning Agenda' questions. The evaluations carried out over the next five years contribute to the below USDA Learning Agenda questions:

- In what ways do the combination of school meal interventions and educational interventions improve education and literacy levels?
- What are the key institutions (i.e. international, national, provincial/district and local stakeholders) and governance structures required to effectively deliver, implement, and sustain school meal interventions? What relationship structures among these institutions yield the most successful and

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effective school meal programs?

Considering the ongoing technical assistance and capacity support provided to key institutions for the implementation of the national School Feeding programme, WFP proposes to slightly reformulate the last Learning Agenda question as follows:

- To what extent the government structure and capacity at local level were successful in managing the programme implementation?
- To what extent the government has adopted the best practices/ lessons learned of the programme in the national school feeding programme?

10. The Learning Agenda questions will be integrated into the evaluations through specific evaluation questions. The precise data collection methods and description how WFP contributes to answering these questions will be detailed in the Inception Report of the baseline, mid-term evaluation and final evaluation.

2.2 Key stakeholders

11. The evaluation will seek the views of, and be useful to, a broad range of WFP internal and external stakeholders. A number of stakeholders will play a role in the evaluation process in light of their role in the design and implementation of the USDA McGovern-Dole School Feeding Programme, their interest in the results of the evaluation and relative power to influence the design, funding and implementation of the programme being evaluated. Table 2 provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the inception phase.

12. Internally within WFP, the evaluation results will be used by the Bangladesh CO, Regional Bureau for Asia and the Pacific, and WFP Washington Office, as well as key headquarters Divisions (School Meals and Social Protection Service, the Performance Management and Monitoring Division, and the Office of Evaluation among others) for learning purposes to utilize the evidence collected from the mid-term evaluation for possible course correction and use the final evaluation results to enhance sustainability and to improve the future programming.

13. Externally, the learning from the evaluations will be an interest of stakeholders including : Ministry of Primary and Mass Education (MoPME), Directorate of Primary Education (DPE), Department of Public Health and Engineering (DPHE), Ministry of Health and Family Welfare, Ministry of Agriculture (MoA) Department of Agriculture Extension, the Ministry of Fisheries and Livestock and the Department of Livestock, USDA.

14. For accountability, USDA and key stakeholders will be communicated for updates throughout the evaluation.

15. Accountability to affected populations, is tied to WFP commitments to include beneficiaries as key stakeholders in WFP work. WFP is committed to ensuring parity of people involved in the evaluation process, with participation and consultation in the evaluation of men, women, boys and girls from different vulnerable groups. The evaluations will also consider a human rights lens, particularly from the perspective of equal rights to education.

Table 2: Preliminary stakeholder analysis

Stakeholders	Interest and involvement in the evaluation
Internal (WFP) stakeholders	
WFP country office (CO) in Bangladesh	Key informant and primary stakeholder - Responsible for the planning and implementation of WFP interventions at country level. The country office has an interest in learning from experience to inform decision-making. It is also called upon to account internally as well as to its beneficiaries and partners for performance and results of its programmes. The country office will be involved in using evaluation

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	findings for programme implementation and/or in deciding on the next programme and partnerships. The evaluation findings will offer valuable evidence and insights to support capacity-building initiatives and advocacy efforts aimed at strengthening the National School Feeding Programme with the Government.
WFP field offices in Sylhet and Cox's Bazar	Key informant and primary stakeholder - Responsible for day-to-day programme implementation. The field offices liaise with stakeholders at decentralized levels and have direct beneficiary contact. They will be affected by the outcome of the evaluation.
Regional bureau (RB) for Asia and Pacific in Bangkok (RBB)	Key informant and primary stakeholder - Responsible for both oversight of country offices and technical guidance and support, the regional bureau has an interest in an independent/impartial account of operational performance as well as in learning from the evaluation findings the extent to which the subject is contributing to overall regional priorities and where applicable to apply this learning to other country offices. The regional bureau will be involved in the planning of school feeding related programmes in the region, including the last iteration of the McGovern-Dole project, thus it is expected to use the evaluation findings to provide strategic guidance, programme support, and oversight. The regional evaluation team support country office/regional bureau to ensure quality, credible and useful decentralized evaluations (DEs).
WFP HQ divisions	Key informant and primary stakeholder - WFP headquarters divisions are responsible for issuing and overseeing the rollout of normative guidance on corporate programme themes, activities and modalities, as well as of overarching corporate policies and strategies. They also have an interest in the lessons that emerge from evaluations, as many may have relevance beyond the geographical area of focus. Relevant headquarters units should be consulted from the planning phase to ensure that key policy, strategic and programmatic considerations are understood from the onset of the evaluation. They may use the evaluation for wider organizational learning accountability as well as advocacy.
WFP Office of Evaluation (OEV)	Primary stakeholder – OEV has a stake in ensuring that DEs deliver quality, credible and useful evaluations respecting provisions for impartiality as well as roles and accountabilities of various DE stakeholders as identified in the evaluation policy. It may use the evaluation findings, as appropriate, to feed into centralized evaluations, evaluation syntheses or other learning products.
WFP Executive Board (EB)	Primary stakeholder – the Executive Board provides final oversight of WFP programmes and guidance to programmes. The WFP governing body has an interest in being informed about the effectiveness of WFP programmes. This evaluation will not be presented to the Executive Board, but its findings may feed into thematic and/or regional syntheses and corporate learning processes. It will contribute to evaluation coverage of WFP work which is reported to the EB through the annual evaluation report.
External stakeholders	
Beneficiaries	Key informants and primary stakeholders - As the ultimate recipients of food assistance, beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective. As such, the level of participation in the evaluation of women, men, boys and girls from different groups including school teachers/authorities, students, local suppliers, parents, the vulnerable and marginalised groups, suppliers particularly small-scale supplier or women supplier etc will be determined and their respective perspectives will be sought.

Government	Key informants and primary/Secondary stakeholder - The Government has a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonized with the action of other partners and meet the expected results. Issues related to capacity development, handover and sustainability will be of particular interest. Specifically, the findings will be of direct interest to the Ministry of Primary and Mass Education (MoPME), Directorate of Primary Education (DPE), Department of Public Health and Engineering (DPHE), Ministry of Health and Family Welfare and Ministry of Agriculture (MoA).
United Nations country team (UNCT)	Primary/Secondary stakeholder - The harmonized action of the UNCT should contribute to the realization of the government developmental objectives. It has therefore an interest in ensuring that WFP programmes are effective in contributing to the United Nations concerted efforts. The Food and Agriculture Organization (FAO) is also direct partner of WFP to support the programme implementation and advocating government.
Non-governmental organizations (NGOs)	Key informants and primary/secondary stakeholder The NGOs (Centre for Natural Resource Studies - CNRS and Room to Read – RtR) are sub-recipients for the implementation of some activities while at the same time having their own interventions. The results of the evaluation might affect future implementation modalities, strategic orientations and partnerships. They will be involved in using evaluation findings for programme implementation.
USDA	Key stakeholder - USDA is the donor for the McGovern-Dole program, therefore, they should be kept informed throughout each step of the evaluation and consulted for feedback and approval of evaluation products according to the standards planned in the program to understand that, if their contribution efficiently spent and is achieving desired results. USDA also has an interest in leveraging lessons learned across the projects.
Other Donors for WFP school-based programmes	Secondary stakeholders Other donors including World Bank which will be supporting the School Feeding programme together with the government and WFP will have an interest in knowing how other school feeding programmes work in the country and if WFP's work has been effective to support the project.

3. Context and subject of the evaluation

3.1 Context

16. **Overview:** Over the past few decades, Bangladesh has experienced robust economic growth, averaging around 6-7% annually. Despite this significant progress, Bangladesh still has a large population living below the poverty line. Income inequality remains a significant challenge, with disparities between urban and rural areas and different socio-economic groups. Bangladesh is expected to graduate from a least-developed country in 2026, with an ambitious roadmap of achieving upper-middle income status and eliminating extreme hunger by 2031 and high-income status by 2041.¹

17. **Government policies:** Bangladesh targets to become an upper middle-income country by 2031. The government has translated this vision into an actionable agenda by formulating the Perspective Plan (2010-2021) and two Five-Year Plans (7th and 8th FYPs)² by integrating Sustainable Development Goals (SDGs) into it. **The SDG Bangladesh Progress Report 2022 of relevant SDGs** is summarized below³.

- **SDG 2: Zero Hunger.** Bangladesh is nearing the 2025 milestone of reducing undernourishment to 12 percent, with a decrease from 14.7 percent in 2017 to 9.7 percent in 2020. Wasting has also reduced from 14 percent in 2014 to 9.8 percent in 2019. Policies like the 2nd National Plan of Action for Nutrition (NPAN2) and NFNSP 2020 emphasize safe and nutritious food. A Plan of Action for the National Food Safety Strategy is being finalized to strengthen food standardization and quality control.
- **SDG 4: Quality Education.** Post-COVID-19, Bangladesh considers the need of reassessing SDG4 targets in light of emergency responses, priorities and financing. As of 2019, 74.5 percent of children are developmentally on track, with 78 percent and 71.4 percent of females outperforming males respectively. Despite good access to primary education, quality remains a concern, and efforts are needed to improve secondary education enrolment. Universal access to quality education is crucial to reduce inequality.
- **SDG 17: Partnerships for the Goals.** Bangladesh emphasizes a new global partnership for financing, technology, trade and strengthening data collection and analysis. Initiatives include smooth graduation from Least Developing Country, promoting South-South and Triangular Cooperation. Membership in organizations such as the Association of Southeast Asian Nations (ASEAN) Regional Forum along with partnerships with UN agencies, underscores Bangladesh's commitment to SDG 17.

18. **Social dynamics:** Bangladesh ranks 9th globally in political empowerment of women. However, In the past five years, economic parity between men and women has deteriorated significantly, leaving Bangladesh with a wider gap to close. In 2024, the economic parity score of 31.1 percent is the lowest achieved by Bangladesh since 2014 and the lowest ranking globally in the 2024 index. Disparity between men and women in labour-force participation has rolled back the gap from 42.5 percent in 2018 to 30.7 percent. Despite the progress, 53.3 percent of women in Bangladesh have still faced violence. As per the 2019 Multiple Indicator Cluster Survey, 15.5 percent of women aged 20-24 were married before 15, and 51.4 percent before

¹ Government of the People's Republic of Bangladesh. 2020. *Perspective Plan of Bangladesh (2021-2041)*.

² https://info.undp.org/docs/pdc/Documents/BGD/UNGA_Booklet_2017.pdf

³ Government of the People's Republic of Bangladesh. December 2022. [Sustainable Development Goals Bangladesh Progress Report 2022](#)

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18⁴.

19. **Education:** Bangladesh has made major strides in accelerating progress towards achieving Sustainable Development Goal (SDG) 4 by 2030. Bangladesh has demonstrated its commitment to transforming education and strengthening education systems in the country through its active participation as a member of the global SDG 4 High-Level Steering Committee (HLSC). The government also developed the National SDG 4 Strategic Framework and Action Plan and reinforced its national commitment to achieving the targets for SDG 4 by 2030 in the Education Summit 2022. With 98 percent enrolment of primary school-aged children, the nation has attained near universal primary enrolment and achieved parity in educational access. Despite these gains, quality education and student retention remain a significant challenge for the country.

20. However, despite these gains, ensuring education quality as well as retention remains a significant challenge. Recent data shows that 17 to 20 percent of students enrolled in grade 1 discontinue their education before completing grade 5. More than a quarter (26 percent) of children ages 7–14 are functionally illiterate.⁶ The National Student Assessment 2022, which assessed the Bangla and mathematics proficiency of nearly 7 million grade 3 and grade 5 students, showed that more than half of grade 3 and grade 5 students lacked grade-level proficiency in Bangla. Students in Sylhet division continued to perform the worst in the assessment. Bangla language assessment scores for grades 3 and 5 in Habiganj district were 99.08 (against a national mean score of 103.29) and 105.14 (against a national mean of 110.24), respectively. Primary school completion rate in Habiganj was 71.3 percent in 2019, which is less than the national average of 82.6 percent.

21. Poverty, food insecurity, the economic and educational background of the parents, adverse social norms, low quality of education, and the need to earn an income⁷ are significant factors contributing to high dropout rates among students.

22. **Food security and Nutrition:** An estimated 52.3 million people, or 30 percent of the population, suffer from moderate food insecurity, and the prevalence of undernourishment is 11.4%.⁸ Vulnerable populations in specific geographic zones, in areas that are more exposed to climatic shocks, continue to be most affected. Habiganj, is one of the few districts of the country, with more than 500,000 people (25 percent of the population) projected in IPC3 and above, signifying high levels of acute food insecurity.⁹

23. Furthermore, Bangladesh has a complex nutrition situation, including the co-existence of undernutrition, overnutrition, and micronutrient deficiencies. The national prevalence of stunting stands at 24 percent; wasting at 11 percent and continuous moderate to high prevalence of micronutrient deficiencies among pre-school children (6-59 months). At the same time, the rate of overweight and obesity among adolescents aged 5–19 has increased from 7 percent in 2012 to 11.4 percent for boys and 10.6 percent for girls in 2019. These challenges are closely tied to overall inadequacy in consumption and insufficient dietary diversity, marked by low consumption of essential food groups and high intake of processed foods rich in sugar, salt, and fat.

24. While Bangladesh has made impressive gains with regard to improving the state of food security over the past few decades, the food insecurity still remains, and Bangladesh ranks 81st out of the 125 countries with a Global Hunger Index (GHI)¹⁰ the score of 19.0, which is considered a moderate level of hunger.

⁴ https://www.unicef.org/bangladesh/media/3281/file/Bangladesh%202019%20MICS%20Report_English.pdf

⁵ South Asian Institute for Social Transformation. 2022. *Policy, Program, and Scalability to Prevent School Dropouts in Bangladesh: A Situation Analysis*.

⁶ Bangladesh Bureau of Statistics. 2023. *Literacy Assessment Survey (LAS) 2023*.

⁷ Sarker, Md Nazirul Islam, et al. 2019. "Economic Effect of School Dropout in Bangladesh." *International Journal of Information and Education Technology*, Vol. 9, No. 2, February 2019

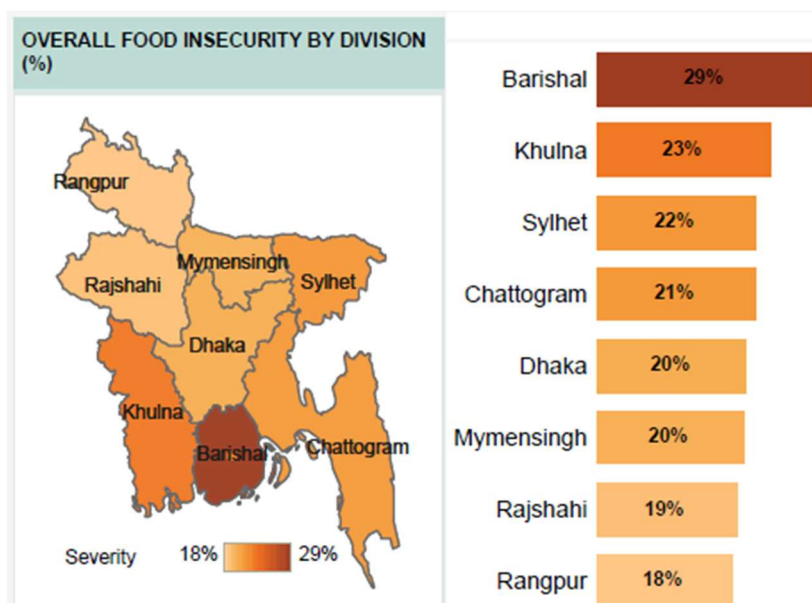
⁸ The State of Food Security and Nutrition in the World 2022. <https://www.fao.org/publications/sofi/en/>

⁹ Bangladesh Bangladesh: Acute Food Insecurity Projection Update October - December 2024. <https://www.ipcinfo.org/ipc-country-analysis/details-map/en/c/1158462/?iso3=BGD>.

¹⁰ <https://www.globalhungerindex.org/ranking.html>

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Figure 1: Overall Food Insecurity by Division



Source: Food security and Livelihood Monitoring, WFP Bangladesh. August 2024.

25. **Government policies and programmes related to school meals:** The Government recognizes the importance of human capital development and sees the value of school meals in achieving this. Committed to expanding the school feeding programme despite fiscal constraints, In July 2023, Bangladesh joined the Global School Meals Coalition, promising to integrate school meals into the broader education-wide plan for greater sustainability and continuity. Prior to the commitment, Bangladesh through the Ministry of Primary and Mass Education (MoPME) started a government owned and funded School Feeding Programme with technical support from WFP in 2011, to increase enrolment and attendance, and to reduce dropout and malnutrition among primary school children. Considering the positive impacts of and lessons learned from the programme, MoPME gradually expanded the scope of the programme reaching about 2.8 million children by 2018, in 94 sub districts while WFP supported 10 sub-districts reaching around 200,000 children. The previous national school feeding project ended in 2022, Between 2020-2021, MoPME prepared a development a project proposal (DPP) to continue the programme, proposing the provision of hot meals and fortified biscuits on alternate schooldays over a five-year period. The DPP was presented at executive committee of the national economic council (ECNEC) meeting in June 2021 for approval but was not approved due to the absence of a feasibility study. To address this, MoPME conducted a feasibility study from November 2022 to March 2023, which informed the development of a revised DPP for the upcoming national school feeding programme. The new DPP for national school feeding programme initiated in April 2023. However, the approval process faced significant delays due to the complex nature of the process, the country's unstable political situation and a change of Government. As a result, there has been a more than two- year gap in the implementation of national school feeding programme. The new DPP finally has just been approved in March 2025.

26. Approved in 2019, the National School Meal Policy (NSMP) provides a major foundation for a national school feeding programme (NSFP) which should eventually provide nutritious food to all children in government pre-primary and primary schools of the country, nearly 13.5million. The policy acknowledges the NSFP as a means to ensure that children receive nutritious food – which plays an important role for physical growth, psychological development and sound nutrition and health – and to ensure that all children can fulfil their right to education. (p.2). In addition, Bangladesh has produced a wide corpus of policy instruments that anchor the programme and form as the building blocks for a sustainable programme. These policies include:

27. **Education sector plan 2020/21- 2024/25:** In this plan, the government acknowledges the school feeding programme as essential for the development and growth of school going children and that they have a positive impact on enrolment rates, school attendance, and primary education completion rates.

28. **The National Social Security Strategy and the Action Plan for Implementation of National**

Social Security Strategy (NSSS) Phase II (2016 – 2021): The strategy endorses a nationwide rollout of the school meal programme implemented by MoPME (page 45). The Action Plan proposes that MoPME explore an effective and implementable modality for Primary School Meals and expand the programme area.

29. **The Second National Plan of Action for Nutrition (NPAN-2):** The NPAN-2 is an integrated and multi-sectoral framework for improving the nutritional status in the country. Among others the NPAN-2 highlights the need to focus on social protection programmes, including school feeding and strengthening/integrating nutrition education in regular curricula of primary schools and scaling up school health, school feeding and school garden programmes.

30. **The 8th Five Year Plan (2020-2025):** Under its strategy for human development, the 8FYP plans to accelerate the progress made in improving mother and child nutrition with a combination of augmented supply of nutritious food in general and through school mid-day meals, education campaigns, nutrition counselling in local health clinics, and through expansion of related social security programmes. The plan also cites the National School Meal Policy (2019) which aims to reach all students in government primary schools with universal midday meal coverage by 2030.

3.2 Subject of the evaluation

31. World Food Programme (WFP) will be implementing a **5-year (2024 – 2029)** school feeding programme in Bangladesh, with total funding of **US\$ 27 million** by the U.S. Department of Agriculture's (USDA) McGovern-Dole Program. The program aims to strengthen the national school feeding initiative through a comprehensive technical assistance strategy at the local, district, and national levels. This will support the Government's goal of providing a school meal to every child by 2030.

32. USDA support has been pivotal in the launch, scale up and institutionalization of the school feeding programme in Bangladesh. Since 2006, WFP Bangladesh has received a total of US\$118 million in six rounds for the School Feeding Programme from USDA. The contribution of US\$82 million was used for the School Feeding Programme in Gaibandha district until 2017 reaching five sub-districts and 263,648 children. US\$36 million is being used to support School feeding programme in two sub-districts in Cox's Bazar reaching 49,102 school children from 2018 to 2025. Furthermore, Through USDA funding, WFP provided strategic and technical support to the government in the design and implementation of the national school feeding programme which by 2022 reached nearly three million children. The support included the development of a national school meals policy, establishment of supply chain systems for biscuit distribution, knowledge, and skills for sub-national level government staff to implement a quality programmes and establishment of M&E systems for the biscuit modality.

33. A final/endline evaluation survey has been conducted for project under the agreement FFE-388-2020/009-00 (FY20). Currently the evaluation team is working to finalize the report. The learnings and recommendations from the endline will be available for the inception report of the baseline study for the agreement FFE-388-2024/003-00 (FY24), after finalization. Though the project implementation area and meal component are different in FY24.

34. Through the USDA FY24 award, WFP, will, over a period of approximately five years, implement a school feeding project in Madhapur subdistrict of Habiganj district in Sylhet division. WFP will reach approximately 31,936 students in 149 government primary schools over the Five years, with a weekly combined menu which includes fortified biscuits, bun, egg, fruit, and UHT (Ultra-High Temperature) milk. Fortified biscuits and bun will be produced by the U.S. donated wheat under the project while egg, fruit and UHT milk will be procured at local level, using project funds. Additionally, WFP will provide technical assistance to Ukhiya and Kutubdia in Cox's Bazar to continue the best practices established under the USDA-funded school feeding programme from 2018 to 2025. This FY24 grant will enable WFP to continue the capacity strengthening support at national level in roll out the upcoming Government School Feeding Programme. The school feeding activities will be complemented by Literacy, Nutrition and Health, WASH and agricultural support activities.

35. The project will leverage U.S. in-kind commodities and cash funding to directly support the USDA McGovern-Dole Program's primary Strategic Objectives (SO): **McGovern-Dole SO1**, which focuses on

improving literacy outcomes for school-aged children, and **McGovern-Dole SO2**, which aims to increase the use of health, nutrition and dietary practices. Additionally, through Local and Regional Procurement (LRP), the project will contribute to **LRP SO1**, which seeks to improve the effectiveness of food assistance by sourcing food locally and regionally. This integrated approach will help ensure long-term sustainability and impact on the nutrition and education of children in Bangladesh.

36. The Project in Bangladesh will focus on achieving the following objectives:
- Strengthen the capacity of the Government of Bangladesh (GoB) at national, sub-national, and local levels to implement, monitor, and scale up the national school feeding program and integrate school feeding into multisectoral plans and policies at all levels of government.
 - Generate evidence, working in collaboration with the GoB and the School Meals Coalition, to optimize operational efficiencies of the national school feeding program, expand transformative approaches for boys, girls, men and women, and strengthen advocacy for sustainable financing.
 - Improve emergent literacy skills of pre-primary students and support remedial learning for pre-primary and primary students through targeted teacher training, coaching, and the provision of instruction, learning, and reading materials.
 - Improve nutrition and health of pre-primary and primary school children through provision of nutrient rich foods, Social Behavior Change Communication (SBC), and Water Sanitation and Hygiene (WaSH) support.
 - Enhance the school meals value chains by strengthening GoB institutional capacity and increasing market linkages by establishing aggregation centers for local produce.

37. The project intervention theory (ToC) has developed with a vision that ‘Girls and boys, especially those that are vulnerable, have the opportunity to achieve their full potential’. This ToC is outlined in five stages i.e. vision, strategic objective, long-term result, intermediate result, short-term result and activities. Also this ToC explain the casual relationship between activities and results. Detail of the project result framework that summarizes the project’s intervention theory is attached in **Annex 7**. The planned outcome and outputs are reflected in the McGovern-Dole Performance Monitoring Plan (PMP) – Performance Indicators in **Annex 6**.

38. The proposed project will provide school meals to pre-primary and primary school children of 149 Schools in Madhabpur upazila (sub-district) of Habiganj district in Sylhet division. WFP will provide school meals with USDA donated commodities and locally procured commodities starting in July 2025 (year 1) for a total of four calendar years (ending in June 2029), covering all 180 days of each school year aligned with the GoB national school feeding program. WFP will provide the following ration:

- 1 day of buns (120g) (produced locally from USDA donated wheat) and boiled eggs (60g) (locally procured with USDA funds)
- 1 day of buns (120g) (produced locally from USDA donated wheat) and fresh fruit (100g) (locally procured with USDA funds)
- 1 day of buns (120g) (produced locally from USDA donated wheat) and UHT milk (200ml) (locally procured with USDA funds)
- 2 days of fortified biscuits (75g) (produced locally from USDA donated wheat)

The meal component will be complemented by an integrated package of education, nutrition and health activities to the targeted pre-primary and primary school children to improve literacy, health and nutrition outcomes. These activities will be implemented by sub-recipients RtR for literacy, CNRS for health, nutrition and WASH and FAO for Agricultural support.

39. The project target number for the schools are as follows.

Table 3: Target number of project schools and students

Target number of project schools and students	FY 2025 Target	FY 2026 Target	FY 2027 Target	FY 2028 Target	FY 2029 Target	Life of Project Target
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# of Schools	289	289	289	149	149	289
# of school-age children receiving daily school meals	31,936	31,936	31,936	31,936	31,936	49,816
	Boy: 16,606	Boy: 16,606	Boy: 16,606	Boy: 16,606	Boy: 16,606	Boy: 25,904
	Girl: 15,329	Girl: 15,329	Girl: 15,329	Girl: 15,329	Girl: 15,329	Girl: 23,912

40. Note: There will be 30 pre-primary students enrolled in each school each year. In total, 4,470 new students will be enrolled each year in 149 project schools. Hence, 17,880 new children will be enrolled in all schools throughout the course of four years (from the second to the fifth year of the project). At the core of WFP’s proposal is a comprehensive technical assistance initiative aimed at strengthening the national school feeding program’s foundation. This will involve enhancing the capacities of government entities MoPME (Ministry of Primary and Mass Education) and Directorate of Primary Education (DPE) at both the national and sub-national levels (district and sub-district) responsible for its implementation, as well as improving the coordination mechanisms between these entities to ensure a more effective and efficient program.

41. Additionally, the program will provide targeted technical support to the government for the implementation of school feeding activities in Ukhiya and Kutubdia upazilas (sub-districts) of Cox’s Bazar. It will also continue offering technical assistance for literacy programs, as well as school health and nutrition activities, adopting a comprehensive approach to improving both educational and nutritional outcomes for children. WFP will conduct joint monitoring and maintain oversight, while providing ongoing coaching and mentoring to government officials, teachers, and School Management Committees (SMCs) to ensure the effective implementation of school feeding and complementary activities. This support will help ensure continuity and sustainability. Furthermore, WFP will train school and sub-district officials on local food procurement, food safety and quality standards, and the operational guidelines for the new school feeding model, empowering local stakeholders to manage and sustain the program effectively.

42. The following is a brief summary of key activities planned to achieve the objectives:

Activity 1	Provide Nutritious School Meals
<p>Madhabpur</p> <ul style="list-style-type: none"> WFP with its sub-recipient Center for Natural Resource Studies (CNRS) and the GoB, will provide school meals to students in pre-primary to grade five as indicated in paragraph 38. WFP through CNRS will procure stainless lunch boxes (tiffin boxes) for the school meal distribution. CNRS will provide teachers and school management committees (SMCs) training and orientation including food safety and quality CNRS will provide mothers’ groups for support to prepare boiled eggs. <p>Cox-Bazar</p> <ul style="list-style-type: none"> WFP will conduct joint monitoring and continue to provide oversight, coaching, and mentoring to GoB officials, teachers, and SMCs on implementation of school feeding activities. See paragraph 40 . WFP will train schools and sub-district officials on local food procurement, food safety and quality, and the operational guidelines for the new school feeding modality. 	
Activity 2	Develop and Adapt Instructional Materials and Institutionalize Supplementary Reading Facilities and Practices
<p>Madhabpur</p> <ul style="list-style-type: none"> WFP with its sub-recipient , Room to Read (RtR), will adapt the instructional materials for pre-primary to grade 2 developed under FFE-388-2020-009-00 and distribute to teachers in all target schools RtR will create additional digital teaching and learning materials, including interactive lesson plans focused on reading skills development for pre-primary to grade 2 students. RtR will set up a classroom corner library in all classrooms within all schools RtR will strengthen parent-teacher associations (PTAs) in all schools. Using a Bengali adapted Early Grade Literacy Skills Assessment (EGLSA)¹¹ tool, RtR, will conduct 	

¹¹ The EGLSA is the literacy skills assessment adopted by Room to Read (RtR), which is based on the Early Grade Reading

<p>baseline, midline, and endline assessments on students’ reading and writing skills.</p> <p>Cox Bazar</p> <ul style="list-style-type: none"> WFP will provide oversight, coaching, and mentoring to teachers. WFP will provide refresher trainings to guide teachers who will cascade the training to book captains. WFP will continue advocating to school headteachers and SMCs to use SLIP funds to stock libraries that were established under FFE-388-2020-009-00. <p>National Level</p> <ul style="list-style-type: none"> At the national level, WFP, through subrecipient RtR, will create a working group under the leadership of the Directorate of Primary Education (DPE) and National Council for Textbook Board (NCTB), which will include USAID and other education actors 	
Activity 3	Strengthen Education System Capacities to Deliver Quality Literacy Education & Improve School Management Practices
<p>Madhabpur</p> <ul style="list-style-type: none"> RtR, will train teachers on the effective use of the library and reading promotion activities, tracking student achievement biannually for all students RtR, will adapt training modules and materials developed under FFE-388-2020-009-00 to the local language RtR will train GoB officials as co-trainers to facilitate a gradual transition of training responsibilities RtR, will organize professional development training for GoB officials and headteachers <p>Cox Bazar</p> <ul style="list-style-type: none"> WFP will continue to provide oversight, coaching, and mentoring to teachers and promote the continuation of the teachers’ community of practice established <p>National Level</p> <ul style="list-style-type: none"> RtR, will advocate to the DPE to integrate instruction and library contents into the Basic Training for Primary Teachers Package 	
Activity 4	Build and Rehabilitate Water, Sanitation and Hygiene Facilities
<p>Madhabpur</p> <ul style="list-style-type: none"> CNRS will conduct a rapid needs assessment with community members and the Madhabpur Sub-District Primary Education Office. CNRS will construct Water, Sanitation and Hygiene (WaSH) blocks in selected schools CNRS will sensitize SMCs and communities in the development and rollout of guidelines on the establishment of small WaSH committees at each school for maintenance of WaSH infrastructure <p>Cox Bazar</p> <ul style="list-style-type: none"> WFP will continue oversight and monitoring to ensure proper utilization of the school WaSH facilities with maintenance by SMCs and community members. 	
Activity 5	Support Nutrition Education and Government Health Intervention Programs
<p>Madhabpur</p> <ul style="list-style-type: none"> CNRS will train teachers in all schools on nutrition, dietary diversity, health interventions, and government health campaigns. CNRS will train students and teachers in the “Little Doctors” program at all target schools. WFP will print previously developed SBC materials for the school feeding program, which focus on an advocacy campaign on education, health and nutrition, safe drinking water, and proper use and maintenance of sanitation facilities. <p>Cox Bazar</p> <ul style="list-style-type: none"> WFP in collaboration with the sub-district health and education officials, will conduct refresher trainings for teachers to equip them to continue cascading trainings to the “Little Doctors.” 	
Activity 6	Establish School Gardens and Little Agriculturalist Program
<p>Madhabpur</p> <ul style="list-style-type: none"> WFP with its sub-recipient FAO and in coordination with CNRS and GoB agriculture extension agents, will survey and select schools for vegetable gardens. 	

Assessment (EGRA) complemented by an additional subtask called 'Sentence Choice' to measure children's sentence comprehension abilities. The project outcome measurement for the McGovern-Dole project will remain unchanged.
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- FAO will distribute nutritious and culturally appropriate vegetable seeds and fruit saplings for the gardens.
- FAO will adapt its eco-smart homestead gardening guidelines to the local context in Madhabpur sub-district.
- FAO will encourage schools to provide the harvests from the school gardens to students or use harvests to fund the purchase of farm inputs for the garden. FAO and in coordination with the SMCs, will support the formation of “Little Agriculturist” student clubs

Cox Bazar

- WFP, in collaboration with GoB agricultural extension workers in Ukhiya and Kutubdia sub-districts, will provide refresher trainings to the “Little Agriculturalists” .

Activity 7 | Strengthen Smallholder Farmer Production Capacity and Market Access

Madhabpur

- FAO will conduct a baseline and capacity assessment of the farms surrounding the project schools and will identify poultry and fruit farmers, provide cages and feed, and train the farmers on safe production and processing, increasing productivity, ensuring food safety and quality, and safe food handling and hygiene.
- FAO will train farmers on financial literacy and business financial management to help farmers professionalize their production for scale up and successfully sign contracts to provide produce to schools.
- FAO will train farmers on the use of WFP’s Agriculture Hazard Mapping and Vulnerability tool for better agricultural planning and identifying hazard-prone agricultural blocks
- WFP will establish aggregation centers surrounding the project schools in with development of a standard operating procedure for the use of aggregation centers within the school meals program.

Cox Bazar

- WFP will provide food safety and quality (FSQ) trainings to local food suppliers and established business holders contracted by the GoB to provide local food items for the school feeding program.

Activity 8 | Enable and Strengthen National and Sub-National Structures and Mechanisms

National Level

- WFP will support the MoPME to develop an implementation plan for the scale up of the national school feeding program, including validating standard operating procedures for monitoring and operational guidelines on the combined meal modality for use by the GoB and other school feeding stakeholders.
- WFP will support GoB to update the National School Feeding Policy to reflect the operational guidelines
- WFP will support the Project Steering Committee and the Project Implementation Committee, and facilitate a Training of Trainers (ToT)
- WFP will support a survey for the GOB’s national school feeding program that will help capture lessons learned and best practices from the national school feeding program to inform strategic decisions for future scale-up.
- FAO, will conduct market and value chain assessments to inform the project’s local procurement of eggs and fresh fruit.

District- and sub-district-level

- WFP will train district- and sub-district-level officials on community engagement techniques.
- WFP will train GoB staff on the validated operational guidelines, share best practices, conduct joint monitoring visits, strengthen operational coordination mechanisms, conduct semi-annual review meetings, and organize learning exchanges between USDA-supported and GoB-supported sub-districts.
- FAO will support better coordination between the Department of Agricultural Extension, Department of Livestock, and the District Primary Education Offices in Habiganj.

Activity 9 | Support Evidence Generation, Coordination, and Advocacy Efforts

National Level

- WFP will advocate to the GoB to strengthen the linkages between school meals and other national social sector initiatives through evidence generation and analysis, support to existing coordination mechanisms at the national level
- WFP will support the GoB to establish a School Feeding Coordination Committee at the sub-district level and strengthen the District Nutrition Coordination Committee in all districts and sub-districts

implementing school feeding.

- WFP will provide financial support to MoPME staff to attend the ministerial meetings of the School Meals Coalition.
- WFP will conduct and disseminate a Value for Money Study to inform the development of the GoB fifth generation Primary Education Development Program (PEDP5).
- WFP will support the GoB to develop a Sustainable Financing Strategy, which will engage the Sustainable Financing Initiative of the School Meals Coalition.
- WFP will create policy briefs to be used as advocacy materials, hire a local contractor to consult civil society organizations on the financing strategy and advocate for hot meals, and hold roundtables, discussions, and sharing events to disseminate key findings of studies.
- To support the development of a subsequent school feeding development project proposal (DPP), WFP will support MoPME to conduct a feasibility study to review the preferences, availability, cost, and feasibility of expanding the school meals menus, including hot meals.

Sub-district-level

- WFP will pilot the roll out its School Connect digital data platform in target schools in Madhabpur sub-district, and advocate to and guide the DPE to adopt similar digital initiatives in the wider GOB education management information system.

4. Evaluation scope, criteria and questions

43. Commissioned by the WFP Bangladesh Country Office, the 2024-2029 USDA McGovern-Dole project includes a baseline study, a mid-term evaluation, and a final evaluation. These evaluations will assess all aspects of the USDA McGovern-Dole project which is implemented by WFP Bangladesh including all activities in all geographical areas, processes, outputs, outcomes and impacts for the grant with the aim of addressing the key evaluation questions and providing a comprehensive assessment of the program's overall performance.

44. These evaluations will assess output, outcome and impact of school meal component at the government primary schools of project implementation area- Madhabpur upazila (sub-district) of Habiganj district in Sylhet division. Also to understand relevance, impact, effectiveness and sustainability of capacity strengthening initiatives, these evaluations will cover Ukhiya and Kutubdia upazilas (sub-districts) of Cox's Bazar districts' government education institutions and other relevant stakeholders.

45. The inception period will establish and confirm appropriate sampling frames, sampling strategy and survey instruments for the baseline, midterm, and final evaluations. The baseline will focus on collecting the initial values for all indicators before commencement of the activities. For those indicators whose source is secondary (from monitoring data, government, or other partners), the baseline will use the latest available figures in June 2025. The evaluation team should refer to the Performance Monitoring Plan (PMP) under Annex 6 for more information on the MGD programme's indicators to be informed by the baseline. The mid-term evaluation will cover two and half years of programme implementation (January - September 2027). The final evaluation will cover four and half years of programme implementation (January - September 2029). The evaluation team is responsible for collecting data on all relevant outcome indicators.

46. To address the learning objective, the evaluation will answer the following main questions: The evaluation will investigate the factors that contributed to the achievement or non-achievement of intended results, as well as examine any unintended outcomes, whether positive or negative. It will extract key lessons, identify successful practices, and offer recommendations for future learning and improvement. Furthermore, the evaluation will deliver evidence-based findings to guide operational and strategic decision-making, ensuring that insights are leveraged to enhance the program's performance.

47. To address the accountability objective, the evaluation will address the following key questions: The evaluation will assess whether targeted beneficiaries have received the intended services and whether the project is advancing as planned toward achieving their stated goals and objectives. It will also examine the alignment of program progress with the **results frameworks (Annex 7)** and underlying assumptions, ensuring that implementation is on track and objectives are being met effectively.

48. The evaluation will apply the international evaluation criteria of impact, effectiveness, sustainability, relevance, efficiency, and coherence. The selected criteria are well aligned with criteria agreed for the McGovern-Dole funded program and set in the approved evaluation plan.

49. The evaluation should analyse how objectives to ensure nuances for vulnerable demographics and related mainstreaming principles were included in the intervention design, and whether the evaluation subject has been guided by WFP and system-wide objectives on these matters. The consideration for different dimensions of vulnerable groups should be integrated into all evaluation criteria as appropriate.

50. The questions are summarised in Table 4 and will be further developed and tailored by the evaluation team in a detailed evaluation matrix during the inception phase. Collectively, the questions aim at highlighting the key lessons (learning) and performance of the McGovern-Dole supported School Feeding Programme (accountability), with a view to informing future strategic and operational decisions.

51. The baseline study will serve to establish baseline values for all performance indicators and baseline statuses for each relevant evaluation question. The baseline value will serve as a benchmark for comparing conditions before and after the implementation of the program interventions. It will also assess the DE/BDCO/2024/033 (Baseline) | DE/BDCO/2026/013 (Midterm) | DE/BDCO/2029/001 (Final/Endline)

appropriateness of the project's indicators, targets, and evaluation questions, ensuring their evaluability and relevance to the project's objectives as well as the context and situation as at the time of the baseline, and does not necessarily evaluate the effectiveness of the project that has not started. The baseline study will answer the following key questions:

- What was the pre-project situation including the situation of boys, girls, men, women and other vulnerable or marginalised groups for each relevant evaluation question under the criteria of relevance, effectiveness, sustainability, efficiency, and coherence?
- Are the project indicators and targets appropriate and effective in measuring and tracking the results, as outlined in the results framework ?
- To what extent are the midterm and final evaluation questions relevant for assessing the programme's success under each evaluation criterion?

Table 4: Evaluation questions and criteria

Focus Area	Key Questions – Baseline	Key Questions – Mid-term and Final Evaluation	Data Source
Relevance	To what extent is the project aligned with national government's education, health, and school feeding policies and strategies?	To what extent are the project school feeding activities aligned with the Government-led national school feeding programme?	Desk review, Focus Group Discussions, and key stakeholder interview (student, teacher, government officials of education department etc.)
		To what extent does the project keep aligning with national government's education, health, and school feeding policies and strategies?	
		To what extent the project reached the intended children, teachers, parents, government officials for capacity strengthening with the right type of assistance?	
Coherence	To what extent is the project designed to complement other donor-funded and government initiatives?	To what extent the project complements other donor-funded and government initiatives?	Desk review, (Focus Group Discussions), and key stakeholder interview
Effectiveness	To what extent are the national and local-level structures in place adequate to successfully delivering a holistic school feeding programme with components including health, nutrition, hygiene and literacy in an efficient and effective	To what extent the planned output, intermediate outcomes and results were achieved? Were set targets achieved and all the project activities completed? Any different effects between boys/girls/men/women/any vulnerable groups?	Desk review, quantitative and qualitative surveys, focus group discussions (student (incl. EGLSA), teacher, smallholder farmers, government officials of education department and other relevant officials (Department of Agriculture Extension etc.)
		What were the capacity building outputs and were all the related activities carried out as planned? How effective was the capacity strengthening work to build national capacity in school feeding? Does it include work across the five SABER-SF	

Focus Area	Key Questions - Baseline	Key Questions - Mid-term and Final Evaluation	Data Source
	manner? (Learning Agenda question)	<p>policy goals? What evidence is there of progress?</p> <p>In what ways do the combination of school feeding interventions and educational interventions improve education and literacy levels? How can these combinations improve cost-effectiveness? (Learning Agenda)</p>	
Efficiency		<p>How efficient is WFP's approach to strengthening national capacity in school feeding? Has WFP been able to timely mobilize the required skills/personnel/technical support to be able to provide the right support to national actors (at technical, project management and advocacy levels)?</p> <p>What was the efficiency of the program, in terms of costs of procurement and delivery distribution, timeliness of distribution, and cost of food per child? To what extent the local procurement was efficient for the combined menu to ensure timely available for distribution in the schools according to programme requirement?</p>	Desk review, key stakeholder interview (sub-recipient ' staffs, relevant government staffs of education department and other relevant officials (Department of Agriculture Extension etc.)
Impact (for final evaluation only)		<p>What is the impact of the project including the impact of literacy and health and dietary practices?</p> <p>Have there been any unintended outcomes, either positive or negative?</p> <p>What were the specific impacts on men, women, boys and girls? How did the intervention influence the different context?</p>	Quantitative and qualitative surveys, including the EGLSA, Key stakeholder interview, focus groups (student, teacher, smallholder farmers and government officials of education department and other department officials (Department of Agriculture Extension) etc.)
Sustainability	<p>What is the status of the government in developing and implementing a nationally owned school feeding programme and what is the progress?</p> <p>What are the status of national and local-level structures and</p>	<p>To what extent government has adopted the best practices/ lessons learned of the programme in the national school feeding programme? (Learning Agenda question)</p> <p>What is the WFP's contribution to the government in developing and implementing a nationally owned school feeding programme and what is the progress?</p> <p>To what extent has the package of capacity strengthening activities within WFP-supported programme been</p>	Document review, qualitative surveys, Key stakeholder interview and focus group discussion (student, teacher, smallholder farmers and government officials of education department and other department officials (Department of Agriculture Extension) etc.)

Focus Area	Key Questions - Baseline	Key Questions - Mid-term and Final Evaluation	Data Source
	capacity to implement a sustainable school feeding programme?	<p>institutionalized into the Government's policies, strategies, stable funding and budgeting, systems, and implementation arrangements so that they are more likely to be sustainable beyond WFP's support</p> <p>How adequate are the national and local-level structures and capacity to implement a sustainable school feeding programme? (Learning Agenda question)</p>	
General	Are there any insights from the current context to improve the project's relevance, coherence, efficiency, effectiveness, impact, and/or sustainability?	What are lessons learned from the project?	Document review, quantitative surveys, Key stakeholder and focus group interview (student, teacher, smallholder farmers and government officials of education department and other relevant department officials (Department of Agriculture Extension) etc.)

5. Methodological approach and ethical considerations

5.1 Evaluation approach

52. The evaluation methodology for the three exercises (baseline study, mid-term evaluation and end-line evaluation) will be designed in accordance with WFP Decentralized Evaluation Quality Assurance System (DEQAS) as well as USDA's Foreign Agricultural Service Monitoring and Evaluation Policy. Based on the requirements described in the TOR, further analysis done at inception phase and consultations with key stakeholders, the evaluation team will formulate an appropriate evaluation design, sampling strategy, and methodological approach. It will be fully developed in an Inception Report during the inception phase of each exercise.

53. Should there be any changes from the terms of reference at the inception stage, WFP will notify USDA in writing and await approval before proceeding.

54. The methodology will be designed by the evaluation team during the inception phase. Overall, the methodology for baseline, mid-term and final evaluation should:

- Employ the evaluation criteria of relevance, coherence, effectiveness and efficiency, impact and sustainability;
- Demonstrate impartiality and lack of biases by relying on a cross-section of information sources (stakeholder groups, including beneficiaries, etc.). Systematic sampling procedure will be followed by ensuring impartiality in selecting field visit sites such as using random sampling;
- Be relevant for answering the evaluation questions along the relevant evaluation criteria in Table 4 above;
- Be summarised in an evaluation matrix geared towards addressing the key evaluation questions considering the data availability challenges. This should be carefully looked into during the inception phase to assess the evaluability, the budget and timing constraints;
- Ensure through the use of mixed methods and participatory approaches that women, girls, men, and boys from different stakeholder groups, including socially vulnerable groups participate and that their different voices are heard and their perspectives are incorporated into the evaluative outputs;
- Mainstream women's empowerment, disability and other issues related to vulnerable groups associated with programme design and implementation should be considered at the inception stage;

55. This specific purposes and objectives of each of the three evaluation exercises (baseline, midterm, final) are outlined in the below paragraphs:

56. **Baseline study:** The baseline study is the first product of the evaluation and will serve several critical purposes. First, the baseline study will confirm indicator selection and targets and establish baseline values for all performance indicators included in the Performance Management Plan (PMP). The baseline study will also be used to revisit project targets considering baseline findings. Second, the baseline study will be used for the project's ongoing monitoring activities to regularly measure activity outputs and performance indicators for longer, medium term and short-term results in the proposed Results Framework. Third, the baseline study will be used to measure performance indicators for McGovern-Dole's three strategic objectives, that contribute to the strategic vision of the programme. The baseline study findings will inform project implementation and will provide important context necessary for the midterm and final evaluation to assess the project's relevance, coherence, effectiveness, efficiency, sustainability, and impact. The Systems Approach for Better Education Results (SABER) exercise which will be carried out in the first year of the project will set the baseline and identify capacity gaps with government to implement the national School Feeding programme and therefore design the capacity building intervention accordingly. Also to assess the literacy skill of students, Early Grade Literacy Skill Assessment (EGLSA) test will be applied in the baseline study. The DE/BDCO/2024/033 (Baseline) | DE/BDCO/2026/013 (Midterm) | DE/BDCO/2029/001 (Final/Endline)

Performance Monitoring Plan, details WFP's indicators (outcome and output), that will be used to measure progress regularly. In sum, WFP has identified 32 standard (MGD and LRP) and 19 custom indicators.

57. **Mid-term Evaluation:** The mid-term evaluation will take place in the third year (2027) of the programme implementation. The objective of the mid-term evaluation is to provide an evidence-based, independent assessment of performance of the school feeding project so that WFP and its project partners can adjust course as necessary for the remainder of the project term. Specifically, the mid-term evaluation will (1) review the project's relevance, coherence, effectiveness and efficiency, and sustainability, (2) collect performance indicator data for strategic objectives, (3) assess whether the project is on track to meet the results and targets, (4) review the results frameworks and (5) identify any necessary mid-course corrections. The evaluation will rely on the Baseline Study for baseline data and critical context necessary to evaluate the project at mid-point of the project. WFP envisions that the mid-term evaluation will be conducted approximately halfway through project implementation and will collect primary quantitative data through structured interview of the sample respondents, apply Early Grade Literacy Skill Assessment (EGLSA) to understand literacy progress of sample student and qualitative data through focus group discussion, key informant interview, and a Systems Approach for Better Education Results (SABER) workshop with government officials.

58. The mid-term evaluation's inception report will set out the detailed evaluation questions the evaluation will address, describe detailed methodology used to answer these questions, and also specify how three selected Learning Agenda questions will be addressed.

59. **Final Evaluation:** The objective of the final evaluation is to provide an evidence-based, independent assessment of performance of the project to evaluate its intended and unintended effects, ensure accountability, and generate lessons learned. The final evaluation will: (1) review the project's relevance, coherence, effectiveness and efficiency, impact, and sustainability, (2) collect performance indicator data for strategic objectives, (3) assess whether or not the project has succeeded in achieving McGovern-Dole's strategic objectives, (4) investigate the project's overall impact, and (5) identify meaningful lessons learned that WFP, USDA, and Ministry of Primary and Mass Education/Directorate of Primary Education, Primary Education Development Program, led by the Government of Bangladesh, and supported by a consortium of Development Partners can apply to future programming.

60. The final evaluation will build upon the baseline study and the mid-term evaluation to assess the project's success and impact regarding McGovern-Dole's three strategic objectives (Improved Literacy, Increased Use of Health, Nutrition and Dietary Practices and Improved Effectiveness of Food Assistance through local and regional procurement). The contribution to MGD Foundational Results will be another focus area to evaluate at the final stage. The evaluation plans to measure and compare trends in literacy achievement from students in programme schools and non-programme schools to assess WFP's contribution towards achieving literacy results where Early Grade Literacy Skill Assessment (EGLSA) test also will be applied. Whilst assessing a definite attribution is not possible, as the schools will be selected by the government in geographical clusters based on pre-defined eligibility criteria which does not allow for randomisation, possible contributions of the project to the planned higher-level results will be analysed in the evaluation.

61. The evaluation proposes to employ a **quasi-experimental, mixed methods approach** with quantitative and qualitative elements.

62. The baseline study, mid-term evaluation and final evaluation is expected to employ both **quantitative and qualitative methods** and techniques to collect data. Specific data collection methods are expected to include, but not limited to: a desk review, monitoring data review, quantitative survey, semi-structured interviews, focus group discussions and observation during field visits. The quantitative and qualitative methods will be identified and finalized during inception to ensure they answer appropriate evaluation questions.

63. **The Quantitative methods** include **quantitative survey** that will collect data from a representative sample of primary schools randomly selected from the operational area, and from key stakeholders including teachers, head teachers, students, parents and records of the sampled schools. The sample size should be calculated at the programme level.

64. **The quantitative survey** design, sampling frame and data collection methods will be informed by DE/BDCO/2024/033 (Baseline) | DE/BDCO/2026/013 (Midterm) | DE/BDCO/2029/001 (Final/Endline)

program coverage, context and the list of indicators as per the performance monitoring plan (**performance monitoring plan – performance indicators are attached in Annex 6**). The design will ensure meaningful comparisons in baseline study, mid-term evaluation and final evaluation. The quantitative survey modules expect to include household and student questionnaires, school questionnaire (with teachers and school administrators), suppliers and smallholder farmers questionnaire, and assessment using Early Grade Literacy Skills Assessment (EGLSA). The EGLSA is the literacy skills assessment adopted by Room to Read (RtR), which is based on the Early Grade Reading Assessment (EGRA) complemented by an additional subtask called 'Sentence Choice' to measure children's sentence comprehension abilities. The project outcome measurement for the McGovern-Dole project will remain unchanged.

65. For efficiency analysis the data sources will be program budgets, financial reports, procurement plans etc. In inception period, metrics will be introduced for assessing efficiency at mid-term and end-line evaluation stages, with potential use of cost-benefit analysis methods.

66. The quasi-experimental design with the difference-in-differences method would compare the changes in outcomes over time between intervention and comparison schools for data analysis. It is proposed to examine the difference in status of indicators through a comparison of the intervention schools supported by the McGovern-Dole project and the comparison schools, that do not provide school meals/biscuits to the students. Also, to the extent possible, different effects on different groups such as boys, girls, men, women and other vulnerable or marginalised people and factors affecting these differences shall be examined in the evaluation.

67. The McGovern-Dole project intervention schools¹² will be selected by the government in geographical clusters based on pre-defined eligibility criteria. Hence, the sample intervention schools will be selected from them considering the representativeness and randomness to ensure minimised bias.

68. The comparison school selection is expected from a nearby upazila with very similar socio-economic/demographic/cultural characteristics to the intervention schools group, such as ethnicity, remoteness of the area, number of children in the school, wealth quintile and head of the household's level of education, but where no educational projects are taking place or planned. These groups (intervention and comparison groups) will then be matched based on pre-defined socio-economic characteristics which will be selected at baseline. Variables, such as socio-demographic factors, quality of implementation and other external factors, will be comprehensively and systematically reviewed using multiple data sources to explain the variation in results between sample groups. The analysis will further be enhanced by disaggregation of all relevant indicators by sex and age to evaluate whether the project addresses the needs of boys, girls, men, women and other vulnerable groups.

69. To finalize the evaluation design at the inception stage other feasible and robust approach in the evaluation design will be explored, including the sampling strategy expect to make the meaningful analysis from an adequate size of representative samples. In the inception phase the necessary background analysis and liaison for the selection of the comparison school's area will also be discussed with the evaluation team.

70. WFP will provide technical assistance to 140 schools in Ukhiya and Kutubdia sub-districts of Cox's Bazar district of Chattogram division, which also received support under FFE-388-2020-009-00. With this group of schools, the assessment of the WFP's current technical assistance as well as the post-intervention effect of the previous implementation and capacity-strengthening work on the students will be explored. [Qualitative assessments can be considered suitable approaches to evaluate the Technical Assistance \(TA\) in Cox's Bazar, as it will capture knowledge transfer, behavioral change and practical application among the targeted participants/beneficiaries, while the](#) detailed methodologies will be further discussed during the inception phase.

71. **Qualitative methods** will also be used to ensure triangulation and clarification of quantitative findings. Key informant interviews and/or focus group discussions can be planned to target the stakeholders including students, parents, schoolteachers and School Management Committee of the sample schools, smallholder farmers, community members, relevant government officials, sub-recipients NGOs, donors, UN

¹² In addition to the 149 schools with school feeding activities in Madhabpur (Habiganj), this includes all 140 schools in Ukhiya & Kutubdia (Cox's Bazar) which receive the teacher training interventions.
DE/BDCO/2024/033 (Baseline) | DE/BDCO/2026/013 (Midterm) | DE/BDCO/2029/001 (Final/Endline)

agencies, WFP staff, among others. Qualitative methods should also help understanding the project's possible different effects of on the needs of boys, girls, men, women and other vulnerable groups and to address issued identified Hence, purposeful sampling is proposed for the qualitative data collection.

72. Data on the **Performance Monitoring Plan (PMP)** (Annex 6) will also be collected. The information from Systems Approach for Better Education Results-School Feeding (SABER-SF) could be one of the sources to contribute to assess the PMP Results, being extensively triangulated with monitoring data, quantitative, qualitative primary data for an in-depth evaluation of the PMP Results.

73. The evaluations will consider, in consultation with the stakeholders, employing gaps and needs assessment workshops with the government stakeholders to assess the effect of WFP's technical assistance on the government's capacity to implement the school feeding programme.

74. The methodology chosen should demonstrate attention to impartiality and reduction of bias by relying on mixed methods (quantitative, qualitative, participatory etc.) and different primary and secondary data sources that are systematically triangulated (documents from different sources; a range of stakeholder groups, including beneficiaries; direct observation in different locations; across evaluators; across methods etc.).

75. It will consider any challenges to data availability, validity or reliability, as well as any budget and timing constraints. The evaluation questions, lines of inquiry, indicators, data sources and data collection methods will be brought together in an evaluation matrix, which will form the basis of the sampling approach and data collection and analysis instruments (desk review, interview and observation guides, survey questionnaires etc.).

76. The methodology should be sensitive to, and indicate how the perspectives and voices of men and women, boys, girls, the elderly, people living with disabilities and other groups will be sought and considered. The methodology should ensure that primary data collected is disaggregated by sex and age; an explanation should be provided if this is not possible.

77. Looking for explicit consideration of vulnerable groups in the data after fieldwork is too late; the evaluation team must have a clear and detailed plan for collecting data from women and men in sensitive ways before fieldwork begins.

78. The evaluation findings, conclusions and recommendations must reflect demographic-based vulnerability analysis as appropriate within the context of the subject of evaluation. The findings should include a discussion on intended and unintended effects of the intervention, including within these vulnerable demographics. The report should provide lessons/ challenges/recommendations for conducting evaluations sensitive to these groups in the future.

79. The following mechanisms for independence and impartiality will be employed: the evaluation team will work independently in the design and implementation of the evaluation, final decisions on and approval of evaluation products will be made by the evaluation committee; and an evaluation reference group will review and provide feedback, in relation to data collection and the methodology.

80. The following potential risks likely to affect proposed approach have been identified:

- Identifying control or comparison upazilas with similar settings and educational facilities may prove challenging. Additionally, the comparison schools selected at the outset of the 5-year program may be influenced by other similar interventions implemented during the program's duration, potentially compromising the validity of the comparison.
- Data collected through document reviews at the school level may not always be reliable and will require thorough verification to ensure its accuracy and authenticity. Major indicators data will be collected during quantitative data collection from sample schools to triangulate the data and mitigate the inaccuracy.
- Younger school students may have difficulty understanding some of the questions posed during the evaluation and the way they answer. The data collection tool will prepare in Bengali language with easy words and will brief to the student before starting interview.
- School students shall not be pulled out ongoing classroom or activities for data collection. Students will interview before or end of class, in prior discussion with school administration and teachers.

- Recall bias may be considered.
- Language and culture are also barriers for the evaluation; hence, the evaluation team should be aware of and take pre-emptive action before going to the field. WFP security team will brief evaluation team about cultural practice in the specific areas. Also programme and field operations team will support to understand the local dialects and social culture.
- Unforeseen political dynamics and events that may affect the interview with and interaction with the government officials.
- Unforeseen Social Dynamics due to the recent instability may affect the data collection planning.
- Possible turnover of WFP, Partner and government staff in the course of the project and consequence loss of institutional memory. WFP staff will maintain a share folder, where all relevant documents of these programme accumulated to use further.

81. The evaluation team will expand on the methodology presented above and develop a detailed evaluation matrix in the inception report.

82. The evaluation team is expected to share a clean dataset collected for the evaluations with the CO with a data note that explains the methodology.

5.2 Preliminary considerations on evaluability and methodological implications

51. Main sources of information available to the evaluation team are the following. Note that some documents are available at the time of conducting Baseline Study:

- USDA McGovern-Dole FY2024 –Work Plan– Approved.
- USDA McGovern-Dole FY2024 – Project Agreement – co-signed
- USDA McGovern-Dole FY2020 - Baseline Study Report
- USDA McGovern-Dole FY2020 – End-line Evaluation (preliminary findings available in Q1 2025)
- Performance Monitoring Plan (PMP) and Project Annual Targets
- Semi-annual report – USDA McGovern-Dole FY2024.
- WFP Bangladesh CO – Country Briefs
- WFP Bangladesh Country Strategic Plan document (2022-2026)
- WFP Annual Country Report 2023
- WFP Annual Country Report 2024 (available in April 2025)
- WFP monitoring reports
- Sub-recipient monitoring reports
- National School Feeding Programme feasibility study report, April 2023.
- Baseline, midline, and endline assessments on students’ reading and writing skills using Bengali adapted Early Grade Literacy Skills Assessment (EGLSA) tool by the sub-recipient , Room to Read, available from the FY20 project
- National School Meals Policy (year 2019)
- SABER Report (year 2020)

Concerning the quality of data and information, the evaluation team should:

- Assess data availability and reliability as part of the inception phase expanding on the information provided. This assessment will inform the data collection.
- systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data.

83. During the inception phase, the evaluation team will be expected to critically assess data availability, quality and gaps expanding on the information provided above. This assessment will inform the data collection and the choice of evaluation methods. The evaluation team will need to systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data during the reporting phase. In close coordination with the WFP Country Office, the evaluation team will develop a table outlining the data sources for each indicator to be measured, including whose responsibility it is to collect data for each indicator (e.g. evaluation team, WFP monitoring, DE/BDCO/2024/033 (Baseline) | DE/BDCO/2026/013 (Midterm) | DE/BDCO/2029/001 (Final/Endline)

etc.)

5.3 Ethical considerations

84. The evaluation must conform to [UNEG ethical guidelines for evaluation](#) (Integrity, Accountability, Respect, Beneficence¹³). Accordingly, the evaluation team is responsible for safeguarding and ensuring ethics at all stages of the evaluation process. This includes, but is not limited to, ensuring informed consent, protecting privacy, confidentiality and anonymity of stakeholders (the evaluators have the obligation to safeguard sensitive information that stakeholders do not want to disclose to others), ensuring cultural sensitivity, respecting the autonomy of respondents, ensuring fair recruitment of participants (including women and socially excluded groups), ensuring appropriate and inclusive representation and treatment of the various stakeholder groups in the evaluation process (and that sufficient resources and time are allocated for it), and ensuring that the evaluation results do no harm to respondents or their communities.

85. The evaluation team will be responsible for managing any potential ethical risks and issues and must put in place, in consultation with the evaluation manager, processes and systems to identify, report and resolve any ethical issues that might arise during the implementation of the evaluation. Ethical approvals and reviews by relevant national and institutional review boards must be sought where required, while it was not required for the project thus far.

86. Should the evaluators uncover allegations of wrongdoing and misconduct in the implementation of a programme either by a WFP staff or a partner (including fraud, food diversions, misuse of WFP assets, harassment, sexual harassment, etc), the evaluation team should report those allegations to WFP Office of Inspection and Investigation (OIGI) through WFP hotline (<http://www.wfpHotline.ethicspoint.com>).¹⁴ At the same time, commission office management and the Regional Evaluation Unit should also be informed.

87. The commissioning office has ensured that the evaluation team and evaluation manager will not have been and/or are not currently involved in the design, implementation or financial management of the WFP school feeding projects, have no vested interest, nor have any other potential or perceived conflicts of interest.

88. **Conflicts of interest** are typically identified by a lack of independence or a lack of impartiality. These conflicts occur when a primary interest, such as the objectivity of an evaluation, could be influenced by a secondary interest, such as personal considerations or financial gains (UNEG 2020 Guidelines). There should be no official, professional, personal or financial relationships that might cause, or lead to a perception of bias in terms of what is evaluated, how the evaluation is designed and conducted, and the findings presented. A conflict of interest can also occur when, because of possibilities for future contracts, the evaluator's ability to provide an impartial analysis is compromised. Cases of upstream conflict of interest are those in which consultants could influence the analysis or recommendations so that they are consistent with findings previously stated by themselves. Cases of downstream conflict of interest are those in which evaluators could artificially create favourable conditions for consideration in future assignments (e.g. making recommendations for additional work with aim of being contracted to conduct that work). The potential for bias increases when an evaluator's work is solely focused on one agency. During the evaluation process, the evaluators are not allowed to have another contract with the evaluand/ unit subject to evaluation. To avoid conflicts of interest, particular care should be taken to ensure that independence and impartiality are maintained. A signed conflict of interest form will be included in the report.

89. All members of the evaluation team will abide by the [2020 UNEG Ethical Guidelines](#), including the Pledge of Ethical Conduct, the 2014 Guidelines on Integrating Human Rights and Gender Equality in Evaluation as well as the related [WFP technical note](#). The evaluation team and individuals who participate directly in the evaluation at the time of issuance of the purchase order (or individual contracts) are expected

¹³ Beneficence means striving to do good for people and planet while minimizing harms arising from evaluation as an intervention.

¹⁴ For further information on how to apply the [UNEG norms and standards](#) in each step of the evaluation, the evaluation team can also consult the [Technical Note on Principles, Norms and Standards for evaluations](#).
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to sign a confidentiality agreement and a commitment to ethical conduct.¹⁵ These templates will be provided by the country office when signing the contract.

5.4 Quality assurance

90. The WFP evaluation quality assurance system sets out processes with steps for quality assurance and templates for evaluation products based on a set of [Quality Assurance Checklists](#). The quality assurance will be systematically applied during this evaluation and relevant documents will be provided to the evaluation team. This includes checklists for feedback on quality for each of the evaluation products. The relevant checklist will be applied at each stage, to ensure the quality of the evaluation process and outputs.

91. The WFP Decentralized Evaluation Quality Assurance System (DEQAS) is based on the UNEG norms and standards and good practice of the international evaluation community and aims to ensure that the evaluation process and products conform to best practice. This quality assurance process does not interfere with the views or independence of the evaluation team but ensures that the report provides credible evidence and analysis in a clear and convincing way and draws its conclusions on that basis.

92. The WFP evaluation manager will be responsible for ensuring that the evaluation progresses as per the [DEQAS Process Guide](#) and for conducting a rigorous quality control of the evaluation products ahead of their finalization. There will be several rounds of reviews and feedback until draft deliverables are up to the expected quality. In addition to the quality reviews outlined in the DEQAS Process Guide, the McGovern-Dole evaluation reports and baseline study report will undergo a final review by USDA before approval.

93. To enhance the quality and credibility of DEs, an outsourced quality support (QS) service directly managed by the OEV reviews the draft ToR, the draft inception and evaluation reports, and provides a systematic assessment of their quality from an evaluation perspective, along with recommendations.

94. The evaluation manager will share the assessment and recommendations from the quality support service with the team leader, who will address the recommendations when finalizing the inception and evaluation reports. To ensure transparency and credibility of the process in line with the [UNEG norms and standards](#),¹⁶ a rationale should be provided for comments that the team does not take into account when finalizing the report.

95. The evaluation team will be required to ensure the quality of data (reliability, consistency and accuracy) throughout the data collection, synthesis, analysis and reporting phases.

96. The evaluation team should be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information [WFP Directive CP2010/001](#).

97. WFP expects that all deliverables from the evaluation team are subject to a thorough quality assurance review by the evaluation firm in line with the WFP evaluation quality assurance system prior to submission of the deliverables to WFP. In case evaluators are contracted directly as individuals, the team leader is responsible for thorough QA before submission of drafts.

98. All final evaluation reports will be subject to a post hoc quality assessment (PHQA) by an independent entity through a process that is managed by the Office of Evaluation. The overall PHQA results will be published on the WFP website alongside the evaluation report.

¹⁵ If there are changes in the evaluation team or a sub-contracting for some of the planned evaluation activities, the confidentiality agreement and ethics pledge should also be signed by those additional members.

¹⁶ [UNEG Norm #7](#) states “*that transparency is an essential element that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability*”

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6. Organization of the evaluation

6.1 Phases and deliverables

99. All phases (baseline, midterm and final) of the evaluation shall be conducted by the same evaluation firm, contingent upon satisfactory performance of previous evaluations under this Terms of Reference. The company will be contracted for the baseline and midterm on a test/probationary basis. Provided the company meets the standards during the baseline study, the Purchase Order (PO) will be increased and addendum issued to include the midterm evaluation, then based on the standard of the midterm evaluation, the PO will be increased for the final evaluation.

100. All final versions of USDA International Food Assistance evaluation reports (baseline, midline and final evaluation report) will be made publicly available. Evaluators shall provide a copy of the reports that is free of personally identifiable information (PII) and proprietary information. Final versions of reports ready for publication should be accessible to persons with disabilities following section 508 requirements. For guidance on creating documents accessible to persons with disabilities, please see the following resources:

- a. <https://www.section508.gov/create/documents>
- b. <https://www.section508.gov/create/pdfs>

101. Table 5 presents the structure of the main phases of the evaluation, along with the deliverables and deadlines for each phase. Annex 2 presents a more detailed timeline

Table 5: Summary timeline - key evaluation milestones

Main phases	Indicative timeline	Tasks and deliverables	Responsible
Preparation phase for overall evaluation	November 2024 – March 2025	Preparation and approval of ToR Selection of the evaluation team & contracting	Evaluation manager
Baseline Study			
Inception	April 2025	Desk review of key project documents Inception mission Inception report Data collection instruments (as applicable)	Evaluation Team With support of CO Evaluation manager
Data collection	May-June 2025	Fieldwork for quantitative data Fieldwork for qualitative data Exit debriefing	Evaluation Team Country Office
Reporting	July – August 2025	Data analysis and report drafting Validation of initial findings from data analysis Comments process Learning workshop Finalized Baseline Study report Findings presentation to USDA	Evaluation Team ERG, Country Office Evaluation Team Evaluation Team

		2-3 page stand-alone brief for evaluation report describing the evaluation design, key findings and other relevant considerations	
Dissemination and follow-up	September 2025	Management response Dissemination of the evaluation report	Country Office Country Office
Midterm Evaluation			
Inception phase for midterm evaluation	January-April 2027	Desk review of key project documents Inception mission Inception report Data collection instruments (as applicable)	Evaluation Team With support of CO Evaluation manager
Data collection	May- June 2027	Fieldwork for quantitative data Fieldwork for qualitative data Exit debriefing	Evaluation Team Country Office
Reporting	July - August 2027	Data analysis and report drafting Validation of initial findings from data analysis Comments process Learning workshop Finalized Mid-Term Evaluation report Findings presentation to USDA 2-3 page stand-alone brief for evaluation report describing the evaluation design, key findings and other relevant considerations	Evaluation Team ERG, Country Office Evaluation Team Evaluation Team
Dissemination and follow-up	September 2027	Management response Dissemination of the evaluation report	Country Office Country Office
Final/Endline Evaluation			
Inception phase for Final evaluation	January-April 2029	Desk review of key project documents Inception mission Inception report Data collection instruments (as applicable)	Evaluation Team With support of CO Evaluation manager
Data collection	May-June 2029	Fieldwork for quantitative data Fieldwork for qualitative data Exit debriefing	Evaluation Team Country Office
Reporting	July-August 2029	Data analysis and report drafting Validation of initial findings from data analysis Comments process Learning workshop Finalized Final Evaluation report Findings presentation to USDA	Evaluation Team ERG, Country Office Evaluation Team Evaluation Team

		2-3 page stand-alone brief for evaluation report describing the evaluation design, key findings and other relevant considerations	
Dissemination and follow-up	September 2029	Management response Dissemination of the evaluation report	Country Office Country Office

6.2 Evaluation team composition

102. The evaluation team is expected to include 3-4 members, including the team leader, with a mix of national/regional and international evaluator(s) with relevant expertise. To the extent possible, the evaluation will be conducted by a geographically, culturally and linguistically diverse and balanced team who can effectively cover the areas of evaluation. The evaluation team should have good knowledge of **cross-cutting issues** affecting vulnerable populations and, to the extent possible, power dynamics. It will have strong methodological competencies in designing feasible data collection and analysis as well as synthesis and reporting skills. At least one team member should have demonstrated recent experience with WFP evaluation. At least one team members should have relevant subject matter expertise.

Table 6: Summary of evaluation team and areas of expertise required

	Expertise required
Team Leadership (Senior level evaluator)	MINIMUM REQUIREMENTS
	<ul style="list-style-type: none"> – Excellent team management skills (coordination, planning, ability to resolve problems and deliver on time). – Strong experience in leading evaluations at the country level, such as evaluations of school-based programmes, particularly in the transition environment to national systems, including institutional capacity strengthening. – Experience with applying the evaluation methodologies including quasi-experimental methods, reconstruction, and use of theories of change in evaluations, if applicable, sampling and triangulation of information. – Strong presentation skills and excellent writing in English and synthesis skills. – Excellent interpersonal skills with respect to cultural differences and sensitivity to engage different groups of stakeholders. – Experience facilitating in-person and hybrid meetings and workshops. – Experience in evaluations similar to this evaluation. – Expertise in one or more of the technical areas below. – School Feeding programme/project – Expertise in carrying out Early Grade Learning Skill Assessment (EGLSA) tool or similar reading and learning assessment tool – Institutional capacity strengthening – Good knowledge on cross-cutting issues affecting vulnerable populations and, to the extent possible, local and cultural power dynamics
	DESIRABLE
	<ul style="list-style-type: none"> – Familiarity with WFP programmes and modalities of intervention. – Good knowledge of country context proved by previous experience in the country. – Previous experience leading or conducting WFP evaluation(s). –

	Expertise required
Thematic expertise - Evaluator	MINIMUM REQUIREMENTS <ul style="list-style-type: none"> ▪ Fluency and excellent writing skills in English. ▪ National evaluators shall have excellent skills in Bengali language. ▪ Demonstrable analytical skills relevant to school feeding and food security. ▪ Experience in Bangladesh contexts. ▪ Prior experience in evaluating design, implementation, outputs, and outcomes in the following areas: <ul style="list-style-type: none"> – – Experience and expert knowledge in carrying out complex evaluations and surveys – School feeding and education projects evaluation – Expertise in carrying out Early Grade Learning Skill Assessment (EGLSA) tool or similar reading and learning assessment tool – Expertise on cross-cutting issues affecting vulnerable populations – Food security and nutrition
	DESIRABLE <ul style="list-style-type: none"> ▪ Familiarity with WFP programmes and modalities of intervention. ▪ Previous experience leading or conducting WFP evaluation(s). ▪ Experience in analyzing institutional capacity strengthening ▪ Experience in analyzing cost efficiency and effectiveness ▪ Good knowledge of country context proved by previous experience in the country. ▪ Administrative and logistical experience
Quality Assurer	MINIMUM REQUIREMENTS <ul style="list-style-type: none"> ▪ Experience in quality assurance of evaluations.
	DESIRABLE Familiarity with WFP programmes and modalities of intervention. Previous experience with WFP evaluation(s).
Data Analyst	MINIMUM REQUIREMENTS <ul style="list-style-type: none"> ▪ Fluency and excellent writing skills in English. ▪ Experience and expert knowledge in carrying out data analysis for complex evaluations and surveys ▪ Demonstrable data management and analytical skills relevant to school feeding, education and food security project evaluations ▪ Experience to analyze quantitative and qualitative data. ▪ Prior experience in analyzing data for outputs and outcomes level indicators. ▪ Statistical data analysis skills to analyze data, collected by quasi-experimental methods as well as qualitative data with the skills to use relevant software.
	DESIRABLE <ul style="list-style-type: none"> ▪ Familiarity with WFP programmes and modalities of intervention ▪ Previous experience on data analysis of WFP evaluation(s) ▪ Experience in analyzing institutional capacity strengthening ▪ Experience in analyzing cost efficiency and effectiveness ▪ Good knowledge of country context proved by previous experience in the country. ▪ Administrative and logistical experience

103. The team leader will have expertise in one of the key competencies listed above as well as demonstrated experience in leading similar evaluations, including designing methodology; particular knowledge and expertise conducting quasi-experimental design, sampling and data collection tools. She/he

will also have leadership, analytical and communication skills, including a track record of excellent English writing, synthesis and presentation skills. Her/his primary responsibilities will be: i) defining the evaluation approach and methodology; ii) guiding and managing the team; iii) leading the evaluation mission and representing the evaluation team; and iv) drafting and revising, as required, the inception report, the end of field work (i.e. exit) debriefing presentation and evaluation report in line with DEQAS.

104. Team members will: i) contribute to the methodology in their area of expertise based on a document review; ii) conduct field work; iii) participate in team meetings and meetings with stakeholders; and iv) contribute to the drafting and revision of the evaluation products in their technical area(s).

105. Any changes in the composition of the evaluation team members once the contract is signed, must be approved by the evaluation manager in consultation with the Evaluation Committee. This includes locally recruited enumerators by local research firms, in case the contracted evaluation firm will conduct its local or consortium research partner for data collection. The evaluation service provider will in such circumstances provide the written justification together with the CV of the replacement/additional team member.

106. Prospective applicants should consider Bangladesh's current visa policies in their planning and selection of the team members who will travel to the country, bearing in mind that WFP does not take any responsibility for obtaining visas beyond issuing of support letter.

107. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with the WFP Evaluation Manager (EM). The team will be hired following agreement with WFP on its composition.

6.3 Roles and responsibilities

108. The **Evaluation Team** is responsible for responding to all communication from the WFP Evaluation Manager in a timely manner. They are also responsible for revising deliverables and responding to stakeholder comments within the comments matrix in accordance with deadlines agreed upon by the Evaluation Team and WFP. The expected deliverables and rounds of revision for each deliverable are as follows:

- a. Baseline study, midterm evaluation, and final evaluation reports:
 - i. Revised report and comment matrix responses in response to Regional Evaluation Unit and Evaluation Manager feedback (first round of comments);
 - ii. Revised report and comment matrix responses in response to Quality Support for Decentralized Evaluations (DEQS) feedback (second round of comments);
 - iii. Revised report and comment matrix responses in response to Evaluation Reference Group (ERG) feedback (third round of comments);
 - iv. Revised report and response to address any feedback that was not adequately addressed in previous revisions (as needed). The EM will review the ET's responses to ERG, DEQS, Regional Evaluation Unit (REU), and EM comments in a combined comment matrix and may request the Evaluation Team (ET) to make additional edits if any comments were not adequately addressed;
 - v. Revision and comment matrix responses in response to USDA feedback (fourth round of comments);
 - vi. Revision and response to address any feedback from USDA that was not adequately addressed in previous revisions.
 - vii. Virtual Presentation to USDA: Shortly after the respective report (baseline, midterm, final) has been submitted to USDA, the evaluation team will give a virtual presentation to USDA to summarize the findings of the evaluation and key learnings.
 - viii. 2-3 page stand-alone brief for each report (baseline, midterm, final) describing the evaluation design, key findings and other relevant considerations
- b. Inception reports and tools for baseline, midterm, and final:

- i. Revised report/tools and comment matrix responses in response to Regional Evaluation Unit and Evaluation Manager feedback (first round of comments);
- ii. Revised report and comment matrix responses in response to DEQS feedback (second round of comments);
- iii. Revised report/tools and comment matrix responses in response to ERG feedback (third round of comments);
- iv. Final revision of report/tools and response to address any feedback that was not adequately addressed in previous revisions (as needed). The EM will review the ET's responses to ERG, DEQS, REU, and EM comments in a combined comment matrix and may request the ET to make additional edits if any comments were not adequately addressed.

109. The **WFP Bangladesh Country Office management** (Country Director or Deputy Country Director) will take responsibility to:

- Assign an evaluation manager for the evaluation;
- Establish the internal evaluation committee (EC) and the evaluation reference group (ERG);
- Approve the final ToR, inception and evaluation reports;
- Approve the evaluation team selection;
- Ensure the independence and impartiality of the evaluation at all stages through EC and ERG;
- Participate in discussions with the evaluation team on the evaluation design and the evaluation subject, its performance and results with the evaluation manager and the evaluation team;
- Organize and participate in debriefings with internal and external stakeholders;
- Oversee dissemination and follow-up processes, including the preparation of a management response to the evaluation recommendations.

110. The **WFP Evaluation Manager** manages the evaluation process through all phases including.

- Acting as the main interlocutor between the evaluation team, represented by the team leader, [if appropriate] the firm's evaluation manager, and WFP counterparts to ensure a smooth implementation process;
- Drafting this evaluation Terms of Reference in consultation with key stakeholders;
- Identifying and contracting the evaluation team and preparing and managing the evaluation budget;
- Preparing the terms of reference and schedule of engagement for the EC and ERG ;
- Ensuring quality assurance mechanisms are operational and effectively used;
- Consolidating and sharing comments on draft inception and evaluation reports with the evaluation team;
- Ensuring that the team has access to all documentation and information necessary to the evaluation; facilitating the team's contacts with local stakeholders;
- Supporting the preparation of the field mission by setting up meetings and field visits, providing logistic support during the fieldwork and arranging for interpretation, if required;
- Organizing security briefings for the evaluation team and providing any materials as required;
- Ensuring EC and ERG are kept informed on progress, and escalating issues to the EC as appropriate;
- Conducting the first level quality assurance of the evaluation products;
- Submit all drafts to the REU for second level quality assurance before submission for approval.

111. An **internal Evaluation Committee (EC)** is formed to steer the evaluation process and ensure it is independent and impartial. The roles and responsibilities of the EC include overseeing the evaluation process, DE/BDCO/2024/033 (Baseline) | DE/BDCO/2026/013 (Midterm) | DE/BDCO/2029/001 (Final/Endline)

making key decisions and reviewing evaluation products. Annex 3 provides further information on the membership/composition of the evaluation committee and roles and responsibilities.

112. An **Evaluation Reference Group (ERG)** is formed as an advisory body with representation from key stakeholders. The evaluation reference group members will review and comment on the draft evaluation products and act as key informants in order to contribute to the relevance, impartiality and credibility of the evaluation by offering a range of viewpoints and ensuring a transparent process. Annex 4 provides more details on the composition and roles and responsibilities of the ERG.

113. The **regional bureau** will take responsibility to:

- Advise the evaluation manager and provide technical support to the evaluation throughout the process through the REU (regional evaluation unit);
- Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as required;
- Provide comments on the draft ToR, inception and evaluation reports from a subject-contents perspective;
- Provide second level quality assurance of all evaluation products through the regional evaluation unit before they are approved;
- Support the preparation of a management response to the evaluation and track the implementation of the recommendations.

114. While the Regional Evaluation Officer is his focal person for this DE in the RBB and will perform most of the above responsibilities, other regional bureau-relevant technical staff may participate in the ERG and/or comment on evaluation products as appropriate.

115. **Relevant WFP Headquarters divisions**, including the School Meals and Social Protection Service (PPGS) Division, will take responsibility to:

- Discuss WFP strategies, policies or systems in their area of responsibility and subject of evaluation.
- Comment on the evaluation TOR, inception and evaluation reports, as required.
- The PPGS evaluation officer will provide feedback on the TOR, inception reports, baseline report, and evaluation reports, reviewing deliverables for quality and adherence to USDA requirements.

116. **The Office of Evaluation (OEV)**; OEV is responsible for overseeing WFP DE function, defining evaluation norms and standards, managing the outsourced quality support service, publishing as well as submitting the final evaluation report to the PHQA. OEV also ensures a help desk function and advises the REU, EM and Evaluation teams when required. Internal and external stakeholders and/or the evaluators are encouraged to reach out to the REU and the Office of Evaluation helpdesk (wfp.decentralizedevaluation@wfp.org) in case of potential impartiality breaches or non-adherence to UNEG ethical guidelines or other risks to the credibility of the evaluation process.

117. **United States Department of Agriculture (USDA)** will be involved in the evaluation throughout all phases. Relevant staff members of USDA (Program Analyst and M&E Lead) review and approve the Evaluation Plan, Performance Measurement Plan (PMP), Terms of Reference, and Evaluation Reports, be invited to participate in the Evaluation Reference Group, participate in a findings presentation of each evaluation (baseline, midterm, final) by evaluation team, and participate in stakeholder meetings as needed, . They may be interviewed as key informants and participate in the presentation of the evaluation findings.

118. The **WFP Partnerships Officer - Washington Office (WAS)** will work closely with the WFP CO, SBP Evaluation Officer, RB, and OEV to ensure smooth communication and submission of key evaluation deliverables to USDA, according to project timelines. The Partnerships Officer will review evaluation deliverables for adherence to USDA policy, facilitate communication with USDA, and coordinate with USDA to seek feedback of TORs and evaluation reports.

6.4 Security considerations

119. **Security clearance** where required is to be obtained from UNDSS through WFP Bangladesh CO; DE/BDCO/2024/033 (Baseline) | DE/BDCO/2026/013 (Midterm) | DE/BDCO/2029/001 (Final/Endline)

120. As an “independent supplier” of evaluation services to WFP, the contracted firm will be responsible for ensuring the security of the evaluation team, and adequate arrangements for evacuation for medical or situational reasons. However, to avoid any security incidents, the evaluation manager will ensure that the WFP country office registers the team members with the security officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground. The evaluation team must observe applicable United Nations Department of Safety and Security rules and regulations including taking security training (BSAFE & SSAFE), curfews (when applicable) and attending in-country briefings. Evaluation Manager will coordinate with WFP country office admin team to arrange accommodation, transport (even in field mission) which complies UN security standard during entire visit period for all members of evaluation team.

6.5 Communication

121. To ensure a smooth and efficient evaluation process and enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders throughout the process. This will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders. The evaluation team will propose/explore communication/feedback channels to appropriate audiences (including affected populations as relevant) during the inception phase.

122. Should translators be required for fieldwork, the evaluation firm will make arrangements and include the cost in the budget proposal.

123. Based on the stakeholder analysis, the draft communication and knowledge management plan (in Annex 5) identifies the users of the evaluation to involve in the process and to whom the various products should be disseminated. The communication and knowledge management plan indicates how findings, including issues affecting various vulnerable populations, will be disseminated and how stakeholders interested in or affected **by** these issues, will be engaged.

124. As per norms and standards for evaluation, WFP requires that all evaluations are made publicly available. It is important that evaluation reports are accessible to a wide audience, thereby contributing to the credibility of WFP – through transparent reporting – and the use of evaluation. Following the approval of the final evaluation report, the evaluation report will be published in English language in WFP internal and public websites

125. Evaluators shall provide a copy of the evaluation reports that is free of personally identifiable information (PII) and proprietary information. Final versions of evaluation reports ready for publication should be accessible to persons with disabilities. For guidance on creating documents accessible to persons with disabilities, please see the following resources: <https://www.section508.gov/create/documents>; <https://www.section508.gov/create/pdfs>

6.6 Proposal

119. The evaluation will be financed from WFP Bangladesh Country Office using the M&E budget allocation in the McGovern-Dole grant.

120. This TOR may be subject to some minor adjustments pending donor feedback.

121. The evaluation team conducting the baseline study will only be contracted for the mid-term and final evaluations based upon satisfactory performance in previous exercises, as indicated in paragraph 88.

122. The offer will include a detailed budget for the evaluation using the provided template, including consultant fees, travel costs and other costs (interpreters, etc.). The budget should be submitted as excel file separate from the technical proposal document. For this evaluation, the evaluation service provider will:

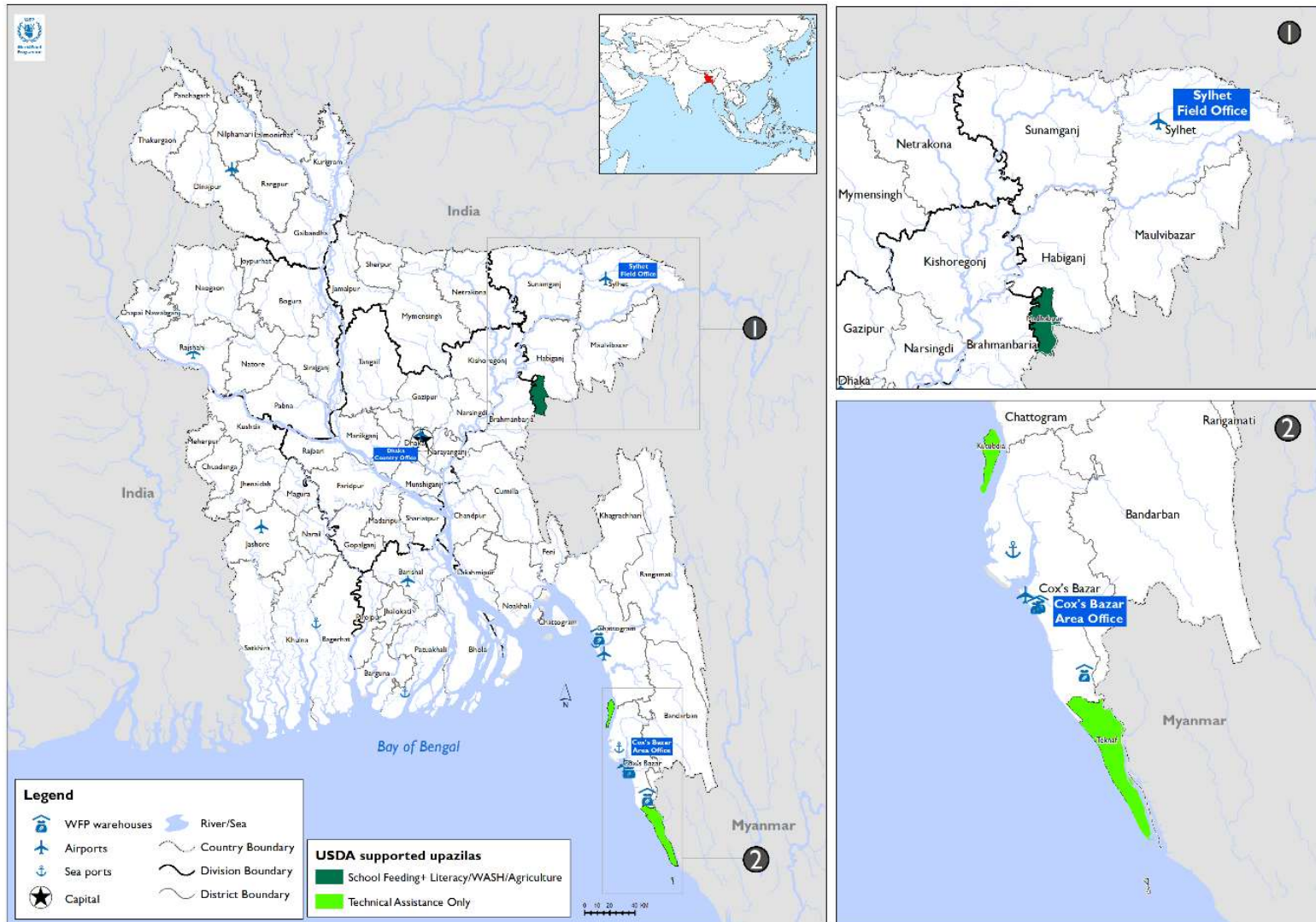
- Include budget for travel for all relevant in-country data collection (both qualitative and quantitative);
- Hire and supervise all technical and administrative assistance required (including in-country);

- Follow the agreed rates for decentralized evaluations as provided for in the Long-Term Agreement (LTA) with WFP.

123. Following the technical and financial assessment, an improved offer could be requested by WFP to the preferred bid(s) to better respond to the TOR requirements. WFP may conduct reference checks and interviews with proposed team members as part of the decision-making process and selection. Once the offer is accepted by all parties, WFP will issue a purchase order for the baseline study deliverables. The purchase order will be increased to include the midterm evaluation deliverables upon satisfactory completion of the baseline study deliverables. Following the satisfactory completion of the mid-term evaluation deliverables, the purchase order will further be amended to include the final evaluation.

124. Please send any queries to Haimanti Ghosh, M&E officer, Bangladesh CO, at haimanti.ghosh@wfp.org in WFP Bangladesh CO.

Annex 1. Map



Annex 2. Timeline

	Phases, deliverables and timeline	Level of effort	Total time required for the step
Phase 1 – Preparation (baseline, midterm, endline) (total duration: Recommended – 2.25 months; Average: 4.4 months)			
EM	Desk review, draft ToR and quality assure (QA) using ToR QC	(2 weeks)	(1 month)
REU	Quality assurance by REU		(1 week)
EM	Revise draft ToR based on feedback received	(3 days)	(1 week)
EM	Share draft ToR with quality support service (DEQS) and organize follow-up call with DEQS, if required	N/A	(1 week)
EM	Revise draft ToR based on DEQS and share with ERG	(3 days)	(1 week)
ERG	Review and comment on draft ToR	(1 day)	(2 weeks)
EM	Revise draft ToR based on comments received and submit final ToR to EC Chair	(3 days)	(1 week)
EM and WAS	Review draft ToR based on EC feedback and share with USDA (via WAS team)		(1 week)
USDA	Review and comment on draft ToR		(2 weeks)
EM and WAS	Update ToR and share with USDA for final approval (via WAS team)		(1 week)
EM	Start recruitment process	(0.5 day)	(0.5 day)
EC Chair and USDA	Approve the final ToR and share with ERG and key stakeholders	(0.5 day)	(1 week)
EM	Assess evaluation proposals/ Conduct interviews and recommend team selection	(2 days)	(1 week)
EC Chair	Approve evaluation team selection	(0.5 day)	(1 week)
EM	Evaluation team contracting and PO issuance	(1 day)	(3 weeks)
Phase 2 - Inception (Baseline study) (total duration: Recommended – 1.75 months; Average: 1.7 months)			
ET	Desk review of key documents	(5 days)	(5 days)
EM/ET	Inception briefings, with REU support as needed	(1-2 days)	(1-2 days)
ET	Inception mission in the country (if applicable)	(1 week)	(1 week)
ET	Draft inception report	(2 weeks)	(2 weeks)
EM	Quality assure draft IR by EM and REU using QC	(2 days)	(2 days)
ET	Revise draft IR based on feedback received by EM and REU	(2-3 days)	(2-3 days)
REU	Share draft IR with quality support service (DEQS) and organize follow-up call with DEQS, if required	(0.5 day)	(0.5 day)
ET	Revise draft IR based on feedback received by DEQS	(2 days)	(2 days)
EM	Share revised IR with ERG	(0.5 day)	(0.5 day)
ERG	Review and comment on draft IR	(1 day)	(1 day)
EM	Consolidate comments	(0.5 day)	(0.5 day)
ET	Revise draft IR based on feedback received and submit final revised IR	(3 days)	(3 days)
EM	Review final IR and submit to the evaluation committee for approval	(2 days)	(2 days)
EC Chair and WAS	Approve final IR and share with ERG for information. WAS representative shares the IR with USDA	(1 week)	(1 week)
Phase 3 – Data collection (Baseline study) (total duration: Recommended – 0.75 months; Average: 1 month)			
ET	Data collection	(3 weeks)	(3 weeks)
ET	In-country debriefing (s)	(1.5 day)	(1.5 day)

Phase 4 – Reporting (Baseline study) (total duration: Recommended – 2.75 months; Average: 2.75 months)			
ET	Draft evaluation report	(3 weeks)	(3 weeks)
EM	Quality assurance of draft ER by EM and REU using the QC,	(2-3 days)	(2-3 days)
ET	Revise and submit draft ER based on feedback received by EM and REU	(2-3 days)	(2-3 days)
EM	Share draft ER with quality support service (DEQS) and organize follow-up call with DEQS, if required	(0.5 day)	(0.5 day)
ET	Revise and submit draft ER based on feedback received by DEQS	(2-3 days)	(2-3 days)
ERG	Review and comment on draft ER	(0.5 day)	(0.5 day)
ET	Presentation of the baseline results to the ERG	(1 day)	(1 day)
EM	Consolidate comments received	(0.5 day)	(0.5 day)
ET	Revise draft ER based on feedback received	(2-3 days)	(2-3 days)
EM	Review final revised ER and submit to the evaluation committee	(2-3 days)	(2-3 days)
EM and WAS	Review draft ER based on EC feedback and share with USDA (via WAS team)		(1 week)
USDA	Review and comment on draft ER		(3 weeks)
ET	Virtual presentation of the baseline findings to USDA	(1 day)	(1 day)
EM and WAS	Update ER and share with USDA for final approval (via WAS team)		(1 week)
ET	Prepare a 2–3-page study brief to share with USDA (via WAS team)	(1 day)	(1 day)
EC Chair	Approve final evaluation report and share with key stakeholders	(1 day)	(1 week)
Phase 5 – Dissemination (Baseline Study) (total duration: Recommended – 1 month; Average: 1.9 months)			
EC Chair	Prepare management response	(5 days)	(4 weeks)
EM	Share final evaluation report and management response with the REU and OEV for publication and participate in end-of-evaluation lessons learned call	(0.5 day)	(3 weeks)
Phase 6 - Inception (Midterm evaluation)			Up to 16 weeks
ET	Desk review of key documents	(5 days)	(2 weeks)
EM/ET	Inception briefings, with REU support as needed	(1-2 days)	(1-2 days)
ET	Inception mission in the country (if applicable)	(1 week)	(1 week)
ET	Draft inception report	(2 weeks)	(3 weeks)
EM	Quality assure draft IR by EM and REU using QC	(2 days)	(1 week)
ET	Revise draft IR based on feedback received by EM and REU	(2-3 days)	(1 week)
REU	Share draft IR with quality support service (DEQS) and organize follow-up call with DEQS, if required	(0.5 day)	(2 weeks)
ET	Revise draft IR based on feedback received by DEQS	(2 days)	(1 week)
EM	Share revised IR with ERG with a 2 page summary of IR, if there is any changes from the ToR	(0.5 day)	(0.5 day)
ERG	Review and comment on draft IR	(1 day)	(2 weeks)
EM	Consolidate comments	(0.5 day)	(0.5 day)
ET	Revise draft IR based on feedback received and submit final revised IR	(3 days)	(1 week)
EM	Review final IR and submit to the evaluation committee for approval	(2 days)	(1 week)
EC Chair and WAS	Approve final IR and share with ERG for information. WAS representative shares the IR with USDA	(1 week)	(1 week)
Phase 7 – Data collection (Midterm evaluation)			Up to 3 weeks
ET	Data collection	(3 weeks)	(3 weeks)
ET	In-country debriefing (s)	(1.5 day)	(1 week)

Phase 8 – Reporting (Midterm evaluation)			Up to 21 weeks
ET	Draft evaluation report	(3 weeks)	(4-5 weeks)
EM	Quality assurance of draft ER by EM and REU using the QC,	(2-3 days)	(1 week)
ET	Revise and submit draft ER based on feedback received by EM and REU	(2-3 days)	(1 week)
EM	Share draft ER with quality support service (DEQS) and organize follow-up call with DEQS, if required	(0.5 day)	(2 weeks)
ET	Revise and submit draft ER based on feedback received by DEQS	(2-3 days)	(1 week)
ERG	Review and comment on draft ER	(0.5 day)	(2 weeks)
ET	Presentation of the baseline results to the ERG	(1 day)	(1 day)
EM	Consolidate comments received	(0.5 day)	(0.5 day)
ET	Revise draft ER based on feedback received	(2-3 days)	(2 weeks)
EM	Review final revised ER and submit to the evaluation committee	(2-3 days)	(1 week)
EM and WAS	Review draft ER based on EC feedback and share with USDA (via WAS team)		(1 week)
USDA	Review and comment on draft ER		(3 weeks)
ET	Virtual presentation of the midterm findings to USDA	(1 day)	(1 day)
EM and WAS	Update ER and share with USDA for final approval (via WAS team)		(1 week)
ET	Prepare a 2–3-page study brief to share with USDA (via WAS team)	(1 day)	(1 day)
EC Chair	Approve final evaluation report and share with key stakeholders	(1 day)	(1 week)
Phase 9 - Dissemination and follow-up (Midterm evaluation)			Up to 4 weeks
EC Chair	Prepare management response	(5 days)	(4 weeks)
EM	Share final evaluation report and management response with the REU and OEV for publication and participate in end-of-evaluation lessons learned call	(0.5 day)	(3 weeks)
Phase 10 - Inception – (Endline evaluation)			Up to 16 weeks
ET	Desk review of key documents	(5 days)	(2 weeks)
EM/ET	Inception briefings, with REU support as needed	(1-2 days)	(1-2 days)
ET	Inception mission in the country (if applicable)	(1 week)	(1 week)
ET	Draft inception report	(2 weeks)	(3 weeks)
EM	Quality assure draft IR by EM and REU using QC	(2 days)	(1 week)
ET	Revise draft IR based on feedback received by EM and REU	(2-3 days)	(1 week)
REU	Share draft IR with quality support service (DEQS) and organize follow-up call with DEQS, if required	(0.5 day)	(2 weeks)
ET	Revise draft IR based on feedback received by DEQS	(2 days)	(1 week)
EM	Share revised IR with ERG with a 2 page summary of IR, if there is any changes from the ToR	(0.5 day)	(0.5 day)
ERG	Review and comment on draft IR	(1 day)	(2 weeks)
EM	Consolidate comments	(0.5 day)	(0.5 day)
ET	Revise draft IR based on feedback received and submit final revised IR	(3 days)	(1 week)
EM	Review final IR and submit to the evaluation committee for approval	(2 days)	(1 week)
EC Chair and WAS	Approve final IR and share with ERG for information. WAS representative shares the IR with USDA	(1 week)	(1 week)
Phase 11 – Data collection (Endline evaluation)			Up to 3 weeks
ET	Data collection	(5 days)	(4 weeks)

ET	In-country debriefing (s)	(0.5 day)	(3 weeks)
Phase 12 – Reporting (Endline evaluation)			Up to 21 weeks
ET	Draft evaluation report	(3 weeks)	(4-5 weeks)
EM	Quality assurance of draft ER by EM and REU using the QC,	(2-3 days)	(1 week)
ET	Revise and submit draft ER based on feedback received by EM and REU	(2-3 days)	(1 week)
EM	Share draft ER with quality support service (DEQS) and organize follow-up call with DEQS, if required	(0.5 day)	(2 weeks)
ET	Revise and submit draft ER based on feedback received by DEQS	(2-3 days)	(1 week)
ERG	Review and comment on draft ER	(0.5 day)	(2 weeks)
ET	Presentation of the baseline results to the ERG	(1 day)	(1 day)
EM	Consolidate comments received	(0.5 day)	(0.5 day)
ET	Revise draft ER based on feedback received	(2-3 days)	(2 weeks)
EM	Review final revised ER and submit to the evaluation committee	(2-3 days)	(1 week)
EM and WAS	Review draft ER based on EC feedback and share with USDA (via WAS team)		(1 week)
USDA	Review and comment on draft ER		(3 weeks)
ET	Virtual presentation of the endline findings to USDA	(1 day)	(1 day)
EM and WAS	Update ER and share with USDA for final approval (via WAS team)		(1 week)
ET	Prepare a 2–3-page study brief to share with USDA (via WAS team)	(1 day)	(1 day)
EC Chair	Approve final evaluation report and share with key stakeholders	(1 day)	(1 week)
Phase 13 - Dissemination and follow-up (Endline evaluation)			
EC Chair	Prepare management response	(5 days)	(4 weeks)
EM	Share final evaluation report and management response with the REU and OEV for publication and participate in end-of-evaluation lessons learned call	(0.5 day)	(3 weeks)

Annex 3. Role and composition of the evaluation committee

126. **Purpose and role:** The purpose of the evaluation committee (EC) is to ensure a credible, transparent, impartial and quality evaluation in accordance with WFP evaluation policy. It will achieve this by supporting the evaluation manager in making decisions, reviewing draft deliverables (ToR, inception report and evaluation report) and submitting them for approval by the Country Director/Deputy Country Director (CD/DCD) who will be the chair of the committee. The EC will play a crucial role to utilize the recommendations and lesson learned from the evaluations in strategic decisions in broader programmatic areas.

127. **Composition:** The evaluation committee will be composed of the following staff:

- Simone Parchment, Deputy Country Director, (Chair of the Evaluation Committee)
- Takahiro Utsumi, Head of RAM
- Haimanti Ghosh, Evaluation manager (Evaluation Committee Secretariat)
- Emma Clara Lefu, Head of school based programming, directly in charge of the subject(s) of evaluation
- Manaan Mumma, Head of Nutrition, School feeding & Rice fortification,
- Sneha Lata, Programme policy officer
- Mari Honjo, Regional evaluation officer (REO)

Anticipated Schedule of EC engagement and Time commitments

Evaluation Phase and engagement task	Estimate level of effort indays	Tentative Dates for Baseline Study
Preparation Phase <ul style="list-style-type: none"> ▪ Select and establish ERG membership. ▪ Reviews the revised draft ToR prepared by the EM ▪ Approves the final TOR ▪ Approves the final evaluation team and budget 	1 day	December 2024
Inception Phase <ul style="list-style-type: none"> ▪ Brief the evaluation team on the subject of the evaluation. ▪ Inform evaluation design through discussions with the evaluators. ▪ Support identifying field visit sites on the basis of selection criteria ▪ Review the revised draft IR ▪ Approve the final IR 	2 days	May 2025
Data Collection Phase <ul style="list-style-type: none"> ▪ Act as key informants: responds to interview questions ▪ Facilitate access to sources of contextual information and data, and to stakeholders ▪ Attend the end of field work debriefing(s) meeting ▪ Support the team in clarifying emerging issues/gaps how to fill them 	2 days	May-June 2025
Analysis and Reporting Phase <ul style="list-style-type: none"> ▪ Review final evaluation report after quality assurance by ET + EM ▪ Approve the final ER 	2 days	July-August 2025
Dissemination and Follow-up Phase <ul style="list-style-type: none"> ▪ Decide whether management agrees, partially agrees or does not agree with the recommendations and provides justification ▪ Lead preparation of the management response to the evaluation recommendations 	2 days	September 2025

Annex 4. Role, composition and schedule of engagement of the evaluation reference group

128. **Purpose and role:** The evaluation reference group (ERG) is an advisory group providing advice and feedback to the evaluation manager and the evaluation team at key moments during the evaluation process. It is established during the preparatory stage of the evaluation and is mandatory for all DEs.

The overall purpose of the evaluation reference group is to contribute to the credibility, utility and impartiality of the evaluation. Also, ERG will apply the learning from evaluations in programme improvements and effectiveness. For this purpose, its composition and role are guided by the following principles:

- **Transparency:** Keeping relevant stakeholders engaged and informed during key steps ensures transparency throughout the evaluation process
- **Ownership and Use:** Stakeholders' participation enhances ownership of the evaluation process and products, which in turn may impact on its use
- **Accuracy:** Feedback from stakeholders at key steps of the preparatory, data collection and reporting phases contributes to accuracy of the facts and figures reported in the evaluation and of its analysis.

Composition

Country office	Name
Core members: <ul style="list-style-type: none"> • Deputy Country Director (Chair of ERG) • Head of Programme, CO • Head of RAM, CO • M&E Officer, Evaluation Manager (ERG Secretariate) • Head of Nutrition, School feeding & Rice fortification • Head of School based Programming, CO • Head of Field Operations, CO 	<ul style="list-style-type: none"> ▪ Simone Parchment ▪ Riccardo Suppo ▪ Takahiro Utsumi ▪ Haimanti Ghosh ▪ Manaan Mumma ▪ Emma Clara Lefu ▪ Hafiza Khan
Regional bureau	Name
Core members: <ul style="list-style-type: none"> • Regional Evaluation Officer • Regional Programme Policy Officer -School feeding unit 	<ul style="list-style-type: none"> ▪ Mari Honjo ▪ Chitraporn Vanaspongse
Headquarters	Name
<ul style="list-style-type: none"> ▪ Evaluation Analyst, School Meals and Social Protection Service (PPGS) 	<ul style="list-style-type: none"> ▪ Julia Kammermeier
Washington Office	Name
<ul style="list-style-type: none"> ▪ WFP Washing ton Office, HW/WAS Technical unit representative 	Haley Hardie or Miki Yoshimura
USDA	Name
USDA representative	Stephanie Hofmann Carolina Koldys Sarah Gilleski (USDA Dhaka)
External Partners	Name
<ul style="list-style-type: none"> • Directorate of Primary Education, Director (Planning & Development) • Room to Read, Representative • FAO, Deputy Country Director 	<ul style="list-style-type: none"> ▪ Md. Mizanul Haq, ▪ Rakhi Sarkar ▪ Dia Sanou

<ul style="list-style-type: none"> Center for Natural Resource Studies (CNRS), Representative 	<ul style="list-style-type: none"> Dr. M. Mokhlesur Rahman
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Schedule of ERG engagement and Time commitments

Evaluation Phase and engagement task	Estimate level of effort in days	Tentative Dates for Baseline Study
Preparation Phase <ul style="list-style-type: none"> Review and comment on the draft ToR Where appropriate, provide input on the evaluation questions. Identify source documents useful to the evaluation team Attend ERG meeting/conference call etc 	1 day	December 2024
Inception Phase <ul style="list-style-type: none"> Meet with evaluation team to discuss how the evaluation team can design a realistic/practical, relevant and useful evaluation. Identify and facilitate dialogues with key stakeholders for interviews Identify and access documents and data Help identify appropriate field sites according to selection criteria set up by the evaluation team in the inception report. Review and comment on the draft Inception Report 	1 days	May 2025
Data Collection Phase <ul style="list-style-type: none"> Act as a key informant: respond to interview questions Provide information sources and facilitate access to data Attend the evaluation team's end of field work debriefing 	2 days	May - June 2025
Analysis and Reporting Phase <ul style="list-style-type: none"> Review and comment on the draft evaluation report focusing on accuracy, quality and comprehensiveness of findings, and of links to conclusions and recommendations. 	2 days	July-August 2025
Dissemination and Follow-up Phase <ul style="list-style-type: none"> Disseminate final report internally and externally, as relevant. Share findings within units, organizations, networks and at events. Provide input to management response and its implementation 	2 days	September 2025

Annex 5. Communication, Learning and Knowledge Management Plan

1. To ensure a smooth and efficient process and enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders. These will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders. Upon finalisation of the baseline and evaluation reports, the WFP Bangladesh CO will organize workshops with key stakeholders including government, the Ministry is the Ministry of Primary and Mass Education, Sub-recipient , USDA, civil society, UN partners to discuss findings and where relevant develop a management response to findings. The evaluation team should include a detailed communication plan and/or dissemination strategy in the overall evaluation design.
2. The Communication and Learning Plan should include a GEEW responsive dissemination strategy, indicating how findings including GEEW will be disseminated and how stakeholders interested or those affected by GEEW issues will be engaged.
3. As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available. As such, the evaluation team should include a detailed communication plan and/or dissemination strategy in the overall evaluation design. Specific communication products for each output will be finalised at the inception stage.

Communication and Knowledge Management Plan

When Evaluation phase	What Product	To whom Target audience	From whom Creator lead	How: Communication channel	Why: Communication purpose
Preparation	Draft TOR	Evaluation Reference Group	Evaluation manager	Email: ERG meeting if required	To request review of and comments on TOR
	Final TOR	Evaluation Reference Group; WFP Management; Evaluation community; WFP CO Program Team (SF); USDA McGovern Dole Teams.	Evaluation manager	Email; WFPgo; WFP.org	To inform of the final or agreed upon overall plan, purpose, scope and timing of the evaluation
Inception	Draft Inception report	Evaluation Reference Group	Evaluation manager	Email and Teams meetings	To request review of and comments on IR
	Final Inception Report	Evaluation Reference Group; WFP CO Program Team (SF), Field Team; WFP RBB evaluation unit; WFP WAS and USDA McGovern Dole Teams (for reference)	Evaluation manager	Email and Teams; WFPgo	To inform key stakeholders of the detailed plan for the evaluation, including critical dates and milestones, sites to be visited, stakeholders to be engaged, gov't official informing letter for field work plan and schedule for data collection.
Data collection	Debriefing power-point	WFP CO management and program staff; Evaluation Reference Group	Team leader (may be sent to EM who then forwards to the relevant staff)	Meeting	To invite key stakeholders to discuss the preliminary findings
	Validation of initial findings from data analysis	WFP CO and FO program team Implementing Partner Gov't Partners	Evaluation manager with support of WFP CO Program Team (SF)	Validation meeting/Workshop	To validate the findings and providing inputs on recommendations from the relevant stakeholders of school feeding implementation. The workshop may take place at the reporting phase.
Reporting	Draft Evaluation report	Evaluation Reference Group	Evaluation manager	Email	To request review of and comments on ER
	Final Evaluation report	Evaluation Reference Group; WFP Management; donors and partners; Evaluation community; WFP employees; general public , USDA	Evaluation manager	Email; WFPgo; WFP.org;	To inform key stakeholders of the final main product from the evaluation and make the report available publicly
Dissemination &	Draft Management	Evaluation Reference Group; CO	Evaluation manager	Email and/or a webinar	To discuss the commissioning office's actions

When Evaluation phase	What Product	To whom Target audience	From whom Creator lead	How: Communication channel	Why: Communication purpose
Follow-up	Response	Program staff; CO M&E staff; Regional Program Officers			to address the evaluation recommendations and elicit comments
	Final Management Response	Evaluation Reference Group; WFP Management; WFP employees; general public, USDA	Evaluation manager	Email; WFPgo; WFP.org;	To ensure that all relevant staff are informed of the commitments made on taking actions and make the Management Response publicly available
Dissemination & Follow-up (Associated Content)	Evaluation Brief	WFP Management; WFP employees; USDA and other WFP donors and partners; National decision-makers	Evaluation manager	WFP.org, WFPgo	To disseminate evaluation findings
	Infographics, posters & data visualisation	USDA and other WFP donors and partners; Evaluation community; National decision-makers; Affected populations, beneficiaries and communities	Evaluation Team; OEV/RB/CO Communications/ KM unit	WFP.org, WFPgo; Evaluation Network platforms (e.g. UNEG, ALNAP); space	

Annex 6. Performance Indicators

Note: This annex may be updated pending the donor’s feedback to the Performance Monitoring Plan

Performance Indicator	Indicator Definition and Unit of Measurement	Data Source	Method/Approach of Data Collection or Calculation	Data Collection		Data Analysis, Use & Reporting	
				When	Who	Why	Who
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	<p>Proportion of learners who attain the specified threshold at the end of two grades of primary schooling, the beginning of the third year of primary schooling, or the equivalent levels of accelerated learning programs. Students and learners in formal and non-formal education programs should be included.</p> <p>The specified thresholds are:</p> <ul style="list-style-type: none"> -Percentage of student who can correctly read at least 45 words per minute -Percentage of student who can correctly answer at least 50% of the reading comprehension. <p>UNIT OF MEASUREMENT: Percent</p>	Grade reading assessment sheet	Data will be generated through early grade literacy skill assessment (EGLSA) of students	Baseline, Midterm, and Endline	Data will be collected by the enumerators of an evaluation firm in agreement with WFP	<p>To monitor the improvement of literacy skills of the school children as a result of USDA assistance in Habiganj</p> <p>Contribute to project review and donor/corporate reporting</p>	The analysis will be carried out by an evaluation firm based on the USDA Indicator Handbook

	Disaggregation: Sex: Male, Female						
Average student attendance rate in USDA supported classrooms/schools	<p>This indicator measures the average attendance rate of males and females attending USDA supported schools. The indicator tracks any change over time in the attendance rate.</p> <p>UNIT OF MEASUREMENT: Percent</p> <p>Disaggregation: Sex: Male, Female</p>	School attendance records	Data will be collected from attendance record of the individual student from representative sample schools in twice per year, which will be triangulate with regular monitoring data. The indicator doesn't rely on tracking individual student's attendance, but rather reflects an "attendance rate" calculated by how many children are in attendance at a given time compared to how many could be (based on enrollment). External evaluators should replicate the attendance rate data collection and calculation method during each evaluation to triangulate project monitoring data.	Twice per year	WFP/subrecipient	<p>To monitor the improvement of student attendance in school as a result of USDA assistance in Habiganj</p> <p>Contribute to project review and donor/ corporate reporting</p>	The analysis will be carried out by WFP

<p>Number of teaching and learning materials provided as a result of USDA assistance</p>	<p>This indicator measures the number of teaching and learning materials provided as a result of USDA assistance. This may represent a range of final 'products', including materials that are designed and then printed and published, or documents that are purchased and distributed</p> <p>UNIT OF MEASUREMENT: Number: Teaching/ Learning Materials</p> <p>Disaggregation: Material type: Improved Instructional materials, Supplementary Reading Materials, Other</p>	<p>School records of teaching and learning materials received from the programme</p>	<p>Subrecipient will collect the data by reviewing school records of teaching and learning materials</p>	<p>Twice per year</p>	<p>Subrecipient in agreement with WFP</p>	<p>To monitor that adequate teaching and learning materials, are available to supporting educational quality in Habiganj.</p>	<p>The analysis will be carried out by WFP</p>
<p>Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance</p>	<p>This outcome indicator measures the number of teachers/educators/teaching assistants who are using improved techniques and tools in their classrooms as a result of USDA assistance. The successful application requires that teachers, educators, and teaching assistants have incorporated the learned methods into their curriculum and are actively applying these methods in their daily classroom instruction</p> <p>UNIT OF MEASUREMENT: Number: Teachers / Educators / Teaching Assistants</p> <p>Disaggregation:</p>	<p>Teaching observation report</p>	<p>Data will be collected through a representative sample of schools through structured monitoring tools to observe teachers' demonstration and use of new and quality techniques. In this tool, related/specific questions also will be added for teacher and student interviews. Teacher training related documents will be reviewed.</p>	<p>Annually</p>	<p>WFP/subrecipient</p>	<p>To understand the increased capacity of teachers to provide quality teaching in Habiganj.</p>	<p>The analysis will be carried out by WFP</p>

	Sex: Male, Female						
Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	<p>This is an output indicator measuring the number of teachers/educators/training assistants trained or certified directly as a result of USDA funding in whole or in part.</p> <p>Trainings should be counted only if they are at least two working days in duration (16 hours).</p> <p>UNIT OF MEASUREMENT:</p> <p>Number: Teachers / Educators / Teaching Assistants</p> <p>Disaggregation:</p> <p>Sex: Male, Female</p>	Program participant training records and reports	Data will be collected from detailed training lists for all training sessions and reports	Twice per year	WFP/subrecipient	This indicator provides an overall sense of scope by giving a count of the total number of teachers/educators trained through pre-service training in Habiganj	The analysis will be carried out by WFP
Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	<p>This outcome indicator measures the total number of school administrators in Habiganj and Cox's Bazar who are applying the new knowledge and skills received in USDA-supported training and certification programs. Areas of training may include finance, management (e.g. logistics, monitoring, personnel use and support), governance (e.g., legislation, communication, enforcement), infrastructure (e.g. building,</p>	Monitoring reports of school visit and observations	Data will be collected through a representative sample of schools, during school visits with structured monitoring tools on observation where related/specific interview questions will also be added for administrators and officials. Also, the training reports will be reviewed.	Annually	WFP/subrecipient	Increasing the skills and knowledge of school administrators builds human capital and supports institutional capacity building in countries.	The analysis will be carried out by WFP

	<p>supplies), or quality assurance for improving literacy skills. School administrators should demonstrate the use of at least one new technique or technology in their standard practices or procedures related to finance, management, infrastructure, or quality assurance of instruction</p> <p>UNIT OF MEASUREMENT: Number: Administrators/ Officials</p> <p>Disaggregation: Sex: Male, Female</p>						
<p>Number of school administrators and officials trained or certified as a result of USDA assistance</p>	<p>This is an output indicator measuring the number of school administrators and officials (e.g. principals, superintendents) trained or certified directly in Habiganj and Cox's Bazar as a result of USDA funding in whole or in part. Successful completion requires that trainees meet the completion requirements of the structured training program as defined by the program offered. Training should be at least two working days (16 hours) in duration</p> <p>UNIT OF MEASUREMENT:</p>	<p>School administrators and officials training participant list</p>	<p>Data will be collected from training records and reports</p>	<p>Twice per year</p>	<p>WFP/subrecipient</p>	<p>Training school administrators or education officials builds human capital and supports institutional capacity building in countries.</p>	<p>The analysis will be carried out by WFP</p>

	<p>Number: Administrators/ Officials Disaggregation: Sex: Male, Female</p>						
<p>Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance</p>	<p>This indicator measures the number of classrooms/schools/latrines/improved water sources rehabilitated or constructed in whole or in part by a USDA-funded project.</p> <p>UNIT OF MEASUREMENT: Number: Facilities</p> <p>Disaggregation: Type of Facilities: Classrooms, Kitchens, Improved water sources, latrines, other school grounds or school grounds or buildings</p>	<p>Programme records and observation reports</p>	<p>Data will be collected by observation, interview, and document review at school</p>	<p>Twice per year</p>	<p>WFP/subrecipient</p>	<p>To monitor the progress of implementation for educational facilities in Habiganj.</p>	<p>The analysis will be carried out by WFP</p>
<p>Number of students enrolled in school receiving USDA assistance</p>	<p>This is an outcome indicator measuring the number of school-age students or learners formally enrolled in school or equivalent non-school based settings for the purpose of acquiring academic basic education skills or knowledge.</p> <p>UNIT OF MEASUREMENT: Number</p>	<p>Enrollment records and programme reports</p>	<p>School enrollment data will be recorded from the report and verified periodically in sample schools as random check</p>	<p>Annually</p>	<p>WFP/subrecipient</p>	<p>To track the progress of school enrollment over the years in Habiganj.</p>	<p>The analysis will be carried out by WFP</p>

	Disaggregation: Sex: Male, Female						
Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	<p>Number of education enabling environment policies/regulations/administrative procedures in the areas of education, including school feeding, school finance, assessment, teacher recruitment and selection. Count the highest stage completed during the reporting year</p> <p>UNIT OF MEASUREMENT: Number: Policies, regulations, and/or administrative procedures and supplementary narrative</p> <p>Disaggregation: Type of Policy: Educational, Child Health and Nutrition Stage: Stage 1 to 5</p>	Project records of activities and capacity building carried out by the project	Data collected at the project-level, through desk review of the project record of activities and capacity building carried out by the project	Annually	WFP	The analysis will provide evidence to track the progress of policies/regulations/administrative procedures in the various stages of progress towards MGD framework	The analysis will be carried out by WFP
(Stage 1: Analyzed)	<p>Underwent the first stage of the policy reform process i.e. analysis (review of existing policy/regulation/administrative procedure and/or proposal of new policy/regulations/administrative procedures</p> <p>UNIT OF MEASUREMENT:</p>	Project records of activities and capacity building carried out by the project	Data collected at the project-level, through desk review of the project record of activities and capacity building carried out by the project	Annually	WFP	The analysis will provide evidence to track the progress of policies/regulations/administrative procedures in the various stages of progress towards MGD framework	The analysis will be carried out by WFP

	<p>Number: Policies, regulations, and/or administrative procedures and supplementary narrative</p> <p>Disaggregation:</p> <p>Type of Policy:</p> <p>Educational, Child Health and Nutrition</p>						
(Stage 2: Drafted and presented for public/stakeholder consultation)	<p>Underwent the second stage of the policy reform process. The second stage includes public debate and/or consultation with stakeholders on the proposed new or revised policy/regulation/administrative</p> <p>UNIT OF MEASUREMENT: Number: Policies, regulations, and/or administrative procedures and supplementary narrative</p> <p>Disaggregation:</p> <p>Type of Policy:</p> <p>Educational, Child Health and Nutrition</p>	Project records of activities and capacity building carried out by the project	Data collected at the project-level, through desk review of the project record of activities and capacity building carried out by the project	Annually	WFP	The analysis will provide evidence to track the progress of policies/regulation s/administrative procedures in the various stages of progress towards MGD framework	The analysis will be carried out by WFP
(Stage 3: Presented for legislation/decre)	<p>Underwent the third stage of the policy reform process (policies were presented for legislation/decre to improve the policy environment for education)</p>	Project records of activities and capacity building carried out by the project	Data collected at the project-level, through desk review of the project record of activities and capacity building carried out by the	Annually	WFP	The analysis will provide evidence to track the progress of policies/regulation s/administrative procedures in the	The analysis will be carried out by WFP

	<p>UNIT OF MEASUREMENT: Number: Policies, regulations, and/or administrative procedures and supplementary narrative</p> <p>Disaggregation:</p> <p>Type of Policy: Educational, Child Health and Nutrition</p>		project			various stages of progress towards MGD framework	
(Stage 4: Passed/Approved)	<p>Underwent the fourth stage of the policy reform process [official approval (legislation/decreed) of new or revised policy/regulation/administrative procedure by relevant authority]</p> <p>UNIT OF MEASUREMENT: Number: Policies, regulations, and/or administrative procedures and supplementary narrative</p> <p>Disaggregation:</p> <p>Type of Policy: Educational, Child Health and Nutrition</p>	Project records of activities and capacity building carried out by the project	Data collected at the project-level, through desk review of the project record of activities and capacity building carried out by the project	Annually	WFP	The analysis will provide evidence to track the progress of policies/regulations/administrative procedures in the various stages of progress towards MGD framework	The analysis will be carried out by WFP
(Stage 5: Passed for which implementation has begun)	<p>Completed the policy reform process (implementation of new or revised policy/regulation/administrative procedure by relevant authority)</p> <p>UNIT OF MEASUREMENT: Number: Policies, regulations, and/or administrative</p>	Project records of activities and capacity building carried out by the project	Data collected at the project-level, through desk review of the project record of activities and capacity building carried out by the project	Annually	WFP	The analysis will provide evidence to track the progress of policies/regulations/administrative procedures in the various stages of progress towards MGD framework	The analysis will be carried out by WFP

	<p>procedures and supplementary narrative</p> <p>Disaggregation:</p> <p>Type of Policy:</p> <p>Educational, Child Health and Nutrition</p>						
<p>Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition</p>	<p>The term “investments” is defined as public or private sector resources intended to complement existing/ongoing USDA-funded activities (i.e. education or nutrition activity, as described below), including resources provided for purposes of cost-share or matching.</p> <p>UNIT OF MEASUREMENT:</p> <p>U.S. Dollar</p> <p>Disaggregation:</p> <p>Type of investment:</p> <p>Host government amount, Other Public sector amount, Private sector amount, New USG commitment amount</p>	<p>Partnership records/agreements</p>	<p>Data will be collected by reviewing partnership records/agreements.</p>	<p>Annually</p>	<p>WFP</p>	<p>To monitor the increase in investment in support of school-based programming</p>	<p>The analysis will be carried out by WFP</p>
<p>Number of Parent-Teacher Associations (PTAs) (or similar “school” governance structures supported as a result of USDA assistance.</p>	<p>This indicator tracks the number of PTA and SMCs that are supported by USDA during the reporting period. USDA support includes, but is not limited to, direct financial support (grants), coaching/mentoring provided to the group, and/or training in skills</p>	<p>Programme records of PTA / SMCs meetings and reports</p>	<p>Data will be collected by programme document review</p>	<p>Twice per year</p>	<p>WFP/subrecipient</p>	<p>This analysis will help to improve the governance structure of schools which ensure accountability of school administration and</p>	<p>The analysis will be carried out by WFP</p>

	<p>related to serving on a PTA, SMC.</p> <p>UNIT OF MEASUREMENT: Number: PTAs/SMCs</p> <p>Disaggregation: None</p>					education environment in Habiganj..	
<p>Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance</p>	<p>A school meal may include a breakfast or lunch meal or a snack provided in the mornings or afternoon during the school period. A school meal is counted each time it is provided to a student in a USDA-supported project. Only USDA-supported school meal distribution where meals are provided with USDA commodities and/or local products with LRP funds will be counted.</p> <p>UNIT OF MEASUREMENT: Number: Meals</p> <p>Disaggregation: None</p>	<p>Daily meal plan of schools, programme records and reports</p>	<p>Data will be collected by programme reports</p>	<p>Twice per year</p>	<p>WFP/subrecipient</p>	<p>To monitor that school meals are available to children in regular basis as per meal plan in Habiganj.</p>	<p>WFP</p>
<p>Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance</p>	<p>A school meal may include a breakfast or lunch meal or a snack provided in the mornings or afternoon during the school period. Only USDA-supported school meal distribution where meals are provided with USDA commodities and/or local products with LRP funds will be counted.</p> <p>UNIT OF MEASUREMENT:</p>	<p>Student attendance register, programme records and reports</p>	<p>Data will be collected by programme reports</p>	<p>Twice per year</p>	<p>WFP/subrecipient</p>	<p>To monitor that school meals are available for each child in regular basis who attend the school at distribution day in Habiganj.</p>	<p>WFP</p>

	<p>Number: Children</p> <p>Disaggregation:</p> <p>Sex: Male, Female; Duration: New, Continuing</p>						
Quantity of take-home rations provided (in metric tons) as a result of USDA assistance	<p>The indicator measures the total quantity of take-home rations provided during the reporting period, in metric tons. Take-home rations are provided to a student in a USDA-supported project.</p> <p>UNIT OF MEASUREMENT:</p> <p>Number: metric tons</p> <p>Disaggregation:</p> <p>Type of commodity: UHT milk, fortified biscuits</p>	Programme food distribution records, reports.	Data will be collected by programme reports	Twice per year	WFP/subrecipient	To track the quantity of commodities provided as take-home ration in Habiganj.	WFP
Number of individuals receiving take-home rations as a result of USDA assistance	<p>The indicator measures the total number of students who received take-home rations during the reporting period.</p> <p>UNIT OF MEASUREMENT:</p> <p>Number: Children</p> <p>Disaggregation:</p> <p>Type of beneficiaries:</p> <p>Male student, Female student;</p>	Student attendance register, programme records and reports	Data will be collected by programme reports	Twice per year	WFP/subrecipient	To monitor the coverage of take-home rations in Habiganj.	WFP

	Duration: New, Continuing						
Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	<p>Productive safety nets are programs that protect and strengthen food insecure households' physical and human capital by providing regular resource transfers in exchange for time or labor. School feeding programs build human capital as it is used to encourage children's attendance in school and help them benefit from the instruction received. Only USDA-supported school meal distribution where meals are provided with USDA commodities and/or local products with LRP funds will be counted.</p> <p>UNIT OF MEASUREMENT: Number: Individuals</p> <p>Disaggregation: Sex: Male, Female; Duration: New, Continuing; Type of Services Provided: Food, Training</p>	Participant list, programme reports	Data will be collected from program records and reports	Annually	WFP/subrecipient	To monitor the beneficiary coverage for productive safety nets in Habiganj..	WFP
Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	<p>This indicator measures the total number of individuals who are applying the new knowledge and skills received in USDA-supported training and certification programs. Individuals should demonstrate the use of at least one new practice in their lives or work intended to improve children's health or nutritional status</p>	Observation reports, student interviews	Data will be collected through representative sample students' interviews involving structured observation. Also student and teacher interviews will include relevant assessment questions in the	Annually	WFP/ sub recipient	To monitor the improvement of individual school children's behavior about child health and nutrition practices as a result of USDA assistance in Habiganj.	The analysis will be carried out by WFP

	<p>UNIT OF MEASUREMENT: Number: Individuals</p> <p>Disaggregation: Sex: Male, Female</p>		checklist				
<p>Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance</p>	<p>This indicator measures the total number of individuals who are applying the new knowledge and skills received in USDA-supported training and certification programs. Individuals should demonstrate the use of at least one new practice in their lives or work that supports safe food preparation and storage.</p> <p>UNIT OF MEASUREMENT: Number: Individuals</p> <p>Disaggregation: Sex: Male, Female</p>	<p>Observation reports, Teachers and administrator interviews</p>	<p>Data will be collected from representative sample teacher/administrator who will be responsible for food storage. Also regular monitoring school site observations repots, students interviews will be collected which will be triangulated</p>	<p>Annually</p>	<p>WFP/subrecipient</p>	<p>To measure the food preparation and storage system practices at schools after receiving the training on new safe food preparation and storage practices in Habiganj.</p>	<p>WFP</p>
<p>Number of individuals trained in safe food preparation and storage as a result of USDA assistance</p>	<p>This is an output indicator measuring the number of health professionals or others trained or certified in safe food preparation and storage directly as a result of USDA funding in whole or in part. Successful completion requires that trainees meet the completion requirements of the structured training program as defined by the program offered. Training should be at least two working days (16 hours) in duration</p>	<p>School administrators/officials and teacher training participant list and reports</p>	<p>Data will be collected from training records and reports</p>	<p>Twice per year</p>	<p>WFP/subrecipient</p>	<p>To measure the adequate number of trained human capital in schools to ensure food safety for students in Habiganj.</p>	<p>The analysis will be carried out by WFP</p>

	<p>UNIT OF MEASUREMENT: Number: Individuals</p> <p>Disaggregation: Sex: Male, Female</p>						
Number of individuals trained in child health and nutrition as a result of USDA assistance	<p>This is an output indicator measuring the number of health professionals or others trained or certified in child health and nutrition directly as a result of USDA funding in whole or in part. Successful completion requires that trainees meet the completion requirements of the structured training program as defined by the program offered. Training should be at least two working days (16 hours) in duration</p> <p>UNIT OF MEASUREMENT: Number: Individuals</p> <p>Disaggregation: Sex: Male, Female</p>	School administrators/officials and teachers training participant list and reports	Data will be collected from training records and reports	Twice per year	WFP/subrecipient	To measure the adequate number of trained and knowledgeable human capital in schools in child health and nutrition in Habiganj.	The analysis will be carried out by WFP
Number of schools using an improved water source	<p>This indicator measures the number of project/targeted schools using an improved water source.</p> <p>UNIT OF MEASUREMENT: Number: Schools</p> <p>Disaggregation: None</p>	Observation reports, programme records and reports	Data will be collected from programme records and reports	Twice per year	WFP/subrecipient	To monitor adequate access to safe water and sanitation services for children who attending school in Habiganj..	The analysis will be carried out by WFP

Number of schools with improved sanitation facilities	<p>This indicator measures whether there are adequate sanitary facilities at each project/targeted school and whether that sanitary facility meets the improved sanitation standards defined in the Millennium Development Goals (MDGs).</p> <p>UNIT OF MEASUREMENT: Number: Schools Disaggregation: None</p>	Observation reports, programme records and reports	Data will be collected from programme records and reports	Twice per year	WFP/subrecipient	To monitor adequate access to safe water and sanitation services for children who attending school in Habiganj.	The analysis will be carried out by WFP
Number of students receiving deworming medication(s)	<p>This indicator measures the number of students in a fiscal year that have received deworming medication(s), usually through the distribution of deworming tablets at school.</p> <p>UNIT OF MEASUREMENT: Number: Students Disaggregation: None</p>	Completion forms completed by health professional, programme records and reports, student interviews	Data will be collected from programme records, reports and student interviews	Twice per year	WFP/subrecipient	To measure nutritional status of students in Habiganj.	The analysis will be carried out by WFP
Number of individuals participating in USDA food security programs	<p>This is an output indicator measuring the number of individuals directly participating in USDA-funded interventions, including those we reach directly and those reached as part of a deliberate service strategy. Individuals should not be double counted. Individuals</p>	Participant tracking records and reports	Data will be collected from programme records and reports about participants number	Annually	WFP/subrecipient	This indicator is designed to capture the access to services and overall project direct beneficiaries in Habiganj and Cox's Bazar.	WFP

	<p>may receive multiple interventions in one fiscal year but should only be counted upon first receipt of project interventions. For example, if one individual participates in multiple USDA-sponsored training courses in a given fiscal year, they will only be counted one time in that fiscal year. Individuals participating in USDA-sponsored training courses in multiple fiscal years may be counted once in each fiscal year, but only once in the life-of-project total</p> <p>UNIT OF MEASUREMENT: Number: Individuals</p> <p>Disaggregation:</p> <p>Sex: Male, Female</p> <p>Type of individual: Smallholder producers, Teachers/School Administrators/Cooks, Parents/Caregivers, Households, School-aged children, Government officials, Others</p>						
Number of individuals benefiting indirectly from USDA-funded interventions	This is an output indicator measuring the number of individuals indirectly benefitting from USDA-funded interventions. The individuals will not be directly engaged with a project activity or come into direct contact with a set of	Participant tracking records and reports	Data will be collected from programme records and reports about participants number	Annually	WFP/subrecipient	This indicator tracks indirect impact of project on community or area of intervention.	WFP

	<p>interventions (goods or services) provided by the project. Family members of students receiving school meals will be counted as 3 members from a household will be indirect beneficiary excluded the student.</p> <p>UNIT OF MEASUREMENT: Number: Individuals Disaggregation: None</p>						
Number of schools reached as a result of USDA assistance	<p>The indicator tracks the number of schools reached with any project activities (both direct implementation of school feeding and supporting activities), such as teacher trainings, or other capacity building activities during the reporting period by any project activity.</p> <p>UNIT OF MEASUREMENT: Number: Schools Disaggregation: None</p>	Programme records and reports	Data will be collected from programme records and reports	Twice per year	WFP/subrecipient	This indicator measures number of school received USDA assistance directly in Habiganj and Cox's Bazar.	WFP
Cost of transport, storage and handling of commodity procured as a result of USDA assistance (by commodity)	<p>This indicator will collect the cost (in US dollars) of transport, storage and handling for procured commodities by commodity type. Report exchange rate in comments in FAIS</p> <p>UNIT OF MEASUREMENT: US Dollars Disaggregation:</p>	Programme records and reports, cost records of commodities	Data will be collected by programme records and reports	Twice per year	WFP/subrecipient	This indicator tracks total LRP cost to understand the local or regional transport markets in Habiganj.	WFP

	Type of commodity: UHT milk, Eggs, Fruit						
Cost of commodity procured as a result of USDA assistance (by commodity and source country)	<p>This indicator will collect the cost (in US dollars) of procured commodities by commodity type and source country. Report exchange rate in comments in FAIS. Costs of procured commodities exclude all freight costs</p> <p>UNIT OF MEASUREMENT: US Dollars</p> <p>Disaggregation: Type of commodity: UHT milk, Eggs, Fruit</p>	Programme records and reports, cost records of commodities	Data will be collected by programme records and reports	Twice per year	WFP/subrecipient	This measurement helps track access to markets and availability of commodities in the beneficiary areas (Habiganj) and LRP programme's impacts on the local or regional market	WFP
Quantity of commodity procured as a result of USDA assistance (by commodity and source country)	<p>This indicator will collect the quantity of commodities procured (in metric tons (MT) through USDA local and regional procurement program. This includes the quantity of all procured commodity(ies) as a result of USDA investment during the reporting period.</p> <p>UNIT OF MEASUREMENT: Metric Tons</p> <p>Disaggregation: Source Country, Type of commodity: UHT milk, Eggs, Fruit</p>	Programme records and reports, cost records of commodities	Data will be collected by programme records and reports	Twice per year	WFP/subrecipient	This indicator measures the amount of food provided to direct beneficiaries in Habiganj and is an indication of the availability of local foods for those beneficiaries receiving USDA assistance.	WFP

<p>Value of annual sales of farms and firms receiving USDA assistance</p>	<p>This indicator measures the value in U.S. dollars of the total amount of sales of products and services by USDA-assisted farms and firms during the reporting year within USDA-supported agricultural commodity value chains or markets. This indicator also collects additional data points on the value of sales in local currency and the number of activity participants, including the number of producers and the number of assisted private sector firms. Under participants, count the number of assisted producers for whom sales data are available. Include producers reached directly with outreach and those buying from or selling to USDA-assisted firms in a systems strengthening approach. For firms, count the USDA-assisted firm as the participant</p> <p>UNIT OF MEASUREMENT: U.S. Dollar</p> <p>Disaggregation: Type of product or service: agricultural commodities, Type of producer/firm: smallholder producers, Sex (male & female) and age (15-29 years, 30+ years, mixed) of producers</p>	<p>Programme records and reports, cost records of commodities including records from participant producers</p>	<p>Data will be collected by programme records and reports</p>	<p>Annually</p>	<p>WFP/subrecipient</p>	<p>This measurement also helps track access to markets and progress toward commercialization by farmers and enterprises receiving USDA assistance in Habiganj.</p>	<p>WFP</p>
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<p>Volume of commodities sold by farms and firms receiving USDA assistance</p>	<p>This indicator will collect the volume (as calculated in gross metric tons (MT)) of sales of targeted commodities by farms and firms receiving USDA assistance. This includes the volume of all sales of targeted commodity(ies), not just the volume of farm-gate sales.</p> <p>UNIT OF MEASUREMENT: Metric Tons</p> <p>Disaggregation: Type of commodity: Fruit, Eggs, Type of producer/firm: smallholder, Sex (male & female) and age (15-29 years, 30+ years, mixed) of producers</p>	<p>Programme records and reports, cost records of commodities including records from participant producers</p>	<p>Data will be collected by programme records and reports</p>	<p>Annually</p>	<p>WFP/subrecipient</p>	<p>This measurement also helps track supply, access to markets, and progress toward commercialization by farmers and enterprises receiving USDA assistance in Habiganj.</p>	<p>WFP</p>
<p>Number of individuals who have received short-term agricultural sector productivity or food security training as a result of USDA assistance</p>	<p>The number of individuals to whom significant knowledge or skills have been imparted through interactions that are intentional, structured, and purposed for imparting knowledge or skills should be counted as received training, through formal or informal means. individuals include agricultural producers, ranchers, fisheries, and other primary sector producers who receive training in a variety of best practices in productivity, post-harvest management, linking to markets, etc. an individual will be counted only once,</p>	<p>Programme records and reports, training participant lists</p>	<p>Data will be collected by programme records and reports</p>	<p>Twice per year</p>	<p>WFP/subrecipient</p>	<p>To measure the enhanced human capacity for increased agriculture productivity, improved food security, policy formulation and/or implementation in Habiganj.</p>	<p>WFP</p>

	<p>regardless of the number of trainings received during the reporting year and whether the trainings covered different topics. sensitization meetings or one-off information meetings will not be counted. Short-term includes all non-degree seeking training</p> <p>UNIT OF MEASUREMENT: Number: Individuals</p> <p>Disaggregation:</p> <p>Sex: Male, Female</p> <p>Type of individual: Producers, People in Government, People in Civil Society, Duration: New, Continuing</p>						
<p>Number of individuals in the agriculture system who have applied improved management practices or technologies with USDA assistance</p>	<p>This indicator measures the total number of agriculture system actors participating in USDA-funded activities who have applied improved management practices and/or technologies promoted by USDA anywhere within the food and agriculture system during the reporting year.</p> <p>UNIT OF MEASUREMENT: Number: Individuals</p> <p>Disaggregation:</p> <p>Value chain actor type: Smallholder Producers, People in government, People in civil society</p>	<p>Programme records and reports, interviews of individuals</p>	<p>Data will be collected by programme records, reports, and include structured observation tools/checklists to measure improved management process and technologies and interviews of individuals</p>	<p>Annually</p>	<p>WFP/subrecipient</p>	<p>This indicator measures the improved management practices and technological change and adoption by different actors in the agricultural system in Habiganj to increase agricultural productivity and support stronger and better functioning systems.</p>	<p>WFP</p>

	<p>Sex: Male, Female</p> <ul style="list-style-type: none"> •Type of Commodity: type of Crop •Commodity: Fruit •Type of Commodity: type of animal or animal product •Commodity: Eggs 						
Average retention rate	<p>The retention rate is defined as the share of students (total as well as disaggregated by sex) enrolled at the beginning of the school year who completed the school year (by either passing to the next grade, repeating the present grade, or graduating from school).</p> <p>UNIT OF MEASUREMENT: Percentage</p> <p>Disaggregation: Sex: Male, Female</p>	School enrollment records and students appeared in final examination records	Data will be collected from enrollment records and final examination records of the individual student	Annually	WFP/subrecipient	<p>To monitor the improvement of students who completed the school year and enrolled in next grade in Habiganj.</p> <p>Contribute to project review and donor/ corporate reporting</p>	The analysis will be carried out by WFP
Average attendance of school teachers	<p>This indicator measures the average attendance rate/percentage of e teachers who are present in the classroom, over a school year. . Teachers' attendance rate will be collected from attendance record at the school for sampled schools and then an average rate will be calculated</p>	School teachers' attendance records	Data will be collected from daily attendance records of school teachers	Annually	WFP/subrecipient	<p>To monitor the improvement of student educational outcomes based on the regular attendance of teachers in Habiganj.</p> <p>Contribute to</p>	The analysis will be carried out by WFP

	<p>UNIT OF MEASUREMENT: Percentage</p> <p>Disaggregation: Sex: Male, Female</p>					project review and donor/ corporate reporting	
Percentage of students unable to concentrate during classroom education as reported by the teacher	<p>This indicator measures inattentiveness of students during classroom education as observed by the teacher. This indicator is defined as the total number of students identified as inattentive by their teacher expressed as a percentage of the population of students.</p> <p>UNIT OF MEASUREMENT: Percentage</p> <p>Disaggregation: Sex: Male, Female</p>	Teachers' observation/ interviews	Data will be collected through a structured questionnaire for teacher interviews with a representative sample of teachers where specific questions will be asked about their observation on inattentiveness of students during classroom education. The questionnaire will be developed by external evaluators.	Baseline, Midterm, and Endline	Data will be collected by the enumerators of an evaluation firm in agreement with WFP	<p>To monitor the improvement of educational outcomes of the school children in Habiganj.</p> <p>Contribute to project review and donor/corporate reporting</p>	The analysis will be carried out by an evaluation firm based on the WFP guidance note
Percentage of children absent from school due to ill health in a month	<p>This indicator measures the percentage of students absent from school because of ill-health which is defined as the overall average percentage of female and male students absent from school due to ill health every month in WFP assisted schools as compared to the total number of enrolled students.</p> <p>UNIT OF MEASUREMENT:</p>	Student absenteeism records in school and interviews of parents	The Indicator will be measured, percentage of students absent for ill-health in the last month, from when the interview is conducted. Data will be collected through interviews from a representative sample of student and parents. Two-stage sampling will be conducted; firstly,	Baseline, Midterm, and Endline	Data will be collected by the enumerators of an evaluation firm in agreement with WFP	<p>To monitor the improvement of attendance rate and reduction in health-related absences of school children in Habiganj.</p> <p>Contribute to project review and donor/corporate reporting</p>	The analysis will be carried out by an evaluation firm based on the WFP guidance note

	<p>Percentage</p> <p>Disaggregation:</p> <p>Sex: Male, Female</p>		<p>a representative sample of schools will be selected and secondly, a representative sample of students will be selected from each grade. The detailed sampling strategy will be explained in inception report of Baseline, midterm and endline evaluation by the evaluation</p> <p>Also, monthly absenteeism records in schools of the individual students will be checked, if the records available for triangulation of overall absenteeism</p>				
<p>Percentage of parents/community people that can mention at least three benefits of education</p>	<p>This indicator is defined as the number of parents/community members interviewed who can independently list a minimum of three benefits of education for school children expressed as a percentage of the total number of people interviewed.</p> <p>UNIT OF MEASUREMENT: Percentage</p>	<p>Interview questionnaire of parents/community people</p>	<p>Data will be collected through interviews from individuals who are parents of representative sample students. The detail sampling strategy will be explained in inception report of Baseline, midterm and endline evaluation by the</p>	<p>Baseline, Midterm, and Endline</p>	<p>Data will be collected by the enumerators of an evaluation firm in agreement with WFP</p>	<p>To monitor the knowledge level of parents/community members about educational benefits which contributes to educational outcomes of school children in Habiganj.</p> <p>Contribute to</p>	<p>The analysis will be carried out by an evaluation firm based on the WFP guidance note</p>

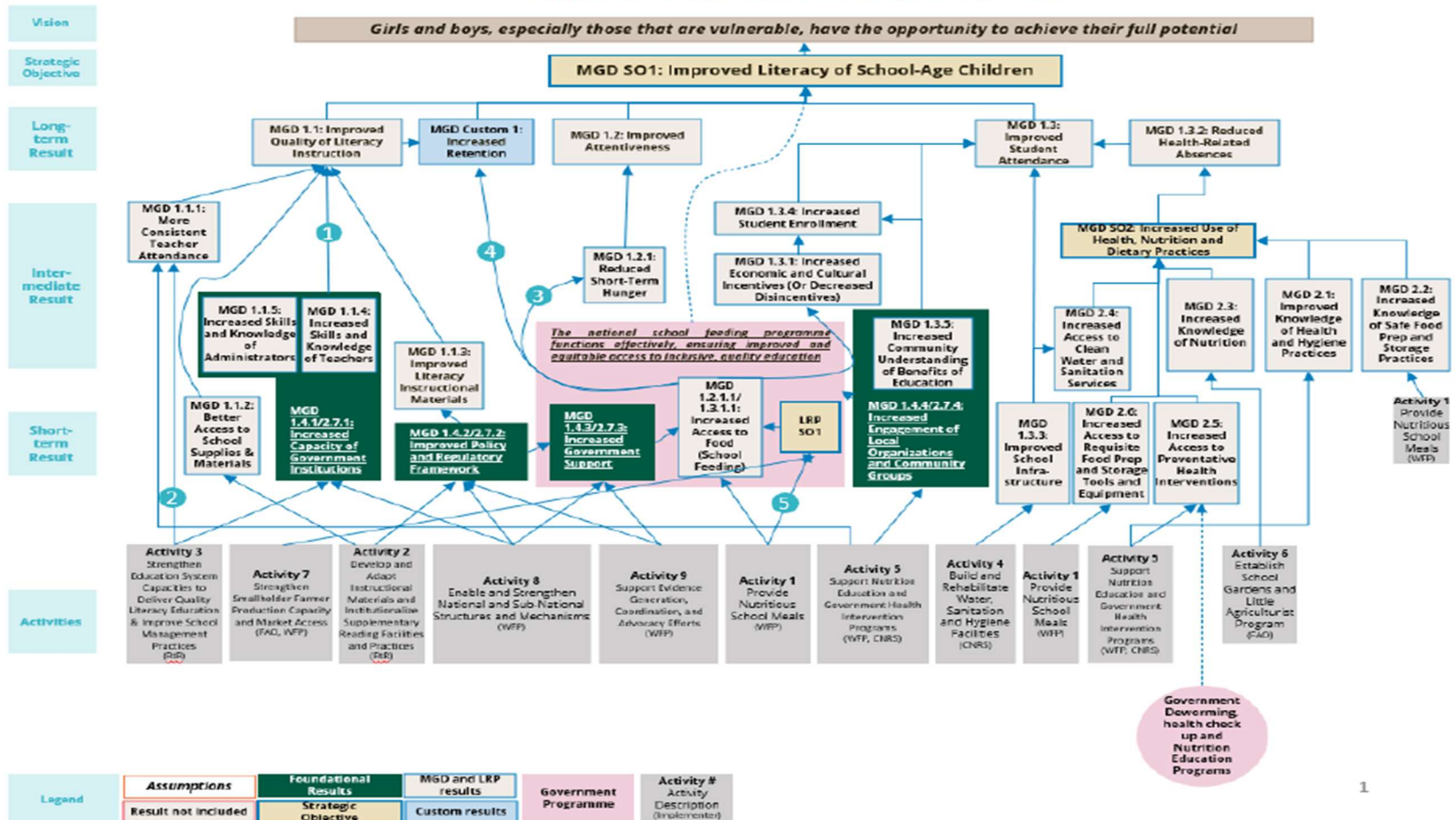
	Disaggregation: Sex: Male, Female		evaluation team.			project review and donor/corporate reporting	
Percentage of students who are able to mention at least 4 key messages on health and hygiene	<p>This indicator is defined as the number of students interviewed who can independently list a minimum of four key messages about health/hygiene expressed as a percentage of the total number of students interviewed. Student who answers at least 4 key messages for example consuming a variety of foods, including vegetables, fruits, protein, and whole grains, drink clean and safe water to prevent from waterborne diseases, washing hands with soap before eating and after using toilet to prevent infections, keeping nails trimmed and hair clean to avoid lice and bacterial infections, brushing teeth twice daily to prevent cavities and maintain oral hygiene. will indicate a good understanding and improved hygiene practices about health and hygiene.</p> <p>UNIT OF MEASUREMENT: Percentage</p> <p>Disaggregation: Sex: Male, Female</p>	Interview questionnaire of individual students	Data will be collected from student interviews which are recorded through baseline, midline and endline. The detail sampling strategy will be explained in inception report of Baseline, midterm and endline evaluation by the evaluation team.	Baseline, Midterm, and Endline	Data will be collected by the enumerators of an evaluation firm in agreement with WFP	<p>To monitor the knowledge level of individual students in Habiganj of health and hygiene topics which indicates improved hygienic practices of students</p> <p>Contribute to project review and donor/corporate reporting</p>	The analysis will be carried out by an evaluation firm based on the WFP guidance note

<p>Number of schools with required facilities for safe food storage and other necessary tools</p>	<p>This indicator identifies the schools that have adequate facilities (for safe food storage and other necessary tools e.g lockable storerooms, availability of pallets, cleaning utensils etc.) to measure and guarantee food safety and hygiene in schools.</p> <p>Adequate facilities include safe storage (minimum distance from wall), well ventilation, maintaining cleanliness on regular basis</p> <p>UNIT OF MEASUREMENT: Number</p> <p>Disaggregation: None</p>	<p>Checklist of monitoring visit, school records</p>	<p>Data will be collected from school records, school monitoring visit checklist</p>	<p>Annually</p>	<p>WFP/subrecipient</p>	<p>To monitor the improvement of food storage arrangements of each school in Habiganj which is supported by USDA assistance</p> <p>Contribute to project review and donor/ corporate reporting</p>	<p>The analysis will be carried out by WFP</p>
<p>Percentage of LRP contracts executed within the agreed upon timeframe</p>	<p>The project will enter into legal contracts with farmers/suppliers at the local level and the indicator identifies, among the contracts signed, the number of farmers/suppliers that meet the delivery agreements specified in the contract.</p> <p>UNIT OF MEASUREMENT: Percentage</p> <p>Disaggregation: None</p>	<p>Signed Contract papers, school records</p>	<p>Data will be collected from school records and signed contract papers</p>	<p>Annually</p>	<p>WFP/subrecipient</p>	<p>To monitor the food availability and delivery system from farmer to schools to measure the overall timeliness of food assistance in Habiganj.</p> <p>Contribute to project review and donor/ corporate reporting</p>	<p>The analysis will be carried out by WFP</p>
<p>Number of local farmers supplying eggs and/or fruit to schools and other</p>	<p>This indicator identifies the number of local farmers entering into contractual arrangements to supply fresh</p>	<p>School records</p>	<p>Data will be collected from school records about</p>	<p>Annually</p>	<p>WFP/subrecipient</p>	<p>To monitor the food availability from local farmers and ensure an</p>	<p>The analysis will be carried out</p>

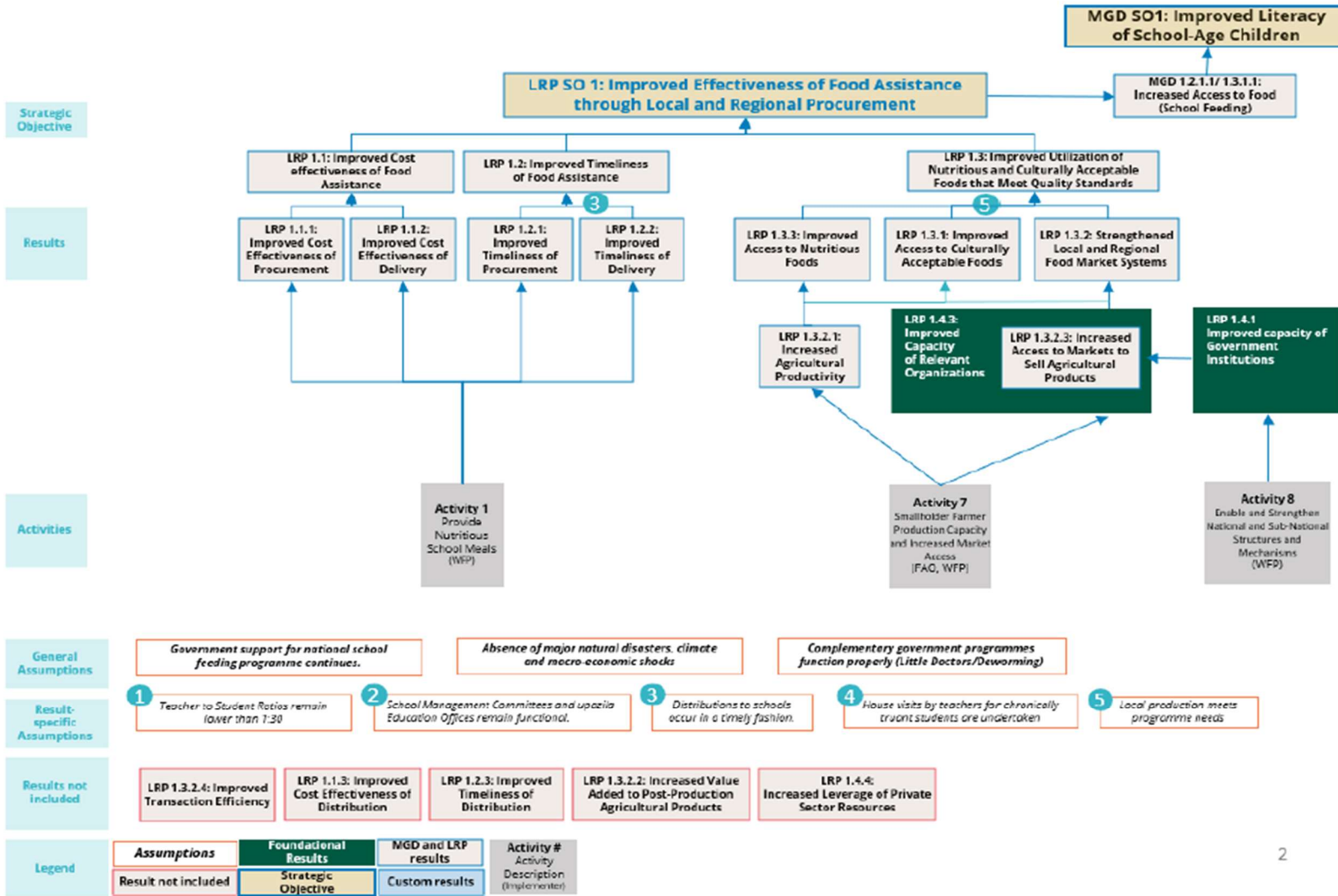
markets	products to schools, disaggregated by type of product. UNIT OF MEASUREMENT: Number Disaggregation: Type of commodity: Eggs, Fruits		food supply			adequate supply of eggs and/or fruit to schools in Habiganj. Contribute to project review and donor/ corporate reporting	by WFP
Number of schools that distribute diversified, nutritious, locally sourced menus meeting the prescribed quality standards	This indicator measures the number of schools providing locally sourced food as per the programme's planned menu while ensuring food quality standards are met, including confirming certification from the Bangladesh Standards and Testing Institution as well as performing visual inspections. UNIT OF MEASUREMENT: Number Disaggregation: None	Food quality checklist, School records	Data will be collected from regular monitoring visits using a food quality checklist, school records, and monthly food utilization reports	Annually	WFP/subrecipient	To monitor the quality of the school meal and distribution to students in each school in Habiganj, following all prescribed standards. Contribute to project review and donor/ corporate reporting	The analysis will be carried out by WFP

Annex 7. Result Framework

Bangladesh Results Framework Diagram Page 1 of 2



Bangladesh Results Framework Diagram Page 2 of 2



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Annex 9. Acronyms and abbreviations

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

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