



WFP EVALUATION

Endline Evaluation USDA McGovern Dole International Food for Education and Child Nutrition Project in Bangladesh FY 2020-2024

Decentralized Evaluation Report
Commissioned by WFP Bangladesh Country Office

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Endline Evaluation USDA McGovern Dole International Food for Education and Child Nutrition Project in Bangladesh, FY 2020-2024

Program: McGovern-Dole International Food for Education and Child Nutrition

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CONTENTS

EXECUTIVE SUMMARY.....	1
1. INTRODUCTION	1
1.1 EVALUATION FEATURES	1
1.2 CONTEXT	3
1.3 SUBJECT BEING EVALUATED	10
1.4 EVALUATION METHODOLOGY, LIMITATIONS AND ETHICAL CONSIDERATIONS.....	2
2. EVALUATION FINDINGS	8
2.1 RELEVANCE	8
2.2 COHERENCE.....	13
2.3 EFFECTIVENESS	14
2.4 EFFICIENCY	39
2.5 IMPACT	42
2.6 SUSTAINABILITY	46
2.7 GENERAL	51
3. CONCLUSIONS AND RECOMMENDATIONS.....	55
3.1 CONCLUSIONS	55
3.2 RECOMMENDATIONS.....	58
ANNEXES.....	63
ANNEX 1. SUMMARY TERMS OF REFERENCE	63
ANNEX 2: TIMELINE	67
ANNEX 3: METHODOLOGY	69
ANNEX 4: EVALUATION MATRIX.....	76
ANNEX 5: DATA COLLECTION TOOLS	105
ANNEX 6: FIELDWORK AGENDA.....	112
ANNEX 7: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS MAPPING	119
ANNEX 8: KEY INFORMANTS' OVERVIEW.....	120
ANNEX 9: PERFORMANCE REPORT INDICATOR MAPPING	122
ANNEX 10: BIBLIOGRAPHY	135
ANNEX 11: RESULTS FRAMEWORK	138
ANNEX 12: DETAILED STAKEHOLDER ANALYSIS	141
ANNEX 13: DOCUMENTS REVIEWED	148
ANNEX 14: ROLE OF PARTNERS	152
ANNEX 15: TEAM MATRIX	154
ANNEX 16: COMPARATIVE TABLE ON EVALUATION QUESTION REVISION	163
ANNEX 17: TRAINING SCHEDULE OF THE DATA COLLECTION TEAM.....	175
ANNEX 18: CONFLICT OF INTEREST DECLARATIONS – ET MEMBERS.....	179

ANNEX 19: LIST OF ACRONYMS	185
ANNEX 20: CONSENT FORM – COVER PHOTOGRAPH	188

List of Figures

Figure 1: Comprehensive food security of households in eight divisions (percent).....	4
Figure 2: Foundational reading and numeracy skills of children (age 7-14 years) by sex, area and skill.....	6
Figure 3: UN programmatic interventions in Bangladesh	9
Figure 4: Students who can read more than 45 words per minute.....	16
Figure 5: Students who can read more than 45 words per minute (Sex)	17
Figure 6: Students who can both read and comprehend grade-II level text	17
Figure 7: Students who can both read and comprehend grade-II level text	18
Figure 8: Number of teaching/learning materials provided	18
Figure 9: Percentage of students issued books from the library	19
Figure 11: Enrolment in sample project and comparison schools	23
Figure 12: Attendance rate (April 2024 to June 2024).....	23
Figure 13: Student's knowledge on good nutrition and health practices (upazila wide).....	24
Figure 14: Student's knowledge on good nutrition and health practices (Sex)	25
Figure 15: Percentage of school-aged children in project schools meeting minimum dietary diversity score.....	26
Figure 16: Knowledge on safe storage practices.....	27
Figure 17: Knowledge on safe storage practices (Sex)	28
Figure 18: Proposed conceptual framework	70

List of Tables

Table 1: Summary of key objectives, outcomes and activities	11
Table 2: Number of beneficiaries targeted through the project.....	13
Table 3: Target versus achievement on performance indicators, year-wise	1
Table 4: Key evaluation questions examined through the evaluation	2
Table 5: Sampling distribution across target groups.....	5
Table 6: Reach and coverage of USDA-funded interventions.....	16
Table 7: Indicator mapping (MGD 1.2.1.1)	21
Table 8: Parents trained by WFP who are aware of and demonstrate handwashing practices at critical times	25
Table 9: Mean DDS.....	26
Table 10: Mapping of indicators with data collection tools	105

Executive Summary

1. **Overview:** This report presents the findings of the endline evaluation of the United States Department of Agriculture (USDA) McGovern-Dole International Food for Education and Child Nutrition Project in Bangladesh, implemented from Fiscal Year (FY) 2020 to 2025. Commissioned by the World Food Programme's Bangladesh Country Office (WFP-CO), the evaluation was conducted by Intellec Advisory Services Pvt. Ltd. in collaboration with the Human Development Research Centre, Bangladesh. The evaluation conducted from March 2024 to March 2025, has the dual objectives of ensuring accountability and learning. It aims to assess the project's performance against its stated objectives, adhering to WFP's Decentralized Evaluation Quality Assurance System (DEQAS) standards and humanitarian principles and ethics.
2. **Evaluation Purpose and Objectives:** The end-line evaluation aims to comprehensively assess the project's performance by examining its relevance, coherence, effectiveness, efficiency, impact, and sustainability. It aims to collect data on key performance indicators to measure progress against strategic objectives and higher-level results, including SO1 – Improved Literacy of School-Age Children, SO2 – Increased Use of Health, Nutrition, and Dietary Practices, and LRP SO1 – Improved Effectiveness of Food Assistance through Local and Regional Procurement. The evaluation also examined the degree to which the project achieved its intended outcomes under these objectives while assessing the integration of participation, access and opportunities for all women, men, girls and boys throughout the project lifecycle. In addition, The Evaluation Team (ET) undertook a critical review of the project's results framework and theory of change to evaluate their coherence and relevance. Based on these findings, the evaluation provides actionable recommendations to enhance future programming and inform policy development.
3. **Context:** Bangladesh has achieved progress in human development, with its Human Development Index (HDI) increasing by 68.7 percent between 1990 and 2022. However, 10.4 percent of the population faces multidimensional poverty, driven by inequalities in education, health, and living standards.¹ Undernourishment has declined to 11 percent, but malnutrition remains critical, with 24 percent of children under five stunted.² Cox's Bazar, the project's focus area, faces acute food insecurity, with 902,000 people severely food-insecure and child malnutrition rates exceeding national averages.³ Climate change exacerbates these challenges, with extreme weather events and rising salinity threatening food security and health.⁴
4. Primary school enrolment is near-universal at 97.6 percent, but only 49.8 percent of children aged 7-14 demonstrate foundational reading skills.⁵ In Cox's Bazar, net enrolment rates are 72.6 percent for boys and 69 percent for girls, with dropout rates as high as 39.6 percent for boys and 36.4 percent for girls.⁶ The Rohingya refugee crisis has strained resources, with teacher shortages and inadequate Water, Sanitation, and Hygiene) WaSH infrastructure hindering education.⁷ Health spending remains low at 2.63 percent of GDP, and under-five mortality is high at 32.4 per 1,000 live births.⁸
5. **Subject of the Evaluation:** The evaluation assessed the WFP-supported School Feeding Programme (SFP) in two Upazilas of Cox's Bazar, Bangladesh (Ukhiya and Kutubdia), funded through the USDA McGovern-Dole International Food for Education and Child Nutrition award(FY 2020–2025). With a USD 19 million budget, the project aimed at:
 - Improving literacy (SO1) of school age children and increased use of health, nutrition and dietary practices (SO2) among 49,162 pre-primary and primary school children across 140 schools in

¹ UNDP. (2023). Human Development Report 2023. Retrieved from <https://www.undp.org>

² FAO. (2023). The state of food security and nutrition in the world. Retrieved from <https://www.fao.org>, UNICEF. (2023). Malnutrition in Bangladesh: Key statistics. Retrieved from <https://www.unicef.org>

³ WFP. (2023). Food security and nutrition assessment in Cox's Bazar. Retrieved from <https://www.wfp.org>

⁴ World Bank. (2023). Climate change and food security in Bangladesh. Retrieved from <https://www.worldbank.org>

⁵ UNESCO. (2023). Education for All Global Monitoring Report. Retrieved from <https://www.unesco.org>

⁶ BBS. (2023). Bangladesh Bureau of Statistics: Education statistics. Retrieved from <https://www.bbs.gov.bd>

⁷ UNHCR. (2023). Rohingya refugee crisis: Education challenges. Retrieved from <https://www.unhcr.org>

⁸ WHO. (2023). Global health expenditure database. Retrieved from <https://www.who.int>

Ukhiya and Kutubdia upazilas.

- Providing fortified biscuits to students while promoting literacy, health, and nutrition.
 - Strengthening government capacity for sustainable school feeding initiatives.
6. Key activities included food distribution, teacher training, health and hygiene awareness, and community engagement, focusing on parity of people involved and local capacity building. The project benefited students, parents, teachers, and school administrators while indirectly impacting over 147,000 individuals.
 7. Implementation modalities involved Room to Read (RtR), and the Resource Integration Center (RIC) as Sub-recipients with resources allocated for commodities, logistics, and operational costs. Despite challenges such as COVID-19 disruptions, political transitions, and reduced school days from six to five per week, the project aimed to improve literacy, health, and nutrition outcomes while fostering community ownership and government sustainability.
 8. **Evaluation Users:** The primary users of this evaluation include WFP Bangladesh CO for evidence-based decision-making, USDA for assessing whether or not the project has succeeded in achieving McGovern-Dole's strategic objectives, and the Government of Bangladesh (GoB) through the Ministry of Primary and Mass Education (MoPME) and other relevant ministries. Other stakeholders include WFP's Regional Bureau and Headquarters for organizational learning, sub-recipients (Room to Read and Resource Integration Center), and the Office of Evaluation for accountability and reporting to the Executive Board. The findings will also inform future programming for WFP and other development partners.
 9. **Methodology:** The evaluation employed a mixed methods approach to assess the Organisation for Economic Co-operation and Development (OECD) Development Assistance Committee (DAC) evaluation criteria. This approach combined quantitative data for measurable outcomes with qualitative insights for contextual depth. Primary data was collected through a survey, key informant interviews (KIIs) and focus group discussions (FGDs). Secondary data sources included project performance monitoring reports. Data collection methods ensured approaches to address the different needs of diverse groups. A representative sample (same schools as those covered during the baseline) of 30 program schools and 20 comparison schools (in Ramu Upazila of Cox's Bazar district) was selected.
 10. **Data Analysis and Limitations:** The evaluation employed a combination of analytical methods, including descriptive statistics, thematic analysis, and comparative assessments against baseline data. Data triangulation was carried out across multiple sources and methods to enhance the accuracy and reliability of findings. However, the analysis faced several limitations. Key challenges included data gaps, particularly the absence of disaggregated information by disability status and socio-economic background. Additionally, political transitions, travel restrictions, and limited institutional knowledge among newly appointed officials at national and sub-national levels posed further obstacles. The challenge was mitigated through proactive engagement with former representatives and implementing adaptive data collection strategies.

Key findings:

11. **Relevance:** The project addressed Bangladesh's critical needs in education and nutrition by aligning with key national policies like the National School Meal Policy and Primary Education Development Program (PEDP4). It prioritized underserved groups through school feeding programs and participative governance that includes men and women, directly responding to high dropout rates and malnutrition among schoolchildren. Stakeholders confirmed its value in improving attendance, hygiene practices, and girls' retention. While the planned transition to hot meals was discontinued due to logistical and financial constraints of the government programme, the WFP project adapted to the government's decision and limited the distribution to fortified biscuits only, by realigning budgets and collaborating with other development partners.
12. **Coherence:** The evaluation found a strong alignment of project activities with national priorities, international frameworks, and donor initiatives, particularly in the context of the GoBs education, nutrition, and social protection policies, such as the National School Meal Policy and the Primary Education Development Program (PEDP5). The project also contributes to multiple Sustainable

Development Goals (SDGs), including SDG2 (Zero Hunger), SDG4 (Quality Education), SDG5 (Gender Equality), and SDG17 (Partnerships for the Goals).

13. Collaboration with USAID, USDA, FAO, UNICEF, and local entities reinforced the program's integration into broader education and nutrition efforts. However, gaps in national-level coordination, particularly with the Ministry of Agriculture, limited cross-sectoral synergies. Despite this, the project effectively leveraged resources and employed a multi-sectoral approach to addressing community needs.
14. **Effectiveness:** The SFP significantly improved literacy, school attendance, and nutritional outcomes.
15. SO1 (Improved literacy of school-age children): 67 percent of students in program schools achieved grade-level reading proficiency, a 27 percent increase from baseline, supported by teacher training and the distribution of 924,000 learning materials. 92.4 percent in project schools (vs. 79.1 percent in comparison schools), a 15-percentage increase from post-COVID reopening. Girls' attendance reached 92.9 percent (vs. 91.8 percent for boys)
16. SO2 (Increased Use of Health, Nutrition and Dietary Practices): Dietary Diversity Score increased from 4.7 to 5.27 in project schools (vs. 4.6 to 4.8 in comparison schools). Improved WaSH infrastructure, including sanitation and water facilities, created safer learning environments for girls. By the end of the programme, 97 percent of schools had functional toilets, and 80 percent reported improved access to water.
17. Community engagement was also strengthened, with 89 percent of parents reporting awareness of School Management Committee (SMC) roles—up from 75 percent at baseline—and female representation in SMCs reaching 30 percent. Increased parental involvement and workshops enhanced school governance and overall programme sustainability.
18. Key challenges included infrastructure gaps, limited context-sensitive planning, and logistical hurdles in integrating smallholder farmers. While the biscuit-only model offered immediate support, stakeholders emphasized the need for more varied diets to improve long-term nutrition. Despite COVID-19 disruptions, the program adapted through take-home rations and remote learning tools, which helped maintain 100% enrolment and 77% attendance. Home visits and awareness efforts supported students' return to school. However, persistent learning gaps and the need for psychosocial support remain. The project's monitoring and evaluation system uses digital tools for real-time data, enhanced accountability, and responsiveness. Capacity-building for teachers, administrators, and officials supported sustainability. Still, smallholder farmer participation remained limited—only 2,700 received training in the initial phase—and infrastructure challenges continued, with 60% of schools lacking usable kitchens. These areas require focused investment in future programming.
19. **Efficiency:** The project demonstrated notable cost-effectiveness and adaptive resource management. The wheat-to-biscuit barter system achieved a key efficiency gain, which produced up to 55% more biscuits per metric ton of wheat (1:3.22 ratio) at initial level⁹ than standard benchmarks (1:4–1:5). Despite hinderances such as natural disasters, political unrest, and logistical challenges in accessing remote locations, the project maintained timely implementation. However, the planned hot meals distribution did not take place due to Government's restrictions.
20. In response, WFP and its partners adopted adaptive strategies, including capacity-building, supply chain adjustments, and contingency measures to maintain food delivery. Following due process, funds were reallocated with USDA approval—for example, shifting kitchen construction funds to procure fortified biscuits during COVID-19 school closures. A structured monitoring system led by WFP helped maintain oversight.
21. **Impact:** The project contributed to improved literacy, health, and robust participation outcomes for girls, boys, men and women - The project contributed to a 4 percent increase in literacy rates, with program schools outperforming comparison schools. Attendance in project schools rose to 92.4 percent, significantly higher than the 79.1 percent recorded in comparison schools, with nearly equal participation from girls (92.9 percent) and boys (91.9 percent). Handwashing before meals improved

⁹ The latest ratio was 3.2 metric ton wheat for 1 metric ton biscuits

markedly, increasing from 42 percent to 88 percent overall, with higher adoption among girls (91 percent) than boys (85 percent), reflecting stronger health practices. The provision of fortified biscuits supported improved attentiveness in class, contributing to better learning outcomes. Context-sensitive strategies promoted girls' education, and influence social norms. The presence of separate toilets and community sensitization efforts further strengthened girls' school retention.

22. Despite these achievements, socio-cultural barriers (e.g., persistent biases prioritizing boys' education in remote areas, resistance to girls' participation in school activities, and early marriage traditions), political instability, and administrative delays slowed progress. The project's adaptive design, capacity-building efforts, and strategic partnerships successfully advanced parity among boys and girls and community engagement. For lasting impact, future interventions must address deep-rooted cultural norms while reinforcing policy alignment and sustainable resource mobilization.
23. **Sustainability:** The collaboration between WFP and the GoB has established a solid foundation for a national school feeding initiative, with sustainability efforts focused on government capacity-building, centralized procurement, and strengthened monitoring systems. Integrating school feeding into PEDP5 reflects GoB's commitment to scaling the programme, supported by a sustainability plan guiding key functions' transition to government systems. Community-led initiatives—such as school vegetable gardens and the Little Doctors program—have promoted local ownership and contributed to improved nutrition outcomes. However, challenges persist, including financial constraints, policy gaps, logistical inefficiencies, and infrastructure limitations that hinder full institutionalization. While the programme has expanded from 104 to 150 sub-districts with WFP support, further scaling—particularly hot meal interventions—will require stronger financial management systems, enhanced local implementation capacities, and targeted investment in infrastructure. Integrating hygiene practices and digital monitoring tools into school operations has further improved sustainability prospects.
24. **General:** The transition to hot meals encountered several systemic barriers that hindered implementation. These included insufficient infrastructure, such as the lack of kitchens, storage facilities, adequate water and sanitation systems, logistical constraints within the supply chains, and limited government capacity to manage and scale the initiative effectively.
25. WFP distributed fortified biscuits under the current project and will introduce a mixed food modality (fortified biscuits + eggs/fruits) in the next phase as capacity improves. Future success hinges on (1) upfront feasibility assessments, (2) strengthened government ownership through capacity building, and (3) community-linked models combining local agriculture with school feeding. A monitored, stepwise expansion—from biscuits to diversified meals—will balance immediate impact with sustainable scale-up. Strategic investments in infrastructure and partnerships remain critical to overcoming systemic barriers.
26. **Conclusions:** The project has made significant strides in improving food security, nutrition, and education, particularly for underserved populations. It successfully enhanced school attendance, dietary diversity, and resilience during crises like COVID-19. However, challenges such as operational inefficiencies, funding dependency, and gaps in the parity of people involved and representation of all community members remain. Strengthening local capacity, government ownership and institutional coordination will be critical to ensuring long-term sustainability.
27. Moving forward, the strategic focus should be on integrating the program into national systems, improving operational efficiency, and systematically addressing parity and representation of all community members. By adopting adaptive, evidence-based approaches and fostering multi-stakeholder collaboration, the SFP can maximise its impact and contribute more effectively to Bangladesh's sustainable development goals.
28. **Recommendations:** The following six prioritised recommendations are based on their potential for impact and ease of implementation and aim to strike a balance between strategic and operational considerations, thereby supporting the design and execution of the next phase of the SFP.

Operational recommendations:

29. **Capacity-building for systems strengthening:** Provide ongoing training for government officials,

teachers, and stakeholders to institutionalize best practices and ensure sustainable program delivery. *(Lead: WFP CO with GoB and partners | Timeline: Medium-term | Priority: High)*

30. **Strengthen monitoring systems:** Expand the use of digital tools for real-time data collection and analysis, supported by targeted capacity-building. This will enhance evidence-based decision-making and improve program responsiveness. *(Lead: WFP CO with GoB and sub-recipients | Timeline: Short-term | Priority: High)*
31. **Strengthen community engagement and participation of all constituents – boys, girls, women and men:** Increase community ownership and women's participation in school feeding governance and implementation, fostering accountability and inclusiveness. *(Lead: WFP CO with GoB | Timeline: Medium to long-term | Priority: High)*
32. **Enhance focus on nutrition in school feeding interventions:** WFP should collaborate with the Government of Bangladesh (GoB) to build capacities to identify, design and pilot innovative, locally sourced school feeding models. These models should aim to improve dietary diversity, support local food systems, and promote sustainability. *(Lead: WFP CO with GoB and local partners | Timeline: Medium-term | Priority: Medium)*
33. **Prioritising investments in infrastructure and logistics:** Advocate for and invest in essential infrastructure, including kitchens, storage, and sanitation facilities, to improve the safety, efficiency, and reach of school meal delivery. *(Lead: WFP CO with GoB | Timeline: Medium to long-term | Priority: Medium)*

Strategic recommendations:

34. **Build crisis resilience:** Support GoB in developing strategies such as natural disasters and crisis-responsive strategies to safeguard school feeding during disruptions. *(Lead: WFP CO with GoB | Timeline: Long-term | Priority: Medium Low)*

1. Introduction

1. This report is for the endline evaluation of the Fiscal Year (FY) 2020-2025 United States Department of Agriculture's (USDA) McGovern-Dole International Food for Education and Child Nutrition award in support of the World Food Programme (WFP) School Feeding Programme (SFP) activities in Bangladesh. The evaluation was commissioned by the World Food Programme (WFP) and Bangladesh Country Office (WFP-CO) to assess the impact of the project and its overall performance against established objectives. Intellect Advisory Services Pvt. Ltd. conducted the evaluation in partnership with the Human Resources Development Centre, Bangladesh. The evaluation was conducted from March 2024 to March 2025. The report answers the evaluation questions for the end-term evaluation as articulated in the summary terms of reference presented in [Annex 1](#).

1.1 Evaluation features

Purpose, objectives, and rationale for the evaluation

2. WFP received the McGovern-Dole International Food for Education and Child Nutrition award of \$19 million in 2020 through the USDA to continue the SFP¹⁰ in Cox's Bazar District of Bangladesh. The project focuses on improving literacy among school children (McGovern-Dole SO1) and increasing the adoption of health and dietary practices (McGovern-Dole SO2). It aligns with WFP Bangladesh's Country Strategic Plans, particularly its goal to meet basic food, nutrition and other essential needs. Initially set out for 3 years (FY2020- 2023, hereinafter referred to as FY-20 award), the project has been extended until September 2025 through a 'no-cost extension' by USDA due to project disruption due to the COVID-19 pandemic. The project follows the FY-17 award (implemented from January 2018 to June 2021, hereinafter referred to as FY-17 award) supported by the McGovern-Dole International Food for Education and Child Nutrition award through the USDA. The FY-17 award established the basis for supporting 47,689 school children of Grades I-V in 146 schools by providing micro-nutrient fortified biscuits and supporting complementary education interventions in two upazilas (Ukhiya and Kutubdia) of Cox's Bazar. The endline evaluation was commissioned by the WFP Bangladesh-CO. The evaluation focussed on questions established for the endline evaluation of the FY20 award. A baseline study (June 2021– March 2022) established the benchmark values for all project indicators included in the project monitoring plan (PMP).
3. As a WFP decentralised activity evaluation, the evaluation serves the dual and mutually reinforcing objectives of a) accountability and b) learning. Accountability to affected populations is central to WFP's commitment to involving beneficiaries as key stakeholders. By assessing and reporting on outcome-level progress, the evaluation reviewed the project's performance—including aspects of representation such as disability—and fulfilled accountability to donors, partners, and beneficiaries. It also examined the project's results framework and theory of change to understand why intended outcomes were or were not achieved, drawing lessons and identifying good practices and innovations to inform future programming.

Scope of the evaluation

4. The evaluation covers activities undertaken by the project from November 2020 to December 2024 in two upazilas, namely, Ukhiya and Kutubdia, in Cox's Bazar district of Bangladesh. The project uses McGovern-Dole commodities and cash funds provided under the project's Local and Regional Procurement component to contribute directly towards the project's strategic objectives, McGovern-Dole SO1 and McGovern-Dole SO2. Additionally, the project had foundational results that focused on increasing (i) the capacity of government institutions and (ii) the engagement of local organisations and community groups. The project also focused on improving the effectiveness of food assistance through local purchases (as local and regional food procurement objectives).
5. The activities undertaken towards achieving SO1: (i) training of teachers and providing them with relevant, appropriate, high-quality reading materials; (ii) developing instructional materials for teachers and students; (iii) increasing community involvement by engaging parents, school

¹⁰ Referred as project in the subsequent section

management committees, and the wider community to improve children's learning and; (iv) supporting the government in implementing key components of the government's essential learning package at the school and community level.

6. The following activities were undertaken to achieve SO2 and foundational results. A. Food Distribution, which included (i) distribution of high-energy biscuits (75-gram packet) and (ii) support to roll out the National School Meal Programme. B. High-level capacity building, that included (i) policy framework, (ii) stable funding, (iii) institutional capacity and coordination, (iv) programme design and implementation, (v) community participation and ownership and (vi) local procurement. C. Promote improved nutrition and health that included (i) Nutrition training (ii) Establishment of school gardens, (iii) Scouting for little doctors, and (iv) Provision of handwashing stations. Food safety and quality infrastructure included (i) rehabilitation of latrines and waterpoints.
7. The activities targeted 49,162 children across 140 schools in two upazilas¹¹. The scope of the evaluation addressed the evaluation questions (from the ToR), including all activities and processes related to projects' formulation, implementation, resourcing, monitoring, and evaluation through the lens of relevance, coherence, effectiveness, efficiency, impact, and sustainability. It reaches all stakeholders, including children, parents, smallholder farmers, storekeepers, and national and regional government stakeholders. Specific questions listed under the evaluation criteria have been answered through appropriate data collection, analysis, and triangulation processes detailed in sections 1.4.4, 1.4.5 and [Annex 3](#). In addition to two upazilas for project schools, the evaluation covered Ramu (for comparison schools) in Cox's Bazar district.

Main stakeholders and primary users of the evaluation

8. Several stakeholders, both internal and external, have an interest in the results of this evaluation. The primary users of the evaluation are (i) WFP-CO to plan and implement the interventions and inform evidence-based decision making (ii) USDA to assess whether or not the project has succeeded in achieving McGovern-Dole's strategic objectives, (iii) sub-recipients to understand implementation modalities and strategic orientations (refer [Annex 14](#) to understand the role of partners) (iv) Government of Bangladesh (GoB) through Ministry of Primary and Mass Education (MoPME), Directorate of Primary Education (DPE), Local Government Division (LGD), Department of Public Health and Engineering (DPHE), Ministry of Health and Family Welfare (MoHFW) to understand whether the project activities are aligned with its priorities and harmonized with the action of other partners, (v) The WFP Regional Bureau to provide strategic guidance, project support, and oversight, (vi) WFP HQ for more expansive organizational learning and accountability, (vii) Office of Evaluation to feed into evaluation syntheses and for annual reporting to the Executive Board and (viii) other Country Offices may also benefit from the findings and learnings.

Timing and duration of fieldwork

9. The evaluation was conducted between 20 March 2024 and 28 February 2025 by a team comprising a team leader, a capacity building and gender expert, an education expert, a monitoring and evaluation expert, a research specialist, and two research associates. The longer duration of the evaluation was due to the closure of schools during summer break and political instability in the country that delayed the data collection process. Data collection was undertaken from 17 September 2024 to 4 October 2024 (earlier planned in June 2024- July 2024). The evaluation timeline has been detailed in [Annex 2](#) of the report. The field movement plan has been provided in [Annex 6](#) of the report.

Parity dimensions of the evaluation

10. The project focused on ensuring equal participation of females and males in implementing all activities. The evaluation was guided by WFP's latest Gender Policy 2022. Aligning with these principles, the evaluation team (refer to [Annex 15](#) for the team matrix) understands that development programmes affect women, men, boys, and girls differently. Ensuring broad access, meaningful participation, and responsiveness to underserved groups are central to WFP's approach. The evaluation examined how the project's design and implementation supported the active

¹¹ In Year one of the project 170 schools were targeted.

participation of both women and men and whether efforts were made to reduce disparities in access to interventions supported by the project. These considerations were reflected in the evaluation criteria where appropriate. The evaluation also presented findings disaggregated by sex to generate insights that inform more responsive and balanced programming.

11. The evaluation (methodology, criteria, questions, and analysis) considered the United Nations Evaluation Group (UNEG) indicators that promote the consideration of diverse population needs. The data collection was designed to respect different experiences and disparities in access due to sex, age, residence, economic status, and socio-cultural factors. In addition, the evaluation explored whether any unintended effects emerged related to existing roles and community participation patterns.

1.2 Context

12. With a population of over 160 million, Bangladesh has increased its HDI value by 68.7 percent from 1990 to 2022, putting itself in the medium human development category¹². Gross National Income (GNI) per capita has also increased by 325.68 percent during the same period. The average GDP growth in the first four years of the seventh five-year plan (7.6 percent) exceeded the target in the Plan (7.4 percent). However, due to COVID-19, the average GDP growth rate is now 7.13 percent, covering the seventh five-year plan period.¹³
13. Despite significant gains in macroeconomic growth and human development over the past decade, Bangladesh's Human Development Index (HDI) of 0.661 is just above the average of 0.649 for countries in the medium human development group. The Multidimensional Poverty Index (MPI)¹⁴, which includes education, health, and standard of living, also highlights widespread income poverty in Bangladesh. The Multidimensional Poverty Index (MPI), i.e. the share of the population that is multidimensionally poor adjusted by the intensity of the deprivations, is 0.104. The contributions of deprivation from education, health, and living standards to overall poverty are 37.6, 17.3, and 45.1 percentage points, respectively.

Food security and nutrition

14. Bangladesh has made impressive gains in improving the state of food security over the past few decades, wherein the prevalence of undernourishment has declined from 32 percent in 1990 to 11 percent in 2021.¹⁵
15. The Food Security and Nutrition Surveillance Project reports indicate that food insecurity has decreased for all quintiles but at a slower rate for the poorer groups. In 2022, severe or moderate food insecurity affected 17 percent of households in Bangladesh, with variation across the divisions, as indicated in Figure 1.¹⁶ This slower progress for poorer groups is compounded by limited dietary diversity and inadequate access to food, leading to worsened undernutrition.¹⁷ High rates of underweight and wasting among children are attributed to poor nutrition.¹⁸ According to the Bangladesh Demographic and Health Survey 2022, malnutrition in Bangladesh remains a significant concern, with 24 percent of children under age five being stunted, 11 percent is wasted, and 22 percent being underweight. According to findings on micro-nutrient deficiency, one out of two children is vitamin A deficient, one out of three is zinc deficient, and one out of five is iodine deficient.¹⁹

¹² <https://hdr.undp.org/system/files/documents/global-report-document/hdr2023-24reporten.pdf>

¹³ 8th Five Year Plan, Bangladesh

¹⁴ Human Development Report 2016-Human Development for Everyone: Briefing note for countries on the 2016 Human Development Report

Note: The HDR 2019 Statistical Update does not contain the complete and updated MPI due to missing information on some indicators such as nutrition and will be available in due course. If made available, the same shall be updated in the evaluation report.

¹⁵ 2021. World Bank Data | Prevalence of undernourishment (% of the population) – Bangladesh:

<https://data.worldbank.org/indicator/SN.ITK.DEFC.ZS?locations=BD>

¹⁶ Food Security Statistics Project 2022. Key Findings on Food Security Statistics 2023:

https://bbs.portal.gov.bd/sites/default/files/files/bbs.portal.gov.bd/page/57def76a_aa3c_46e3_9f80_53732eb94a83/2024-01-10-05-02-13a7621f60bd07bd2339b158ed0199e2.pdf

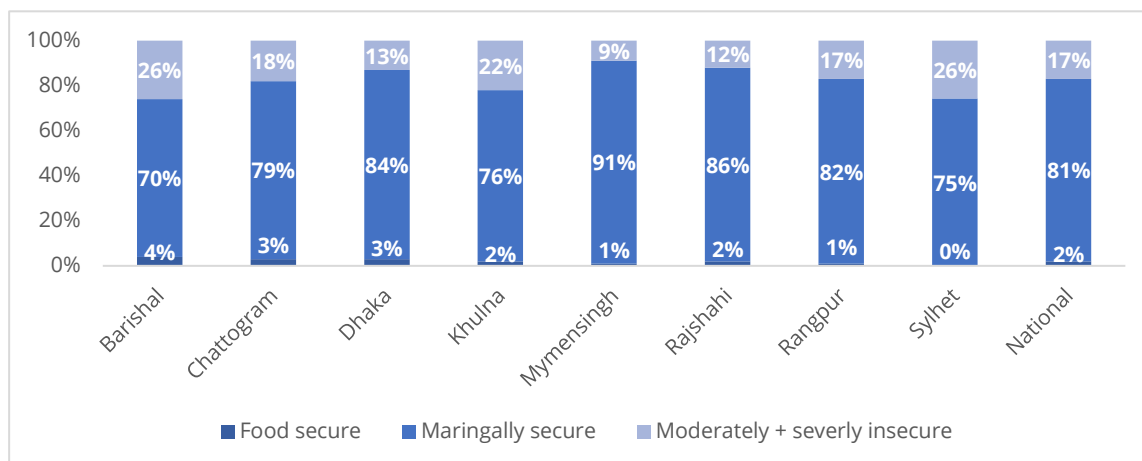
¹⁷ Ahmed, Akhter. (2017). Strategic Review of Food Security and Nutrition in Bangladesh. 10.13140/RG.2.2.24673.71529.

¹⁸ Nutrition and Food Security in Bangladesh: Achievements, Challenges, and Impact of the COVID-19 Pandemic - PMC (nih.gov)

¹⁹ National Micronutrient Survey, Bangladesh 2019-2020: <https://nnsop.gov.bd/storage/files/file-2023-08-08-64d1dbdd5fb30.pdf>

16. The Joint Response Plan (JRP) for Rohingya Humanitarian Crisis 2023 by the Food and Agriculture Organization (FAO) suggests that 902,000 people are severely food insecure in Cox's Bazar. The proportions of underweight (29.4 percent) and stunting (34.6 percent) among under-5 children in Cox's Bazar are much higher than the national figure (22.6 percent, 28 percent, respectively, as illustrated in Figure 1). Evidence also suggests that children, primarily from low-income households, often start school with at least one form of malnutrition.²⁰ Stunting and malnutrition in children under five can negatively affect growth and cognitive development.

Figure 1: Comprehensive food security of households in eight divisions (percent)



Bangladesh Food Security and Vulnerability Monitoring (mVAM), September 2022

17. The WFP-CO's Vulnerability Assessment and Mapping (VAM) Unit assessed priority districts and sub-districts using a weighted index combining food insecurity, nutrition, poverty, and education indicators. The report pointed to a high need for intervention in Cox's Bazar district. Furthermore, research also suggests that malnourished children are less likely to enrol in school on time and attend school regularly, as malnourishment predisposes them to various other illnesses and infections.²¹ The district is one of the poorest in Bangladesh, and approximately 33 percent of its population lives below the poverty line and 17 percent below the extreme poverty line.²²
18. There has been a rise in the prevalence and density of extreme weather events such as droughts, cyclones and floods, leading to a decline in the crops being produced and soaring food prices, resulting in food insecurity in the country.²³ Research also suggests that contaminated groundwater due to increased salinity in coastal areas (such as Cox's Bazar) poses the threat of altering the micronutrient content of staple foods, including rice.²⁴

Health

19. With an expenditure of 2.63 percent of its Gross Domestic Product (GDP) on health, Bangladesh spends well below the already low Southeast Asia regional average of 3.05 percent²⁵ and the global average of 10.89 percent.²⁶ While the World Bank report indicates an improvement in life expectancy at birth from 58 to 72 years between 1990 and 2021, the under-five mortality rate per 1,000 live

²⁰ UNSCN (2017). Schools as a System to Improve Nutrition A new statement for school-based food and nutrition interventions:

<https://www.unscn.org/uploads/web/news/document/School-Paper-EN-WEB-8oct.pdf>

²¹ Khanam, Nghiem, Rahman. (2011). The impact of childhood malnutrition on schooling: Evidence from Bangladesh.

<https://doi.org/10.1017/S0021932011000149>

²² Cox's Bazar Urban Vulnerability Assessment, 2020:

docs.wfp.org/api/documents/WFP-0000118820/download/?_ga=2.235537735.792762321.1603092193-1711241811.1600681143

²³ Leary, Dasgupta, Robinson. (2024). Policy Brief on tackling the impacts of climate change on food security in Bangladesh.

<https://www.lse.ac.uk/granthaminstitute/wp-content/uploads/2024/01/Tackling-the-impacts-of-climate-change-on-food-security-in-Bangladesh-policy-brief.pdf>

²⁴ Moon (2023). Journal of Water and Climate Change. Food and Health security impact of climate change in Bangladesh.

<https://doi.org/10.2166/wcc.2023.131>

²⁵ Current health expenditure (% of GDP) - South Asia | Data (worldbank.org). World Health Organization Global Health Expenditure database (apps.who.int/nha/database). The data was retrieved on April 7, 2023.

²⁶ https://data.worldbank.org/indicator/SH.XPD.CHEX.GD.ZS?end=2017&name_desc=false&start=2000&view=chart, World Health Organization Global Health Expenditure database (apps.who.int/nha/database). The data was retrieved on April 7, 2023.

births is 32.4.²⁷ In the project upazilas (in Cox's Bazar), the under-five mortality rate in 2015 was 47.4 and 5.6 for Kutubdia and Ukhiya, respectively.²⁸ All 64 districts in Bangladesh are endemic with parasitic diseases, with 78 million (55 percent) infected with roundworm.²⁹ The most underserved to such infections are those in the 5-14 age group, as roundworms cause impaired growth and cognitive development among children. Rice is the staple food of Bangladesh, and the daily consumption of rice is around 470.79g/capita/day,³⁰ the highest in the world. Rice is a major carrier of the contaminant mercury, and studies show that, on average, Bangladeshis are exposed to 0.86ug/kg/week from only the rice they eat. In contrast, 32,660 kg of mercury is released annually in the country due to improper waste disposal. The most 'at-risk' age group is the 2-to 5-year-old children who have started eating rice, and their immune systems are developing simultaneously.

Education

20. Despite significant investment in education (almost 3 percent of GDP and 13 percent of the national budget in 2023), Bangladesh has not kept pace with enrolment rates.³¹ The country's net enrolment rate (NER) at the primary school level increased from 87.2 percent to 97.56 percent during 2005-2022, with female NER at 97.81 percent and male NER at 97.52 percent in 2022. According to the Bangladesh Education Statistics Report, the Gross Enrolment Rate (GER) in primary education was 110.48 percent (118.46 percent girls and 103.16 percent boys) in 2022³². This increased from 93.7 percent in 2005 (96.2 percent for girls and 91.2 percent for boys). However, the survey on Children's Education in Bangladesh 2021 (Figure 2) suggests that the percentages of children aged 7-14 who have demonstrated foundational reading and numeracy skills are 49.8 and 25.8 percent, respectively.³³
21. As per the National Student Assessment 2022 conducted by GoB, learning levels showed slight improvement from 2017 to 2022, with Bangla scores stable in grade 3 and subsequently increasing in grade 5 and mathematics scores improving more notably in grade 3. Further, it was observed that girls performed better than boys across grades and subjects. In Bangla, 51 percent of grade 3 and 50 percent of grade 5 students were observed as proficient or above, with girls slightly outperforming boys. In mathematics, 39 percent of grade 3 and 30 percent of grade 5 students were observed as proficient or above, with girls again performing better. Despite these improvements, half of the children could still not read at their grade level, and two-thirds could not do basic counting by the end of primary education³⁴.
22. Bangladesh has also been facing a major teacher shortage. It faces a shortage of around 44,790 teachers, especially in rural areas, resulting in overcrowded classrooms and poor learning outcomes³⁵. In 2023, the student-teacher ratio in primary schools was 34:1.³⁶ This has been further exacerbated in Cox's Bazar since the onset of the humanitarian refugee crisis.³⁷ Many teachers employed by local schools before had left to work for higher wages in camps, which created additional strains on the local education system. The lack of availability of teachers (within the host communities) has also placed further strains on the local education system, leading to grade repetition and higher dropout rates. Less than a quarter of grade five students demonstrated expected literacy proficiency for their cohort.³⁸ As also validated by the findings of the previous award's (2017-2020) evaluations of the programme, such challenges, along with the inadequate

²⁷ [Life expectancy at birth, total \(years\) - Bangladesh | Data \(worldbank.org\)](https://data.worldbank.org/SH.SV.SMVS?locations=BD)

²⁸ <http://app.dghs.gov.bd/localhealthBulletin2016/publish/publish.php?org=10000924&year=2016&lvl=1>

²⁹ Rahman, M. M. (2017). Biannually school-based deworming by Mebendazole 500mg has reduced the worm load drastically in Bangladesh. *EC Bacteriology and Virology Research*, 2, 113-114.

³⁰ Wang, Han, et al. (2020). Environmental Pollution. Total mercury and methylmercury in rice: Exposure and health implications in Bangladesh. <https://doi.org/10.1016/j.envpol.2020.114991>

³¹ Bangladesh Education Statistics 2023; BANBEIS

³² Bangladesh Education Statistics 2023; BANBEIS

³³ Survey on Children's Education in Bangladesh 2021, UNICEF

³⁴ https://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/27a08801_1d5d_4e08_8fdb_25a4a693a2f3/NSA-2022%20Final%20Report.pdf

³⁵ <https://cpd.org.bd/how-govt-primary-schools-become-schools-of-the-poor/>

³⁶ [https://banbeis.portal.gov.bd/sites/default/files/files/banbeis.portal.gov.bd/nfblock/Bangladesh%20Education%20Statistics%202023%20\(1\).pdf](https://banbeis.portal.gov.bd/sites/default/files/files/banbeis.portal.gov.bd/nfblock/Bangladesh%20Education%20Statistics%202023%20(1).pdf)

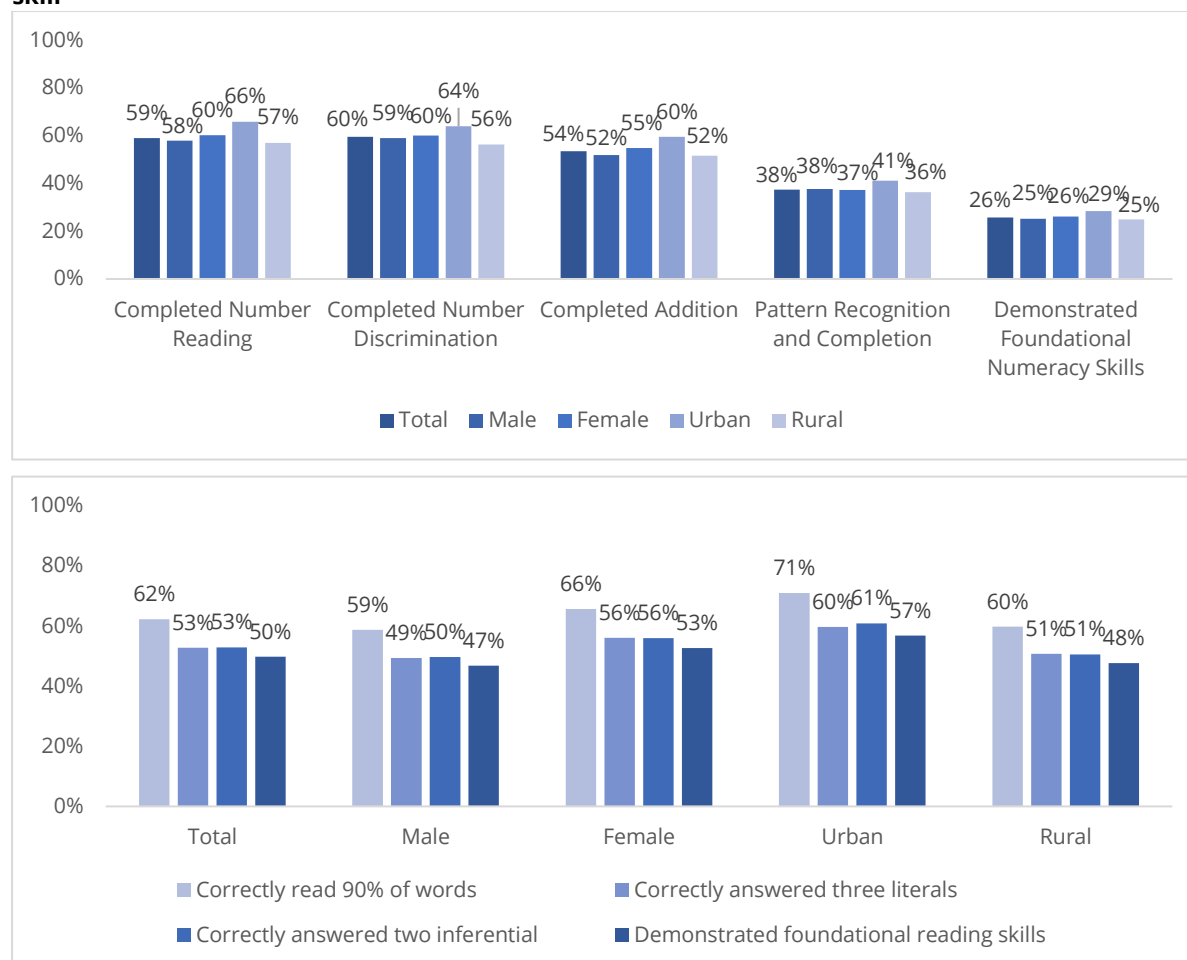
³⁷ Siegfried. (2022). Rohingya and Bangladeshi teachers pair up to tackle education hurdles in camps.

<https://www.unhcr.org/in/news/stories/rohingya-and-bangladeshi-teachers-pair-tackle-education-hurdles-camps>

³⁸ <https://data2.unhcr.org/en/documents/download/72273>

status of water, sanitation, and hygiene infrastructure (including handwashing facilities and separate washrooms for boys and girls), adversely impacted the learning of school-aged children.

Figure 2: Foundational reading and numeracy skills of children (age 7-14 years) by sex, area and skill



Source: Survey on Children's Education in Bangladesh 2021

23. It is essential to highlight that among all districts, Cox's Bazar's performance on indicators such as primary education NER and dropout rates was the lowest in the country. The NER in Cox's Bazar was 72.6 percent for boys and 69 percent for girls, compared to the national average of 98 percent. Further, the net attendance ratio for primary school-age children was 85.9 percent.³⁹ Similarly, while the national average dropout rate for boys and girls was 14 percent and 11 percent, respectively, it was 39.6 percent (for boys) and 23 percent (for girls) in Cox's Bazar.
24. Intra-district variations in Cox's Bazar, particularly in Kutubdia and Ukhiya, were exacerbated by their geographical remoteness and the Rohingya refugee crisis. The Rohingyas use the host community's land to cultivate crops and collect wood from the same forest as well. Therefore, their influx in these upazilas led to competition for available resources, livelihood and healthcare facilities⁴⁰. These factors affected the resource availability (already limited), leading to inequitable progress in education and nutrition indicators. According to a Rapid Education and Risk Analysis Report,⁴¹ 81 percent of teachers in Ukhiya identified "students' access to school and attendance" as a significant challenge. Transportation challenges, including availability, cost, and time, hindered access to

³⁹ Multiple Indicator Cluster Surveys (MICS) 2018-19.

⁴⁰ Biswas, Mallick. (2022). How does the Rohingya influx influence the Residential Satisfaction and Mobility Intentions of the Host Communities in Bangladesh. <https://link.springer.com/article/10.1007/s12134-021-00886-2#Sec21>

⁴¹ <https://www.eccnetwork.net/sites/default/files/media/file/Rapid-Education-and-Risk-Analysis-Cox039s-Bazar-Final-Report.pdf>

schools in Kutubdia and Ukhiya.

Government policies and programmes

25. The GoB envisioned transforming Bangladesh into a middle-income country by 2021 and a prosperous country by 2041. The government translated this vision into an actionable agenda by formulating the Perspective Plan (2021-2041)⁴² and two Five Year Plans (7th and 8th five year plans)⁴³ and integrating Sustainable Development Goals (SDGs) into it. Poverty incidence decreased from 31.5 percent in 2010 to 20.5 percent in 2019, and extreme poverty dropped from 17.6 percent to 10.5 percent. Initiatives included developing a National Multidimensional Poverty Index (MPI) to track non-monetary poverty, investments in human development, social safety nets, and promoting financial access and parity of people involved.⁴⁴
26. Given SDGs' comprehensiveness and cross-cutting nature, policy coherence is critical. Efforts to increase educational participation were made through the Primary Education Stipend Project (PESP) under the National Education Policy since 2010. As of 2019, 74.5 percent of children are developmentally on track, with females outperforming males (78 percent vs. 71.4 percent). Despite good access to primary education, its quality remains a concern. The Fourth Primary Education Development Programme (PEDP4), in this context, aimed at providing quality education from pre-primary to grade V, focusing on efficiency, inclusivity, and equity, and deploying quality teachers who would be provided with continuous professional development.
27. The government of Bangladesh also approved the National School Meal Policy (NSMP) Primary School Meal Project (PSMP) in August 2019. The policy aimed at ensuring the minimum nutritional requirements in school meals for every primary school student by 2023.⁴⁵ Considering the School Meals Policy, MoPME prepared a Development Project Proposal (DPP), aimed at providing cooked meals (prepared with fortified rice, lentils, fortified refined oil, locally grown fresh vegetables, and eggs⁴⁶) and fortified biscuits on every alternate day a week to nearly 15 million primary school students to increase attendance and reduce dropout rates. Despite the policy mandate for hot meals, the executive committee of the National Economic Council (ECNEC) committee, chaired by the former Prime Minister rejected the DPP. It highlighted issues like fund management by NGOs, high costs, inadequate school infrastructure, and potential risks to teachers involved in procurement for perishable items, which could disrupt education. The committee advised Ministry to revisit the DPP. Therefore, the Government had a restriction on initiating hot meals and limited the distribution to fortified biscuits only.
28. A new national school feeding was supposed to start from July 2021 after getting approval from ECNEC meeting under a new DPP. However, due to not getting approval of that DPP, the previous school feeding project was continued until June 2022. Based on the recommendation of the ECNEC meeting, the Government commissioned a feasibility study, which was supported by WFP under USDA funded McGovern-Dole project, to reassess delivery models and institutional readiness. The findings of the feasibility study inform the design of the next cycle of national school feeding DPP, which was approved by ECNEC in March 2025⁴⁷.
29. Further the Bangladesh National Nutrition Council (BNNC) formulated the Bangladesh Advocacy Plan for Nutrition 2019-2025 (in 2019). The plan aimed to strengthen the political and legal framework, increase stakeholders' commitment, change organizational behaviour towards the nutrition agenda, and enhance resource mobilization for nutrition. the government of Bangladesh developed a new National Food and Nutrition Security Policy (NFNSP) for 2020-2030 to improve nutritional outcomes

⁴² [vision 2021-2041.pdf \(lged.gov.bd\)](#)

⁴³ [prb.org/wp-content/uploads/2022/03/8th-Five-Year-Plan-compressed.pdf](#)

⁴⁴ https://shed.portal.gov.bd/sites/default/files/files/shed.portal.gov.bd/page/d86a330b_4dc1_4744_be4a_25c38e97e1be/SDGs-Progress-Report-2022-Final-output-file-1-February-2023-Full-book_compressed.pdf

⁴⁵ <https://www.thedailystar.net/country/cabinet-okays-national-school-meal-policy-2019-1.5-crore-children-1787272>

⁴⁶ At least once in a week

⁴⁷ Feasibility Study Report For The National School Feeding Programme In Government Primary Schools In Bangladesh. March 2023. Directorate of Primary Education, Ministry of Primary and Mass Education

through multi-sectoral interlinked interventions.⁴⁸ Policies like NPAN2 and NFNSP 2020 emphasize safe and nutritious food, and a National Food Safety Strategy is being finalized to strengthen food standardization and quality control.

Universal Participation and Access Analysis

30. Although the constitution of Bangladesh guarantees equal rights, women and girls in Bangladesh lag behind men in many aspects. Discrimination against women and male dominance continued as a prevalent feature of society, especially in rural areas. A study conducted by the Global Campaign for Education reported that 10 percent of primary school-going girls and 20 percent of secondary school-going girls⁴⁹ respondents felt intimidated and unhappy due to a lack of equal opportunities and scope in school compared to the boys.
31. The World Economic Forum's 2016 Global Gender Gap Report⁵⁰ ranked Bangladesh 72nd globally, with notable progress by 2023 when it rose to 59th among 149 countries—leading South Asia in balanced access to opportunities. The report noted parity levels of 96.2% in health and 93.6% in education. However, disparities remain in leadership roles, with women holding only 10% of ministerial and 21% of parliamentary seats in the 11th Parliament (2018)⁵¹. Despite declining poverty, economic participation remains uneven—labour force participation was 42.5% for women vs. 81.3% for men, with men earning 35.8% more per hour on average. Asset ownership gaps also limit economic resilience for women. Migration trends further shape these dynamics—of the 1.3 million people who migrated in 2023, most were men, often leaving women to head households with limited income opportunities and heightened vulnerability to informal employment.
32. Despite notable improvements in recent years, disparities in access to essential services such as health remain a concern. Maternal health outcomes continue to require attention, with 123 deaths per 100,000 live births due to pregnancy-related causes. A high adolescent fertility rate of 75.5 births per 1,000 girls (2021)—remains an indicator of limited access to reproductive health information and services for young populations.⁵²
33. Child marriage continued to be prevalent in Bangladesh. 15 percent of child marriages were reported for girls before they turn 15 years old, while 51 percent of marriages were reported before they turn 18 years⁵³.

Development Assistance in Bangladesh

34. The United Nations, through its various agencies and their physical presence in Bangladesh, such as the Food and Agriculture Organization (FAO), United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations Environment Programme (UNEP), United Nations International Children's Emergency Fund (UNICEF), and 15 others, are working on different SDG agendas in various locations across Bangladesh. The UN has 185 programmatic interventions running nationwide in the ongoing program cycle, as presented in the map below (Figure 3).⁵⁴
35. Bangladesh received extensive development assistance; the net Official Development Assistance received in 2022 was around USD 5.19 billion⁵⁵. In 2018, top donors were the World Bank's International Development Association (1448 million USD), Japan (1360 million USD) and the Asian Development Bank (426 million USD), which contributed to 75 percent of the total development

⁴⁸ <https://fpmu.gov.bd/agridrupal/sites/default/files/file/policy/NFNSP-2019-Draft-English.pdf>

⁴⁹ Ahmed. (2022). Equity and inclusion in secondary schools in Bangladesh: A brief study.

https://www.researchgate.net/publication/361350330_Equity_and_Inclusion_in_Secondary_Schools_in_Bangladesh_A_Brief_Study

⁵⁰ The Global Gender Gap Report benchmarks countries on their progress towards gender parity across four thematic dimensions: Economic Participation and Opportunity, Educational Attainment, Health and Survival, and Political Empowerment.

⁵¹ UN Women. Women's effective participation and decision making in public life, elimination of violence, for achieving gender equality, and empowerment of all women and girls. [bd-Advocacy-Brief-s.pdf \(unwomen.org\)](https://www.unwomen.org/en/news/stories/2018/12/bd-advocacy-brief-s.pdf)

⁵² Statista. <https://www.statista.com/statistics/742981/bangladesh-adolescent-fertility-rate/#:~:text=In%202021%2C%20the%20fertility%20rate,births%20per%20one%20thousand%20women>

⁵³ Unicef 2020 report. Ending Child Marriage: A profile of progress in Bangladesh.

<https://www.unicef.org/bangladesh/media/4526/file/Bangladesh%20Child%20Marriage%20report%202020.pdf.pdf>

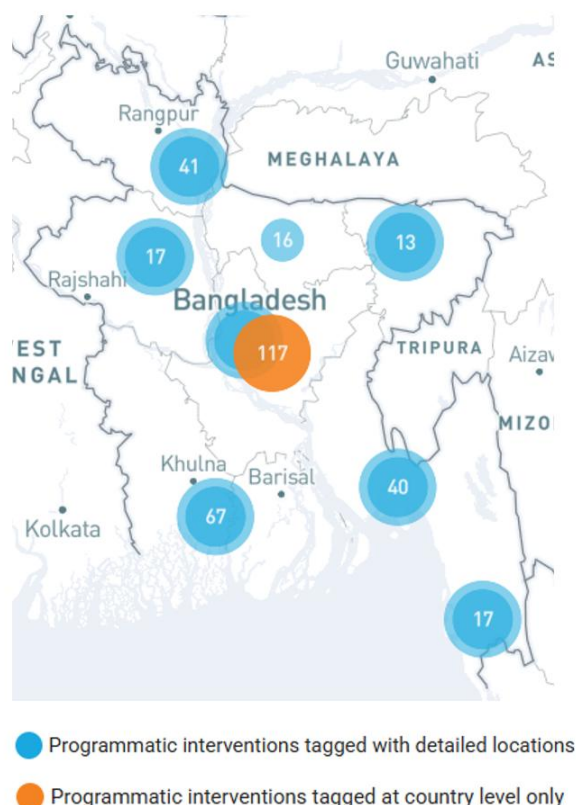
⁵⁴ Bangladesh | Programming | UNSDG Data Portal (uninfo.org)

⁵⁵ [https://tradingeconomics.com/bangladesh/net-official-development-assistance-and-official-aid-received-us-dollar-wb-data.html#:~:text=Net%20official%20development%20assistance%20and%20official%20aid%20received%20\(current%20US,compiled%20from%20officially%20recognized%20sources.\)](https://tradingeconomics.com/bangladesh/net-official-development-assistance-and-official-aid-received-us-dollar-wb-data.html#:~:text=Net%20official%20development%20assistance%20and%20official%20aid%20received%20(current%20US,compiled%20from%20officially%20recognized%20sources.))

assistance coming into Bangladesh.

36. WFP has been supporting the School Meals Program for 20 years and is actively working in the Cox's Bazar area to improve food and nutrition security, livelihoods and resilience of host communities. It also provided humanitarian and cash assistance during Cyclone Mocha to the 28,000 displaced residents of the host communities of Cox's Bazar.
37. Among several projects, the World Bank's projects, such as the Transforming Secondary Education for Results (TSER), which was implemented from 2018 to 2023 with 2017 million USD⁵⁶ and Quality Learning for All Programme (QLEAP) being implemented from 2018-2024 with 19,700 million USD⁵⁷ Aim to enhance teaching quality, improve access, and retain students, particularly girls and those from poor households. The programme reaches over 13 million children across Bangladesh.
38. Through its assistance, USAID supports agricultural productivity, nutrition, market access, and women's empowerment in agriculture⁵⁸ through the Feed the Future programme, which focuses on more than 700,000 farmers.⁵⁹ Water Aid's WASH4UrbanPoor project, from 2018-2022, has benefitted 450,000 people⁶⁰ with sustainable WaSH services in slums and low-income urban communities⁶¹.
39. Non-governmental organisations like the Bangladesh Rural Advancement Committee (BRAC) play vital roles, providing cost-effective education and boosting school attendance and retention through initiatives like separate toilets and free school uniforms for girls. UNICEF contributes to the health, nutrition, education, and WaSH sectors.

Figure 3: UN programmatic interventions in Bangladesh



Source: Bangladesh | Programming | UNSDG Data Portal (uninfo.org)

COVID-19 situation in Cox's Bazar

40. The COVID-19 pandemic significantly impacted Bangladesh in 2021, with confirmed cases reaching 1,386,742 in August 2021⁶².
41. The pandemic significantly impacted economic conditions in Cox's Bazar, particularly affecting food security and livelihoods. A remote assessment in Cox's Bazar found that one-third of households had unacceptable food consumption, and almost 38 percent experienced a one-fourth reduction in monthly income.⁶³

⁵⁶ <https://projects.worldbank.org/en/projects-operations/project-detail/P160943>

⁵⁷ <https://projects.worldbank.org/en/projects-operations/project-detail/P162619>

⁵⁸ <https://www.usaid.gov/bangladesh/agriculture-and-food-security>

⁵⁹ <https://www.feedthefuture.gov/country/bangladesh/>

⁶⁰ <https://www.wateraid.org/bd/media/wateraid-launches-the-wash4urbanpoor-project-aiming-to-serve-450000-urban-poor-with-water>

⁶¹ <https://www.fas.usda.gov/programs/food-progress>

⁶² <http://dashboard.dghs.gov.bd/webportal/pages/covid19.php>

⁶³ Cox's Bazar - Bangladesh: Remote Food Security Assessment in Moheshkhali, Pekua and Kutubdia (December 2021) - Bangladesh | ReliefWeb

42. The WFP reported severe impacts on food security due to market fluctuations and rising prices of staple commodities, exacerbating hunger and food insecurity among the Rohingya refugee population.⁶⁴ These economic disruptions are critical when evaluating the limited or non-implementation of planned project activities.
43. Further studies observed that the containment policies, while necessary to curb the virus's spread, have disproportionately affected women and girls in the Rohingya refugee camps. Essential protection and education services, including those related to menstrual hygiene management and sexual and reproductive health, were closed or became inaccessible. The suspension of programs aimed at expanding access and participation for underserved groups has further limited the ability of women and girls to access vital services, contributing to increased isolation and reduced support.⁶⁵ Furthermore, the closure of learning centres and child- and adolescent-friendly spaces negatively impacted educational attainment and exposed children and adolescents to increased protection risks, such as sexual exploitation, child labour, and abuse.
44. UNHCR and Bangladesh's Health Ministry monitored for potential outbreaks and finalized a national response plan⁶⁶. Humanitarian agencies finalized a multi-sector prevention, readiness, and hygiene awareness plan.⁶⁷
45. Further, a global network of aid agencies launched a COVID-19 aid fund to anticipate and respond to critical needs, with a donation from the IKEA Foundation kick-starting the fund. The fund was used to help 'at-risk' and underserved communities, including Rohingya refugees and the host community in Cox's Bazar.⁶⁸ UNICEF and Save the Children developed an Education Sector Strategy for Cox's Bazar to support ongoing coordination, monitoring, and implementation of education-related activities.⁶⁹

1.3 Subject being evaluated

46. The subject of evaluation is the USDA-funded, WFP-supported School Feeding Programme (SFP)⁷⁰. WFP received the USDA McGovern-Dole International Food for Education and Child Nutrition award in 2020 in Bangladesh to continue SFP activities in Cox's Bazar District of Bangladesh from November 2020- December 2024. USDA allocated 19 million USD to donate commodities, transportation, and financial assistance under the McGovern-Dole award. The project continues with the WFP's school feeding programs in poverty-prone areas in Bangladesh since 2011. It builds on the history of collaboration between the WFP and the Government of Bangladesh on school feeding programs through the FY 15 McGovern-Dole award and FY 17 McGovern-Dole award. While the GoB initially envisioned a gradual transition from fortified biscuits to delivering hot meals as part of the NSMP, the plan was not approved by the executive committee of the National Economic Council (ECNEC) committee, chaired by the former Prime Minister. Infrastructure, financial and logical constraints were highlighted as the reasons for non-approval. The project design was tweaked in this context, and biscuit distribution was continued.⁷¹

Strategic objectives

47. The Project contributes towards the McGovern-Dole program's strategic objectives (SOs): i) SO1 (Improved Literacy of School-Age Children) and ii) SO2 (Increased Use of Health and Dietary Practices). Central to these objectives were foundational results that aimed at contributing to the project's sustainability. This included i) strengthening the external ecosystem vis-à-vis policy framework and government capacities and ii) increasing engagement with local organisations and community groups, thereby building the community's ownership of the programme.

⁶⁴ https://docs.wfp.org/api/documents/WFP-0000115850/download/?_ga=2.87460504.146470986.1605877711-2093238492.1605877711

⁶⁵ <https://www.sciencedirect.com/science/article/pii/S2666623520300313#:~:text=In%20Cox's%20Bazar%20district%2C%20there,further%20compounded%20by%20the%20market>

⁶⁶ <https://www.unhcr.org/blogs/covid-19s-impact-on-rohingya-and-bangladeshi-adolescents-in-coxs-bazar/>

⁶⁷ <https://www.humanitarianresponse.info/en/operations/bangladesh/document/j-msna-refugee-and-host-communities-preliminary-findings-october-2020>

⁶⁸ <https://ikeafoundation.org/press-release/new-covid-19-fund-launched-to-help-vulnerable-communities-in-low-income-countries/>

⁶⁹ Cox' Bazar Education Sector- Cox' Bazar-Bangladesh COVID-19 Response Strategy,2020

⁷⁰ To be referred as project in subsequent sections

⁷¹ This has been further detailed as response to EQ 1.2

Program outcomes and activities

48. The project aims to achieve the following primary outcomes: (i) Improved quality of literacy; improved student attendance and attentiveness; (ii) Improved knowledge and access to Health, nutrition and water, sanitation and hygiene services; (iii) Increased capacity and support from government officials; enhanced engagement of local community groups. The strategic objectives, expected outcomes, foundational results and activities are summarised in Table 1 below. The detailed results framework (Theory of change indicating the intervention logic) is provided in [Annex 11](#).

Table 1: Summary of key objectives, outcomes and activities

SOs	Expected outcomes	Activities
McGovern-Dole SO 1: Improved Literacy of School-Age Children	McGovern-Dole 1.1 Improved Quality of Literacy Instruction	• Orientation with Head Teachers and Government Staff on library, instruction, programme, governance, management practice, school performance, quality improvement, monitoring and supervision. • Promote Teacher Attendance through incentive-based systems. • Develop and distribute teacher instruction materials, interactive pupil books, charts and posters to school administrators and teachers (WFP in collaboration with MoPME NCTB) • Establish school reading corners supplied with age-appropriate reading materials for primary students (WFP and RtR) • Organize events like quizzes and book fairs to promote literacy, social arts, and cooking skills and improve the student learning environment. • Train DPEOs, UEOs, AUEOs, and school administrators in effective school management practices focusing on assessing teacher performance, quality instruction, and planning to strengthen school governance. • Provide training for school administrators in management and leadership, infrastructure management and planning, improving teacher and learning materials within the classroom, coordination with local government education officials, SMCs and parent communities for improved learning environments and accountability and protocols for sustaining safe schools and providing inclusive education. • Provide training to primary school teachers and school administrators at the PTI and URC to address the underperformance of teachers in relation to classroom management, teaching instruction, library management and pedagogical approaches to engage students in active learning
	McGovern-Dole 1.2 Improved Attentiveness	• Reduce short-term hunger through the provision of school meals (including fortified high-energy biscuits) daily
	McGovern-Dole 1.3 Improved Student Attendance	• Organize awareness campaigns on the importance of education at the school and parent meetings. • Organize literacy events (Read-play festival) and mobilization workshops with teachers, SMCs and parents. • Provide learning sessions for community leaders and PTAs to increase their engagement in activities that improve the education and welfare of children. • Improve water systems and latrine facilities. • Activities such as Grade 1 reception day and student recognition to encourage enrolment and attendance

SOs	Expected outcomes	Activities
McGovern-Dole SO 2: Increased Use of Health, Nutrition and Dietary Practices	McGovern-Dole 2.1 Improved Knowledge of Health and Hygiene Practices	- Review and improve existing learning materials on health and nutrition and provide refresher training. - Educate SMCs about the importance of clean water and toilets, including hygiene education for children. - Organize parent gathering sessions at the school level to discuss health, hygiene and nutrition awareness topics. - Develop and disseminate information and educational material to children to help them visualize good hygiene practices. - Facilitate the 'Little Doctors' mentoring programme to disseminate health and hygiene messages in school assemblies and classrooms. - Work with the Ministry of Health and Family Welfare to ensure timely delivery of deworming tablets provided as part of GoB's National School Deworming Programme
	McGovern-Dole 2.2 Increased Knowledge of Safe Food Preparation and Storage Practices	- Provide training to cooks on food safety and hygiene practices. - Work with BIRTAN to provide yearly training to cooks, develop materials on healthy dietary behaviour, balanced diets and the nutritional value of locally available food, and use the materials to orient children and parents on healthy dietary practices.
	McGovern-Dole 2.3 Increased Knowledge of Nutrition	- Promote vegetable gardens at schools and form groups of "Little Agriculturists" who will be trained and encouraged to exercise leadership in engaging students in preparing and maintaining school vegetable gardens. - Provide training to SMCs, teachers and community members on the establishment and maintenance of school gardens
	McGovern-Dole 2.4 Increased Access to Clean Water and Sanitation Services	- Construct handwashing stations and provide soap at schools. - Rehabilitation of latrines and water points based on assessment. Train teachers and SMC members in the proper management of water systems and toilets
	McGovern-Dole 2.5 Increased Access to Preventive Health Interventions	- Increased Use of Health and Dietary Practices - Work with MoHFW to ensure the timely delivery of deworming tablets. - Facilitate National Deworming week
	McGovern-Dole 2.6 Increased Access to Requisite Food Preparation and Storage Tools and Equipment	- Establishment of kitchens and food storerooms Provision of gas burner stoves - Distribution of preparation, serving and eating utensils in schools
Foundational Results	McGovern-Dole 1.4.1/2.7.1 Increased Capacity of Government Institutions	- Develop systems to operationalize the national school meal programme, including developing standard operating procedures. - Advocate with the GoB to establish a regular revenue budget funding stream for school meal activities. - Train MoPME and Directorate of Primary Education (DPE) officials on local purchase and procurement, effective programme review, and planning for school meals so that they can take ownership of the national school meal programme. - Support DPE in establishing a national school meal authority (NSMA) with an effective research wing to build knowledge and provide technical assistance to relevant ministries. - Conduct trainings and workshops for central and local stakeholders (government and school-based) on food safety and hygiene, warehouse management, supply chain mechanisms, smart fuel management, advanced computer literacy, and online database management for government officials.
	McGovern-Dole 1.4.2/2.7.2 Improved Policy and Regulatory Framework	
	McGovern-Dole 1.4.3/2.7.3 Increased	

SOs	Expected outcomes	Activities
	Government Support	
	McGovern-Dole 1.4.4/2.7.4 Increased Engagement of Local Organization and Community Groups	• Improve Student Enrolment/ Attendance: Parent Gathering and Awareness Campaign • Develop a creative and effective community mobilization strategy and SBCC materials. • Work with FAO to increase sustainable linkages between local vegetable growers and Mc Govern -Dole supported schools. • Train local women farmers on integrated agriculture nutrition and dietary diversity and connect them to government systems. • Build Capacity: Local regional and National Level Support

Source: ToR, WFP project annual reports

Outputs and beneficiaries

49. The project targeted 49,162 school children in 170 schools by providing biscuits that are fortified with essential micronutrients, contributing to approximately 50 percent of their daily intake for pre and primary school children in two upazila of Cox's Bazar- Ukhiya and Kutubdia. The project also aimed to reach parents by sending messages about the importance of education, nutrition, and hygiene. It also aims to support school administrators, teachers and government functionaries with capacity-strengthening support. Table 2 below highlights the project's overall targeted beneficiaries (disaggregated by males and females) across two upazilas.

Table 2: Number of beneficiaries targeted through the project

Participant	Target ⁷²	Total Beneficiaries Reached ⁷³
Number of Upazila/sub-district	2	2
Number of Schools	170	170
Student	49,162	41,902
Females	25,920	22,457
Males	23,242	19,445
Parents ⁷⁴	95,378	83,804
School Administrators	140	140
Females	28	31
Males	112	109
Teacher	869	882
Females	477	484
Males	392	398

Source: WFP project annual reports

50. Indicator-wise targets and progress (planned versus actual) on the transfer of goods and services provided under the project, from October 2020 to September 2023 (year -wise^{75,76}) is highlighted in Table 3 below. Detailed performance indicator year, sex, annual target vs progress achieved added in [Annex 9](#).

⁷² Based on numbers in the Donor Report Oct 2022- September 2023

⁷³ Based on numbers in the semi annual/annual reports

⁷⁴ Disaggregation not available to the ET

⁷⁵ Source: Donor Reports, various years.

⁷⁶ Data available only up to September 2023.

Table 3: Target versus achievement on performance indicators, year-wise

Performance Indicator	Life of Project (Target)	Life of Project (Achieved)	FY 2021		FY 2022		FY 2023		FY 2024	
			Target: Year 1 FY2021	Achieved Oct 20 - Sep 21	Target: Year 2 FY2022	Achieved Oct21 - sep 22	Target: Year 3 FY2023	Achieved Oct22-Sep-23	Target: Year 4 FY2024	Achieved Oct 23 - Sep 24
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	40%	37%	30%	N/A	35%	33%	40%	33%	40%	33%
Average student attendance rate in USDA supported classrooms/schools	88%	92%	86%	N/A	85%	82%	88%	83%	88%	83%
Number of teaching and learning materials provided as a result of USDA assistance	493,668	660,107	69,868	370,465	317,900	122,291	105,900	93,318	0	74,033
Number of students enrolled in school receiving USDA assistance	49,162	49,162	42,401	49,162	49,162	49,162	44,552	44,766	41,902	41,902
Number of Parent-Teacher Associations (PTAs) structures supported	140	140	138	0	140	140	140	140	140	140
Quantity of take-home rations provided (in metric tons) as a result of USDA assistance (MTS)	1,643	1,477	0	465	1,223	80.5	0	931.016	0	0
Number of individuals receiving take-home rations	49,162	49,162	0	49,162	49,162	47,224	0	44,504	0	0
Number of daily school meals (breakfast, snack, lunch) provided to school-age children	3,26,36,693	2,63,10,078	64,87,350	62,01,373	64,48,225	75,79,959	95,31,748	71,02,626	54,49,335	54,26,120
Number of school-age children receiving daily school meals (fortified biscuits)	49,162	49,162	42,401	49,162	49,162	49,162	44,552	44,766	41,902	41,902
Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	49,162	49,162	42,401	49,162	49,162	49,162	44,552	44,766	41,902	41,902
Number of individuals trained in safe food preparation and storage	420	420	420	0	420	416	420	413	420	420
Number of individuals trained in child health and nutrition	4,200	5,748	4,110	0	4,200	4,741	4,200	5,748	4,200	5629
Number of schools using an improved water source	140	140	138	138	140	140	140	140	140	140

Performance Indicator	Life of Project (Target)	Life of Project (Achieved)	FY 2021		FY 2022		FY 2023		FY 2024	
			Target: Year 1 FY2021	Achieved Oct 20 - Sep 21	Target: Year 2 FY2022	Achieved Oct21 - sep 22	Target: Year 3 FY2023	Achieved Oct22- Sep-23	Target: Year 4 FY2024	Achieved Oct 23 - Sep 24
Number of schools with improved sanitation facilities	140	140	138	138	140	140	140	140	140	140
Number of students receiving deworming medication(s)	49,162	43,936	42,401	0	49,162	43,936	44,552	38,280	41,902	40,353
Number of individuals participating in USDA food security programs	50,365	49,271	44,931	49,162	50,365	49,162	49,505	49,271	46,704	47,113
Number of schools reached as a result of USDA assistance	170	170	138	170	170	170	140	140	140	140
Number of individuals (Govt./stakeholder/NGO officials) trained or certified through capacity strengthening initiatives	3,714	4,027	814	0	350	1,057	2,000	1,923	1,300	1047
Number of high-level capacity-strengthening initiatives (ToT/training/workshop/technical meetings) organized or facilitated	50	37	15	0	15	20	20	9	10	8
Percent of parents in target communities who can name at least three benefits of primary education	90%	90%	75%	0%	88%	88%	90%	88%	90%	90%
Percent of students who can identify at least three key health and hygiene practices	95%	90%	40%	0%	93%	83%	95%	83%	95%	83%
Percent of storekeepers who can identify at least three safe storage practices	100%	100%	75%	0%	95%	93%	100%	93%	100%	93%
Number of individuals participating in USDA food security programs that include an LRP component	49,162	49,162	44,931	49,162	0	0	44,552	41,902	41,902	41,902
Number of schools reached with LRP activities as a result of USDA assistance	170	170	138	170	0	0	140	140	140	140
Cost of commodity procured as a result of USDA assistance (by commodity and source country)	16,96,500	10,02,400	0	3,75,307	0	0	12,35,033	7,41,649	0	2,60,751
Quantity of commodity procured (MT) as a result of USDA assistance (by commodity and source country)	963	996	0	335	0	0	628	481	0	180

Source: WFP project annual & semi-annual reports

Programme budget

51. The total budget for the project is USD 19 million. This includes commodity, freight, and operational costs related to administration, commodity and local food purchases, logistics, and other indirect expenses. As the primary award recipient, WFP managed the McGovern-Dole funds in collaboration with sub-recipients for project implementation.

Programme timelines

52. The project implementation period is from 30 October 2020 to 30 September 2025. The project was initially designed for 3 years (till December 2023); however, it was extended through a 'no-cost extension' because of disruptions due to COVID-19 and commodities spillover due to the reduced number of school days from six days a week to five days.

Results framework

53. The project's design can be understood from the results framework. The framework provides an understanding of the activities designed and the expected results and is used as the Theory of Change to indicate the intervention logic. It provides an understanding of the activities designed and the expected results. Moreover, by building on gaps identified in the previous evaluations, the framework also considers some critical assumptions that support the proposed causal linkages and ensure the achievement of the outcomes. The assumptions include continued government commitment and investment in school feeding initiatives, and school attendance rates will remain stable through effective parental and community engagement. The detailed framework is available in [Annex 11](#) of the report.
54. WFP has an established country-level Performance Monitoring Plan (PMP) and review mechanism that ensures continuous tracking and assessment of project implementation and to assess progress toward achieving the outcomes and objectives of the project. The performance monitoring plan and indicator mapping are presented in Annex 9 of the report. The WFP CO in Bangladesh leads program oversight and monitoring of progress, output, and outcomes. The Regional Bureau for Asia and the Pacific (RBB) provides technical support during performance monitoring. Monitoring activities include semi-annual and annual reports, field visits, and quality assurance checks. The WFP Country Office has dedicated staff in Cox's Bazar responsible for on-ground monitoring, quality control, and collaboration with district-level government officials.

Partners

55. WFP is the overall project lead and is directly responsible to the donor. The project has been developed with support from the Ministry of Primary and Mass Education, and other relevant government ministries. To implement the project at the field-level, WFP worked with two organisations, Room to Read (RtR) and Resource Integration Center (RIC). Further FAO supported the capacity-building of smallholder farmers to enhance local production of diversified food. Details of sub-recipients (RTR, RIC and FAO) and their involvement in the project are detailed in [Annex 12](#) of the report. These organizations have been referred to as sub-recipients' in the evaluation report.

Parity dimensions of the interventions

56. WFP is committed to ensuring that all its projects ensure parity of stakeholders and participants and that all WFP employees are responsible and accountable for implementing this policy and working towards its objectives. The project's design was informed by country office analytical work, including needs assessments, baseline studies (BLS), and past evaluations, highlighting disparities in education among girls and boys, food security, and decision-making roles. These assessments underscored the need to enhance women's participation in program implementation and promote unbiased participation in school feeding interventions. This aligns with WFP's commitment to parity in participation and access and ensures that all voices are heard in shaping the programme's success.
57. The project has integrated and supported the participation of people whose needs and vulnerability are heightened by disparities of sex, physical impairment, social and cultural factors. It also factored towards ensuring access across sex, age, physical impairment, socio-cultural and economic disparities in all its interventions. This included distribution of biscuits, promoting access to education for all children, including boys and girls, enhancing engagement of community members

towards education, involvement of women and men in decision making etc. WFP particularly encouraged participation of both parents (mothers and fathers) in the parent gathering sessions, literacy events, and workshops, as well as in decision-making bodies. Towards this, WFP also conducted training aimed at enhancing women's participation in leadership roles and school management. Additionally, WFP engaged with women smallholder farmers and mothers to enhance participation and ownership of the project activities amongst women stakeholders.^{77,78}

1.4 Evaluation methodology, limitations and ethical considerations

Evaluability assessment

58. An evaluability assessment has been conducted to ensure a comprehensive and effective project evaluation. The findings indicate that the project has established a structured and well-documented monitoring system, with key documents such as annual reports (narrative and indicator-wise performance reports) and baseline studies. The indicator-wise performance report also highlighted sex-disaggregated data wherever possible. The project documents, annual reports, baseline, and other monitoring reports enabled the evaluation team (ET) to assess the adequacy and validity of the indicators, tools, and systems for monitoring, measuring, and verifying results. It can, therefore, be inferred that the project has established a comprehensive documentation system that tracks its activities, progress, and outcome over time.
59. The evaluability assessment of the project's overall planned activities (as found in the contribution agreement and annual reports) indicates a structured approach during implementation. The review of project documents also highlights that while the documentation system is comprehensive, data availability gaps pose certain limitations. For instance, while project data was available for core performance metrics (disaggregated by sex where possible), disaggregation based on disability status or socio-economic background was unavailable, making it challenging for the ET to assess the differentiated impact on specific population groups.
60. Based on a review of the project's semi-annual and annual reports, the ET understands that COVID-19 affected the implementation modalities and actual outcomes achieved every year. The revised implementation mechanisms also reflect these changes. The data gaps on disability, socioeconomic status, and contextual challenges (during COVID-19) have been considered in developing the evaluation matrix, the evaluation's scope and methodology, and the evaluation's findings.

Evaluation approach and methodology

61. The evaluation was conducted from March 2024 – February 2025. The evaluation covered the project activities and processes related to its implementation, resourcing, monitoring and reporting relevant to answering the evaluation questions.
62. The evaluation questions were refined during the inception phase through a collaborative process between the WFP Country Office, the evaluation team, and input from USDA. This process involved deliberations on the changed context and objectives of the evaluation to ensure EQs were relevant, comprehensive, and clear. Redundancies were removed during this revision. A comparison table of the original and new EQs are presented in [Annex 16](#). Table 4 presents the evaluation criteria and a summary of key questions that were examined. The detailed questions have been presented in [Annex 4](#) and answered in [Section 2](#) of this report.

Table 4: Key evaluation questions examined through the evaluation

Criteria	Key Evaluation Questions
RELEVANCE: to determine if the project objectives and design respond to the needs of	EQ1.1. To what extent did the project remain aligned with national and sectorial policies and plans, including those related to GEWE, over the project time frame?
	EQ1.2. Why did the GoB discontinue the planned hot meal transition for the National School Feeding programme? What changes were made in the interventions, and how did the GoB implement them?

⁷⁷ Project Semi-annual report: October 2023 to March 2024

⁷⁸ Project Semi-annual report: April to Sept 2023

Criteria	Key Evaluation Questions
stakeholders and institutions.	EQ1.3. To what extent did the project realign with evolving government needs and changing contexts, such as during the COVID-19 pandemic and the transition to a nationally owned school feeding project? EQ1.4. How did the children/parents/ teachers perceive the relevance of project activities in terms of addressing their needs? Do they perceive that the activities can promote gender equality and social inclusion? Is there a difference in perception between boys and girls, men and women?
COHERENCE: to determine if the project was compatible with interventions of other institutions.	EQ2.1. To what extent did the project complement other government and donor-funded initiatives? To what extent have these complementarities contributed to strengthening the project's relevance?
EFFECTIVENESS: to determine if the project activities achieved objectives and results, including possible differences across groups or institutions	EQ3.1. To what extent did the intervention deliver the expected results and outcomes (by gender, where applicable)? What are the factors behind areas of achievement or underachievement? EQ3.2. What is the level of attribution to the project of observed changes (by gender and vulnerable social groups where applicable). EQ3.3. What was the impact of COVID-19 on anticipated project outcomes, specifically on school children's return to school and their contribution to the achievement of project outcomes? EQ3.4. What were the key features and components that were crucial to the achievement or non-achievement of results? EQ3.5. How do the children/parents/ teachers perceive the effectiveness of the project? EQ3.6. To what extent were monitoring mechanisms utilized for the School Feeding Programme? EQ3.7. To what extent did WFP's approach to capacity-strengthening activities assist national and local-level stakeholders in effectively and efficiently implementing the project? Additionally, how did these activities impact GEWE within the project?
EFFICIENCY: to determine if the project activities utilized resources well and delivered results in a timely manner	EQ4.1. What was the efficiency of the project regarding the costs and timeliness of biscuit distribution and the cost per biscuit per child? What factors influenced the cost efficiency of the project? EQ4.2. Were the activities implemented in line with the project implementation plan and in a timely manner?
IMPACT: to determine if the project had unintended positive or negative outcomes or impact, and what difference(s) the project made overall	EQ5.1. To what extent did literacy and health and dietary practices of beneficiary groups (by gender) improve? EQ5.2. What intended and unintended impacts has the intervention made on beneficiaries and stakeholders (by gender and vulnerable groups)? EQ5.3. What internal factors within WFP's control led to the impact, including processes, systems, and tools supporting operation design, implementation, monitoring, evaluation, and reporting; governance structure and institutional arrangements? EQ5.4. What were the internal and external enablers and barriers to the desired impact, and how did these factors influence the outcomes related to GEWE?
SUSTAINABILITY: to determine if project results, benefits, and outcomes are likely to continue after the project concludes	EQ6.1. To what extent were the financial and project implementation responsibilities clear and in place for the government to take ownership of the project? EQ6.2. Was the project sustainability/handover plan prepared? To what extent were the interventions in line with the plan? EQ6.3. To what extent was the technical assistance package during the project duration institutionalized into the Government's policies, strategies, and systems? Are the national and

Criteria	Key Evaluation Questions
	local-level governance structures adequate to ensure the sustainability of the project? (Learning Agenda question)
	EQ6.4. To what extent was the intervention successful in engaging with the local communities (PTAs, farmers groups, etc.) towards school feeding and education activities?
	EQ6.5. To what extent are the benefits likely to continue beyond WFP's intervention?
General	EQ7.1. What are the lessons learned from the project? Specifically, in the context of the hot meal transition not being taken up by the Government of Bangladesh, what were the different options available to WFP?
	EQ7.2. How can WFP improve future programming in the context of these lessons learned?

Source: WFP evaluation ToR

63. The project's Terms of Reference and results framework guided the evaluation methodology. Interventions were assessed across four domains: i) individuals (schoolchildren); ii) institutions (teachers, administrators, storekeepers); iii) communities (parents, local farmers); and iv) the broader environment (policy and government support). The socio-ecological framework supported the conceptual approach and helped analyse how the project influenced group roles and participation. Further detail is available in [Annex 3](#).
64. A mixed-method approach was used, combining quantitative and qualitative data to support robust conclusions. The evaluation addressed six OECD-DAC criteria using primary data from surveys, key and in-depth interviews, observations, and secondary data from document reviews. The comparison schools were selected from Ramu upazila of Cox's Bazar district as schools here were not receiving similar support as provided under the project or from other donors on improving literacy outcomes and comparable literacy rate and student-teacher ratio.
65. The evaluation employed quantitative and qualitative methods at the student and household levels. An equal number of boys and girls were randomly selected. Any disabled student present in the class was chosen purposively. A parent was selected for 50 percent of the sampled children. An equal proportion of mothers and fathers were included when selecting parents, acknowledging that some may have been single parents. Overall, the parent sample size was representative of women-headed households and ethnic minorities. Using established indicators and evaluation questions (EQs), the analysis focused on how these targeted groups benefited from or were affected by the project. This approach maintained scientific validity by measuring the 'performance' of targeted groups against a common baseline.
66. The endline evaluation design aligned with the baseline to ensure the comparability of findings. The evaluation adopted a Difference-in-Differences (DiD) methodology. This quasi-experimental design evaluated the impact of the project interventions by comparing changes over time between project schools (those receiving interventions) and comparison schools (those not receiving interventions). A matched-sample design was used in the baseline to ensure comparability between the comparison and project groups. The same approach was adopted for the endline evaluation. This approach enhanced the rigour of the evaluation by ensuring that the project and comparison groups were comparable in key characteristics.
67. The reliability and validity of the data were assessed by triangulating with secondary literature and discussions with officials from DPE, BIRTAN, DAE, FAO and WFP staff. The findings were synthesised to benchmark values of the performance indicators, identify enabling factors, anticipated challenges, and outline considerations for scaling up. Observations and comments made by government officials and WFP staff were incorporated into the final analysis and preparation of the evaluation report. A summary of the methodology, presenting the data collection methods, target groups/sources of information, the nature of the interviews, and indicative outputs, is provided in [Annex 3](#). The mapping of indicators with the data collection tools and sources is presented in [Annex 5](#).

Site mapping and sampling

68. The evaluation covered schools from three upazilas (two project and one comparison), ensuring the

diversity of geographical locations. The advantage of this approach was that the intensity of assessment regarding community response in diverse geographies increased, adding value to the data. Moreover, the information gathered was more nuanced and retained the robustness of the evaluation design.

69. The schools covered during the baseline were sampled for the endline to the extent possible. The samples were spread across three sub-districts: Ukhiya and Kutubdia as project areas and Ramu as the comparison area in Cox's Bazar. Fifty Government Public Schools (GPS) were sampled. Thirty schools were sampled from Ukhiya (18) and Kutubdia (12) as project schools. Twenty schools were sampled from Ramu as comparison schools. The list of sampled schools is presented in the fieldwork agenda table [Annex 6](#).
70. The sample size was calculated at the project level using the 'differences method' formula with a finite population (confidence interval of 1.96, estimated difference set at 5 percent). The detailed sampling protocol is presented in [Annex 3](#). Table 5 below provides the sample distribution across target groups for the quantitative and qualitative surveys.

Table 5: Sampling distribution across target groups

Quantitative (Structured questionnaires)		Details	Programme	Comparison	Total
No. of schools			30	20	50
Students* (50% Girl Learners)		13 per school	390	260	650
Parents (of selected students)		5 per school	150	100	250
		Total	540	360	900
EGRA with Grade 3 students only*		14 per school	420	280	700
Qualitative (KII)					
School Head		1 per school	30	20	50
School Teacher (50% female Teachers)		1 per school	30	20	50
Storekeepers		1 per school	30		30
		Total	90	40	130
Stakeholders at the National Level Representatives from MoPME, MoA, BIRTAN and WFP -CO			5+		5+
Other stakeholders at the district and project level (Sub-recipients, WFP Cox's Bazar Team, Representatives from DPE)			10+		10+
		Total	15+		
Qualitative- FGD ⁷⁹	Details		Programme	Comparison	Total
Parents	50 % mothers		6	4	10
SMC	40% Women members		6	4	10
Students	50% girl learners		6	4	10
Smallholder farmers	50% of FGDs with women farmers		6	4	10
	Total		24	16	40

Source: WFP project documents

Data collection methods and tools

Secondary Data

71. WFP-CO shared project-related documents with the evaluation team. A systematic literature review was conducted to build the context of the project and its results. The desk review examined various project documents, including donor reports, progress reports developed by sub-recipients, and

⁷⁹ Each FGD had 6-8 participants

other related documents, such as national-level secondary data to support project contribution (on SO1 and SO2).

Primary Data

72. The evaluation team conducted quantitative and qualitative surveys from September to October 2024. The primary data collection was conducted through field visits by the local partner, the Human Development Research Centre (HDRC), with technical oversight and regular virtual supervision from Intellectap (refer to [Annex 17](#) for the training schedule of the data collection). The quantitative and qualitative surveys with the students were conducted at school. The quantitative survey, FGDs, and KIIs with school head teachers, teachers, storekeepers, and government officials at the upazila and district levels were carried out by HDRC. The India-based core team members (Intellectap), with logistical support from HDRC, conducted KIIs virtually with representatives of WFP-CO, GoB, and sub-recipients. WFP supported the evaluation team in scheduling interviews and ensuring the availability of respondents.
73. The tools are presented in [Annex 5](#) and the key informant's overview is added in [Annex 8](#). These tools were administered to the following respondents including children, parents, school head, teachers, store keepers/ cook, and representatives of sub-recipients. Detailed information about the respondents have been added in [Annex 3](#).
- **Children** (structured questionnaire & EGRA for Grade III),
 - **Parents** (structured questionnaire on education, nutrition, WaSH, and SMP engagement),
 - **School staff** (school heads, teachers, cooks/storekeepers),
 - **Key informants** (WFP, sub-recipients: RtR, RIC, FAO; government at national/district/upazila levels),
 - **FGDs** with students, parents, SMCs, and smallholder farmers.

Data Analysis

74. The data analysis aimed to highlight how the values established during the baseline study changed and what progress had been made. This helped the team gauge whether the project implementation was on track and identify the areas that experienced delays. The data analysis also provided a descriptive analysis of sex-disaggregated data, setting the benchmark values in project and comparison schools and allowing for ensuing evaluation to estimate the extent of change attributable to the project.
75. **Analysis of quantitative data:** These data sets were exposed to:
- Univariate analysis has been used to understand the status of opinions/progress on specific indicator categories.
 - Bi-variate Analysis to examine the influence of specific socio-demographic, geographical, and environmental variables on outcome and impact variables. Hypothesis testing methods (z-tests and t-tests) were used where applicable. Correlation and chi-square analyses were also utilised based on data trends to study the impact of variables on project performance (such as location, sex, etc.).
 - Data disaggregation across project and comparison groups, location, and sex was also performed.
76. **Analysis of qualitative data:** Field notes and transcripts were first translated and systematically organised. The evaluation used the Content Analysis framework, subjecting data to an iterative open, axial, and selective coding process. Coding was based on factors to be assessed under the conceptual framework and outcomes outlined in the evaluation approach. This guided the formation of themes describing overall project performance. Qualitative data analysis helped understand internal and external factors that may have influenced project implementation and impacted outcome and impact indicators.
77. **Triangulation of data sources:** Quantitative and qualitative data were cross-verified and triangulated extensively. Qualitative data from various stakeholders explained key processes and experiences surrounding project performance, while quantitative data verified the status of specific project outcomes and impact indicators. Insights from progress reports and other secondary

sources (refer to [Annex 10](#), bibliography & [Annex 13](#) for documents gathered) were also used to support triangulation. Differences in approaches/opinions among stakeholders were highlighted and verified to handle contradictions.

Ethical issues and related safeguards

78. The evaluation team adhered to UNEG standards, ethical guidelines, and client guidelines. This included ensuring informed consent, privacy, confidentiality, and cultural sensitivity, respecting participants' autonomy, fair recruitment (including girls, women, and socially excluded groups), and safeguarding participants and their communities from harm. The team mainly addressed the engagement needs of sensitive populations, such as women, girls, and social and religious minorities. The evaluation team followed UNEG ethical principles, ensuring no data was collected without consent, only relevant data was collected, and institutional premises were accessed with prior approval. Evaluations conformed to the 2020 UNEG Ethical Guidelines.
79. Ethical practices were prioritised, following strict guidelines to protect these underserved groups. [Annex 3](#) details ethical issues, risks, safeguards, and measures taken:
- Informed Consent: Consent was obtained from parents or guardians, with assent from children to ensure they understood the purpose, procedures, and potential risks of participation. Confidentiality was ensured by anonymising data and using secure storage.
 - Comfortable Settings: Interactions with students for EGRA and questionnaires were conducted in familiar settings, such as school premises.
 - Age-Appropriate Communication: The data collection team was trained in using age-appropriate language and methodologies to ensure comprehension and minimise distress. Measures were established to address potential harm or discomfort.

Risks, limitations and mitigation measures

80. The evaluation encountered challenges due to political transitions (started in July 2024) and logistical constraints in Bangladesh, impacting the timelines and the depth of insights gathered. The recent change in government, following nationwide protests, led to school closures and delayed data collection by approximately two months. Later, the India-based Intellectcap team could not travel due to travel advisories, limiting in-person data collection and supervision. To ensure data quality, the team mitigated this constraint by providing comprehensive (virtual) training to the field team, daily briefings, and biweekly progress reviews.
81. The evaluation team faced challenges from the limited institutional knowledge among newly appointed government officials at national, district, and upazila levels. Many of these officials were unfamiliar with the WFP's school meals initiatives or lacked historical context on the project's operational details. As a result, the official could provide limited insights about the project, capacity-strengthening interventions and the Government of Bangladesh's decision not to adopt the National School Meals Programme (NSMP). To mitigate this limitation, the evaluation team, with support from WFP, engaged with the erstwhile representatives of the Ministry of Primary and Mass Education at the national and district levels.

Integration of parity considerations into the methodology

82. The evaluation methodology incorporated participation and representation of diverse groups, including persons with disabilities, and applied this lens to sub-questions across all evaluation areas. Sex-disaggregated data were analysed for key indicators such as fortified biscuit distribution, school attendance, and the awareness and adoption of nutrition and hygiene practices.
83. Additionally, the evaluation examined the project's active support for the participation of girls and women envisaged in the design and implementation of the project to (i) enhance the involvement of women across all activities, (ii) participation in decision-making in school management committees; (iii) enhancing ownership of project activities and (iv) participation in capacity building activities for women smallholder farmers.

2. Evaluation findings

2.1 Relevance

EQ1.1: To what extent did the project remain aligned with national and sectorial policies and plans, including those related to GEWE, over the project time frame?

Finding 1: The project is well aligned with the national government policies (NSMP, PEDP, NFNSP) and effectively integrates into Bangladesh's socio-economic, educational, and nutritional frameworks.

Finding 2: The project was designed and implemented to promote broader participation and representation across communities. Its initiatives were relevant in improving educational and health outcomes and catalyzed increasing the involvement of women and girls in community development processes.

84. The WFP Bangladesh Country Strategic Plan (CSP)⁸⁰ is aligned (through four strategic outcomes (SO1, SO2, SO3, SO4) with the United Nations sustainable development cooperation framework for Bangladesh for 2022-2026 and the eighth five-year plan (covering the period July 2020–June 2025) of the Government of Bangladesh. Towards this, the project aligns with two out of four strategic outcomes of WFP CSP. This includes: (i) the population affected by the refugee crisis can meet basic food, nutrition and other essential needs (SO1); (ii) By 2026, the nutrition needs of children, women and underserved groups are met through national institutions with enhanced capacity to design and implement social safety programmes (SO2).
85. **8th Five-Year Plan:** The Government of Bangladesh's 8th Five-Year Plan (July 2020 – June 2025)⁸¹ emphasised the need to address dropout rates (approximately 20 percent), which disproportionately affect girls, and to improve learning competencies. The project interventions focusing on (i) improving teacher attendance, (ii) providing relevant, appropriate, high-quality reading materials, (iii) increasing student attendance and (iv) increasing community involvement in literacy aligns with the objectives of the 8th five-year plan. Additionally, the project focused on rehabilitating sanitation infrastructure and conducting health awareness campaigns that align with the Plan's multi-sectoral approach to food security and nutrition.
86. **Education Sector Plan (ESP) 2020/2021–2024/2025 and Primary Education Development Program (PEDP4) and PEDP5:** The project addressed the priorities highlighted in the Education Sector Plan for Bangladesh for FY 2020/2021-2024/2025 and the government's flagship initiative, PEDP4, which aims to improve access, equity, quality, and governance in primary and pre-primary education while emphasising the capacity building of teachers, administrators and community. PEDP5 incorporated school feeding as a core component, influenced by the project's advocacy and technical assistance. The project has ensured equitable and regular access to fortified biscuits, which supports better student attentiveness. By offering training for teachers and school administrators and providing teaching aids, the project contributed to their capacity building. Additionally, the project promoted community involvement in project initiatives through awareness campaigns and parent gatherings, aligning with the education sector plan's focus on fostering a supportive educational environment. The discussions with representatives of the Government of Bangladesh at the upazila and national levels highlighted that the project strengthened the primary school systems through its capacity development and community engagement interventions. The representatives expressed their interest in receiving additional capacity building support to strengthen and sustain best practices. They further stated that, based on what they learned from the project, school feeding will be included in PEDP5.
87. **National School Meals Policy (NSMP):** The distribution of fortified biscuits through the project directly aligns with NSMP's (2019) recommendation of providing 30 percent of daily energy and 50 percent of the daily micronutrient needs of children. The findings of the endline evaluation indicate

⁸⁰ WFP Bangladesh country strategic plan (2022–2026)

⁸¹ <https://oldweb.lged.gov.bd/UploadedDocument/UnitPublication/1/1166/8FYP.pdf>

that biscuits have been distributed to schools regularly. Further, despite disruptions caused by COVID-19, the project ensured the provision of nutritional support through take-home rations, demonstrating its alignment with NSMP's goals. The distribution of 137,000 take-home rations during lockdowns reflects the project's relevance in addressing food insecurity during crises.

88. **The National Food & Nutrition Security Policy (2021-2030):** The National Food & Nutrition Security Policy aims to enhance access to safe, nutritious food, promote diversified diets, and strengthen nutrition-sensitive social protection for underserved groups. In the context of Bangladesh and Cox's Bazar, the project contributed to these objectives by promoting homestead food production, safe water, and hygienic practices in schools. It integrated fortified biscuit distribution with an "essential learning package" for children, parents, and teachers, covering health, nutrition, and girls' education. The project supported policy goals through vegetable gardens and mobilising 'little agriculturists.' Community involvement in school feeding and coordination with government stakeholders ensured food safety and quality. Rehabilitation of sanitation, water management training, and hygiene promotion contributed to safer learning environments. The project aligns with objectives 1, 3, and 4 of the National Food & Nutrition Security Policy⁸².
89. The project aligns with the National Food & Nutrition Security Policy by addressing micronutrient deficiencies through fortified biscuit distribution, targeting vitamin A, iron, and zinc deficiencies identified in NPAN-2 (2016–2025). Further, the project aligns with the National Food & Nutrition Security Policy by addressing micronutrient deficiencies through fortified biscuit distribution, targeting vitamin A, iron, and zinc deficiencies identified in NPAN-2 (2016–2025). It also supports policy goals by building smallholder farmers' capacity in agricultural diversification to enhance community food and nutrition security. Additionally, the project promoted dietary behaviour guidelines via health and nutrition education campaigns, parent gatherings, and community outreach, contributing to NPAN-2's advocacy and social mobilisation objectives.
90. The project has implemented initiatives to improve water and sanitation infrastructure to ensure a safe water supply and better hygiene in schools and to build the capacities of teachers and school staff to improve the quality of classroom interaction and instruction. These efforts align with the National Social Security Strategy (NSSS) 's goals of enhancing children's overall well-being and development through targeted supply-side interventions, including improved school infrastructure and quality of instruction.
91. Discussions with GoB (national and district levels) and FAO representatives confirm the project's strong alignment with national and sectoral policies. An FAO Upazila representative stated, "WFP's School Feeding Program is a vital initiative to provide nutritious meals to school-aged children in underserved communities in Cox's Bazar." They emphasized that regular meals help combat hunger, malnutrition, and food insecurity, improving children's classroom focus and overall well-being.
92. **Participation and Representation Considerations:** GoB's policies and programs emphasize the need to reduce disparities in school participation and support the increased involvement of women in community decision-making. WFP's policy framework supports balanced participation and leadership opportunities for both men and women. The project demonstrated a clear commitment to representative governance by ensuring that SMCs included men and women. Women were encouraged to take on leadership roles and participate actively in decisions on school feeding, resource use, and project activities. Training sessions helped build their capacity to contribute effectively, and their involvement also provided a platform to engage on important health, hygiene, and nutrition issues.
93. **Economic development of women:** The project also aimed at promoting women's economic development. In collaboration with the FAO, the project facilitated training of women smallholder farmers on integrated agriculture and nutrition to improve market linkages, boosting local agriculture production and encouraging crop diversification, which will reinforce the local food

⁸² The objectives of NFNSP are : 1. To ensure availability of safe and nutritious food for healthy diets; 2. To improve access to safe and nutritious food at an affordable price; 3. To enhance the consumption and utilisation of healthy and diversified diets for achieving nutrition improvements; 4. To increase access to nutrition-sensitive social protection and safety nets across lifecycle with a focus on vulnerable groups and regions; 5. To strengthen cross-sectoral food and nutrition governance, coordination, capacity building and partnership for effective policy implementation. <https://www.fao.org/faolex/results/details/en/c/LEX-FAOC214295/>

systems and increase the communities' food security. During the FGDs (FGD, SHF02, KUTUBDIA and FGD, SHF01, UKHIYA), women smallholder farmers highlighted that they received training on aspects such as crop production, irrigation, application of fertilizers, and disease control. They further mentioned that they have adopted these practices and it resulted in an increase in crop production by 10-15 percent over last year.

EQ1.2: Why did the GoB discontinue the planned hot meal transition for the National School Feeding programme? What were the changes made in the interventions, and how were they implemented by the GoB? How well did the project adapt and respond to this in terms of implementation and advocacy to remain relevant?

Finding 3: While discontinuing the hot meal transition posed significant challenges, the project's adaptability (in design and implementation strategy) ensured that it remained aligned and responsive to the NSMP by providing nutritional support to children.

94. The GoB had planned a gradual shift from fortified biscuits to hot meals under the NSMP⁸³, aiming to improve education, nutrition, and health and reduce educational disparities⁸⁴. One of the most significant challenges WFP faced during the program period was the delay and eventual disapproval of the Development Project Proposal (DPP), which served as the key policy and financial instrument for national school feeding activities. The previous DPP, under which the government implemented school feeding in 94 upazilas, concluded in June 2022 (KII, WFP01). A successor DPP (2020) was developed with technical assistance from WFP, which proposed a shift from fortified biscuits to hot meals, was developed but not approved by the Executive Committee due to concerns about feasibility, infrastructure readiness, fund disbursement mechanisms, and potential governance risks (KII – WFP01, WFP02). This disapproval resulted in a prolonged gap of approximately 18 to 24 months in government-led implementation, from mid-2022 through early 2024. This delayed implementation disrupted procurement and recruitment (KII, WFP01), prevented a baseline study, and compressed timelines, straining WFP's ability to meet targets under changing design conditions.
95. During that time, WFP continued to operate its program activities while supporting the government in revising its approach. As the DPP (2020) was not approved and the ECNEC meeting (June 2021) recommended conducting further assessments, including selecting an appropriate food basket for the national school feeding programme. Under the USDA-funded McGovern-Dole project, WFP facilitated a feasibility study, completed in the first quarter of 2023, which recommended a phased model: initially continuing fortified biscuits, then introducing a combination of dry food menu, and eventually transitioning to hot meals when systems allowed (KII, WFP02). This recommendation prompted the need to perform a feasibility study to inform future planning and programme design. The following were the reasons cited by the committee for the need for a feasibility study.
96. Infrastructure and logistical constraints. Most schools lacked the necessary facilities to prepare and serve hot meals. Kitchens, trained staff, and storage systems were inadequate to handle the logistical requirements of meal preparation.
 - Financial constraints and feasibility. The economic implications of providing hot meals were substantial. The GoB faced budgetary pressures exacerbated by the COVID-19 pandemic and other national priorities. Further, the pandemic significantly disrupted the educational landscape, leading to prolonged school closures and diversion of limited resources to emergency response.
97. At this stage (July 2022- March 2023), WFP provided technical assistance to GoB in drafting the scope of work for the feasibility study and finalising the findings. The findings of the feasibility study

⁸³ The objectives of the National School Meal Policy were (a) To contribute appropriately to the education, nutrition, health and social security of all pre-primary and primary school; (b) To ensure that the program improves and helps reduce disparity in the quality of education by reducing the difference between rich and poor.

⁸⁴ The policy aimed at providing at least 30 percent of the nutritional needs of pre-primary and primary school children, covering a minimum of 50 percent of the recommended daily nutrient intake and ensuring minimum dietary diversity of at least four food groups. It targeted 15,289 out of 133,002 schools in the country, with 3.23 million children out of 21.55 million pre-primary and primary school-level children.

included:

- Despite diverse opinions about alternative food options among the experts and administrators, fortified biscuits or some dry/packaged foods were preferred as they are cheap and simple to procure, store and distribute.
- Rolling out a national school feeding programme will require management and supervision capacity investment. Considering administrators' and teachers' limited financial management and administrative capacity, a phased approach starting with dry and semi-dry food modalities was recommended.

98. Based on the findings of the feasibility study, GoB, with technical assistance from WFP, prepared a Development Project Proposal (DPP) and submitted it to the Planning Commission for review and approval by ECNEC. Further, WFP, in collaboration with the USDA adapted the project to this evolving context and made strategic adjustments to the project's design and implementation. The adaptation included the following measures.

- **Budget Realignment:** WFP realigned its budget to prioritize biscuit production and procurement, enabling the project to sustain its operations within the resource constraints. WFP engaged its sub-recipients (Resource Integration Center, RIC) to re-adjust and continue distributing fortified biscuits and capacity-building support to the government for warehouse and storage modalities.
- **Collaboration with local stakeholders:** The project actively engaged with local women growers and smallholder farmers, contributing to the development of local markets and supporting agricultural livelihoods. Although initial government restrictions on the hot meal program delayed the launch of smallholder farmer development activities planned with the USDA, WFP redesigned these efforts in late 2022. In partnership with FAO, the Department of Agricultural Extension (DAE), the Ministry of Agriculture, and BIRTAN, the project focused on building capacity and training local women vegetable growers in integrated agriculture and nutrition, strengthening community resilience and regional food systems.

EQ1.3: To what extent did the project realign with evolving government needs and changing contexts, including capacity strengthening, such as during the COVID-19 pandemic and the transition to a nationally owned school feeding project? How were project activities adjusted to address emerging capacity strengthening (against the five WFP CCS/SABER policy goals/pathways)? What were the efforts for capacity development on GEWE?

Finding 4: The project demonstrated its capacity to rapidly assess emerging challenges (during COVID-19) and respond effectively through revisions in budget allocation and readjustments in supply chain processes. The capacity-building initiatives under the project have not only supported the government representatives in managing the project interventions but also aided them in developing responsive actions to the emerging priorities of the Government.

99. **Project's agility to adapt to changing contexts such as COVID-19 to ensure continuity and responsiveness of services:** The COVID-19 pandemic presented significant challenges to project implementation. The project adapted swiftly by transitioning to take-home rations and supported (contributed) to meet beneficiaries' nutritional and educational requirements were met during school closures. These efforts aligned with the emergency response protocols established by the GoB.

100. Other changes in project implementation include:

- **Establishing community-based learning hubs:** During the COVID-19 pandemic, WFP, the GoB, and sub-recipients worked collaboratively to minimise disruptions to students' learning and nutrition. WFP, under the project, established 35 community-based learning hubs in project areas. These hubs provided worksheets, storybooks, and digital materials like read-aloud videos and digital books via portable projectors. The support ensured access to education for children in target schools in project areas during the pandemic.

- To support continued literacy development, home-based assessments were conducted by Room to Read (as a project intervention), and reading materials were distributed with intensive follow-ups to ensure effective use. From March 2021 to August 2021, the distribution of fortified biscuits was accompanied by COVID-19 prevention messages. Partner staff disseminated safety information both verbally and through printed leaflets, reinforcing health protocols.
101. **Policy Advocacy and Technical Assistance:** WFP's role extended beyond direct implementation to include robust policy advocacy and technical support. As stated in the previous section (EQ1.2), WFP supported the GoB by conducting a feasibility study on the school feeding program to address the ECNEC's recommendation to select an appropriate food basket for national school feeding. As mentioned in paragraph 87, the Government developed a new proposal and made a budgetary allocation of Bangladesh Taka (BDT) 54 billion⁸⁵ for three years to implement the project. The project was approved in March 2025. WFP's persistent advocacy through platforms such as the Education Development Partner (EDP) Group and the Local Education Consultant Group has influenced the GoB to consider integrating school feeding into the upcoming fifth phase (PEDP5).
102. **Capacity Strengthening:** The project focused on capacity strengthening of officials at the Ministry of Primary and Mass Education and the Directorate of Primary Education in local purchase and procurement, program planning and review, and storage to advance ownership and address the capacity needs of functionaries, from procurement to last-mile delivery. Technical support was provided to develop systems for implementing the national school meal program, including standard operating procedures. WFP conducted training for central and local stakeholders, covering food safety, hygiene, and supply chain management. The project trained school administrators, teachers, and SMC members to monitor school feeding activities at the district and upazila levels. It supported community engagement through learning sessions and workshops with government representatives. Government officials acknowledged that the technical assistance helped them develop strategic plans and budgets to advance the school feeding agenda.

EQ1.4. How did the children/parents/ teachers perceive the relevance of project activities in terms of addressing their needs? Do they perceive that the activities can promote gender equality and social inclusion? Is there a difference in perception between boys and girls, men and women?

- Finding 5:** The parents and teachers perceive the project's relevance in addressing children's critical needs, such as ensuring access to quality education and promoting awareness and adoption of appropriate nutrition and hygiene-related behaviors. The interventions on enhancing community engagement resonated deeply with stakeholders, including children, parents, teachers, and community leaders.
103. **Parents' Perspectives.** Parents of children in project schools consistently reported that the project enhanced children's interest in learning, improved reading and comprehension, and created a more supportive learning environment. Initiatives like the Read Play festival, Classroom Libraries, and interactive teaching helped children stay engaged and perform better, addressing previous challenges. Parents valued these efforts to improve literacy and make education more meaningful. They also viewed the project as relevant to their children's education, health, and nutrition, noting that school meals and health education promoted positive behaviours. In control schools, parents highlighted the need for biscuit distribution, reliance on private tutors, and limited involvement of SMC members in improving teaching and infrastructure.
104. **Improved parental involvement in the education of school learners:** Parents in project schools highlighted that the project has enhanced their engagement with their children's education. They talked about often assisting their children with studies at home. A parent also mentioned that they ask us for support when their children need help. If they have older siblings, they turn to them for assistance with reading books or completing homework. Another parent articulated that increased parental involvement has strengthened children's learning environment at home (FGD, PARENT01, KUTUBDIA).

⁸⁵ approximately USD 450 Million (exchange rate : March 2024)

105. **Positive behavioural changes in learners:** Parents of sampled project schools during the FGD (FGD, PARENT01, KUTUBDIA) highlighted that they had noticed improvements in hygiene habits among children, including handwashing and wearing sandals while using the toilet. They stated, "Previously, they did not wear shoes or sandals while using the toilets and neglected to wash their hands with soap. However, after training at school, they consistently follow these practices."
106. **Health, hygiene and nutrition awareness:** Parents of all the sampled project schools during FGDs highlighted the project's role in increasing their understanding of healthy diets and healthcare, "We gained valuable knowledge about healthcare, nutrition, and WaSH through these trainings. Thanks to the meetings organised by the school, we were able to consistently prepare our children and ensure they attended school regularly" (FGD, PARENT02, KUTUBDIA).
107. **Students' Perspectives:** Students from sample project schools (as shared in all FGDs) viewed the project as directly supporting their educational and health needs through an engaging school environment. Both boys and girls expressed increased interest in reading and learning, along with greater family support. "I've developed a greater interest in reading books, and my mother has been a great help in encouraging me to read" (FGD, STUDENT02, UKHIYA). Students valued hygiene education and shared improved habits: "I now cut nails weekly, brush twice daily, wear sandals in the toilet, and wash hands with soap" (FGD, STUDENT01, UKHIYA). They also appreciated learning about balanced diets and discussing nutritious food with parents (FGD, STUDENT02, KUTUBDIA).
108. **SMCs' Perspectives.** SMC representatives (across all FGDs) saw the project as transformative for education quality, student health, and school management. "Under our guidance, the school and classrooms have become cleaner and more organised" (FGD, SMC02, KUTUBDIA). They highlighted the project's inclusive approach for at-risk communities. "The project addressed barriers to education and health... creating a ripple effect in community health practices" (FGD, SMC03, KUTUBDIA). Members noted that separate girls' toilets reduced menstruation-related absenteeism and encouraged girls' education. Parents echoed this, sharing that early marriages are now delayed to allow girls to complete school (FGD, SMC01, KUTUBDIA).
109. **Addressing disparities in access to education and health:** The project expanded education and health access for underserved communities, especially for low-income families who couldn't afford private tutoring—as seen in comparison schools. In Cox's Bazar, this left children at a disadvantage. The project addressed this through teacher training, better materials, and engaging techniques like storytelling. A parent in Ukhiya shared that interventions such as teacher support via phone and home visits were appreciated (FGD, PARENT01, UKHIYA). Parents also noted that "the teachers are very sincere with children's studies/education."
110. Mothers were consistently involved in training sessions on nutrition, health, and hygiene, and they applied this knowledge in their homes to improve daily routines and child well-being. During an FGD (FGD, PARENT01, KUTUBDIA), one mother explained how her children's habits changed. "School-organised feeding programmes have contributed to increased awareness across several areas. For instance, routine weight monitoring has enhanced awareness of children's health and growth. Children have become more informed about nutritious foods and are sharing this knowledge with their families at home. The programme has also contributed to increased interest in learning among students. Additionally, various WASH (Water, Sanitation, and Hygiene) activities have led to improved hygiene practices, including better maintenance of school toilets". (FGD, PARENT01, KUTUBDIA). Women also participated in PTA and SMC meetings and viewed these spaces as opportunities to contribute to decisions that support their children and communities.

2.2 Coherence

EQ2.1. To what extent did the project complement other government and donor-funded initiatives? To what extent have these complementarities contributed to strengthening the project's relevance?

Finding 6: The project's coherence with other initiatives is demonstrated by evidence of leveraging additional financial and technical resources through collaborations and partnerships. However, there are gaps in ensuring adequate cross-sectoral and multistakeholder collaboration at the district and upazila levels.

111. The project's coherence is rooted in its alignment with national priorities, international development frameworks, and complementary donor-funded initiatives. As part of the broader WFP and FAO collaboration on promoting nutrition-sensitive initiatives, including nutrition-sensitive social protection, FAO supported the livelihood of the farmers (within the catchment of project schools) through integrated agricultural practices, establishing market linkages, nutrition training and providing related Inputs and ensure its sustainability through capacity building of relevant Government institutions, local women growers, schoolteachers and SMC. This collaboration supports FAO's Strategic Framework 2022–2031, through transformation to more efficient, inclusive, resilient and sustainable agri-food systems for better production, nutrition, environment, and life, leaving no one behind.
112. The project's collaboration strengthened the capacities of smallholder farmers and women growers' to enhance agriculture, improving market linkages and crop diversification. During FGD (FGD, SHF01, UKHIYA), farmers indicated that they have benefited from training conducted by the project as it has helped them safely produce crops, care for them, irrigate them, apply fertilizers, control diseases, and apply pesticides. The collaboration between FAO and WFP complements the efforts of GoB and other development partners to achieve SDG 2: Zero Hunger.
113. The project's activities align with USAID's priorities of improving literacy outcomes, health indicators of pre-primary and primary school children and food security. USAID supports Bangladesh in promoting Agriculture and Food Security, Health, Education and Community Response. In this context, the project interventions in education, health, nutrition, and agriculture strongly complement USAID's priorities and commitment to Bangladesh.
114. The project activities complement other donor-funded initiatives (such as UNICEF, UNHCR, USAID, BRAC, and Save the Children) in Bangladesh, particularly Cox's Bazar. The donor-supported programs support Rohingya refugees and host communities by addressing various needs, including food distribution, health services, child protection, and water and sanitation. For the host community, UNICEF establishes child-friendly schools and early childhood development centres for preschool children aged 3-6. Nutrition support services are also crucial in these early childhood development centres and primary schools. The project complements the efforts of these development partners using a multi-sectoral approach towards improving literacy and health outcomes of children and the community.
115. While the project demonstrated strong coherence at the local level, gaps in central-level coordination were noted. A limitation was the absence of formal partnerships with the Ministry of Agriculture at the district and upazila levels, which emerged during the KII with government representatives (at the national and district levels).

2.3 Effectiveness

116. This section details the effectiveness of the project, starting with how well the intervention achieved its expected results and outcomes by assessing planned activities against the SOs outlined in the results framework and foundational results (EQ 3.1), the project's contribution/ possible attribution to observed changes (EQ 3.2), and the impact of COVID-19 on anticipated outcomes (EQ 3.3). Additionally, it provides key project components crucial to results (EQ 3.4), stakeholder perceptions of the project's effectiveness following the GoB's decision to halt hot school meals (EQ 3.5), utilization of monitoring mechanisms (EQ 3.6), and efficacy of capacity-strengthening efforts for stakeholders and governance structures (EQ 3.7).

EQ3.1. To what extent did the intervention deliver the expected results and outcomes (by gender where applicable and by type of activity, including capacity strengthening activities)? What are the factors behind areas of achievement or underachievement? To what extent were the findings from the baseline addressed, and how did this impact the project effectiveness towards the end of the project?

Finding 7: The project reached 95 percent of the target beneficiaries. A higher proportion of students in the project schools demonstrated desired fluency in reading and understanding of grade 2 text than students in comparison schools. Sex-disaggregated analysis further highlights that, at

the endline, a greater proportion of girls in project schools demonstrated fluency in reading and comprehending grade II-level texts than their boys counterparts. In comparison schools, girls outperformed boys, although the difference was minor. The findings suggest positive trends in girls literacy outcomes compared to baseline.

Finding 8: In the project areas, where many families struggle with poverty and children often come to school hungry, the project has ensured regular distribution (five days a week) of fortified biscuits (26 million biscuit packets distributed during the project period). The provision of biscuits has served as a strong motivator and enabler for families to send their children to school.

Finding 9: While the project has promoted women's participation in governance, leadership, and local agricultural activities, their participation in decision-making remains limited. Female SMC members revealed hesitancy in speaking up in meetings dominated by elderly and influential males.

Finding 10: The dietary diversity score for children in project schools increased significantly from the baseline value of 4.7 to 5.3 during the endline, with a notable improvement in girls' students. This improvement reflects the project's contribution to promoting awareness among children of dietary practices, which is crucial for their physical and cognitive development and overall health.

Finding 11: The project rehabilitated schools and improved sanitation and water facilities, which created safer environments, especially for girls. Access to clean drinking water remained stable in both project and comparison schools, with a slight improvement in project schools. While access to these essential services remains stable, the ET notes a decline in the continuous water supply at the handwashing stations and challenges in maintaining the vegetable gardens in some schools.

Finding 12: The average attendance rate (from April 2024 to June 2024) for sample project schools was 92.4 percent and 79.1 percent for sample comparison schools (statistically significant difference). Girls' students in project schools (92.9 percent) had slightly higher attendance than those in comparison schools. At the upazila level, the attendance rate was 95.9 percent for Ukhiya and 87.1 percent for Kutubdia (statistically significant difference)⁸⁶.

Finding 13: Consultative workshops and training for national, district and upazila-level officials and school administrators have improved their governance and project management skills. The project also ensured regular engagement with government officials at national, district, and upazila levels, providing them with technical assistance in monitoring project activities.

Strategic outcome 1: Improved literacy among school-age children

117. The results framework for the project's SO1 includes three intermediate SOs: "Improved quality of literacy instruction (MGD 1.1), "improved attentiveness (MGD 1.2)," and "improved student attendance (MGD 1.3)." The forthcoming sections detail how these SOs were achieved through intermediate results and activities. Refer to [Annex 11](#) for the results framework and [Annex 9](#) for detailed performance report indicator mapping.
118. Before proceeding with the detailed analysis, it is essential to understand the project's reach and coverage, as outlined in Table 6 below. The project directly engaged with 49,162 students, representing the highest number of unique beneficiaries reached in a single year during the project period. It indirectly benefited 147,486 individuals (100 percent of the target), with slight annual variations. The project reached an average of 170 schools (100 per cent of the target of 170), reflecting a revised scope in subsequent years. The reasons for this fluctuation include enrollment differences from year to year and reduced school days resulting from a shift from a six-day to a five-day school week. Detailed outcome and output indicators and sex-disaggregated data (wherever applicable/available) are detailed in [Annex 9](#).

⁸⁶ The baseline value on attendance were not available

Table 6: Reach and coverage of USDA-funded interventions

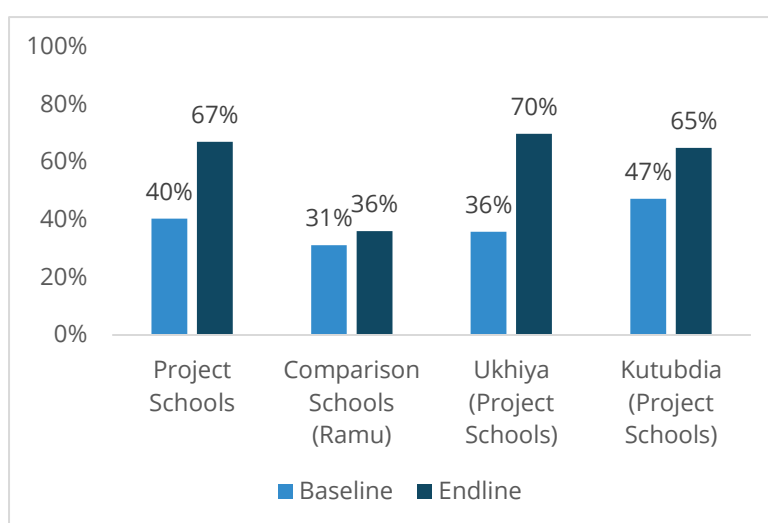
Indicators		Target	Project Year					Achieved
			Oct 20 - Mar 21	Ape 21 - Sep 21	Oct 21 - Sep 22	Oct 22 - Sep 23	Oct 23 - Sep 24	
MGD SO1	Number of individuals participating in USDA food security programs	50,365	44,399	49,162	49,162	49,271	47,113	49,271
	Number of individuals benefiting indirectly from USDA-funded interventions	147,486	133,197	147,486	147,486	134,298	125,706	147,486
	Number of schools reached as a result of USDA assistance	170	170	170	170	140	140	170

Source: WFP Annual and half-yearly reports/partner reports

119. To assess the extent of improvement in literacy outcomes, EGRA⁸⁷ was conducted to measure improvements in foundational reading skills by determining the percentage of students who, by the end of two primary grades, could read and comprehend grade-level text. The findings highlight the project's influence on attentiveness and learning outcomes. The EGRA test at endline reveals (Figure 5) a significant difference⁸⁸ in reading fluency, 67 percent of students in project schools reading more than 45 words per minute, compared to 36 percent in comparison schools. Additionally, improvements from baseline to endline (40 percent to 67 percent in project schools vs. 31 percent to 36 percent in comparison schools) demonstrates a statistically significant impact.⁸⁹ District-wise, Ukhiya and Kutubdia outperformed Ramu, with 65 percent and 70 percent of students, respectively, reading above 45 words per minute.

Figure 4: Students who can read more than 45 words per minute

120. Figure 5 shows a higher percentage of females than males reading at a rate of over 45 words per minute in both project and comparison schools. These findings were further supported by qualitative insights gathered through focus group discussions (FGDs). Students shared their interest in reading, with one saying, "Each class has a library corner filled with many interesting books. We can borrow books from there, and choosing



Source: ET findings

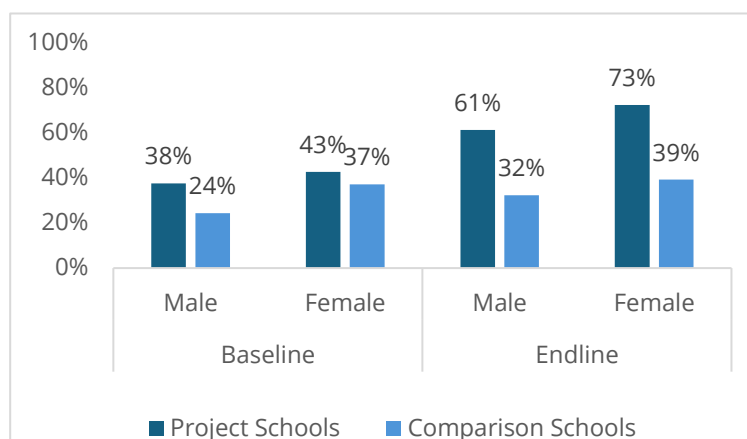
⁸⁷ In EGRA ET conducted two primary analyses to evaluate students' reading proficiency text. 1) Students who can read more than 45 words per minute: Assessed oral reading fluency. Grade 3 students (students passed grade 2) are presented with a Grade 2-level passage and asked to read aloud for 60 seconds. The total number of words read correctly within this time frame is recorded. Students who read more than 45 words per minute are considered to have achieved the expected fluency benchmark. 2) Students who can both read and comprehend Grade II-Level text: After the oral reading fluency task, students are asked a series of comprehension questions related to the passage. Students who read at least 45 words correctly per minute and answer more than 5 out of 10 comprehension questions correctly are considered to have both reading fluency and comprehension at the Grade II level.

⁸⁸ The value of p is < .00001. The result is significant at p < .05, Significance level- 0.05, Two-tailed hypothesis

⁸⁹ The value of p is < .00001. The result is significant at p < .05, Significance level- 0.05, Two-tailed hypothesis

something new to read is always exciting. The books are so engaging that everyone looks forward to reading them" (FGD, STUDENT03, UKHIYA). Parents echoed this sentiment, noting that their children are interested in reading and actively engage with the books at home. "When children bring storybooks home, they ask us to help them with reading or to read to them" (FGD, PARENT01, UKHIYA).

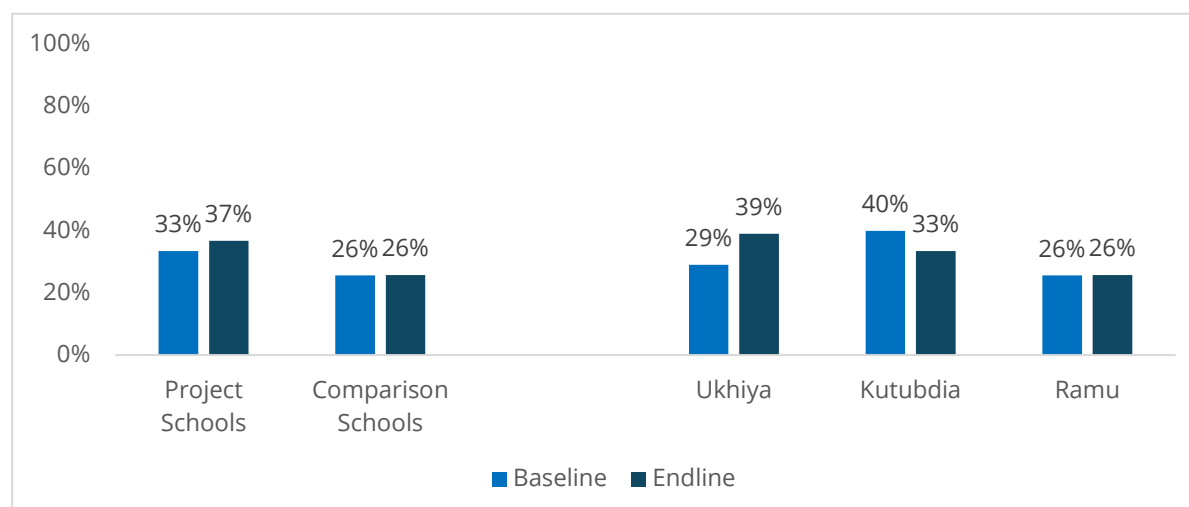
Figure 5: Students who can read more than 45 words per minute (Sex)



Source: ET findings

121. The findings further indicate that 51 percent of students in the project schools and 41 percent in the comparison schools could comprehend more than five questions (comprehension of grade-level text). Comparing endline and baseline values (35 percent to 51 percent in project schools and 26 percent to 41 percent in comparison schools) highlights a statistically significant difference.⁹⁰
122. At the end of two primary grades, project schools showed a higher proportion of students reading and understanding grade-level text than comparison schools. District-wise, Ukhiya saw significant progress, Kutubdia declined slightly, and Ramu remained stable. The discussions with the SMC members provide anecdotal evidence of the reasons for the decline in Kutubdia. Respondents during FGD with SMC members (FGD, SMC03, KUTUBDIA) articulated that there have been fewer school working days in Kutubdia due to natural disasters. It can be inferred that the decline in reading and understanding of grade-level text in Kutubdia is due to fewer teacher input days. The sex-disaggregated analysis further highlights that, at the endline, a higher proportion of females in project schools demonstrated fluency in reading and comprehending grade II-level text than their male counterparts. In the comparison schools, females outperformed males, although the difference was smaller. These findings suggest positive trends in female literacy outcomes, which have shown improvement since the baseline. These trends are illustrated in Figure 6 and Figure 7.

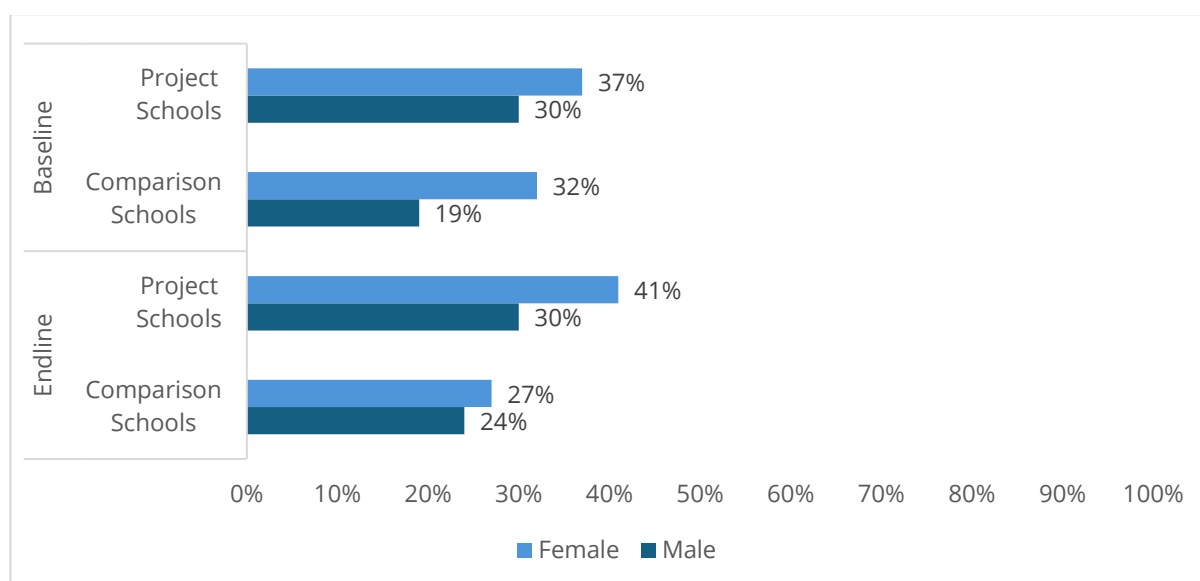
Figure 6: Students who can both read and comprehend grade-II level text (Sex)



Source: ET findings

⁹⁰ The value of p is < .00001. The result is significant at p < .05, Significance level- 0.05, Two-tailed hypothesis

Figure 7: Students who can both read and comprehend grade-II level text



Source: ET findings

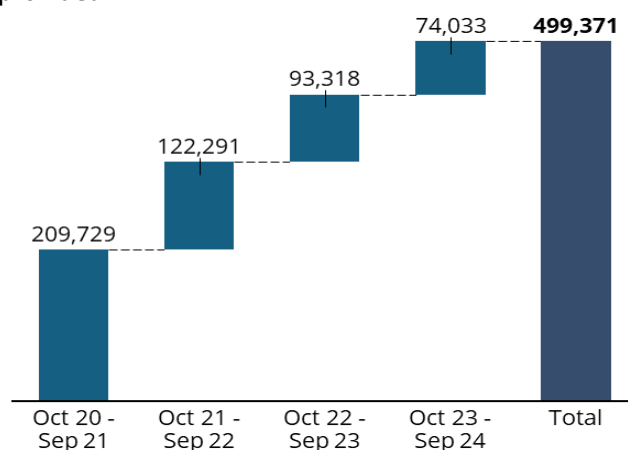
123. These trends underscore the importance of family and teacher involvement and support for education, particularly at the primary level. As one parent shared, "Mothers help their children study at home. If there are elder brothers or sisters, children approach them for help in reading books (studying) or doing homework" (FGD, PARENT01, UKHIYA). This support at home was further reflected in the student's own words: "In school, our teachers help us to read stories, and at home, our parents or our elder siblings help us to read and understand the stories" (FGD, STUDENT01, KUTUBDIA).
124. The interest in reading was also notable, with students showing a notable increase in their interest in books. A parent from Ukhiya stated, "As soon as my kid brings the storybook home, they tell me to read it to them. They are thrilled to get the storybook and interested in reading them" (FGD, PARENT01, UKHIYA). This engagement was further supported by the 'Book Captain' program, where children exchange books, and the 'Library' initiative at schools, allowing students to borrow books. These activities contributed to a positive shift in reading habits. Additionally, the 'Bangla Remedy Class' and the 'Read Play Festival' facilitated further learning opportunities, with children enjoying both structured learning and playful activities that helped to improve their learning abilities.

MGD 1.1: Improved Quality of Literacy Instruction

MGD 1.1.3: Improved literacy instructional materials

125. Throughout the project cycle (October 2020 to December 2024), a total of 660,107 teaching and learning materials (Figure 8) were provided with USDA assistance against the target of 493,668. This includes teaching materials, workbooks and exercise sheets (for grade 1 and 2 students), student kits (for pre-primary to grade 5 students), activity sheets, and story cards for pre-primary students. Additionally, storybooks for classroom libraries

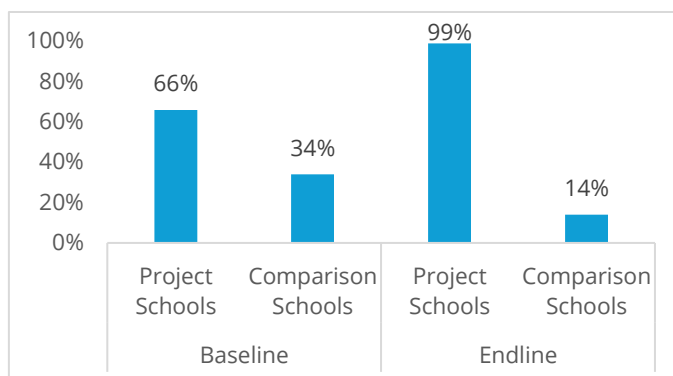
Figure 8: Number of teaching/learning materials provided



Source: WFP Annual and half year reports

and registers for library activities were provided. These resources helped with classroom instructions and developing reading habits. In project schools, findings (Figure 9) show a 33 percent increase in students issuing library books from the baseline to the endline, with no sex difference, and the change is statistically significant. Weekly book issuing dropped from 74 percent to 30 percent, while those issuing books twice a week rose from 21 percent to 50 percent. As a WFP partner articulated, “Primary schools were provided access to education support materials (workbooks, story cards, Pre-Primary activity sheet, book-checkout registers) including storybooks and Book Captain induction assets, school bags and stationery kits for students” (KII, Partner, 02). The alignment of teacher guides with government standards assured consistency and improved teaching quality, further enriching the learning environment.

Figure 9: Percentage of students issued books from the library



Source: ET findings

126. Structured interventions complemented the supply of materials, such as the ‘Book Captain’ initiative, which encouraged peer-led book exchanges and the establishment of classroom libraries to foster a reading culture. Supplementary reading materials (SRM) and teaching-learning materials (TLMs) further improved the quality of the instructional process. School leadership and community members acknowledged these efforts, with an SMC member (FGD, SMC03, KUTUBDIA) confirming that the teacher's trainings were organized. He further shared that such a multi-pronged approach is much needed for strengthening early-grade learning, as it integrates access to high-quality materials and educator training.

MGD 1.1.4: Increased skills and knowledge of teachers, MGD 1.1.5: Increased skills and knowledge of administrators

127. WFP/RtR conducted teacher training throughout the project, training 896 teachers/educators/assistants (492 female, 404 male) against a target of 853 (Refer [Annex 9](#)). Of these, 632 (97%) demonstrated the use of new, quality teaching techniques. Survey findings show that 64% of trained teachers in Ukhiya and 83% in Kutubdia are applying health, nutrition, and hygiene training. Meanwhile, 36% (17% in Kutubdia) are using training to improve participation, classroom management, and develop supplementary reading. Students appreciated the new methods: “Our teachers have used audio-video equipment and music, chart paper, acting, quizzes, storytelling, and group discussions” (FGD, STUDENT03, UKHIYA; STUDENT01, KUTUBDIA). Parents also reported satisfaction with improved teaching quality (FGD, PARENT03, KUTUBDIA). In schools where the new techniques were adopted, perceptions of quality improved, as reflected in students’ reports of teachers reading stories/poems beyond textbooks—rising from 18% at baseline (10% a few times, 8% daily) to 97% at endline (91% a few times, 6% daily). Over 800 classroom libraries, housing more than 800,000 age-appropriate books, support reading habits. Annual reports show an average of 869 teachers trained each year. All sampled teachers in Ukhiya and Kutubdia reported receiving training and manuals (online or in-person), and all found them helpful (see **Error! Reference source not found.**).
128. As part of strengthening the capacity of school administrators, the project trained 140 school administrators (22 percent female and 78 percent male participants) in multiple areas, including teaching in the Bangla language, library management, hygiene, child health, and nutrition. An estimated 137 participants received training in project monitoring, supervision, and literacy activities, while another 140 were trained in safe food handling and biscuit distribution. The project implemented a master trainer approach, empowering 14 master trainers to support teacher development and enhance the effective use of instructional materials. The survey findings confirm

the numbers presented in the progress report, as all headteachers from the sample project schools in Ukhiya and Kutubdia verified that they received training through WFP. This consists of five female headteachers (out of 18) in Ukhiya and three female teachers (out of 12) in Kutubdia. The survey findings also corroborate the proportion of female headteachers trained (26 percent) as reported in the latest annual report (22 percent).

129. Of those trained, 135 participants (21 percent female, 79 percent male) reported using new techniques, surpassing the target of 133, as confirmed by RtR and RIC monitoring reports⁹¹. No prior-year data were available because of government restrictions on school monitoring. Survey findings indicate that all headteachers in Ukhiya (18 in total, including five female) and Kutubdia (12 in total, including three female) received training in library management, project monitoring, and supervision. In Kutubdia, they also utilised training to enhance teaching methods, ensure regular biscuit distribution, and implement activities such as "Little Doctors," vegetable gardens, and community participation. In Ukhiya, headteachers applied training to oversee little doctors and vegetable gardens. Across sample schools, 67 percent of headteachers reported applying training to library management and 85 percent for other project activities.
130. FGDs with SMC members revealed the need for additional training. One SMC member suggested, "It would have been helpful to receive training on how to address issues related to administration or management effectively if the school faces challenges" (FGD, SMC03, Kutubdia). Another teacher emphasised the need for further capacity building, stating, "Additional training on improving the quality of education and increasing student enthusiasm for regular class attendance would make a significant difference" (FGD, SMC03, Kutubdia). Discussions also pointed out gaps in training for organising school activities and administration.

MGD 1.1.1: More consistent teacher attendance

131. The project helped improve teacher attendance by combining incentives and better monitoring systems. RtR introduced stronger parent involvement and regular attendance checks with SMCs to encourage teachers to show up more consistently. RtR also encouraged upazila education officers to visit schools more frequently, offering guidance and support, especially in remote areas, to ensure that teachers were present and engaged. While training sessions on library management and Grade 2 Bangla boosted teacher skills, there's no clear evidence tying these trainings directly to better attendance. Additionally, although teachers didn't mention incentives in the surveys, the teamwork with SMCs and closer monitoring likely contributed to improved attendance. Overall, these activities made a positive difference in teacher attendance, although the exact impact and the extent to which incentives played a role aren't fully measured.

MGD 1.1.2: Better access to school supplies & materials

132. The project made a difference by giving students access to high-quality reading materials, which helped improve their literacy skills. Classroom library corners were set up, and students received teaching aids, extra resources, and age-appropriate books, creating a better reading culture. They also received workbooks and worksheets designed for early grades, which helped them improve in letter sounds, reading unfamiliar words, and understanding texts. Fun initiatives, such as "book captains" and book exchanges, encouraged kids to read more, thereby improving their reading fluency and comprehension.

⁹¹ WFP semi-annual report (reporting period, October 2023-September 2024)

MGD 1.2: Improved attentiveness

MGD 1.2.1: Reduced short-term hunger

133. The project provided fortified biscuits as morning snacks to support student focus, recognising the impact of hunger on learning. A summary table with indicators related to short-term reduction in hunger is provided in Table 7 below, and more information, including sex disaggregation, can be found in [Annex 9](#). From October 2020 to September 2024, 26,310,078 packets were distributed to 49,162 school-age children on school days, falling short of the target of 32,636,693 packets. Annual enrolment-based variations occurred, but all enrolled children received biscuits fairly and equitably. All surveyed students confirmed receiving biscuits daily between May and July 2024. One student shared, "At our school, we receive biscuits every day after the first period. We like them and enjoy eating them in class" (FGD, STUDENT01, KUTUBDIA). Parents echoed this: "Biscuit distribution happens regularly at school" (FGD, PARENT02, UKHIYA). Teacher training strengthened supply chain management, ensuring accurate recordkeeping and consistent biscuit delivery.
134. Findings from the school survey indicate that all the sampled 18 schools in Ukhiya and 12 schools in Kutubdia have received biscuits on a regular basis. Furthermore, all 390 sample students (200 female, 190 male) in the project schools confirmed receiving biscuits 5 days a week (Table 7). At the upazila level, all sample students in Ukhiya (234) and Kutubdia (156) reported receiving biscuits on a regular basis. In Ukhiya, 100% of students and in Kutubdia, 132 (85%) students confirmed eating

Table 7: Indicator mapping (MGD 1.2.1.1)

Indicators		Target	Project Year					Achieved
			Oct 20 - Mar 21	Ape 21 - Sep 21	Oct 21 - Sep 22	Oct 22 - Sep 23	Oct 23 - Sep 24	
MGD 1.2.1.1	Quantity of take-home rations provided (in metric tons) as a result of USDA assistance (MTS)	1,643	83	382	80.5	931.016	0	1,477
MGD 1.2.1.1	Number of individuals receiving take-home rations as a result of USDA assistance	49,162	44,399	49,162	47,224	44,504	0	49,162
McGovern-Dole 1.2.1.1	Number of daily school meals (breakfast) provided to school-age children as a result of USDA assistance	32,636,693	1,110,000	5,091,373	7,579,959	7,102,626	5,426,120	26,310,078
McGovern-Dole 1.2.1.1	Number of school-age children receiving daily school meals (fortified biscuits) as a result of USDA assistance	49,162	44,399	49,162	49,162	44,766	41,902	49,162
McGovern-Dole 1.2.1.1	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	49,162	44,399	49,162	49,162	44,766	41,902	49,162

Source: WFP Annual and half year reports

them during school hours. Of the 24 Kutubdia students (15%) who did not eat biscuits at school, 18 shared that they gave them to siblings or friends, 3 disliked the taste, and 3 weren't hungry. In Ukhiya, 53% and in Kutubdia, 24% reported feeling hungry after eating biscuits. However, students shared in FGDs, "At our school, we get biscuits every day after the first period. We enjoy having them. After eating the biscuits, we usually don't feel hungry." SMC members in Kutubdia (FGD, SMC02) noted that during the COVID-19 pandemic, biscuits were distributed to homes instead of schools.

135. Throughout the project, from August 2022 to its completion, the average number of school days per month on which biscuits were distributed consistently met the target of 20 days. However, due to the GoB's change in the weekly schedule starting in August 2022, which designated five days as school days instead of six, the number of days on which biscuits were distributed decreased to 17 per month. Additionally, Bangladesh experienced a national election, and factors such as severe heatwaves, heavy rainfall, student movements, and curfews affected the average daily feeding. In April 2024, most schools were open for only two days due to the Ramadan holidays, although they were expected to reopen for eight days after the holiday. This further limited biscuit distribution.
136. In the project areas, where many families struggle with poverty and children often come to school hungry, the provision of fortified biscuits itself is a relief for parents. One parent shared, "Our village is poor, and many children come to school hungry. Now, the food our child gets at school is a real help" (FGD01, Parent, UKHIYA). The biscuits, made with ingredients familiar to the community, were well-received and closely tied to the local culture. The provision of biscuits also acted as a strong motivator for families to send their children to school.

MGD 1.3: Improved student attendance

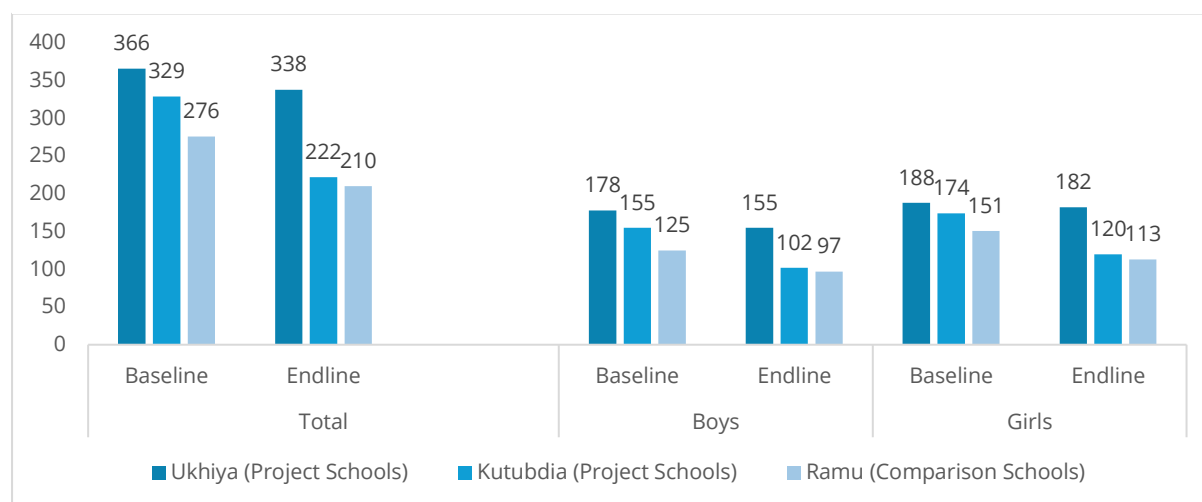
MGD 1.3.3: Improved school infrastructure, MGD 1.3.4: Increased student enrolment, MGD 1.3.2: Reduced health-related absences, MGD 1.3.5: Increased community understanding of benefits of education

137. Between October 2023 and September 2024, the project, with USDA assistance, improved school infrastructure through the rehabilitation and construction of new buildings, classrooms, latrines, and water sources. Repairs were conducted in 14 schools to ensure the functionality of the facilities. Key activities included the installation of water pumps and tanks, desludging septic tanks, excavation of soak pits, installation of flush tanks, cleaning of tube wells, and maintenance of sewage systems. Across the project cycle, 108 facilities were reconstructed, and one was newly built, with a focus on toilets and safe water access. Survey data show that 11 sample schools received reconstruction support, 13 saw renovations in libraries, playgrounds, and classrooms, and 2 improved their water supply systems for toilets.
138. These efforts significantly enhanced hygiene and the learning environment—especially for girls—by removing longstanding barriers. A teacher noted, "The improved water and sanitation facilities created an environment where students are motivated to attend and engage in learning." However, gaps remain. SMC members voiced ongoing infrastructure concerns: "We don't have enough classrooms... infrastructure continues to be a challenge," and "If we had a steady water supply and a cleaner school, it would make a big difference for the kids." Full infrastructure needs remain unmet, underscoring the demand for continued support.
139. **Enrolment:** Throughout the project, an average of 46,248 students enrolled in government and community schools received USDA assistance. However, there was a 10 percent decline in student enrolment, a trend observed nationwide. This decrease is due to lower fertility rates and a growing preference for private schools and madrasas (religious schools).⁹² While it is plausible that similar factors contributed to the decline in enrollment in project schools, a definitive conclusion cannot be drawn (with the available data). The project implemented multiple strategies to increase student enrolment, including fostering friendly relationships with parents, providing culturally accepted biscuits, and conducting awareness campaigns on the importance of education. The average enrolment figures, disaggregated by sex, for both project and comparison schools as of March 2024,

⁹² Performance Report Indicator Sheet 2023-2024, WFP

are outlined in Figure 10 below.

Figure 10: Enrolment in sample project and comparison schools

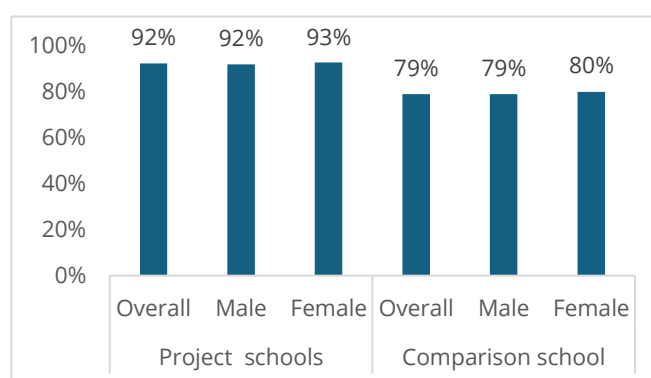


Source: ET findings

140. As shown in the table above, girls' enrollment is higher in both the project and comparison schools. Discussions with parents in all focus group discussions (FGDs) revealed that they placed importance on a girl's education, as they believe that her education in the present would help their children obtain an education in the future. When comparing baseline and endline enrolment figures, Ukhiya and Kutubdia show differences of 8 percent and 33 percent, respectively, while Ramu (comparison district) shows a 24 percent difference. While the difference for Ukhiya (10 percent) aligns with the annual report, the figures for Ukhiya and Kutubdia are notably higher. The KIs with Upazila-level government officials highlight that parents prefer sending their children to work (loading and unloading fish) rather than sending them to school. The project needs to enhance its focus in Kutubdia through targeted interventions to increase awareness and establish the importance of education for children.

141. **Attendance:** The survey findings suggest that the average attendance rate (from April 2024 to June 2024) for the sample project schools was 92 percent and 79 percent for the sample comparison schools. The difference is statistically significant⁹³. As shown in Figure 11, female students in project schools (93 percent) had slightly higher attendance rates than those in comparison schools. At the upazila level, the attendance rates were 96 percent for Ukhiya and 87 percent for Kutubdia. The difference is statistically significant.⁹⁴ Since the schools were closed till September 2021 due to COVID-19, the baseline values on attendance in both the sample project and comparison schools were not established⁹⁵.

Figure 11: Attendance rate (April 2024 to June 2024)



Source: ET findings

⁹³ The value of p is < .00001. The result is significant at p < .05, significance level 0.05, two-tailed hypothesis.

⁹⁴ The value of p is .00152. The result is significant at p < .05, significance level 0.05, two-tailed hypothesis

⁹⁵ Due to the COVID-19 pandemic, schools were closed until Aug 2021. Although schools resumed in September 2021, schools followed a

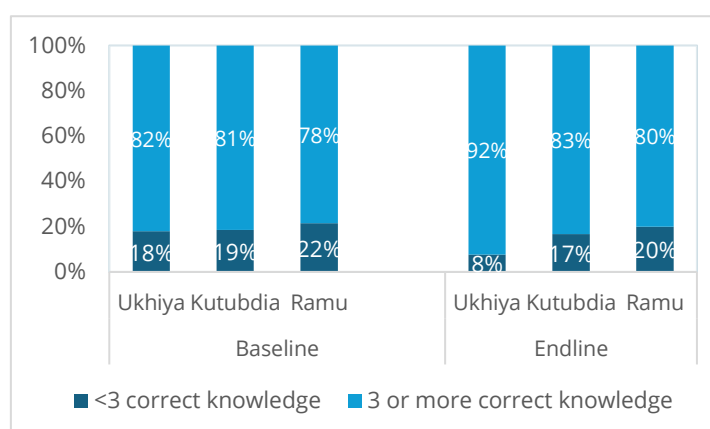
142. By providing fortified biscuits, the project addressed the challenges of nutrient deficiency in Ukhiya and Kutubdia. Activities such as creating vegetable gardens and holding health and hygiene sessions also taught students and their families about good practices, further enhancing their well-being. Schools were equipped with handwashing stations and waste disposal units to promote cleanliness and safety. Regular health checkups, including deworming, growth monitoring, and feedback (based on diagnosis), ensured students stayed healthy. Survey findings suggest that 3 percent of students were absent from school due to illness (during both the baseline and endline) in the week preceding the data collection. However, the base is too small to make a statistical difference in students who missed school specifically because of illness.
143. All parents valued education. In project schools, 90% of sampled parents (compared to 88% at baseline), and in comparison schools, 80% (compared to 82%) could name at least three benefits of primary education: literacy, future job opportunities, and skill development. FGDs across Ukhiya, Kutubdia, and Ramu show shared parental perceptions. Fathers and mothers jointly made education decisions—"My husband and I make decisions together..." (FGD, PARENT01, UKHIYA)—and mothers/siblings often helped with studies. Some parents noted past irregular attendance, stressing the need for continued enrolment efforts—"My child used to miss school often, but now... they go regularly" (FGD, PARENT01, UKHIYA).
144. Project interventions increased parental and student engagement. Teacher follow-ups, awareness efforts by school staff and RtR workers, and the use of rhymes, stories, and puzzles motivated attendance. In comparison areas, parents expressed dissatisfaction—"It would greatly help if teachers taught with affection, using storybooks, drawings..." (FGD, PARENT03, RAMU). They emphasised the need for biscuit distribution and health and nutrition sensitisation (FGD, PARENT02, RAMU). Overall, the project strengthened parental interest and improved student regularity in schools.

MGD SO2: Increased use of health and dietary practices

MGD 2.1: Improved knowledge of health and hygiene practices, MGD 2.3: Increased knowledge of nutrition,

145. Discussions with students and observations in school premises indicated a high awareness of handwashing practices among children in intervention schools. Students' identification of key health and nutrition practices was assessed by their ability to recognise at least three practices. In project schools 92 percent of students in Ukhiya and 83 percent in Kutubdia identified at least three key⁹⁶ health and hygiene practices, up from 82 percent and 81 percent, respectively, at baseline, as shown in Figure 12.

Figure 12: Student's knowledge on good nutrition and health practices (upazila wide)



Source: ET findings

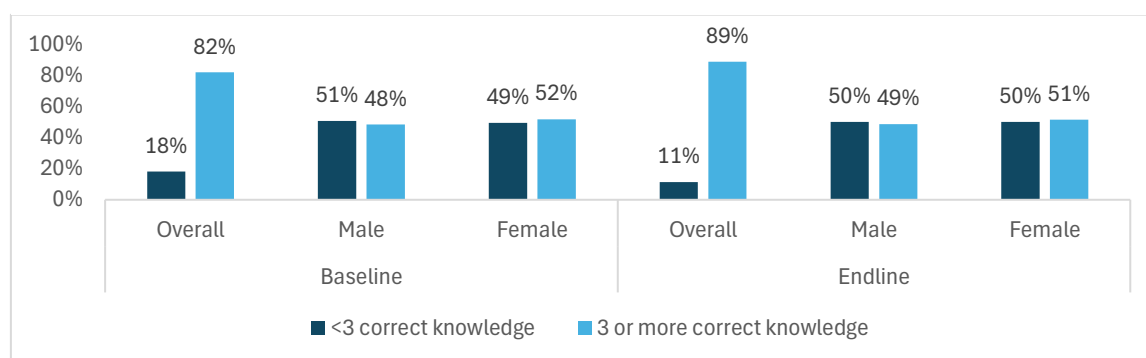
In comparison to schools (Ramu), the change was minimal—78 percent at baseline and 80 percent at endline. Sex-disaggregated data (refer Figure 13) indicated that 48 percent of male students and 52 percent of female students (49 percent male and 51 percent female during baseline) in project schools identified at least three key practices at endline.

weekly grade-by-grade schedule, which means all children did not attend class every day. The practice continued until December 2021. Data collection for the baseline was done in October and November 2021

⁹⁶ (i) Hand washing with soap: before meal, after defecation, before preparing food; (ii) Using sanitary latrine; (iii) Drinking water from a safe source

146. During the 4th year of the project, 5,629 individuals (children, SMC members, teachers, and headteachers), comprising 3,201 females and 2,428 males, received training on child health and nutrition. The survey findings highlight that all 30 head teachers in the sample project schools (18 in Ukhiya and 12 in Kutubdia) have received child health and nutrition training. Teachers were also equipped with guidelines and resources, such as nutritional corners, flyers, pocketbooks, and billboards, to deliver lessons on nutrition, supported by the Training of Trainers (ToT) initiative. 68 percent of teachers (68 percent male, 57 percent female) from project schools confirmed that they have received training on child health and nutrition (Refer [Annex 9](#) for beneficiary totals). All trained head teachers and teachers self-reported adopting appropriate child health and nutrition practices, reflecting the project's contribution to enhancing knowledge and awareness of child health and nutrition. Furthermore, more than 92 percent of the sample parents stated that school health and hygiene brochures, school teachers, community meetings, and school SMC/PTA meetings have been the primary sources of health, hygiene and nutrition information. During FGDs, SMC members highlighted, "After receiving training through the project, we have been conducting regular meetings

Figure 13: Student's knowledge on good nutrition and health practices (Sex)



Source: ET findings

with parents and guardians to raise awareness about community health and hygiene practices" (FGD, SMC03, UKHIYA, cited as one example).

147. Parents' status of child health and nutrition practices was assessed using two parameters: handwashing at critical times⁹⁷ and dietary diversity. At the endline, all 150 sample parents (57 percent female, 43 percent male) from project schools reported adopting handwashing practices at 4-6 critical times.⁹⁸ (Refer to Table 8 below). In comparison schools, 81 sample parents (44 percent females, 37 percent males) at the endline, reported adopting handwashing practices at 4-6 critical times. The comparison of end-line values and baseline values (parents in the project and comparison

Table 8: Parents trained by WFP who are aware of and demonstrate handwashing practices at critical times

Count			Baseline		Endline		Baseline		Endline	
			Project Schools	Comparison Schools	Project Schools	Comparison Schools	Ukhiya	Kutubdia	Ukhiya	Kutubdia
Demonstration of handwashing by parents (practice handwashing on 3 or more out of 6 critical times)	Less than 4 times reported	Male	8	3	0	10	7	1	0	0
		Female	21	10	0	9	10	11	0	0
	4 to 6 times reported	Male	38	17	65	37	27	11	42	23
		Female	83	70	85	44	46	37	48	37
	Total		150	100	150	100	90	60	90	60

Source: ET findings

⁹⁷ The numbers reported here are for those who practice handwashing on 4 or more out of 6 critical times

⁹⁸ The numbers reported here are for those who practice handwashing on 4 or more out of 6 critical times

schools) is statistically significant.⁹⁹

148. At the baseline, 121 sample parents (55 percent females, 25 percent males) from project schools reported adopting handwashing practices at 4-6 critical times. The difference between the endline and baseline values (parents in project schools) is statistically significant.¹⁰⁰ In comparison schools, 87 sample parents (70 percent females, 17 percent males) reported adopting handwashing practices at 4-6 critical times during baseline. The difference between the endline and baseline values (parents in comparison schools) is statistically not significant.¹⁰¹ It can be inferred that interventions promoting improved health and hygiene practices have led to increased adoption of these practices.

149. **Dietary Diversity Score (DDS):** The endline evaluation shows a positive shift in dietary diversity among school-aged children. The proportion of children consuming food from at least five food groups in the last 24 hours in project areas increased from 4.7 at baseline to 5.3 at endline, which is statistically significant, with Ukhya improving from 5.0 to 5.5 and Kutubdia from 4.5 to 5.0. In contrast, comparison schools recorded only a marginal increase from 4.6

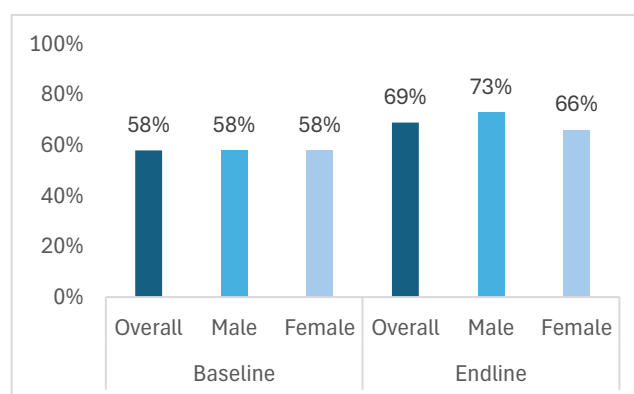
Table 9: Mean DDS

Mean DDS		Project Area			Comparison Area
		Overall	Ukhya	Kutubdia	Ramu
Baseline	Overall	4.7	5.0	4.5	4.6
	Male	4.7	4.9	4.5	4.8
	Female	4.8	5.0	4.4	4.4
Endline	Overall	5.27	5.5	5.0	4.8
	Male	5	5.3	4.5	4.8
	Female	5.8	5.7	5.2	4.8

Source: ET findings

to 4.8, suggesting that project interventions played a role in enhancing dietary diversity as shown in Table 9, sex-disaggregated data highlight improvements among female students, whose DDS increased from 4.8 to 5.8 in project schools and from 4.4 to 5.2 in Kutubdia. Meanwhile, male students showed stable scores in Kutubdia (4.5 at both baseline and endline) and Ramu (4.8 at both time points).

Figure 14: Percentage of school-aged children in project schools meeting minimum dietary diversity score



Source: ET findings

150. The improvement in DDS is further reinforced by the proportion of school-aged children meeting the minimum DDS (Refer to Figure 14). At the endline, 69 percent of children in project schools met this threshold, a notable increase from 58 percent at baseline. The rise suggests that project interventions contributed to children's access to diverse foods and nutrition awareness. Sex-based data reveal an increase among male students at the endline compared to the baseline. Among female students, the proportion increased slightly, indicating progress but highlighting a relatively lower improvement compared to their male counterparts.

151. The reasons for the higher DDS from the baseline in the project area can be understood based on discussions with parents (across all FGDs), wherein they mentioned that children discuss the nutritional qualities of food and demand food based on its nutritional value. Parents also noted that learning from demonstrations during events such as the Healthy Meal Preparation Day has

⁹⁹ The value of p is < .00001. The result is significant at p < .05, significance level 0.05, two tailed hypothesis

¹⁰⁰ The value of p is < .00001. The result is significant at p < .05, significance level 0.05, two tailed hypothesis.

¹⁰¹ The value of p is .18352. The result is not significant at p < .05, significance level 0.05, two tailed hypothesis

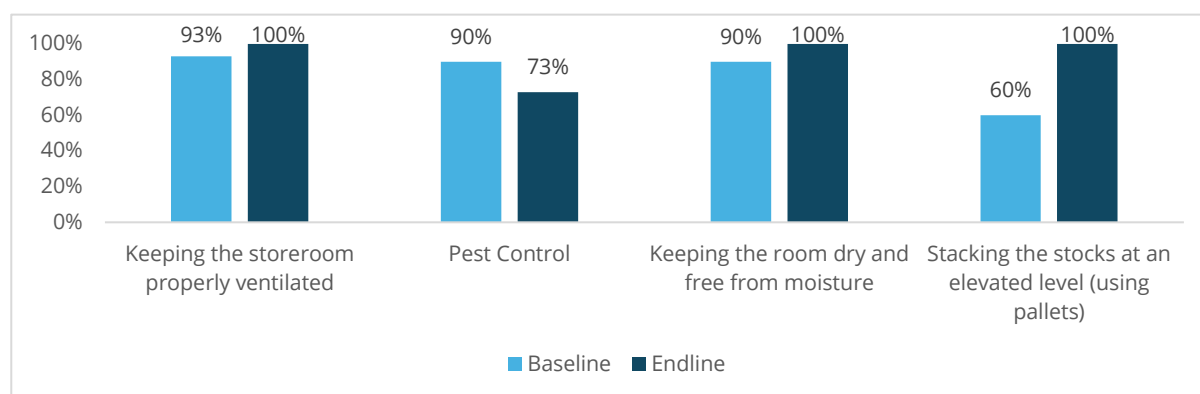
encouraged them to cook nutritious meals for their children at home.

152. The project has fostered nutritional awareness in schools through multiple interventions, including the establishment of vegetable gardens, training for Little Agriculturalists, and sensitisation of students and teachers on improved nutrition. Additionally, nutrition corners were set up, and instructional materials were developed to support teachers in delivering nutrition education. Such experiential learning helped foster a better understanding of nutrition and encouraged healthier dietary choices among children. Students were pleased to be part of such initiatives. One student said, "We grow squash, red spinach, spinach, and other vegetables in this garden. We've eaten sweet potatoes cooked at school. We like eating these vegetables." Another added, "We sometimes help with the vegetable garden by cleaning the weeds, watering, and doing other tasks" (FGD, STUDENT02, KUTUBDIA).
153. Endline data shows that 10 sample project schools (vs. 19 at baseline) had vegetable gardens. In Ukhiya, 5 schools (28% at endline, 63% at baseline) and in Kutubdia, 5 schools (42% at endline, 58% at baseline) had gardens—a gradual decline, indicating challenges in sustaining them. UEOs in both upazilas cited frequent school closures as a barrier to maintaining school gardens, although they recognised the value of gardens in teaching children about nutrition. Project documents emphasized gardens for all schools, interpreted by the ET as aiming for full coverage. Yet, only 10 of the 30 had gardens at the endline. All schools with gardens also had trained Little Agriculturists, confirming receipt of related training.

MGD 2.2: Increased knowledge of safe food preparation and storage practice, MGD 2.6: Increased access to requisite food preparation and storage tools and equipment

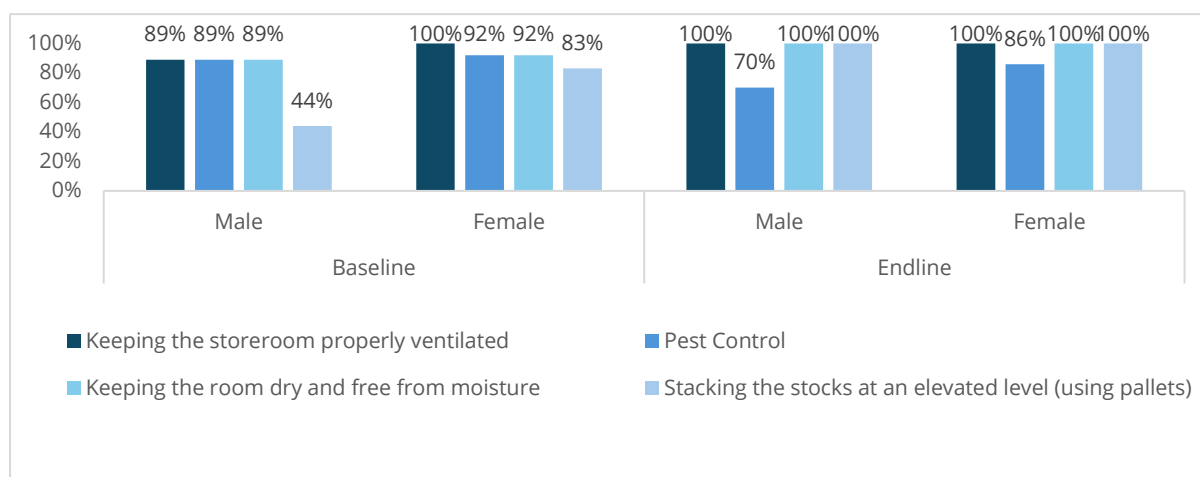
154. The project initiated several activities to enhance knowledge and capacity in safe food preparation and storage, thereby providing effective commodity management across the project schools. Following COVID-19 disruptions, no training was organised till September 2021. During baseline, storekeepers from all the project schools reported receiving training on storage practices (for biscuit distribution) as part of the previous project (FY2017 award). A total of 420 individuals (schoolteachers, staff, government officials, and SMC chairpersons, storekeepers) received orientation and training on safe food preparation and storage over the last 3 project years. Survey findings confirm that 29 storekeepers and 29 teachers from 30 sample schools have been equipped with the essential knowledge of food safety. The impact of these efforts is evident in behavioural adoption. As shown in Figure 15, all storekeepers (100 percent) in the sample schools could identify at least three safe storage practices—an improvement from 93 percent at baseline, as reported by them in their respective schools. Furthermore, sex-disaggregated analysis suggests (as shown in Figure 17) that, in most cases, male and female storekeepers are aware of safe storage practices, except for knowledge of pest control. Additionally, all trained teachers have reported that they have integrated safe food preparation and storage methods in both school and home settings.

Figure 15: Knowledge on safe storage practices



Source: ET findings

Figure 16: Knowledge on safe storage practices (Sex)



Source: ET findings

MGD 2.4: Increased access to clean water and sanitation services, MGD 2.5: Increased access to preventative health interventions

155. Access to clean water and sanitation remained stable across project and comparison schools. At endline, 24 of 30 project schools (23 at baseline) and 18 of 20 comparison schools (19 at baseline) had drinking water facilities, mainly from tube wells. Trust in tube well water remained high, with 25 programme schools (up from 20) and 20 comparison schools (up from 13) reporting boiling was unnecessary. Sanitation access remained strong—97% of project schools and all comparison schools had functional toilets, consistent with the baseline. Sex-segregated toilets were present in 29 project schools (up from 26) and 17 comparison schools (unchanged). Handwashing stations with continuous water were found in 27 programme schools (down from 28) and 17 comparison schools. These facilities supported hygiene and environmental safety. An SMC member in Kutubdia (FGD, SMC02) said, “The project helped improve toilet facilities. Creating separate toilets for males and females has created a safer environment for females.”
156. While these numbers suggest stability, they highlight areas where improvements can be made. As one school administrator noted, “Our water supply is safe, and students use it daily, but confirming a steady flow in handwashing stations remains a challenge” (FGD, SCHOOL01, UKHIYA). These insights underscore the importance of ongoing investment in maintaining infrastructure and promoting improved hygiene practices.

Foundational Results

1.4.1. Increased engagement of local organizations and community groups

157. The project has played a significant role in strengthening community engagement in school governance, enabling parents, teachers, and local stakeholders to contribute to improving educational outcomes. All participating parents in the FGD from the sampled project schools reported their engagement in project activities (through RtR). An after-school reading forum initiative was also introduced to learning beyond classroom hours.
158. To build the capacity of SMCs, the project provided technical training on health, nutrition, biscuit distribution, and safe storage practices. During the last project year, 140 community mobilisation workshops were conducted, with representatives from 140 SMCs and PTAs in attendance. SMC members highlighted the importance of these sessions, stating, “We received training on our roles, school safety, and management. Now we know what steps to take to make sure children stay in school” (FGD, SMC03, UKHIYA). Regular engagement has also been reinforced through SMC meetings, with project schools conducting an average of 10 meetings per year, compared to 7 in

comparison schools. However, female participation remains limited, as discussions with female SMC members revealed hesitancy in speaking up in meetings dominated by elderly and influential male figures (FGD, SMC03, UKHIYA).

159. Parents' awareness of SMCs has improved, with 89 percent in project schools recognizing their existence (up from 82 percent at baseline)¹⁰², while 75 percent remained aware of their responsibilities. Notably, parents' perception of SMC roles has evolved from an initial focus on improving infrastructure to managing the school feeding project and enhancing the quality of education.
160. PTAs have also seen a modest increase¹⁰³, with an 84 percent coverage (during endline) in project schools (up from 80 percent at baseline), driven by the establishment of an additional PTA in Kutubdia. Across Ukhiya and Kutubdia, PTAs held 3-4 meetings per year, covering topics such as hygiene, school readiness, and attendance. Parents appreciated these forums, sharing that "PTA meetings are useful as aspects related to children's studies, maintaining hygiene, preparing them for school, and assuring that they attend regularly are discussed" (FGD, PARENT01, UKHIYA).
161. Additionally, from October 2022, the project provided capacity-strengthening support to farmers. Annual report reviews show 2,725 individuals received training on integrating agriculture and nutrition, enhancing production, and crop diversification. Sex disaggregated data was unavailable. Of those trained, 1,917 and 1,080 farmers adopted improved agricultural practices. A government representative, during KII, noted their support for training smallholder farmers and supplying seeds, fertilizer, and agricultural tools. In FGDs (FGD, SHF02 & SHF03, UKHIYA), farmers confirmed receiving training on crop production, harvesting, food nutrition, and pest control. One farmer (FGD, SHF03, UKHIYA) shared, "I greatly benefited from the training. Last season, I cultivated chilies on 50-decimal land¹⁰⁴ and earned about BDT 120,000¹⁰⁵ (one hundred twenty thousand) from the sale".

1.4.1. Increased capacity of government institutions, 1.4.3. increased government support, 1.4.2. Improved policy and regulatory framework

162. The project facilitated 37 high-level capacity-strengthening initiatives. This included project review workshops, sessions on nutrition-sensitive programming, technical meetings and consultations on school feeding, preparation of development project proposals, project executive committee meetings, and high-level advocacy meetings with the GoB representatives and other education development partners, WFP, through the project-provided technical and financial support for feasibility studies, proposal development, and real-time monitoring mechanisms, equipping institutions such as the MoPME and the DPE with the tools needed for implementation. Exposure visits to other countries' mid-day meal programs, combined with the use of digital monitoring tools, further streamlined procurement and implementation processes.
163. Discussions with representatives of DPE at the national and district levels have highlighted that training sessions for district and upazila-level officials, school administrators, and SMCs have improved their governance and project management skills.
164. The project provided technical assistance to government officials at the national, district, and upazila levels to support the monitoring of project activities. Advocacy with government bodies, including the National Economic Council Executive Committee, focused on aligning the project with national priorities and reinstating the NSFP. Despite challenges like government project delays and frequent turnover of officials, the project continued to provide technical assistance in policy development. For instance, the DPP for the Government-supported project was developed, along with operational guidelines, procurement modules, and a monitoring framework.

EQ3.2. What is the level of attribution to the project of observed changes (by gender and vulnerable social groups where applicable) in aspects related to education, the use of health and dietary practices, and capacity strengthening at schools-level, as

¹⁰² On comparison between endline and baseline figures for project schools, the result is not significant at $p < .05$

¹⁰³ PTAs primarily focus on community involvement and parent-teacher collaboration, while SMCs are more focused on school governance, planning, and implementation of school development plans

¹⁰⁴ Equivalent to 21,778 square feet

¹⁰⁵ Equivalent to USD 985

well as the links between school feeding and local production (if any). On indicators where attribution cannot be clearly established, what is the assessment of the contribution that the project has made to the observed changes.

Finding 14: The regular distribution and consumption of fortified biscuits containing micronutrients indicates that the project has also contributed to addressing micronutrient deficiencies. Further data is needed to precisely measure the impact of biscuits on attentiveness, though their role in creating a more conducive learning environment is evident.

Finding 15: The project has demonstrated a strong level of possible attribution in improving the quality of literacy through targeted interventions such as teacher training and the provision of instructional materials. These interventions created more interactive learning environments, increasing student success in reading, as evidenced by 67 percent of students reading at grade level in project schools compared to 36 percent in comparison schools.

Finding 16: The workshops and training sessions conducted for parents, teachers, SMC members and local level stakeholders have contributed to strengthening their capacity to manage school feeding activities and engage with school-level initiatives to improve education quality.

MGD SO1 - Improved literacy of school-age children

MGD 1.1: Improved Quality of Literacy Instruction

165. The project has demonstrated a strong attribution in improving the quality of literacy through targeted interventions such as teacher training and the provision of instructional materials. Teacher training focused on developing skills on storytelling, classroom engagement, and library management equipped teachers with innovative techniques, leading to more interactive learning environments. This is evidenced by higher students in project schools reading grade-level text, compared to comparison schools reading over 45 words per minute, as mentioned in figure 5 and passage 122 in EQ 3.1. Additionally, distributing high-quality reading materials, workbooks, and teacher guides and establishing classroom library corners enhanced reading fluency and comprehension, particularly in early grades. These outputs link improved literacy quality to the project's interventions. The attribution is supported by both the quantitative improvements and the direct alignment of inputs with literacy-focused outputs in EQ3.1.
166. While the project's possible attribution on teacher attendance and administrator capacity is less directly measurable, qualitative evidence suggests that training and materials have motivated teachers and strengthened school management. Specific data on attendance improvements and administrator outcomes are limited. Even where direct attribution cannot be firmly established, the discussions with government representatives at the national and district levels highlight that the project has made a notable contribution by creating an enabling environment for improved literacy instruction.

MGD 1.2. Improved attentiveness

167. The regular distribution and consumption of fortified biscuits containing micronutrients indicates that the project has also contributed to addressing micronutrient deficiencies. This, in turn, can improve student attentiveness by reducing short-term hunger. Evidence from project annual reports indicates that biscuits have positively influenced academic performance by enhancing students' active attention spans during class. Additionally, fortified biscuits have enabled students to focus better and attend school regularly. While the project aimed to improve nutrition and academic outcomes, qualitative data in EQ3.1 (MGD 1.2) confirm that teachers and parents noticed improved classroom focus and energy levels, supporting a moderate level of attribution. While the project aimed to improve nutrition and academic outcomes, further data is needed to measure the precise impact of biscuits on attentiveness. However, their role in creating a more conducive learning environment is evident.

MGD 1.3. Improved student attendance

168. The project has contributed to improving student attendance. FGDs with parents across all the sample project schools indicate that biscuit distribution and other interventions, improving school

infrastructure and creating awareness amongst the community on the importance of education (boys and girls) have contributed to improved attendance. Renovations of libraries, playgrounds, classrooms, toilets separated by sex, and water supply systems have created a better learning and safer environment, particularly for girls, by addressing long-standing educational barriers caused by inadequate facilities.

169. The distribution of fortified biscuits helped address micronutrient deficiencies, leading to healthier and more engaged students. This, in turn, has the potential to contribute to a reduction in health-related absences. Additionally, awareness campaigns on health, hygiene, and nutrition, along with initiatives like the "Little Doctor" program, have increased the adoption of appropriate health and hygiene practices and reduced absenteeism. Other factors, such as supporting the implementation of the national deworming campaign, have also contributed to a healthier school environment, further reducing health-related absences. These multifaceted interventions reflect a high contribution level, with attribution supported where direct links (e.g., biscuit distribution, WASH upgrades) were established (see EQ3.1, MGD 1.3).
170. The project's awareness campaigns and community engagement activities have influenced increased community understanding of the benefits of education. Workshops, community reading forums, and one-on-one communication with parents and local leaders have raised awareness about the importance of education, fostering accountability and support for children's schooling. The training/sensitisation of SMC members and mothers (during forums such as mothers' gatherings) has led to their extensive efforts in convincing other parents of the importance of education and ensuring adequate attendance and enrolment of children in schools. This aligns with findings in EQ3.1, which link increased enrolment and regular attendance to these community-led actions.

MGD SO2: Increased use of health and dietary practices

171. The project has contributed to increased nutrition knowledge among students and their families through targeted interventions such as nutrition education programs, the establishment of vegetable gardens, and events like Healthy Meal Preparation Day. These initiatives have sensitized parents and children to health and nutrition, leading to children discussing the nutritional qualities of food and demanding healthier options. Additionally, distributing flyers and pocketbooks and setting up nutritional corners in schools have reinforced this knowledge, with teachers trained to use these materials during classes effectively. The increase in DDS, as highlighted in EQ 3.1 demonstrates a possible attribution of project activities to improved nutritional awareness.
172. Improvements in health and hygiene practices can be directly linked to the project's initiatives, including training over 140 headteachers and 882 teachers in hygiene techniques, establishing handwashing stations, and improving toilet facilities. Health and hygiene sessions to promote appropriate health and hygiene practices have increased the adoption of better hygiene practices (also highlighted in EQ 3.1). This indicates a moderate level of attribution where infrastructure and training were combined and implemented consistently.
173. The project provided orientation and training on safe food preparation and storage practices. As outlined in paragraph 155, 1,249 individuals—including schoolteachers, staff, government officials, SMC chairpersons, and storekeepers—were trained over the last three project years. The survey findings suggest that all the sample storekeepers in project schools identified at least three safe storage practices, up from 93 percent at baseline, indicating improved knowledge. This demonstrates that the project enhanced knowledge of safe food preparation and storage practices.
174. Increased access to preventative health interventions, such as deworming, can be attributed to the support provided by the project in implementing the national deworming campaign. In 2022, a total of 26,463 children in Kutubdia (93 percent boys, 94 percent girls) and 17,584 children in Ukhiya (93 percent boys, 94 percent girls) received deworming tablets during the National Deworming Campaign. 2,106 "Little Doctors"¹⁰⁶ who were oriented on health and hygiene issues by the project, were this initiative's main pillar of support. The project's efforts to promote engagement of SMC members and local level stakeholders in the deworming campaign also supported the successful

¹⁰⁶ Cooperative Partner Annual Narrative Report 2022, Kutubdia, Cooperative Partner Annual Narrative Report 2022, Ukhiya

implementation of these health interventions. Although attribution at scale is shared with national actors, the project's local-level contribution was critical and documented in EQ3.1.

Foundational results

175. The project has contributed to strengthening government capacity through training, workshops, and exposure visits, which have enhanced the skills of government officials and stakeholders in managing school feeding. Technical and financial support from the WFP, including system development and feasibility studies, has positioned the government to scale up school feeding initiatives nationally. The active participation of officials in governance and management training, along with the alignment of project activities with national priorities like the NSMP, demonstrates a possible attribution of improved government capacity to the project's efforts. This is reflected in EQ3.1 through examples of local governments' improved planning and oversight capacity. Despite the improved performances, government officials at the district and upazila levels not only acknowledged WFP's capacity-building support as a key contributor to these outcomes but also expressed a strong demand for more such training initiatives to sustain and further enhance performance.
176. The project has also played a crucial role in improving the policy and regulatory framework for school feeding through advocacy and technical support. WFP's collaboration with the government strengthened systems for delivering fortified biscuits and key operational components, such as logistics services, monitoring tools, and other essential implementation materials. This partnership enhanced coordination with development partners and improved alignment between policymaking and on-ground execution, contributing to the revitalisation of the National School Feeding Programme (NSFP). Community engagement has been strengthened through initiatives like SMCs, after-school reading forums, and mothers' gatherings, fostering community involvement and accountability.

EQ3.3: What was the impact of COVID-19 on anticipated project outcomes, specifically with reference to the impact of COVID-19 on school children's return to school and their contribution to the achievement of project outcomes?

Finding 17: The pandemic created a difficult learning environment for children, causing them to lose interest in studies during the prolonged school closures. The lockdown isolated children, disrupting their daily routines and emotional well-being. The project's flexibility in adopting innovative delivery methods supported continuity of support despite restrictions. Distribution of fortified biscuits using alternate delivery mechanisms such as Take-Home Ration (THR), delivery of learning resources directly to children's doorsteps, and regular home visits by project staff enabled children to continue learning despite school closures. THR helped children's nutrition intake during the pandemic.

177. The COVID-19 pandemic profoundly impacted the project's anticipated outcomes, specifically children's return to school. Prolonged school closures, enforced by the GoB to control the outbreak disruptions in regular school activities, led to reduced attendance and an increase in dropout rates when schools reopened. As the 2022 annual project narrative report highlights, many students faced challenges such as trauma, monotony during lockdown, and emotional distress, which affected their ability to return to school and engage in learning.
178. The pandemic created a challenging learning environment for children, causing them to lose interest in studies during the prolonged school closures. The lockdown isolated children, disrupting their daily routines and emotional well-being¹⁰⁷. Even after schools reopened, attendance levels were not immediately restored to pre-pandemic levels. Teachers described the experience of returning to schools as entering "abandoned" spaces where student participation was low.
179. The pandemic also had a cascading impact on project activities. As stated during an interaction with the representative Government of Bangladesh, implementation was hindered by the time required for government approvals, restrictions on school-level activities, and frequent scheduling changes. Activities such as teacher training and parenting sessions were also affected due to social distancing protocols and a temporary ban on on-site meetings. Additionally, the economic impact of the

¹⁰⁷ FGD with SMC members across project and control schools.

pandemic forced some families to migrate to places like Chittagong and Dhaka, contributing to increased dropout rates in Cox's Bazar.

180. To address these challenges, the project adopted innovative and adaptive strategies to mitigate the impact of COVID-19. Throughout the pandemic, fortified biscuits were distributed to students, using alternate delivery mechanisms, Take-Home Ration, in consultation with the government. As stated by one SMC member during FGD, "The pandemic presented challenges, but we remained determined. During school closures, we made sure biscuits and essential resources were delivered directly to the homes of students and staff" (FGD, SMC02, KUTUBDIA). Further, during these trying times, the SMC and teachers took the initiative to conduct house-to-house visits to keep the study momentum going and support students' learning without disruption. "Home visits became a critical strategy during the lockdown. With the help of RtR, SMC members made visits to raise awareness among parents, keeping them informed about the continuity of their children's education" (FGD, SMC03, KUTUBDIA). This was corroborated in the survey findings, which highlight 7 out of 10 students have received support in studies from a family member or relative during the pandemic.
181. Educational initiatives were also tailored to the unique challenges posed by the pandemic. RtR introduced distance learning materials to engage children at home, including worksheets, storybooks, and story cards. These resources were delivered directly to children's doorsteps, enabling them to continue learning despite school closures. "Literacy-focused meetings, organized by RtR, provided vital support and guidance to parents, helping them continue their children's education during the pandemic" (FGD, SMC03, KUTUBDIA). RtR also collaborated with the government to provide digital resources through the Digital Bangladesh Agenda.
182. WFP Annual Report 2022, states that community-based approaches further supported students' return to school. Regular home visits by project staff helped identify dropout-prone children and reintegrate them into the education system. Health and hygiene sessions conducted among schoolchildren created awareness and built resilience within families, emphasizing the importance of continuing education during and after the pandemic. "Despite the challenges posed by the pandemic, we ensure that no activities were shut down. Meetings were conducted with hygiene and physical distancing to safeguard everyone" (FGD, SMC02, UKHIYA).
183. The project's flexibility in adopting innovative delivery methods supported continuity of support despite restrictions. For example, "e-learning modules were developed for teacher training, enabling educators to access instructional materials online. These modules were uploaded to government platforms, supporting accessibility and scalability beyond project schools" (KII, WFP01).
184. Despite adaptive measures, the long-term impact of the pandemic on student learning and participation remains a concern. Following the reopening of schools, student attendance initially declined due to pandemic-related trauma. However, targeted efforts, such as home visits and community sensitisation, helped reintegrate dropout-prone children, resulting in a school enrollment rate of 100 percent¹⁰⁸, an attendance rate of 77 percent, and a dropout rate of 1.82 percent.

EQ3.4: What were the key features and components of the School Feeding Programme (SFP) that were crucial to the achievement or non-achievement of results? Specifically, how did each project activity, such as local production and food safety, contribute to the success or failure of the project, particularly in cases where these activities were not implemented?

Finding 18: The project ensured regular biscuit distribution to children even during COVID-19 by delivering biscuits at home in the form of take-home rations. Strong logistical planning, adequate training of administrators and teachers on managing biscuit distribution, and active community engagement contributed to the success of this intervention.

Finding 19: Teacher training, classroom libraries, and community reading initiatives contributed to a significant rise in reading and comprehension abilities of students in project schools. Sensitisation of parents on the importance of education led to increased parental involvement in their child's

¹⁰⁸ RIC annual reports

education.

Finding 20: The capacity strengthening of teachers and administrators improved instructional quality and management of project and school activities. However, high workloads and limited supervision reduced its effectiveness.

Finding 21: The project initially aimed to shift from biscuits to hot meals, SHFs were trained to ensure a steady supply of raw materials. However, as the Government of Bangladesh decided not to proceed with the hot meals initiative, training efforts scaled down, leading to underachievement of related targets / metrics despite capacity-building efforts.

185. **Ensuring systems readiness for consistent and continued service delivery.** The distribution of fortified biscuits was the cornerstone of the project. The project consistently delivered biscuits across project schools, even during COVID-19 school closures (please refer to the previous question EQ 3.3 for a detailed narrative specific to COVID-19). The project's agility was rooted in supply-side readiness, supported by robust systems¹⁰⁹, tools, and processes that enabled a seamless pivot from school-based distribution to take-home rations. The WFP and RIC established well-coordinated procurement, distribution, and monitoring mechanisms. The school-level stakeholders, such as the headteacher and storekeeper, were trained in food handling, reporting, and store management to support consistent delivery. Rigorous monitoring improved proper distribution and storage. At the same time, parents and community members were mobilized and made aware of the importance of nutrition and diets. Parents were sensitised and encouraged to send their children regularly to school, improve home dietary practices, and maintain good personal hygiene. The evaluation observed substantial improvement from baseline in household level awareness and adoption of appropriate health, hygiene, and nutrition practices, as elaborated in the response to EQ3.1.
186. **Collective ownership by learners, parents, and teachers towards improving learning outcomes.** The literacy component of the project has also been a critical success. Several strategies were adopted by the project to improve learning outcomes. Teachers were trained in storytelling, classroom engagement, and library management, along with establishing classroom library corners and providing teaching aids and supplementary resource materials. These activities fostered interactive and dynamic learning environments in class/school. Introducing "book captains" further fostered a reading culture among students. The improvement in reading fluency and comprehension due to project activities has already been highlighted as a response to EQ3.1. The project's focus on reading habits extended to the community through community reading forums and awareness campaigns to encourage parents to support their children's education at home. Community participation fostered accountability and reinforced the value of education for their children, further contributing to better learning outcomes. Integrating school-based and community-based strategies enhanced parental engagement and strengthened learning outcomes.
187. **Capacity strengthening for sustained performance and improvement.** Extensive capacity-strengthening initiatives targeted teachers, school administrators, parents and community members. Over 882 teachers and 140 headteachers were trained on topics like Bangla lesson delivery, library management, and food safety (para 135). Master trainers and digital tools (interactive books, online courses) expanded training quality and reach. Local education officials, SMCs, and PTAs received training to support implementation and improve school-level decisions. Regular workshops and technical support enabled monitoring and management. However, training application varied due to teacher workload, limited supervision, and weak performance systems, highlighting the need for ongoing support. Notably, 14 Bangla master trainers trained through the project were later deployed by the government to train teachers in other upazilas, showing lasting capacity gains.
188. **Community Engagement, awareness generation and governance.** Promoting health and hygiene was another integral aspect of the project. Workshops, community engagement activities, training sessions and educational materials raised awareness about practices like handwashing and balanced nutrition among parents and learners. Introducing "Little Doctors" and "Little Agriculturists"

¹⁰⁹ Quarterly review meeting (RIC and WFP), Quarterly Coordination meeting (between GoB district level officials, WFP and RIC), monthly staff meeting of RIC, regular school monitoring visits by RIC staff and Joint monitoring visit (GoB officials, WFP and RIC)

in schools empowered students to champion health and nutrition initiatives and disseminate messages among peers. These stakeholders were trained to support school-level activities, including monitoring food distribution and literacy initiatives. Regular meetings and workshops created a sense of ownership, enabling communities to sustain project outcomes actively. This participatory approach was particularly effective in improving educational outcomes and promoting health and hygiene practices.

189. **Limited engagement with smallholder farmers (SHF).** The project envisioned integrating SHF into its supply chain as a strategy to source locally to provide hot meals. The project sought to provide a dual benefit: supporting the livelihoods of smallholder farmers and improving the regular availability of fresh, nutritious food for schoolchildren (under the hot school meals initiative). The project provided technical training to SHF on post-harvest management, cultivating diverse, nutritious crops and sustainable farming. This component was underachieved due to GoB discontinuing the planned hot meal transition (as explained in response to EQ1.2). Despite this, the project continued its partnership with FAO. FAO, along with local agriculture extension officials and BIRTAN provided training to SHFs on the adoption of good agricultural practices, establishing market linkages, and school vegetable gardens.

EQ3.5. How do the children/parents/ teachers perceive the effectiveness of project affected considering the GoB's decision not to proceed with providing hot school meals? Is there a difference in perception between boys and girls, men and women?

Finding 22: While children and parents appreciated the availability of fortified biscuits, they preferred more diverse and fulfilling meals. The lack of meal variety may limit the project's long-term nutritional impact, potentially affecting student health, energy levels, and learning outcomes. Teachers found biscuit distribution manageable but believed hot meals would better support learning and engagement.

Finding 23: Without investment in infrastructure and ensuring the availability of an adequate number of trained workforce, transitioning to hot meals will remain a challenge, reinforcing the need for alternative strategies.

190. The decision by the GoB to not implement hot school meals and focus on biscuits elicited varied responses. Children during FGDs appreciated the distribution of biscuits, yet many preferred diverse and more fulfilling meals. While parents expressed relief that children received some form of nutrition at school, they considered biscuits inadequate for meeting comprehensive dietary needs. Similarly, teachers acknowledged biscuit distribution as an enabler in sustaining attendance and engagement in school activities; however, hot meals could better address students' nutritional needs. The above perception was common for both boys and girls and men and women. The details on the different groups' perceptions of the effectiveness of the project are provided below.
- **Children's Perceptions:** The regular supply of biscuits during disruptions, like school closures, was appreciated. However, they indicated their preference for more diverse meal options, perceiving eating biscuits daily as monotonous.
 - **Parents' Perceptions:** Parents perceive biscuit distribution as one of the key triggers for regularly sending their children to school. However, many are disappointed with the absence of hot meals as they can provide greater satiety and dietary balance. Parents see the limited food variety as a missed opportunity for better nutrition. Many advocated for an expanded food basket to better meet their children's dietary needs, considering that they often struggle with poverty and rely heavily on school meals for adequate nutrition. As one parent stated, "Our villages are poor. Many children come to school hungry. They rely on school biscuits to control their hunger (FGD, PARENT01, Ukhya).
 - **Teachers' Perceptions:** Teachers found managing biscuit distribution feasible due to the training provided by the project. Teachers acknowledged that the training received through the project has helped them ensure regular biscuit distribution and manage any logistical challenges. However, they recognized that hot meals would have better-supported learning outcomes and attendance. They also acknowledged that logistical and infrastructural constraints, such as the lack of kitchens and dining areas, ensuring a regular supply of raw

materials and inadequate staffing, will hinder the implementation of hot meals.

- **Parity-Based Perceptions:** The evaluation team did not observe any difference in the perception of boys and girls on the effectiveness of biscuit distribution. This may be due to the project ensuring the parity of people involved in its design, implementation modalities, and access to project interventions. However, regarding hot school meals, the evaluation team observed that female stakeholders were more vocal about their preference for hot meals to ensure adequate nutrition. Sex-related disparities at home in accessing nutritious food may have triggered a greater response from female stakeholders. The evaluation team do not have sufficient data points to validate this observation.

191. While stakeholders valued the project's contributions, they highlighted the need for more comprehensive and varied nutritional interventions to maximize its impact on education and well-being.

EQ3.6. To what extent were monitoring mechanisms utilized for the School Feeding Programme?

Finding 24: The project established a rigorous multi-level monitoring mechanism to track progress. Integrating digital monitoring tools enabled real-time reporting and data-driven decision-making, improving response times and accountability.

192. The project implemented a multi-tiered monitoring system involving oversight at national, district and upazila levels to ensure tracking of the progress of project activities, compliance, and accountability. Regular reviews were conducted at various levels, supported by digital tools that enabled real-time data collection and reporting. The involvement of parents, School Management Committee (SMC) members, teachers, and sub-recipients further strengthened accountability. Government officials reported conducting regular monitoring visits, reflecting a commitment to maintain quality standards. These visits were part of the DPE institutional mandate, wherein District Education Officers (DEOs), Upazila Education Officers (UEOs), and Assistant UEOs conducted routine inspections of schools and storage facilities. Each UEO and AUEO are expected to visit at least 5 and 10 schools per month respectively to oversee programme delivery and compliance with protocols. These routine visits included review of school feeding operations, such as biscuit storage, distribution records, and hygiene standards, classroom library use, biscuit distribution, and student attendance tracking. This enabled an aligned system with shared oversight responsibilities, and enhanced local accountability. The monitoring framework for the project included 1) Joint monitoring visits, conducted four times yearly with government officials to assess implementation progress¹¹⁰; 2) Regular school visits by sub-recipients staff to ensure continuous oversight, observe various school feeding activities and engage with stakeholders; 3) School visits by sub-recipients project staff for project facilitation and monitoring; to track operational efficiency and compliance; 4) Home Visits¹¹¹ by project staff to investigate absenteeism and identify barriers to school attendance; 5) Field Visits by project staff at the WFP Sub-Office and country office. This robust, multi-level monitoring approach ensured that the project maintained high implementation standards, promptly addressed operational challenges, and remained responsive to the needs of students, administrators and communities. By anchoring project monitoring within the government's monitoring system supported institutional learning and built capacities for monitoring of school feeding activities.
193. Digitised tools facilitated monitoring. Monitoring teams were provided with devices to record data. The collated data was stored in a centralized management information system (MIS) for analysis and reporting. These tools enabled project and government officials to access and respond to real-time information. The joint monitoring exercises facilitated data sharing and coordination and helped flag bottlenecks, such as delay distribution to children or quality lapses early and allowed corrective action at the local level.
194. District Education Officers and Upazila Education Officers regularly visited schools and warehouses to verify food quality, storage conditions, and compliance with distribution protocols. The visits are

¹¹⁰ In the reporting year (2023), eight joint monitoring visits (UKH-4, KTB-4) were conducted

¹¹¹ In 2023, 103 home visits (Ukhiya-57, Kutubdia-46) were conducted

mandated under DPE guidelines and occurred monthly or more frequently, depending on district-level planning¹¹². In project areas, officials cross-checked warehouse inventory, inspected delivery records, and reviewed food safety practices related to biscuit storage and distribution. Their assessments ensured that food met national safety standards and was delivered on schedule. These visits supported programme oversight and created a feedback loop between WFP and DPE authorities. The regular presence of these officials in schools reinforced joint accountability and familiarity with project protocols.

195. Teachers were responsible for tracking student attendance, monitoring regular biscuit distribution, and reporting logistics or quality-related issues to WFP and local authorities. s
196. Notably, the monitoring system remained effective even during periods of school closure due to COVID-19, political unrest and natural disasters, demonstrating resilience and commitment to project implementation. Detailed guidelines were prepared under the project to facilitate monitoring of project activities during school closures.

EQ3.7. To what extent was WFP's approach to capacity-strengthening activities efficient in assisting national and local-level stakeholders and governance structures in effectively and efficiently implementing the school feeding project? Additionally, how did these activities impact Gender Equality and Women's Empowerment (GEWE) within the project?

Finding 25: WFP's targeted training and technical support improved food distribution, safety compliance, digital monitoring tools and stakeholder readiness, enhancing program's potential of sustainability.

Finding 26: Promoting parity in participation of both women and men in school management (women currently have 30% representation in SMCs), focussing on nutritional needs of female students and sensitisation of the community on the importance of education for girls enhanced project oversight and engagement, contributing to increased school attendance among girls.

197. WFP's capacity-strengthening initiatives included extensive training, workshops, and exposure visits, which enhanced the skills of government officials, SMC members, and teachers. Operational support provided to national and local stakeholders—covering areas such as feasibility studies, logistical planning, and project design—helped address key challenges and improve readiness for implementation. The effectiveness of project delivery was supported by more efficient supply and distribution systems for fortified biscuits, the integration of digital monitoring tools, and the adoption of adaptive approaches to navigate policy and logistical constraints. Parity dimensions were advanced through inclusive strategies, including the promotion of active participation of men and women in SMCs and community sensitisation efforts to support girls' education.
198. **Capacity Strengthening:** The project played a critical role in building the capacity of national and local stakeholders through a series of targeted initiatives.
 - **Training and Workshops:** The project provided comprehensive training programs for district and local-level officials, school management committees, and teachers, equipping them with skills in food distribution, quality control, and project implementation. As a result, school feeding operations demonstrated timely distribution, improved adherence to safety standards, and strengthened monitoring mechanisms. For instance, post-training assessments showed a 25 percent increase in compliance with food safety protocols at the school level.
 - **Exposure Visits:** WFP, under the project, organized exposure visits to successful international school feeding programs in countries such as Japan. These visits provided valuable insights for adapting best practices to the local context. Following these visits, the integration of diverse food baskets and improved supply chain models in select pilot schools reflected the application of lessons learned, leading to the avoidance of distribution delays.

¹¹²

https://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/notices/2ca8f53d_720a_4241_8188_e391e9f0b2f7/Roadmap_for_Comprehensive_MIS%28Draft%29.pdf?utm_source=chatgpt.com

- **Technical Support:** WFP's technical assistance in conducting feasibility studies and project proposal development led to the government's consideration of including school feeding under PEDP5. The technical assistance also contributed to the refinement of governance structures, ensuring alignment with the implementation plan for the national policies/strategies. WFP's technical support contributed to the development of operational guidelines for the national school feeding programme, leading to more structured oversight and accountability mechanisms at the local level.
 - **Resource Development:** Stakeholders benefited from operational support, including the development and provision of practical resources such as tools, templates, and training materials, as well as on-site visits, improving project design and execution. WFP's involvement enhanced stakeholder readiness and capacity to scale and sustain the project. A key achievement was the strengthened use of standard monitoring templates by school authorities for tracking food distribution and student attendance. Capacity-strengthening interventions contributed to a reported improvement of approximately 40 percent in record-keeping and reporting accuracy, as noted by district-level government officials. Further, WFP used digital monitoring tools for programme oversight and provided digital learning materials to schools as part of the essential learning package. .
199. **Effective Implementation:** The project's implementation strategy was pivotal in addressing logistical and operational challenges, leading to faster procurement, improved distribution timelines, and streamlined monitoring. Based on the estimates prepared by the ET post KIIs with GoB officials, WFP, and review of progress monitoring and RIC reports, the findings can be summarised below.
- **Optimized procurement and distribution:** WFP collaborated with the government to refine procurement and distribution mechanisms, reducing procurement lead time from an average of 45 days to 30 days. These optimizations ensured a 25 percent reduction in delays, allowing food supplies to reach schools more reliably and minimizing stock shortages.
 - **Digital monitoring tools for faster decision-making:** The introduction of real-time systems improved data collection, reducing reporting turnaround time from two weeks to five days. This enhancement enabled quicker identification of bottlenecks, leading to a 40 percent improvement in response times to supply chain disruptions. The integration of digital tools enabled real-time data collection and decision-making, enhancing the efficiency of project delivery and oversight.
 - **Well-coordinated activities, training and capacity development:** Training programs and workshops addressed critical gaps in planning and implementation. These included developing project proposals and adapting strategies to meet evolving policy requirements. WFP-led training sessions resulted in a 20 percent increase in accurate reporting by school authorities, as evidenced by improved compliance with food safety protocols and enhanced adherence to distribution schedules.
 - **Program evolution and policy alignment:** WFP continuously adjusted project strategies to align with evolving government policy requirements and local needs. These iterative improvements led to a 30 percent increase in school participation rates and significantly strengthened institutional capacity, contributing to the project's long-term sustainability. While these gains are notable, there remains considerable room for further improvement.
200. **Effectiveness of girls and women:** GEWE consideration has been observed in the following aspects. The data presented is based on the estimates prepared by the ET post KIIs with GoB officials, WFP and review of progress monitoring and RIC reports.
- **Strengthened women's leadership in school management:** Ensuring at least 30 percent female representation in SMCS has empowered women to actively participate in school decision-making processes, project oversight, community ownership, attendance, and the timely distribution of biscuits, as well as the overall effectiveness of project delivery. However, significant room remains to strengthen their influence and ensure meaningful engagement.
 - **Mothers' gatherings for community engagement:** Over 200 mothers' gatherings were conducted, creating a platform for discussing nutrition, hygiene, and school meal planning.

These sessions led to a 15 percent increase in parental involvement in monitoring food distribution, reducing instances of mismanagement and ensuring greater accountability in meal provision.

- **Addressing the nutritional needs of female students:** The provision of fortified biscuits and advocacy for hot meals were designed to address the specific nutritional needs of girls. These interventions helped combat iron deficiency anemia and other micronutrient deficiencies, a key factor affecting school participation and the concentration of girls. As a result, project schools reported a 7 percent improvement in girls' attendance rates (as also noted in response to EQ 3.1), suggesting a positive association between approaches that addressed the different needs of communities and improved educational participation among girls. While the data indicates progress, further investigation is needed to understand the specific factors driving this change and the extent to which these improvements are sustained over time.
- **Increased female student participation:** The inclusive approach ensured equal access for all students and contributed to improved enrolment and retention outcomes. Inter-district comparisons (e.g., Kutubdia and Ramu) show at least a 5 percent increase in mean enrolment, reinforcing this positive trend (as also referenced in EQ 3.1, see Figure 10). By reducing financial pressure on households, school meals had an indirect but meaningful impact—particularly for girls at higher risk of dropping out due to domestic responsibilities. Furthermore, classroom data from 2022 and 2023 indicate zero recorded dropouts across all grades and sections, implying a 100% retention rate. This outcome reflects improved classroom engagement strategies, active community and parental involvement, a supportive learning environment, and consistent attendance monitoring.
- **Operational efficiency through community engagement:** By involving women in monitoring and decision-making, the project strengthened local ownership and reduced the need for external oversight, enhancing overall efficiency. Schools with active SMCs that included trained female members reported fewer disruptions in food distribution and a 20 percent reduction in supply chain complaints, leading to smoother project implementation.

2.4 Efficiency

EQ4.1: What was the efficiency of the project regarding the costs and timeliness of biscuit distribution and the cost per biscuit per child? What factors influenced the cost efficiency of the project?

Finding 27: The School Feeding Programme demonstrated a strong focus on cost efficiency, with fortified biscuits identified as the most economical option for feeding. Strategic planning and coordination supported the timely and efficient distribution. The project also leveraged management tools, coordination mechanisms, and flexible resource allocation to respond to evolving needs. However, triangulated evidence from multiple sources indicated that external challenges, such as natural disasters and political instability, strained supply chains led to temporary delays, highlighting limitations in contingency planning and overall supply chain resilience.

Finding 28: During the evaluation, positive examples of adaptive financial management were observed. Funds originally earmarked for kitchen construction were reallocated to in-kind commodities, specifically wheat, facilitating the procurement of additional wheat from the U.S. for biscuit production and ensuring continuity of food distribution throughout the project period. During the COVID-19 pandemic, and in line with the approved agreement, WFP utilised Local and Regional Procurement (LRP) funds to procure 335 MT of biscuits, which were distributed as take-home rations. To sustain the distribution, an additional 628 MT of biscuits were subsequently procured using the same LRP funding. It is essential to note that LRP funds were initially allocated for the procurement of perishable items, such as fresh vegetables, spices, and eggs, for the preparation of hot meals. The reallocation of these funds for biscuit procurement at the country level was formally incorporated into the second amendment of the agreement.

201. From the cost-efficiency perspective, the **'Feasibility Study Report for the National School**

Feeding Programme In Government Primary Schools In Bangladesh'¹¹³ highlighted that the distribution of fortified biscuits is the cheapest among the different feeding options. The estimated feeding cost per child per day was lowest at BDT 18.74¹¹⁴ and highest for the cooked meal at BDT 40.47¹¹⁵.

202. The project achieved notable efficiency gains through strategic resource management, particularly by optimising its cost structure. A key factor was the innovative wheat-to-biscuit barter mechanism, which enabled the exchange of one metric ton (MT) of biscuits for just 3.22 MT of wheat—significantly better than the initially anticipated ratio of 1:4 or 1:5 (KII, WFP 01). This favourable ratio allowed the project to leverage readily available surplus wheat to produce fortified biscuits at a lower cost. For instance, 1,000 MT of wheat yielded approximately 310.56 MT of biscuits at the 1:3.22 ratio, compared to only 250 MT and 200 MT at the 1:4 and 1:5 ratios, respectively, representing up to a 55% increase in output. This translated into substantial cost savings by maximizing output per unit of wheat and reducing the need for additional procurement. The approach aligned with the project's resource strategy and ensured wider nutritional reach at a lower effective cost. By optimizing this exchange, the project successfully reduced operational expenses while maintaining a steady supply of fortified biscuits—demonstrating how strategic and innovative resource use can enhance the efficiency of large-scale development initiatives.
203. The project experienced unspent balances due to COVID-19-related school closures and the reduction in school days from six to five per week. These unutilized resources were carried forward to an additional year of implementation. During the evaluation, positive examples of adaptive financial management were observed. WFP followed due process in repurposing funds, most notably reallocated funds initially intended for kitchen construction to procure additional in-kind wheat from the US, which was used for producing fortified biscuits, ensuring continued food distribution during school closures. These adjustments were made in consultation with USDA and were formally documented.
204. From the outset, the project encountered a delay in its planned rollout (hot school meal), which was initially scheduled to commence in July 2021(KII, WFP 01). The delay was influenced by shifts in government priorities, which resulted in deferring the planning commission's approval of critical project documents. Such delays constrained the project's ability to deliver planned interventions in a timely manner. Additionally, logistical disruptions caused by floods (Cyclone Yaas – May 2021, Cyclone Sitrang – October 2022, Cyclone Mocha – May 2023), heatwaves (2021, 2022, 2023), and the COVID-19 pandemic exacerbated delays. Events like Cyclone Sitrang disrupted the timely delivery of commodities, emphasizing the persistent logistical challenges in disaster-prone regions. Limited transportation options in hard-to-reach areas like Kutubdia, increased operational complexity and costs.¹¹⁶ Despite these setbacks, efforts were made to adapt and ensure continuity. All partner staff, teachers and government officials were trained on biscuit distribution processes, ensuring minimal wastage and efficient supply chain operations. This investment in capacity-strengthening contributed to the successful implementation of the biscuit distribution and underscored the importance of human resource development in achieving project goals.
205. The project's management practices reflect a structured and organized approach. The use of structured management tools and practices, including procurement systems, vendor selection, and quality assurance protocols, strengthened the project's operational efficiency. Coordination mechanisms, such as regular meetings and field-level monitoring, played a pivotal role in ensuring the smooth execution of project activities. Furthermore, training sessions for partner staff and adopting a monitoring framework (as explained in EQ 3.6) reinforced the technical and allocative efficiency of the project. The project also demonstrated adaptability in responding to unforeseen challenges (described in earlier sections). Amendments to the project design and approval processes allowed for the continuation of activities amidst challenges. The ability to secure no-cost extensions, utilizing savings from school closures due to political unrest and natural disasters, highlighted the

¹¹³ Development Research Initiative. (2023, March). *Feasibility study report for the National School Feeding Programme in government primary schools in Bangladesh*. Directorate of Primary Education, Ministry of Primary and Mass Education.

¹¹⁴ Equivalent to USD 0.15

¹¹⁵ Equivalent to USD 0.33

¹¹⁶ World Food Programme. (2022). Cooperative partner annual narrative report.

project's ability to adapt to unforeseen circumstances. During the discussions, it was noted that distributing surplus biscuits as take-home rations was a necessary measure to ensure utilization within the project timeline. As WFP generally does not prefer take-home distribution under normal conditions, a no-cost extension was requested and approved by USDA—allowing the project to continue school-based distribution through September 2025..

206. The Feasibility Study identified gaps in infrastructure and highlighted the need for adequate planning. The study was instrumental in recommending modifications to both the Government's project and any potential future WFP-supported interventions, such as integrating dry food groups alongside biscuits, to adapt to the constraints imposed by resource and logistical challenges.

EQ4.2. Were the activities implemented in line with the project implementation plan and in a timely manner, including adherence to project cycle steps and specific delivery aspects such as project delivery, logistics, and M&E arrangements? What factors impacted the delivery process, including cost factors, WFP and partners' performance, and external factors?

Finding 29: While most of the project activities were implemented on time, certain activities were delayed due to political transitions, extreme weather events, and logistical challenges in remote areas. The project mitigated disruptions through capacity-strengthening efforts and supply chain adjustments. However, pre-emptive contingency planning and streamlined institutional coordination would enhance future timeliness.

Finding 30: WFP's technical support played a critical role in restoring progress despite changes in the original implementation plan. Strengthening institutional capacity, streamlining approval processes, and establishing clear operational guidelines enhanced project efficiency. Operational challenges, such as scheduling conflicts, teacher and student absenteeism, and limited parental engagement, impacted project execution. Addressing these through flexible training schedules, targeted community outreach, and improved forecasting tools enhanced efficiency.

Finding 31: The project's multi-tiered monitoring system, implemented in collaboration with WFP and the DPE with support from sub-recipients, helped ensure robust oversight and accountability through the project implementation.

207. The project's planned transition to hot school meals, initially scheduled for July 2021, was not implemented due to Government restrictions on hot meal provision. While WFP continued to provide capacity-strengthening and technical support to the Government, implementation remained on hold throughout the project period.
208. The monitoring arrangements for the project featured a multi-tiered oversight system. When government officials visit schools to monitor various activities, they also review the implementation of the school feeding programme as part of their oversight responsibilities. "At the central level, the DPE office played a significant role in monitoring" (KII, GoB, 01). This oversight extended to division, district and upazila levels, ensuring coverage and accountability. Government officials, WFP, sub-recipients, and other stakeholders conducted regular monitoring visits to validate biscuit distribution processes. These visits included checks on school warehouses and teacher-managed distribution systems. While visit frequencies were not explicitly documented, regular monitoring improved project reliability. Additionally, schools submitted Monthly Utilization Reports (MUR) to monitor supply updates, track student attendance, and identify monthly resource requirements. This reporting system strengthened real-time monitoring and accountability at various levels.
209. Project staff of RIC in Ukhiya and Kutubdia, including Upazila Coordinators, the Reporting and Documentation Officer, Monitoring and Evaluation Associates, and Field Monitors (FMs), actively monitored project activities. Routine monitoring was conducted by the respective FMs using a standardized checklist, and the findings were regularly reported to project authorities. These findings were reviewed during upazila and district level meetings. Based on the reviews, follow-up plans were developed to address gaps and support improvements.¹¹⁷

¹¹⁷ World Food Programme. (2023). Annual Report RIC, Ukhiya & Kutubdia

210. The project also witnessed certain operational challenges that hindered timelines. Scheduling teacher and official trainings on weekends was difficult, and student absenteeism at some schools hindered the effective rollout of school-level activities.
211. Close collaboration among project staff at various levels, government officials, and implementing partners—including RIC, Room to Read (RtR), and FAO, ensured alignment and steady progress, despite contextual challenges and frequent turnover of key officials. As a result, delivery systems operated with embedded quality assurance and accountability mechanisms in place. The biscuit distribution programme was guided by comprehensive operational guidelines, which included integrated protocols for food safety and quality, budgeting, and monitoring systems. All of these contributed to the practical and consistent implementation.¹¹⁸
212. Several measures were implemented throughout the project lifecycle to improve project efficiency. According to various annual reports, hygiene and safety infrastructure were prioritized by establishing handwashing stations and school waste disposal units to improve hygiene practices and environmental safety. Real-time monitoring was strengthened by introducing monthly utilization reports, which tracked resource utilization, supply status, and student attendance to ensure accountability. School-based initiatives, such as capacity-strengthening programmes, vegetable garden demonstrations, and community mobilization activities, were rolled out with the support of partners. Project activities were rescheduled in response to government delays and school closures, and alternative strategies were identified to adapt to the evolving context.
213. Project staff consistently motivated headteachers and teachers through a range of structured activities. For instance, RtR increased teacher attendance by establishing incentives to increase teacher presence in schools and improved parent engagement through collaboration with SMCs. Literacy Facilitators (LFs) and Literacy Program Officers (LPOs) guided and supported Book Captains to carry out activities effectively. RtR also developed and distributed improved literacy instructional materials to Grade 1 and Grade 2 teachers and student stationery kits (notebooks, pencils, sharpeners, rulers, and erasers) annually. Additionally, RtR staff maintained regular contact with parents, community leaders, SMC members, and other local influencers through phone and in-person meetings to encourage parental participation in meetings and parenting sessions. RtR also engaged community volunteers to support the successful implementation of these activities.¹¹⁹ Regular communication and information exchange among stakeholders helped timely identification and resolution of challenges.

2.5 Impact

214. The evaluation team used the Pathway analysis approach in the context of Theory of Change (ToC). The approach helped to systematically evaluate the causal links between interventions, outputs, outcomes, and impacts. It also provided a structured approach to assessing attribution, contribution, and causal links. The impact pathway is based on the activities, outputs and outcomes described in the project results framework. The effectiveness section (EQ 3.1, 3.2) highlights the progress against each set of activities and the extent of contribution in achieving outputs. Based on EQ 3.1 and EQ3.2 findings, the outcomes and resultant impact (intended and unintended) have been analysed in this section.

EQ5.1: To what extent did literacy and health, and dietary practices of beneficiary groups (by gender) improve?

215. EQ 3.1 and EQ 3.2 provide a detailed comparison of the extent of improvement of literacy, health and dietary practices between the project and comparison schools. No specific finding, therefore, for this EQ is provided.
216. While the extent to which literacy, health, and dietary outcomes (as articulated under the results framework as SO1 and SO2) were achieved has been detailed in EQ2.3.1 and 2.3.2, a summary of achievements is provided in response to this evaluation question.

¹¹⁸ Ibid

¹¹⁹ World Food Programme. (2023). Annual Report RtR

217. Through the project, educational materials such as worksheets, remedial packs, exercise books, and story cards were delivered to students at their homes in project areas, so that they can continue their educational activities and continue to read during COVID-19. As indicated in EQ 3.1 and 3.2, while the project focused on increasing enrolment rates, the figures show a decline across the project in both the project and comparison schools. The drop in comparison schools is, however, sharper. The decrease in enrolment is nationwide. The reasons are a decline in fertility rates and an increasing trend to enrol in private schools and madrasas (religious schools).
218. The attendance rate demonstrates improvement in project schools compared to comparison schools. From April to June 2024, the average attendance rate in intervention schools was 92.4 percent, significantly higher than 79.1 percent in comparison schools.¹²⁰ Sex-disaggregated data show similar attendance rates for females (92.9 percent) and males (91.9 percent) in project schools, with no statistically significant difference between groups. The detailed analysis has been presented in EQ 3.1 and EQ 3.2.
219. The literacy outcomes, measured by the EGRA, demonstrated a positive trend in project schools, in contrast to a decline in comparison schools. As seen in figure 6 and figure 7 in EQ3.1, at baseline, 33 percent of students in project schools could read and understand grade-II level text, increasing to 37 percent at endline—a 4-percentage point improvement. Though modest, this progress is notable given systemic challenges like pandemic-related school closures and resource constraints. Meanwhile, no change in comparison schools. The resulting 11-point disparity between the project and comparison schools at endline highlights the project's effectiveness. Additionally, 6 percent of males and 3 percent of females in comparison schools could not answer questions correctly, indicating a foundational comprehension gap. In project schools, no students scored zero. Furthermore, 41 percent of females and 30 percent of males in project schools, 27 percent of females and 24 percent of males in comparison schools, could fluently read and comprehend grade-II level text.
220. These gains can mainly be attributed to interventions related to teachers' training, the introduction of classroom libraries, and the adoption of improved teaching methodologies. During the FGDs, SMC members from both Ukhiya and Kutubdia validated that their initiatives positively changed the school environment. "Our initiatives have resulted in significant improvements in the quality of education, the classroom environment, and a stronger focus on children's learning and development. Under our guidance, the school and classrooms have become cleaner, more organized, and better equipped to foster a conducive learning atmosphere" (FGD, SMC02, KUTUBDIA).
221. Health and hygiene education formed a core part of the project, with awareness and adoption of hygiene practices witnessing a marked improvement in project schools than comparison schools. Girl learners in project schools showed a higher adoption rate (91 percent) than boys (85 percent).

EQ5.2: What intended and unintended impacts has the intervention made on beneficiaries, stakeholders (by gender and vulnerable groups)?

Finding 32: The project improved learning outcomes by increasing school attendance, engagement, and retention, particularly among girls. Health and dietary awareness also improved through school-based nutrition education, with reported increases in safe food handling and dietary diversity among students. However, sustained behaviour change requires further reinforcement through family and community involvement.

Finding 33: In Cox's Bazar, where socio-economic barriers traditionally limit girls' education, this shift suggests a growing acceptance of girls' schooling. The intervention led to a positive impact on increased parental prioritization of girls' education. However, long-term behavioural shifts will require broader socio-cultural engagement beyond the school setting.

A. Intended Impacts

222. Fortified biscuits were pivotal in addressing micronutrient deficiencies (and short-term hunger). The project MIS data and data from the endline evaluation indicate that intervention schools observed

¹²⁰ The value of p is < .00001. The result is significant at p < .05.

significant improvements in attentiveness and engagement compared to comparison schools. This stands in contrast to comparison schools, where attendance stagnated. A detailed comparison is provided in EQ 3.1 and 3.2. The distribution of fortified biscuits and promoting literacy activities fostered a positive learning environment and motivated students and parents to participate actively in school-level activities. "The training through the project has significantly changed our children's daily habits and practices. Previously, they did not wear shoes or sandals while using the toilets and neglected to wash their hands with soap. However, after receiving training at school, they now consistently follow these practices" (FGD, PARENT01, KUTUBDIA)

223. As highlighted in EQ 3.1 and 3.2, promoting equal participation of boys and girls in project activities and sensitising the community on the importance of girls' education contributed to changing societal perceptions about the importance of girls' education and literacy outcomes.
224. The project fostered increased involvement from local stakeholders, including SMCs, PTAs, and community leaders, fostering shared ownership and accountability. Training sessions enhanced the governance capabilities of these groups, equipping them to monitor attendance, oversee meal distribution, and support overall school management. This collaborative approach improved project outcomes and promoted sustained community involvement. Stakeholders felt the need for additional capacity-building support to sustain community engagement.

B. Unintended Impacts

225. Positive Unintended Impacts
 - **Changing Social Norms to Enhance Participation in Education:** By encouraging girls' continued schooling, the project helped shift community perceptions. Families began to value girls' education more, often delaying early marriage to support their daughters' academic growth. This is explained in detail in EQ 5.4.
 - **Community Empowerment Beyond Schools:** Activities—such as vegetable gardening and hygiene education—had a wider community influence, supporting families to adopt improved dietary and hygiene practices at home and strengthening resilience. "The positive changes in guardians' practices had a ripple effect, with other community members following suit regarding health, nutrition, and hygiene practices for their children" (FGD, SMC03, KUTUBDIA). "Observing us, our neighbours also changed to some extent. Now, our neighbours are also sensible about toilet use and cleanliness (hygiene maintenance)" (FGD, PARENT01, KUTUBDIA).
226. Negative Unintended Impacts- The evaluation team did not observe any negative unintended impact on the project.

EQ5.3. What internal factors within WFP's control led to the impact, including processes, systems, and tools supporting operation design, implementation, monitoring, evaluation, and reporting; governance structure and institutional arrangements (such as staffing, capacity, and technical backstopping from RB/HQ); and internal partnership and coordination approaches?

Finding 34: WFP's internal monitoring, evaluation, and reporting structure and governance structures supported at national, district and upazila levels ensured the project met its objectives while laying a foundation for scaling of interventions by the GoB across other districts/ upazilas.

227. Strengthening the capacities of key stakeholders and partners was integral to project design. WFP invested heavily in training stakeholders at various levels, creating a sustainable foundation for project implementation and ownership. Some of the findings as also highlighted in EQ 3.1 and #.2 include:
 - Over 800 teachers were trained in literacy instruction, classroom management, and library operations. The survey findings suggest that 72 percent of these teachers reported significant improvements in their teaching practices, with many adopting interactive and student-centred approaches. It also highlights the need to further invest in capacity building to improve teacher performance.

- Similarly, over 400 SMCs and PTA members were trained in governance and accountability. The training equipped these local leaders to oversee school activities, such as monitoring attendance and ensuring equitable coverage of project support.
228. Multi-partner coordination mechanisms established at the national level were key to developing clear implementation plans, aligning stakeholders, and streamlining decisions. WFP's convening role also fostered collaboration among government agencies, local NGOs, and community leaders. Working closely with the GoB, the project ensured resources were prioritized for underserved host communities where children were at risk of malnutrition and educational disruption. Positive outcomes in attendance, literacy, and health (as highlighted in EQ 3.1 and 3.2) reflect the effectiveness of this approach in reaching children most in need.
229. The project's success was driven by WFP's robust internal monitoring and reporting processes (detailed in EQ 6.1), including adaptive design, strategic targeting, and capacity building. A saturation approach (covering all the government primary schools in two upazilas) maximized the project's impact by improving school attendance, literacy, and health outcomes.

EQ5.4. What were the internal and external enablers and barriers to the desired impact, and how did these factors influence the outcomes related to Gender Equality and Women's Empowerment (GEWE)?

Finding 35: The project effectively leveraged internal and external enablers to promote parity in the participation of women and men. However, external socio-cultural and political barriers constrained the full realization of these outcomes. Moving forward, robust strategies addressing sustainability, cultural shifts, and policy alignment will be essential to consolidating these gains and ensuring transformative, long-term impacts on women's decision-making and participation.

230. **Internal Enablers.** WFP's commitment to integrating parity principles across all components was a key internal enabler of the project's success. The interventions, such as rehabilitation and construction of toilets, prioritised the specific needs of girls (not having separate toilets) and provided an enabling environment for them to attend schools, thereby contributing to the learning outcomes of girls. This is evident from the observations during the FGD (FGD, STUDENT01, KUTUBDIA, FGD, STUDENT02, UKHIYA), where girls highlighted that earlier they did not have access to toilets at school or they were non-functional. Further, they narrated, "Sometimes we used them, but the poor condition made it less appealing to use". Further, community engagement interventions sensitised the parents to the importance of education. They encouraged them to send girls to schools, resulting in higher attendance gains and literacy among girls than boys. This was also reflected in one of the FGDs (FGD, PARENT01, KUTUBDIA), where a mother took pride in saying, "I will try to educate my daughter as my son. I will make my daughter study up to SSC (Secondary School Certificate)". The SMC members also validated the understanding when it was expressed that "The awareness campaigns and sensitization training conducted by RTR, RIC, and WFP have brought about positive changes, changing the education and health perspectives of both the guardians (parents) and the School Management Committee." (FGD, SMC01, KUTUBDIA).
231. The project's focus on increasing women's participation in SMCs and PTAs ensured their perspectives were reflected in discussions. Capacity-strengthening efforts reinforced messages around equitable participation. During FGDs (FGD, SMC02, UKHIYA; FGD, SMC01, KUTUBDIA), women described their roles in sensitizing parents and communities on education, health, and hygiene. Their involvement in community mobilization helped shape the project's implementation and ensured broader representation.
232. **External enablers** included robust partnerships with government entities and local stakeholders. Collaboration with the Ministry of Primary and Mass Education ensured alignment with national policies, such as the School Meal Policy (2019), which provided a framework for scaling the project's interventions.
233. **Internal Barriers.** As highlighted in EQ 3.6, establishing a robust monitoring mechanism was one of the major contributions of the project. However, a lack of monitoring mechanisms exists to ensure the continuity of interventions at the community level. Community outreach activities, while successfully supporting literacy gains during the project duration, the evaluation team observed a

lack of a clear strategy to support the transition of responsibilities to local stakeholders.

234. **External Barriers**, including socio-cultural norms and political instability, further constrained the project's impact on GEWE. Despite the project's efforts, in remote regions of the project upazilas in Cox's Bazar, deeply rooted socio-cultural biases continue to limit girls' access to education despite efforts to promote participation. Awareness campaigns on the importance of education for girls and hygiene practices fostered a supportive environment for behavioural change. However, in these remote regions, the evaluation observed that the parents, while supporting girls' education, preferred higher education for their sons compared to girls.
235. Political instability and the non-approval of the Government's Development Project Proposals (DPPs), which aimed to provide hot meals and biscuits on alternate days, hindered the project's planned transition to a hot meal model. As a result, the proposed implementation of hot meals under a government-led initiative could not proceed.
236. **Impact on women's decision-making and participation.** The project made significant strides in advancing parity in the participation of men and women. Women across all FGDs in project areas reported greater involvement in advocating for their children's education and health within their households and during the SMC and PTA meetings. The project's literacy and WaSH interventions improved girls' educational outcomes. By prioritizing their participation in learning activities and ensuring access to inclusive and responsive facilities, the project supported higher attendance and retention and fostered a sustained shift in challenging harmful social norms.

2.6 Sustainability

237. In this evaluation, sustainability refers to how positive outcomes—across education, nutrition, and school management—are institutionalized and continue beyond external support. It is assessed in terms of continuation and resilience, or the ability of schools, communities, and institutions to sustain and adapt benefits amid changing contexts. The evaluation examines sustainability through evidence of capacity strengthening, integration into government systems, and community-driven mechanisms that promote long-term impact. Findings are interpreted through three dimensions: (1) Institutional Sustainability – the extent to which government bodies and school administrations have embedded improvements into policies and operations; (2) Community and Behavioural Sustainability – the degree to which key practices in nutrition, hygiene, and pedagogy are continued independently; and (3) Resource and Financial Sustainability – the likelihood of mobilizing necessary financial, technical, and human resources to sustain outcomes.

EQ6.1: To what extent were the financial and project implementation responsibilities clear and in place for the Government to take ownership of the School Feeding Programme (SFP)?

Finding 36: The GoB and the WFP collaboration was structured around clearly defined financial and operational responsibilities. The contracted supplier/s of WFP produced and delivered the fortified biscuits to the designated warehouse at sub-districts level. RIC, the sub-recipient transported the biscuits to the project schools on a monthly basis for distributing them to the children attending schools on daily basis by the schoolteachers. The local education officials of the Directorate of Primary Education supported to ensure smooth and effective implementation of the programme at school level. GoB ensured smooth implementation of the programme at school level. This included mobilising government infrastructure, personnel, and safe storage to ensure distribution at the school level. This clear division of roles contributed to smooth execution, particularly in financial management and local oversight. As the project embedded operations within government primary school system, this allowed government officials and personnel to engage directly with core functions of school feeding such as distribution, storage, and oversight. In doing so, the project supported the development of systems and processes, while orienting government stakeholders to the institutional, logistical, and operational requirements required for ownership of the SFP. However, to fully institutionalise these functions, especially in the context of a potential transition to combined food basket, continued support will be essential. In addition, GoB will require ongoing technical assistance to strengthen digital monitoring and governance mechanisms.

Finding 37: The project provided a platform for the government to engage with implementation and

assess system readiness, including procurement planning, financial tracking, and local-level coordination. While GoB plans to introduce a diversified weekly combined food basket for the school feeding programme, challenges such as inefficient fund transfers, gaps in financial oversight, and limited infrastructure readiness (e.g., inadequate storage space at schools) may hinder implementation. Addressing these barriers through financial management reforms and targeted infrastructure investments will be crucial for long-term sustainability..

238. The project's financial and project implementation responsibilities were built on a strong collaborative foundation between the government of Bangladesh and the WFP- Country office. The evaluation team observed that each stakeholder clearly understood the financial and project implementation responsibilities. The project provided fortified biscuits and training to the resources, while the GoB was responsible for oversight the local-level implementation through education department officials. This included coordination of school staff, monitoring visits by Upazila and District Education Officers, and ensuring adherence to basic storage and distribution guidelines. While WFP managed logistics and procurement, GoB systems were directly engaged in the delivery interface, ensuring familiarity with operational processes essential for future scale-up. WFP provided critical technical assistance to the GoB, including the feasibility study and drafting the DPP. These efforts facilitated evidence-based decision-making regarding the potential scale-up of school feeding initiatives. The preparatory processes identified several technical, managerial, and infrastructural gaps that would need to be addressed to enable successful national replication. Key challenges included the lack of essential infrastructure such as kitchens and dining halls in many schools, insufficient school contact hours—particularly in rural and urban multi-shift schools—and limited operational capacity for fund management at the local level. Operational capacity at the local level—especially in terms of fund management—was also insufficient to support decentralized implementation. The involvement of NGOs in the pilot model further complicated the transition to government-led systems, given that existing public sector human resources and financial mechanisms were not adequately equipped for direct program delivery. Irrespective, the Executive Committee of the National Economic Council (ECNEC) declined the initial proposal for a national hot meals programme, citing concerns around sustainability planning and operational feasibility. WFP's technical and financial support laid a strong foundation for national planning. The overall progress was hindered by external factors beyond WFP's control, such as political instability, high turnover among key government officials, and recurring natural disasters, which collectively delayed the approval and implementation of the proposed programme.
239. A key sustainability highlight is the government's strong involvement, which partnered with WFP to implement school feeding across 104 sub-districts. While WFP directly supported some areas, the Government managed others, contributing to the capacity strengthening of central and local officials. The GoB institutionalised a Centralised Procurement System to ensure high-quality, standardised, and corruption-free procurement. To support regular biscuit distribution and better tracking of nutritional and health outcomes, a comprehensive monitoring system involving upazila and district officials was implemented with WFP support. The MIS provided consistent feedback on project implementation, enabling the building of scalable systems and staff proficiency. The project's role in preparing GoB officials for independent implementation was widely acknowledged during consultations. Anticipating a hot meals rollout, WFP trained master trainers on safe food preparation and basic nutrition in collaboration with BIRTAN and MoPME and supported the development of training manuals and handouts. These efforts reinforced the capacity of GoB personnel at multiple levels to oversee school feeding, enabling gradual alignment of project delivery mechanisms with the systems, routines, and responsibilities of existing government structures.

EQ6.2: Was the project sustainability/handover plan prepared? To what extent were the interventions in line with the plan?

Finding 38: WFP and GoB developed a sustainability roadmap targeting capacity-building, supply chain resilience, and monitoring. However, financial constraints, logistical challenges, and gaps in policy implementation hinder full government ownership and independent execution.

Finding 39: WFP's advocacy and capacity-strengthening efforts helped consider school feeding into Bangladesh's national education plans. Local partnerships with FAO and RtR introduced local food sourcing and literacy programs, supporting long-term sustainability. These efforts enhance project

longevity but require continued government ownership and investment to maintain momentum beyond external support.

240. Based on discussions with GoB and WFP Country Office representatives, the evaluation team concludes that the project developed a practical transition plan to support the handover of implementation responsibilities to government counterparts in Cox's Bazar under the FY20 award. Rather than a comprehensive national sustainability framework, the focus is on maintaining continuity through local-level technical assistance. WFP will continue to support schoolteachers and local government officials in sustaining the best practices established under the FY17 and FY20 awards. Unlike previous national-level efforts, this transition does not include a feasibility study or system-wide technical assistance strategy but emphasises operational continuity and local capacity retention. Discussion with GoB officials indicates that (i) a sustainability plan was developed with WFP's support, focusing on transitioning key aspects to government systems. The plan included scaling the project from 104 to 150 sub-districts in phases. The sustainability/ handover plan focuses on factors such as capacity-strengthening, supply chain reliability, and monitoring mechanisms; (ii) key interventions, such as school feeding and teacher training, were aligned with national goals to reduce dropout rates and improve attendance.
241. However, the evaluation team observed that the interventions did not fully align with the sustainability plan. Full institutionalisation of these efforts remains incomplete due to financial, logistical, and capacity-related constraints. For instance, although the national school meal policy promoted hot meal provision, this component was not implemented, as detailed in earlier sections. Several examples illustrate how financial limitations, logistical hurdles, policy gaps, and uneven local capacities challenge the sustainability and expansion of education and nutrition efforts: (i) Financial gaps: Schools in Kutubdia face difficulties sustaining vegetable gardens due to lack of funds for essentials like seeds, tools, and irrigation. Similarly, limited budgets for teacher training reduce the frequency of refresher sessions, hampering the consistent use of innovative teaching methods. Further, (ii) Logistical gaps: Biscuit distribution was disrupted during extreme weather and political events (e.g., elections, curfews). In remote areas like Kutubdia, unreliable internet and power restrict teachers' access to online learning; (iii) Policy gaps: While national policies promote nutrition education, the absence of a clear mandate on integrating school-based vegetable gardens results in inconsistent implementation during scale-up; (iv) Local capacity gaps: In Ukhiya, 85% of headteachers applied newly acquired skills, compared to only 67% in Kutubdia, where resource and capacity challenges persist. Community involvement also varies, affecting the success of hygiene and nutrition awareness efforts.
242. WFP's focused efforts on capacity-strengthening and advocacy to embed the hot school meals into the national education development plan demonstrate its commitment to ensure sustainability. Although the transition to hot school meals was hindered, considering school feeding under PEDP5 reflects the strong intent of the GoB, project interventions such as supporting the establishment of school gardens, capacity strengthening of teachers and administrators, and little doctors initiatives remain well-aligned with the sustainability framework. Partners such as the FAO and RtR introduced components like local food sourcing (through capacity strengthening of SHF) and community reading programs, which contributed to fulfilling activities proposed under the sustainability plan.
243. Sustainability efforts included establishing school vegetable gardens, which supported nutrition and fostered local ownership. These gardens exposed students and parents to nutritious food and encouraged active participation. As one student shared, "We sometimes help with the vegetable garden by cleaning the weeds, watering, and doing other tasks." (FGD, STUDENT02, KUTUBDIA) Fresh produce was occasionally cooked at school. "We've eaten sweet potato cooked at school. We like eating these vegetables," noted another student. Nutrition education and health awareness programs also shaped student and household dietary habits, reinforcing hygiene and healthy eating. These activities showed strong student and community engagement in sustaining project gains. However, seasonal challenges, like damage from heavy rains, disrupted garden maintenance. Tackling such issues could improve the project's long-term impact and support alignment with national health and education goals.

EQ6.3: To what extent was the package of technical assistance activities and measures undertaken during the project duration institutionalised into the

Government's policies, strategies, and systems, and is likely to support the sustainability of the intervention (including policy work, support to systems, institutional capacity, etc.)? Are the national and local-level governance structures adequate to ensure the sustainability of the school meal programme beyond 2023? (Learning Agenda question)

Finding 40: WFP-supported tools, including monitoring frameworks and training modules, were partially embedded into government systems, with learning exchanges further enhancing knowledge. However, gaps in policy alignment, coupled with staff turnover, pose risks to sustainability.

Finding 41: The consideration of school feeding in PEDP5 demonstrates policy commitment, but financial limitations, inadequate infrastructure, and administrative hurdles restrict the feasibility of hot meal implementation. Long-term financial planning and investment are required for sustainable expansion.

Finding 42: While national policies support school feeding, disparities in local implementation capacity (e.g., Kutubdia) will hinder the sustainability. Strengthening teacher training, community involvement, and localized capacity-building efforts is critical to ensuring equitable and sustainable expansion.

244. The technical assistance package was partially institutionalised into the government's policies and systems. This included integrating WFP-developed tools, like monitoring frameworks and teacher training modules, into government practices. Furthermore, feasibility studies and DPPs prepared with the project's assistance provided a structured approach for future project implementation. The findings from the evaluation indicate that the focus on capacity strengthening of government functionaries, which included training programs and international exposure visits, including learning from countries like Japan, significantly strengthened institutional capacity (please refer to EQ3.6 for more details). WFP-supported initiatives under the project, such as rolling out school feeding and capacity strengthening initiatives, were integrated into national frameworks and policy guidelines. The project ensured that key elements like fortified biscuits and hygiene education were embedded into local government protocols, supported by technical assistance under the project.
245. National and local-level governance structures, including national, district, and upazila-level committees, appeared adequate, with a strong reporting and coordination framework linking WFP, RIC, RtR, and GoB representatives such as District and Upazila Education Officers. However, there is a continued need to strengthen the capacity and technical skills of key functionaries to effectively support and administer the project's future expansion. Key challenges include frequent turnover of government officials, limited capacity for local-level fund management, and inadequate infrastructure to support complex school feeding modalities such as hot meals. Despite these gaps, government commitment is evident. For instance, considering school feeding into the next phase of the Primary Education Development Plan (PEDP5) demonstrates a significant step toward institutionalising these efforts.
246. However, as the project advances, the varying levels of capacity among local officials highlight the need for uniform training. Local-level capacity issues, particularly in vulnerable regions like Kutubdia, highlight the need for continued infrastructure and skills development investment. Components of capacity strengthening that focus on training teachers, school administrators, and community leaders should be prioritised to ensure project sustainability. Overall, the sustainability outlook is positive. The Government's gradual takeover of operational costs and integration of monitoring and digital systems indicate progress toward sustainability. The evaluation team observed that although foundational structures are in place, scaling beyond pilot areas requires enhanced coordination between government bodies and sub-recipients.

EQ6.4: To what extent was the intervention successful in engaging with the local communities (PTAs, farmers groups, etc.) towards school feeding and education activities? What was the engagement level of these stakeholders in the schools? Has the role of the communities and local stakeholders been institutionalised (as

the Government policy, strategy, and/or systems levels)?

Finding 43: The project successfully engaged PTAs, SMCs, and farmers, enhancing local ownership. However, SMCs noted the need for continuous training and collaboration. Without structured capacity-building and technical support, community-driven efforts may weaken over time.

Finding 44: Programs like “Little Doctor” and “Book Captain” encouraged student leadership, while nutrition and food safety training for smallholder farmers (primarily women) enhanced local food production and community resilience. Community Reading Forums (CRFs) promoted reading habits beyond the school setting. These initiatives have improved education and food security, but scaling and institutionalizing them into national frameworks is essential.

247. The project demonstrated high community engagement with several innovative initiatives fostering participation and collaboration. The project partnered with PTAs and farmers' groups to enhance their engagement with the project interventions. Local stakeholders, including PTAs, SMCs, and farmers, participated actively in interventions such as school gardens, literacy sessions, workshops and supply chain discussions. Parents emphasised that regular training and continued engagement with the SMCs are essential to ensuring the continuity of the project's interventions (FGD, PARENT01, KUTUBDIA FGD).
248. While the SMCs expressed a strong commitment to sustaining the project, they also highlighted the need for continued guidance and support from WFP, Rtr, and RIC. The discussion highlighted that enhanced collaboration with the sub-recipients is essential to align efforts and share best practices (FGD, SMC02, KUTUBDIA FGD). They also articulated the need for additional training and capacity building for the committees (SMC), teachers, and administrators to deliver educational outcomes (FGD, SMC03, UKHIYA FGD).
249. The project engaged smallholder farmers (primarily women) to provide training on nutrition, safe food practices, and post-harvest management. This initiative strengthened local food production and empowered women within their communities. Similarly, the formation of 137 Community Reading Forums (CRFs) encouraged reading habits among children during and after COVID-19. These forums leveraged community volunteers and emphasised the importance of education at the grassroots level. Parents underlined the need for additional support in discussions with the evaluation team. They expressed the need to build remedial or extra lessons at schools to help maintain academic momentum. (FGD, PARENT03, KUTUBDIA FGD). They also underscored the need to monitor the educational progress of students regularly. The suggestions included periodically maintaining student-specific progress diaries at respective schools to track children's academic and behavioural development (FGD, PARENT03, UKHIYA).
250. The project activities had a meaningful impact on various stakeholders. However, institutionalising and formalising these efforts within government policies and systems remains limited. For example, the roles of social institutions (PTAs, SMCs, etc.) and community structures in existing government strategies remain a work in progress, which may challenge their sustainability.

EQ6.5: To what extent are the benefits of the operation likely to continue beyond WFP's intervention for the targeted beneficiaries (by models and by specific intervention components) beyond WFP intervention and in line with Government guidelines/standards, how WaSH/hygiene aspects would be maintained/addressed, etc)?

Finding 45: The project's investments in teacher training, hygiene infrastructure, and nutrition awareness have strengthened sustainability. However, long-term success will depend on sustained policy support and financial commitment.

251. While direct attribution of these improvements solely to the project is challenging, survey findings and stakeholder feedback indicate that interventions have positively influenced key areas, including literacy, hygiene practices, and teacher training effectiveness (as shared in EQ 3.1 and EQ 3.2). The project has laid a strong foundation by strengthening the capacities of school administrators and teachers, promoting improved teaching methodologies, and integrating essential health and hygiene practices into school environments—all of which align with government education and health

standards, increasing the likelihood of continuity. Nonetheless, the government's commitment to integrating school feeding into broader development plans provides a promising outlook.

252. Furthermore, interventions like vegetable gardens, the Little Doctors initiative, and nutrition awareness initiatives have fostered local ownership and engagement, making them more sustainable beyond WFP's direct involvement. The reinforcement of WaSH and hygiene aspects through teacher and community training, along with School Management Committees (SMCs) playing a proactive role in sustaining hygiene practices and school feeding programs, further supports this continuity. While the project concludes, its contributions have created an enabling environment where schools and communities are equipped with the necessary skills, resources, and institutional support to sustain and expand upon these benefits in alignment with government guidelines.
253. The "combined food basket" model, which includes fortified biscuits, bread, eggs, milk, and fruits, aligns with the National School Meal Policy¹²¹. While school feeding modalities under PEDP5 are yet to be finalized, continued advocacy and technical assistance remain important for operationalizing the model. Parents indicate the need for enhanced student engagement through playrooms or toys that increase children's interest in attending school through engaging activities (FGD, PARENT01, UKHIYA FGD). The suggestion reflects a broader call for integrating play-based learning approaches.
254. Additionally, WFP's efforts to integrate hygiene practices into school programs will likely endure, supported by government oversight of proper WaSH and hygiene infrastructure maintenance. However, the infrastructure maintenance for WaSH and hygiene practices will remain challenging, particularly in resource-constrained schools. The enhanced digital systems for monitoring and direct fund transfers will further contribute to ensuring long-term sustainability.

2.7 General

EQ7.1: What are the lessons learned from the project? Specifically, in the context of the hot meal transition not being taken up by the Government of Bangladesh, what were the different options available to WFP, given the centrality of hot meals?

Finding 46: The lessons from this project underscore the need for realistic and adaptive programme design (for hot meals) that is informed by feasibility assessments and aligned with government capabilities. Given hot meal implementation challenges, a combined approach—including fortified biscuits, fruits, eggs, and milk offers the possibility of a scalable alternative. This approach can potentially maintain nutritional benefits while reducing logistical barriers, thereby serving as a feasible interim model while capacity for hot meals develops. WFP's role in providing technical support, fostering stakeholder collaboration, and supporting innovative solutions was pivotal in navigating these challenges. Investments in capacity building, infrastructure development, and comprehensive planning will be essential for realizing the full potential.

Finding 47: While collaboration between WFP, the Government of Bangladesh, and other partners improved school feeding interventions, gaps in coordination at the local level limited effectiveness. Strengthening government leadership, formalizing multi-sectoral partnerships, and fostering local engagement can improve program sustainability.

255. The lessons learned from the project highlight opportunities and challenges in implementing such initiatives, particularly in transitioning to hot meals. The project aimed to improve children's nutritional awareness and related outcomes, addressing malnutrition and encouraging school attendance. However, the Government of Bangladesh could not adopt the hot meal transition, primarily due to systemic barriers, including constraints in capacity, infrastructure, and logistics. Nevertheless, the WFP and development partners (KII for feasibility study) identified and explored several alternative options, emphasising the importance of hot meals in achieving the project's objectives.
256. One critical lesson is aligning project objectives with government capacities and policy frameworks.

¹²¹ The combined food basket has been adopted in the recent DPP for school feeding in 150 sub-districts, and as a component of another project covering all upazilas in Cox's Bazar and Bandarban.

The transition to hot meals was ambitious, promising improved nutritional value and better alignment with extended school hours due to the planned single-shift model. However, political unrest and fiscal constraints, exacerbated by the COVID-19 pandemic, disrupted progress. The reallocation of resources to address pandemic-related priorities led to the continuation of fortified biscuit distribution. Additionally, school closures during the pandemic caused delays, as leftover food stocks were distributed to households and uncertainty around reopening hindered implementation.

257. While considering transitioning to hot meals, the factors that need to be considered include short school contact hours of approximately four hours, leaving insufficient time to prepare, serve, and consume meals without disrupting educational activities. Furthermore, the lack of necessary infrastructure, such as kitchens, storage facilities, and water and sanitation systems, will hinder the implementation of hot meals. Capacity constraints at the district and school levels and heavy workloads of local administrative and educational offices will further affect the monitoring and execution of hot meals. GoB official stated, “Some people mentioned that implementing hot meals in very rural areas can be challenging due to preservation, monitoring, and maintaining quality issues. Many agree it’s difficult to sustain effectively in such settings” (KII, GoB 01). These barriers highlight the need for a phased approach, focusing initially on system strengthening and pilot programmes to build readiness for a larger-scale transition to hot meals.
258. Another key insight is the critical importance of conducting a comprehensive feasibility study prior to considering a large-scale transition to hot meals. The absence of such a study limited the ability to make informed decisions regarding the practicality and readiness for implementation. This was one of the contributing factors behind the Executive Committee’s decision to decline approval of the Development Project Proposal (DPP). The eventual feasibility study underscored several challenges, including limited capacity in supply chain management and significant concerns related to financial disbursement. These findings emphasized the need for extensive planning and resource mobilization as prerequisites for any future transition to a hot meal model.
259. The provision of fortified biscuits, already a successful component of the project, continued to address challenges related to micronutrient needs and support attendance and learning outcomes. Expanding this model to include other easily distributable items could have provided a practical interim solution while preparing for future hot meal implementation. The feasibility study and the interactions with various GoB and WFP stakeholders suggest that fortified biscuits are a feasible short-term option; the DPP should plan for a weekly mix of biscuits, buns, fruits, milk, and eggs within a year. Piloting cooked meals on a small scale can build capacity for long-term integration, as they best meet children’s nutritional needs despite management complexities. This approach will address the logistical challenges associated with hot meals.
260. Stakeholder engagement and alignment also emerged as crucial factors in navigating project challenges. WFP’s collaboration with the GoB and other partners emphasized advocacy, technical support, and policy realignment. Efforts to diversify food baskets and improve sustainable solutions, such as linking school feeding with local agriculture, demonstrated a forward-thinking approach. As stated by a WFP representative, “While we didn’t implement hot meals, the project aimed to support smallholder farmers by creating linkages with local markets, ensuring the community benefits. The idea was that the same community, including primary school children and their families, would gain from this initiative” (KII, WFP02). Strengthening multi-sectoral collaboration and clarifying roles and responsibilities can potentially increase project effectiveness and stakeholder buy-in.
261. Cost-effectiveness and scalability are critical considerations in evaluating project options. Hot meals require substantial initial investments, raising questions about sustainability and long-term funding. By contrast, alternative modalities, such as providing dry foods, offer more immediate and scalable solutions. These options can address current resource limitations and allow for gradual system strengthening. WFP’s recommendation for a phased pilot programme for hot meals reflected this balanced approach, enabling capacity strengthening while ensuring continued progress toward the project’s goals.

EQ7.2: How can WFP improve future programming in the context of these lessons learned?

Finding 48: The slow uptake of hot meals highlights the need for a capacity-driven approach. A gradual transition, starting with fortified biscuits and expanding to hot meals as infrastructure and financial systems can ensure long-term feasibility.

Finding 49: Conducting feasibility assessments at the outset helps identify supply chain challenges, infrastructure gaps, and financial limitations, ensuring that program design aligns with government capacity and avoids delays.

Finding 50: Enhancing community engagement with the project activities and strengthening links between school feeding and local agriculture, alongside eco-friendly practices, can enhance program longevity. Sustainable sourcing, infrastructure resilience, and community participation are key to long-term impact.

262. To improve future programming, WFP can build upon the lessons from the current project, emphasizing adaptive strategies, sustainable practices, and strengthened partnerships. One key insight from the project is the need to align objectives (as in the case of hot meals) with government capacities and ensure a phased approach to implementation. The delay in the hot meal transition highlights the importance of considering infrastructure, capacity, and contextual constraints when designing future initiatives. A critical area for improvement lies in conducting comprehensive feasibility studies at the outset of project design. The absence of such assessments in the current project resulted in unforeseen barriers to implementing hot meals. Future initiatives can mitigate these challenges by incorporating evidence-based planning and scenario analysis to anticipate potential obstacles and develop robust mitigation strategies. By leveraging these lessons, WFP can develop programmes that are more responsive to local challenges while focusing on achieving long-term nutritional and educational outcomes.
263. Strengthening collaboration with the GoB is another enabler in improving project outcomes. As evident in this project, WFP should engage government stakeholders in joint planning sessions, aligning project goals with national priorities and fostering a sense of ownership. Capacity-strengthening initiatives, including training programmes and technical assistance, will enable the government to manage the project independently. These efforts can be supported by ongoing advocacy for budgetary allocations to secure long-term financial commitments for school feeding.
264. WFP should advocate with the government to adopt flexible and phased implementation models to address resource constraints and scalability. For example, starting with fortified biscuits and transitioning to more complex meal options as capacity improves can initiate a manageable rollout while maintaining nutritional benefits. This approach allows for gradual system strengthening, enabling the government to adapt to new responsibilities and infrastructure requirements over time.
265. Linking school feeding to local agriculture can also support sustainability by creating predictable markets for smallholder farmers and reducing dependency on external supplies. These strategies contribute to the project's longevity and align with broader local economic development goals.
266. Monitoring has played a pivotal role in ensuring quality delivery and effective project oversight. The systems established have been key in maintaining accountability and supporting implementation fidelity. Given the central role of monitoring, especially in the context of scale-up, there is a strong case for strengthening this function further. Future programming should prioritize enhancing monitoring systems to provide real-time, data-driven insights that inform adaptive management. This includes investing in digital tools, establishing effective feedback loops, and promoting regular joint monitoring with government counterparts, school representatives, and WFP staff. Strengthening stakeholder capacity to interpret and apply data in decision-making will also be essential. Equipping implementers with the tools and skills to use data effectively will help ensure efficient resource allocation and responsive interventions. A stronger monitoring and evaluation framework will allow WFP to continuously refine its strategies, measure progress more rigorously, and demonstrate impact—thereby enhancing accountability and stakeholder trust.
267. Engaging local stakeholders in project planning and implementation can strengthen cultural relevance and acceptance, ensuring that interventions meet the needs of the target population. Efforts to raise awareness about the benefits of school feeding, particularly among parents and community leaders (as undertaken in this project), can further strengthen support. Encouraging

women's leadership in project activities can also support the parity of people involved and empower communities to sustain school feeding initiatives actively. Additionally, active community engagement can improve cost-effectiveness and foster shared responsibility among stakeholders.

3. Conclusions and Recommendations

3.1 Conclusions

Overall Conclusions

268. The WFP-supported school feeding program significantly improved school attendance, literacy outcomes, dietary diversity, and community engagement in targeted areas of Bangladesh. However, sustainability, institutional capacity, and systems integration remain pressing challenges. The program's effectiveness, particularly for girls and underserved communities, highlights the importance of inclusive and adaptable programming.
269. The key takeaways include:
- **Strategic alignment and adaptability enhanced program relevance.** The project remained well-aligned with national policies and adapted quickly to evolving government priorities and external shocks, such as the COVID-19 pandemic, thereby maintaining its relevance. (Findings 1, 3, 4)
 - **The program demonstrated measurable impacts on literacy, attendance, and nutrition.** Significant improvements in children's learning and dietary outcomes, particularly among girls, reflect the strength of the integrated design. (Findings 7, 10, 12, 15, 32)
 - **Parity in participation of all constituents was enhanced but require deeper systemic change.** Female representation and participation improved, yet barriers to decision-making persist. Strategic and structural efforts are needed to institutionalise women's leadership and address entrenched social norms. (Findings 2, 9, 26, 35)
 - **Community engagement and local ownership were critical enablers.** Programs like "Book Captain" and SMC involvement enhanced sustainability and relevance. However, these gains need formal integration into policy and budgets to endure. (Findings 5, 43, 44)
 - **Institutional inefficiencies and coordination gaps limited potential.** Supply chain disruptions, delayed activity implementation, and weak local coordination constrained program efficiency. Improved contingency planning and streamlined processes are required. (Findings 27, 28, 30)
 - **Sustainability depends on deeper integration into national systems.** While government ownership increased, financial systems, infrastructure, and staff turnover challenges continue to impede full transition. Long-term investments in institutional capacity are essential. (Findings 36, 38, 40, 41)
 - **Future programming must embed evidence-based, phased approaches.** Operational constraints hindered ambitions for a hot meal. Feasibility assessments, scalable hybrid modalities, and adaptive planning will be critical for future success. (Findings 46, 48, 49)

Section-Wise Conclusions

270. **Relevance:** The project aligned strongly with national priorities and educational strategies, integrating with key frameworks such as the NSMP and reflecting emerging priorities under the forthcoming phase of the PEDP, which is currently under discussion. To enhance future relevance, program designs should directly engage with emerging government priorities and decentralisation processes, moving beyond mere alignment at the central level (Findings 1, 3, 4). Parity in participation of all constituents was advanced by fostering the participation of women and girls in community development; however, future efforts should focus on removing systemic barriers to meaningful participation, particularly in decision-making spaces (Finding 2). The project demonstrated notable flexibility in responding to unexpected disruptions, such as the COVID-19 pandemic and the halt in

the hot meals plan. This adaptability should be embedded in future programming through robust contingency and scenario planning frameworks (Finding 3). Widespread community support validated the project's relevance, particularly in education and hygiene. This presents an opportunity to co-create future interventions with communities and strengthen local governance mechanisms (Finding 5).

271. **Coherence:** The WFP project aligned effectively with broader government and other similar programs. The evaluation observed that the project-level coordination at both national and subnational levels was adequate. However, strengthening institutional collaboration at the district and upazila levels is essential for comprehensive service delivery (Finding 6).
272. **Effectiveness:** The project exceeded its target reach and significantly improved literacy, attendance, and nutrition, particularly among girls. These outcomes affirm the effectiveness of integrated programming. Moving forward, literacy initiatives should be scaled while addressing learning disparities among boys (Findings 7, 10, 12). Although fortified biscuits supported nutrition and school attendance, stakeholders preferred more diverse meals. A phased transition to models incorporating locally sourced food could enhance learning outcomes and better align with long-term nutrition objectives (Findings 8, 22). While participation of all groups in governance was encouraged, cultural and social norms continue to influence the extent of engagement across different groups. Future programming should prioritise capacity-building for underrepresented groups—through leadership training, mentoring, and inclusive forums—to promote equitable participation in decision-making. (Finding 9). The project improved learning environments and hygiene through infrastructure upgrades. To maintain these gains, consistent funding and local capacity for operations and maintenance are necessary (Finding 11). Capacity-building initiatives improved institutional functioning but were hindered by workload pressures and limited supervision. Tailored, role-specific capacity-strengthening strategies are recommended to improve efficiency (Findings 13, 20).
273. **Efficiency:** Fortified biscuits provided a cost-effective and operationally feasible solution. However, vulnerabilities in the supply chain, exacerbated by political and environmental disruptions, underscore the need for stronger risk mitigation, localised procurement, and emergency stockpiling (Findings 27, 29). The wheat-to-biscuit barter model proved efficient (Finding 28). While the project broadly adhered to implementation timelines, structural challenges, including procedural delays in approvals and capacity limitations at the local level, contributed to slower-than-anticipated progress. Streamlining workflows and digitising operations will improve responsiveness and delivery (Findings 29, 30, 31)
274. **Impact:** The project contributed to notable improvements in student learning, dietary practices, and health awareness among girls. These results demonstrate the value of integrating school feeding with literacy, hygiene (WASH), and social behaviour change communication (SBCC). Family-focused expansions could accelerate lasting behaviour change (Finding 32). The project also catalysed shifts in gender norms by increasing support for girls' education. To sustain these advances, WFP should advocate for gender-inclusive policies, integrate gender sensitivity in curricula, and implement targeted adolescent engagement (Findings 32, 35). WFP's governance tools and technical assistance were vital to the program's success. Continued impact will depend on the government's ability to institutionalise these systems and fund them through domestic resources (Finding 34).
275. **Sustainability:** Although WFP and GoB had clear operational roles, long-term sustainability is threatened by ongoing financial and infrastructural gaps. A gradual transition plan is necessary, supported by investments in financial management, infrastructure, and human resources (Findings 36, 37). While the sustainability roadmap laid a solid foundation, it lacked momentum due to weak budget execution and insufficient monitoring. Future plans should include specific milestones, timelines, and accountability measures (Finding 38). Disparities in implementation capacity—such as in Kutubdia—highlight the need for flexible, equity-driven support strategies. Targeted investments and tailored capacity-building will help close these gaps (Finding 42). Although community involvement was strong, it was not fully institutionalised. WFP should assist the GoB in embedding community engagement—such as SMCs and PTAs—into official education strategies and budgets (Findings 43, 44). The continued benefit of WASH and nutrition interventions hinges on ongoing funding for operations and maintenance and their integration into GoB's quality assurance systems

(Finding 45).

276. **Lessons and future programming:** The attempt to introduce hot meals without adequate infrastructure and staffing was premature. Future models should start with scalable hybrid approaches supported by costed feasibility studies and phased implementation plans (Findings 46, 48). Conducting feasibility assessments early in the design phase is essential. Embedding this step into WFP's planning process will ensure that interventions are responsive to local conditions and minimise implementation delays (Finding 49). Deepening community connections—particularly to local agriculture, environmentally sustainable practices, and parental involvement—can amplify the program's impact across sectors, strengthening rural livelihoods and resilience to climate change (Finding 50).

3.2 Recommendations

277. This section provides recommendations based on the findings of the evaluation (rationale) and proposed actions required to implement the recommendations. The recommendations also articulate stakeholders' views (on the way forward). The recommendations are mapped with the primary user audience(s) responsible for undertaking the proposed actions within the specified time frame and based on the priority accorded. The recommendations presented below are based on the evaluator's assessment of the importance and urgency of actions considering the conclusions presented in the previous section. A mapping table for the findings, conclusions, and recommendations is included in [Annex 7](#) of the report.

#	Recommendation	Rationale	Recommendation grouping: By type; By theme; Short /medium / long-term	Responsibility (one lead office/entity) ¹²²	Other contributing entities (if applicable)	Priority: high/ medium	By when
1	Enhance Monitoring Systems. WFP should support GoB in strengthening monitoring systems through increased use of digital tools for real-time data collection and analysis, supported by ongoing capacity-building efforts to strengthen evidence-based decision-making.	Monitoring has been central to ensuring quality delivery, accountability, and implementation fidelity in the current program. As the initiative moves toward scale-up, strengthening monitoring systems becomes critical to sustaining and enhancing program effectiveness. While existing systems are robust, they face challenges such as limited real-time data use and gaps in staff capacity. Integrating digital tools for real-time data collection and analysis will enable timely adjustments, improve efficiency, and support adaptive management. Equally important is building stakeholder capacity to interpret and apply data for decision-making. This will ensure	- Operational - Short-term	–WFP Country Office	- Government of Bangladesh (GoB) - Sub-recipients, School Administrators	High	December 2025

¹²² Unless the evaluation is commissioned jointly with other partners, the lead entity for all recommendations should be within WFP.

#	Recommendation	Rationale	Recommendation grouping: By type; By theme; Short /medium / long-term	Responsibility (one lead office/entity) ¹²²	Other contributing entities (if applicable)	Priority: high/ medium	By when
		resources are allocated effectively and interventions remain responsive to local needs. Enhancing monitoring systems through ongoing capacity-building is both feasible and high-impact. It will enable WFP to continuously refine its strategies, measure outcomes more rigorously, and demonstrate impact, thereby strengthening accountability and stakeholder confidence.					
2	Capacity-building for systems strengthening Increase training opportunities for government officials, teachers, and local stakeholders to enhance governance and program management effectiveness.	While capacity-building efforts have yielded positive results, staff turnover remains a significant challenge for long-term impact. To address this, ongoing training and refresher courses are essential to institutionalize the best practices in food preparation, distribution, and health education. Additionally, investing in the documentation of these practices, such as toolkits and standard operating procedures (SOPs), will ensure that valuable knowledge is retained and accessible beyond the project's duration, ensuring continuity and consistency in program implementation.	▪ Strategic ▪ Medium-term	–WFP Country Office	Sub-recipients, GoB, FAO, Local NGOs, Farmer Cooperatives,	High	June 2026

#	Recommendation	Rationale	Recommendation grouping: By type; By theme; Short /medium / long-term	Responsibility (one lead office/entity) ¹²²	Other contributing entities (if applicable)	Priority: high/ medium	By when
3	Strengthen community engagement and participation of all constituents – boys, girls, women and men WFP should support the GoB in fostering community engagement by enhancing women's participation in governance (SMCs), leadership (creating community leaders) and promoting to success and representation of all constituents in the design and implementation of school feeding initiatives.	The project has demonstrated that community participation and ownership enhance the effectiveness, efficiency and sustainability of interventions Additionally, adopting community-led approaches will create local champions who can drive accountability and advocacy for project/programs	▪ Strategic ▪ Medium to long term	–WFP Country Office	• Government of Bangladesh (GoB)	High	June 2026
4	Enhance focus on nutrition in school feeding interventions WFP should collaborate with the GoB to pilot innovative ¹²³ school feeding models in select areas to assess feasibility, scalability, and impact on nutrition and	While fortified biscuits ensure basic nutritional intake, they lack dietary diversity. Testing new feeding models can identify cost-effective, context-specific solutions that enhance student nutrition while improving program sustainability. Incorporating local produce strengthens supply chains, supports smallholder farmers, and fosters community	▪ Strategic ▪ Medium Term	–WFP Country Office	• Government of Bangladesh (GoB) • sub-recipients, Local NGOs, Farmer groups, Upazila officials, school administrators	Medium	December 2026

¹²³ Locally sourced, diverse, culturally relevant and sustainable school feeding interventions.

#	Recommendation	Rationale	Recommendation grouping: By type; By theme; Short /medium / long-term	Responsibility (one lead office/entity) ¹²²	Other contributing entities (if applicable)	Priority: high/ medium	By when
	operational efficiency.	ownership through initiatives like "Little Agriculturists." This approach enhances dietary variety, promotes local economic development, and ensures long-term resilience in school feeding programs.					
5	Prioritising investments in infrastructure and logistics WFP should advocate (evidence-based) with GoB to prioritize investment in critical infrastructure, including kitchens, storage facilities, and sanitation, to effectively support school meal programs.	Investing in infrastructure such as kitchens, storage, and sanitation is essential for the smooth and efficient delivery of school meal programs. Addressing infrastructure gaps, particularly in disaster-prone and remote areas, will strengthen the resilience and accessibility of these programs, ensuring continuity during emergencies and promoting equitable access for all students. This investment will significantly improve program efficiency, enhance food safety, and lay the foundation for scaling up school meal initiatives across diverse regions.	- Operational - Medium term to long term	–WFP Country Office	- Government of Bangladesh (GoB) - Local NGOs, Farmer Cooperatives, Upazila level officials, school administrators	Medium	June 2027
6	Building Crisis Resilience WFP should demonstrate integrating resilience approaches (such as establishing disaster-resilient supply chains) in the school	Bangladesh is highly vulnerable to weather-related disruptions, threatening school feeding program continuity. Lessons learned from managing the COVID-19 pandemic underscore the need for flexible	- Strategic - Long-term	–WFP Country Office	- Government of Bangladesh (GoB) - FAO, Local NGOs/sub-recipients	Medium low	December 2027

#	Recommendation	Rationale	Recommendation grouping: By type; By theme; Short /medium / long-term	Responsibility (one lead office/entity) ¹²²	Other contributing entities (if applicable)	Priority: high/ medium	By when
	feeding programme. WFP should support GoB in deploying crisis-resilient approaches in their national school meals programme.	strategies to maintain service delivery during crises. Developing adaptive frameworks, including disaster-resilient supply chains and contingency plans for meal distribution, will ensure uninterrupted services in emergencies. A robust crisis management mechanism will be critical to strengthen resilience and ensure preparation for future challenges.					

Annexes

Annex 1. Summary Terms of Reference

1. The Terms of Reference (TOR) are for the evaluation of the World Food Programme School Feeding USDA McGovern-Dole Grant (FFE-388-2020-009-00) in Bangladesh. This evaluation is commissioned by WFP Bangladesh and will cover the period from November/2020 to December/2024. The full ToR for the report can be found here: https://executiveboard.wfp.org/document_download/WFP-132883
2. The Terms of Reference (TOR) presented cover Fiscal Year 2020 – 2023 for the McGovern-Dole International Food for Education and Child Nutrition Grant (McGovern-Dole) funded through the U.S. Department of Agriculture (USDA). The evaluations will assess the relevance, effectiveness, efficiency, sustainability, and impact of this project. WFP will utilize findings from the evaluations to review performance, assess the effect that the interventions had on the expected results and outcomes, adjust programming, learn from experience, account for actions, and improve the project's delivery of results. In accordance with both WFP and USDA's Evaluation Policies, the final evaluation will be conducted by third-party, independent evaluation teams.

Rationale

3. The WFP CO is commissioning the endline evaluation for the USDA Mc Govern Dole project in support of WFP School Feeding Programme (SFP) activities in Bangladesh, to be evaluated from the period 1 November 2020 to 31 December 2024; to provide an objective assessment of the project's performance and inform analysis of impact the interventions have had for learning and accountability to the project's stakeholders.
4. The endline evaluation of the McGovern-Dole International Food for Education and Child Nutrition Grant (McGovern-Dole) FY 2017-2020 is currently ongoing. The final evaluation will assess the impact of the project and its overall performance against established objectives. It will provide an evidence-based, independent assessment of the performance of the project for accountability and generate lessons learned. The final evaluation will, in addition, review the relevance, effectiveness, efficiency and sustainability of the project's interventions and will be used to inform School Feeding initiatives.

Objectives

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

Evaluation Approach

6. The evaluation will cover WFP School Feeding Programme (SFP) activities in Bangladesh supported by the USDA McGovern Dole project. It will cover all activities, processes, outputs, outcomes, and impacts of the project.
7. Both evaluation exercises will inform the project's impact and contribution to McGovern- Dole SO1: Improved Literacy of School-Aged Children and McGovern- Dole SO2: Increased Use of Health and Dietary Practices.
8. The endline evaluation will employ methodology covering a representative sample of all schools in all project areas and a representative sample of schools in non- intervention (comparison schools). The selection of the schools will ensure research rigor and will be done in consultation with WFP CO. The baseline and endline exercises collect quantitative data on project indicators from a sample of project stakeholders including students, teachers, government officials, suppliers and local farmers. A comprehensive list of participants in both studies will be agreed on in consultation with WFP CO. Qualitative interviews will be conducted during each exercise with key government representatives, school personnel, suppliers, farmers, and other stakeholders as relevant. Sample sizes for both the baseline study and endline evaluation will be determined based on criteria that will take into account principles of scientific rigour and in consultation with WFP CO.
9. The evaluation will apply the international evaluation criteria of: Relevance, Effectiveness, Efficiency, Impact, Sustainability, Coverage, Coherence, and Connectedness. Parity in participation of all stakeholders, including boys, girls, women and men, should be mainstreamed throughout.
10. Evaluation Questions allied to the evaluation criteria; the evaluation will address key questions which will be further developed by the evaluation team during the inception phase. Collectively, the questions aim at highlighting the key lessons and performance of the World Food Programme School Feeding USDA McGovern-Dole Grant (FFE-388-2020-009-00) in Bangladesh, which could inform future strategic and operational decisions.
11. The evaluation should analyse how GEWE objectives and GEWE mainstreaming principles were included in the intervention design and whether the object has been guided by WFP and system-wide objectives on GEWE. The GEWE dimensions should be integrated into all evaluation criteria as appropriate.
12. The evaluation team should critically assess data availability and take evaluability limitations into consideration in its choice of evaluation methods. An endline evaluation of the previous McGovern-Dole project, Systems Approach for Better Educational Results School Feeding (SABER-SF) assessment, Performance Monitoring Plan, and Project Theory of Change are key documents to include in the initial assessment of available data. The team should expand on the information provided and systematically check the accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data.
13. Sampling and data- data collection tools and methods should be sex-responsive, ensuring that the voices of women, girls, men and boys are sufficiently heard and used. Further, the team should critically review the evaluability of the parity aspects of the project, identify related challenges and mitigation measures and determine whether additional indicators are required to include parity dimensions.

Methodology

14. The methodology will be designed by the evaluation team during the inception phase. It should:
 - Employ the relevant evaluation criteria above: Relevance, Effectiveness, Efficiency, Impact, Sustainability, Coverage, Coherence, and Connectedness.
15. Gender Equality and empowerment of women should be mainstreamed throughout.
 - Demonstrate impartiality and lack of biases by relying on a cross-section of information sources (stakeholder groups, including beneficiaries.) The selection of field visit sites will also need to demonstrate impartiality.
 - Use mixed methods (quantitative, qualitative) to ensure triangulation of information through a variety of means. The quantitative survey design, sampling frame and data collection methods will be informed by project coverage, context and the list of indicators as per the PMP

(Performance Monitoring Plan). The survey modules will include household and child questionnaires, suppliers and smallholder farmers as well as a school questionnaire (with teachers and school directors). The key respondents will include school directors and staff responsible for provision of school feeding; school children, parents, teachers, officials from government departments including, MoPME, Directorate of Primary Education (DPE), Local Government Division (LGD), Department of Public Health and Engineering (DPHE), Ministry of Health and Family Welfare and Cooperating Partner NGOs. The design will ensure pre-post comparisons between the baseline study and endline evaluation. The evaluation team should expand on the methodology presented in the TOR and develop an evaluation Matrix during the inception phase.

- Key to the design of both studies will be the principle of counterfactual analysis that will serve as foundation to the quasi-experimental design for endline evaluations. The difference in status of indicators will be examined through a comparison of the comparison schools (who do not receive support from the project and are located in sub districts outside the project coverage area) vis- a-vis schools supported by the project. The comparison group will have similar characteristics to the project group, in terms of ethnicity, remoteness of the area, number of children in the school, wealth quintile and head of the household's level of education. These groups (comparison and project groups) will then be matched based on the agreed characteristics.
 - Data sources and key respondents for both exercises include teachers, head teachers, students, records of the sampled schools, parents, School Management Committees, community members, relevant government officials, Cooperating partner NGO staff and WFP officials.
 - Apply an evaluation matrix geared towards addressing the key evaluation questions, taking into account the data availability challenges, the budget and timing constraints.
 - Ensure through the use of mixed methods that women, girls, men and boys from different stakeholder groups participate and that their different voices are heard and used.
 - Include information from, provide analysis and update of the 2019 Systems Approach for Better Educational Results School Feeding (SABER-SF) assessment with a view of providing an updated situation analysis and impact on plans and recommendations made in the SABER following the COVID-19 pandemic outbreak.
16. The sample size should be calculated at the project level using the 'differences method' formula with a finite population (confidence interval of 1.96 and estimated difference set at 5 percent) as per Cochran (1977)¹⁶. For each school, two students each will be randomly selected from Grade I-V, and 5 students from Grade III for interviews. One parent from each grade of the selected students will be covered. Also, from each school, one school head teacher, one school teacher, and one storekeeper will be interviewed. The sample size to administer the EGRA tool will be around 14 students from Grade III per school. The final sampling frame, methodology, and sample size calculations will be the responsibility of the evaluation team in consultation with the WFP CO.
 17. The methodology should be GEWE-sensitive, indicating what data collection methods are employed to seek information on GEWE issues and to ensure the representation of women and marginalised groups. The methodology should ensure that data collected is disaggregated by sex and age; an explanation should be provided if this is not possible. Triangulation of data should ensure that diverse perspectives and voices of both males and females are heard and taken into account. The evaluation team must have a clear and detailed plan for collecting data from women and men in gender- sensitive ways before fieldwork begins.
 18. The evaluation findings, conclusions and recommendations must reflect gender analysis, and the report should provide lessons/ challenges/ recommendations for conducting gender responsive evaluation in the future.
 19. The following potential risks to the methodology have been identified: Due to school closures and restrictions on international travel, the data collection phase for the baseline study may have to be adjusted. Currently, schools in Bangladesh are due to reopen in March-April 2021, but depending on how the situation evolves, the Government of Bangladesh may decide to maintain these measures beyond this deadline. WFP will be careful to adhere to government regulations on COVID-19 during the evaluations. Data on school-related indicators will be collected using remote means, where

appropriate, and secondary sources, including previous studies, if schools remain closed.

5. Phases and Deliverables

Table 3: Summary Process Map

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

20. The inception report will detail quality assurance systems developed for the baseline and follow-on endline evaluation. An activity plan and timeline should be included. The evaluation designs and proposed methodologies in the inception report should outline the extent to which the proposed methodology will lead to reliable data and analysis.
21. Field Data Collection. It is anticipated that the field data collection will take four weeks, including visits to project sites. A debriefing session will be held upon completion of the fieldwork.
22. Data Analysis and Reporting Phase: The evaluation team will analyze the data collected during the desk review and the field work, conduct additional consultations with stakeholders, as required, and draft the evaluation report. This will be submitted to the evaluation manager for quality assurance. Stakeholders will be invited to provide comments, which will be recorded in a matrix by the evaluation manager and provided to the evaluation team for their consideration before final report preparation. The reports must be finalized for WFP to transmit to the USDA FAD within 60 days following the evaluation fieldwork and no more than 15 days after the report has been completed. Quality assured final reports must be submitted to WFP for final comments and pre-approval one month before the USDA deadline. The report should outline the purpose, scope and rationale, and the survey methodologies applied, including limitations. The report should detail the data collection process, findings and conclusions that the team has obtained. The baseline and endline reports should be no longer than 15 pages each, excluding annexes.
23. The timeline for the evaluations for both exercises is from April 2021 to September 2023, covering planning/preparation, inception, data collection, data processing, data analysis, report, and dissemination.

Annex 2: Timeline

Key Steps	Stakeholders responsible	Duration	Key dates
Inception			
1. Briefing of ET on the SFP	WFP CO	1 day	20 th March 2024
2. Desk review of key documents, development of evaluation matrix and development of inception report	ET		20 th March 2024 to 30 th April 2024
3. Preliminary discussions with WFP CO to understand the project components	WFP CO	1 day	1 st April 2024 to 30 th April 2024
4. Draft inception report submission	ET	1 day	6th May 2024
5. Review of draft IR and tools and sharing of comments for ET	WFP CO, DEQS, EM and REO	1 to 2 weeks	6 th May 2024 to 22 nd May 2024
6. Incorporating comments from WFP -CO and submission to DEQS and USDA	ET	1 week	22 nd May 2024 to 3 rd June 2024
7. Final inception report	ET	1 day	5th June 2024
Data collection			
8. <i>School summer Break</i>		2 weeks	13 th June 2024 to 2 nd July 2024
9. <i>Protest in Bangladesh</i>		8 weeks	July 2024 to August 2024
10. <i>School Term Exams</i>		2 weeks	1 st September 2024 to 15 th September 2024
11. Preparation of detailed field movement plan	ET	1 day	28 th August 2024 to 2024
12. Training of field enumerators, including field practice and adaptation of tools for local context	ET and Local Partner	3 days	13 September 2024 to 16 th September 2024
13. Data Collection (Quantitative and Qualitative) and de-briefing WFP CO	ET, WFP CO and Local Partner	2-3 weeks	17 th September 2024 to 4 th October 2024
14. Data cleaning, analysis and tabulation	ET	3-4 weeks	26 th September 2024 to 18 th October 2024
Reporting			
15. Presentation on findings of	WFP CO, RBJ	1day	5th November

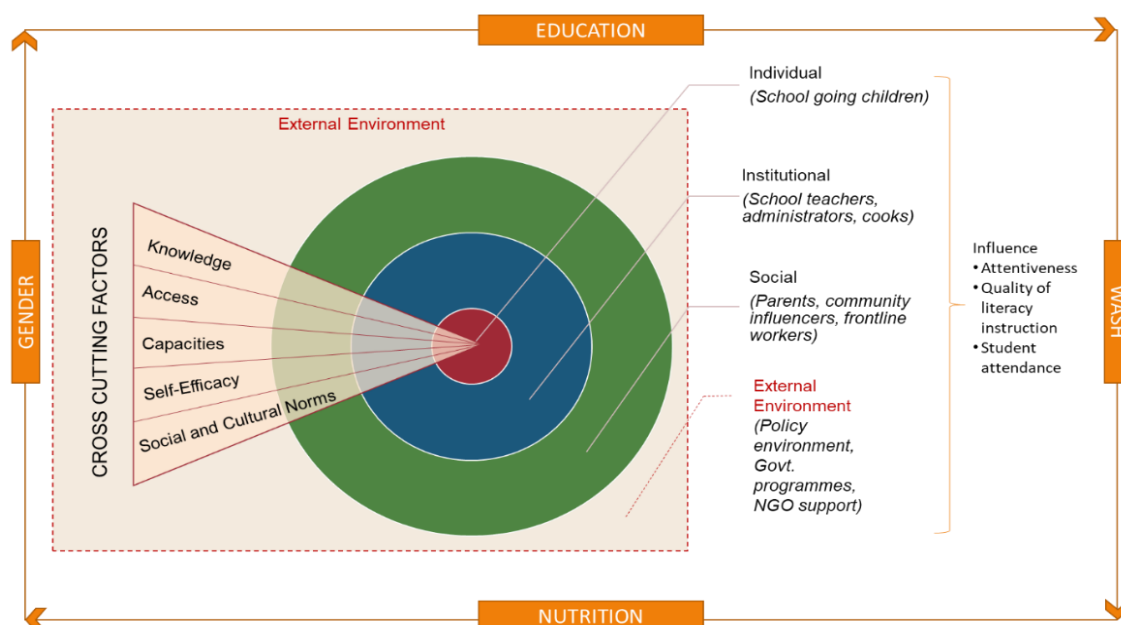
Key Steps	Stakeholders responsible	Duration	Key dates
evaluation			2024
16. Conducting additional KIIs with stakeholders	ET	2 weeks	8 th November 2024 to 22 nd November 2024
17. Preparation of Draft Evaluation Report			22 nd November 2024 to 31 st December 2024
18. Submission of evaluation report (first draft)	ET	1 day	7th January 2024
19. Review of Draft ER and sharing of comments for ET	WFP CO, DEQS, EM, REO ERG, RB, and other stakeholders	2 weeks	21 st January 2025
20. Revision of ER based on comments received	ET	2 weeks	6 th February 2025
21. Submission of final evaluation Report	ET	1 day	7th February 2025
22. Consultative workshop/ discussion to validate the findings and recommendations.	ET	1 day	TBD

Annex 3: Methodology

Proposed Conceptual Framework

24. The evaluation examined the project's result framework (Theory of change indicating the intervention logic) to identify why the envisioned impact and results were attained or not attained. The key envisaged impact of the project is to improve the literacy of school going children and enhance their learning outcomes to advance their future health, productivity, and capabilities for overall well-being. The distribution of high energy biscuits has several foreseen outcomes which include alleviation of short-term hunger which is likely to improve the overall attentiveness of children during classes and school days; improved overall nutrition status of children through provision of calorific and fortified biscuits; and incentivise parents to send their children to school given the reduction in cost of schooling which is likely to translate into improved demand for education.
25. The project also includes supporting interventions on the supply side that aim at building school teachers' and school administrators' skills and capacities and improve their attendance and performance in schools. Combined with better access to school supplies and materials, enhanced teaching capabilities create an enabling environment that is likely to augment regular school attendance and improve student learning outcomes.
26. Activities such as training on food preparation and storage practices and better access to water and sanitation services in school, promote safe health and dietary practices. Establishment of school gardens demonstrates to children and families how to diversify and improve their diet.
27. Through capacity development of the SMC and PTAs the project also aims to engage community and strengthen their local capacities to demand improved education.
28. In this light, drawing upon our experience, we propose an evaluation framework that includes the key thematic and functional areas that the interventions work upon. These can be viewed as four domains:
 - Individual (school going children),
 - Institutional (school teachers, school administrators, cooks and store keepers),
 - Social (parents and community), and
 - External environment (policy, government support, civil society).

Figure 17: Proposed conceptual framework



Source: ET, evaluation proposal

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

Sampling Protocol

31. The sample will be spread across two sub-districts of Cox's Bazar. Fifty Government Public Schools (GPS) have been sampled. Out of these, 30 will be project schools and the balance will be comparison schools. The schools have been selected randomly in the same proportion as the number of intervention schools in the districts, thus ensuring the statistical representation of the sample.
32. While sampling, the diversity of the geographical locations of the schools (i.e., schools that are easily accessible by road and those that are located in remote/ difficult-to-reach areas) has been ensured.
33. The sample size has been calculated at the project level using the 'differences method' formula with a finite population (confidence interval of 1.96 and estimated difference set at 5 percent) as per Cochran (1977)^[1] using the following formula:

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

p = estimated proportion of the population, set at 50percent for maximum variance;

q = 1 – p;

z = standard score corresponding to the confidence interval (95) set at 1.96;

^[1] Cochran, W. G. (1977) Sampling Techniques. 3rd Edition, John Wiley & Sons, New York.

d = estimated difference, set at 5percent for this initiative

34. Accordingly, the sample size for project schools will be 390 students and that for comparison schools, it will be 260.
35. Each school headteacher/administrator was requested to inform the students and their parents in advance about the survey. This approach increased the likelihood of parents' availability for interviews.
36. All administered tools focused on gathering information about the schools' current situation regarding infrastructure status, processes followed, and the awareness and capacities of key staff and students while keeping in mind the overall objectives of the evaluation.
37. In the comparison schools (counterfactual), data collection tools were adjusted to reflect the absence of intervention. Many questions related to the intervention were unnecessary for specific project activities. The focus was also to compare baseline and endline data on project indicators.

Methods of data collection	Target Group/ Source of Information	
	Primary Survey	Secondary Review
Quantitative (Structured Interviews)	• Parent Questionnaire (mix of Mothers & Fathers) • Student Questionnaire • EGRA Questionnaire • School Questionnaire • School Head Questionnaire • School Teacher Questionnaire • School Storekeeper Questionnaire	• Endline evaluation of McGovern-Dole FY 2017 award-supported project • Baseline report • Project design document, results framework, annual action plans • Approved National School Meals Policy (NSMP) • NPAN-2 • MIS and monitoring data • Any other relevant documents
Qualitative (Focus Group Discussions and KIIs)	• FGD with parents • FGD with SMC members • FGD with Smallholder Farmers • FGD with Students • Key informant interviews (KII) with WFP project staff, sub-recipients, and representatives MoPME, DPE, FAO	
Indicative outputs of data collection		
	• Establish endline values of key indicators to assess impact and overall performance (including gender disaggregated where possible) • Comparative analysis of baseline and endline values to report on the effectiveness • Establish the relevance of the project based on stakeholder perceptions. • Identify key enablers and barriers (focus on COVID-19 context) • Provide analysis and recommendations for WFP on its role in establishing and implementing effective structures to support the school feeding policy.	• Establish the relevance and understand how the project activities were realigned to support GoB during COVID-19. • Establish alignment of the project with government priorities/initiatives and WFP's country strategic plan • Explore the scope of sustainability, readiness of the GoB for complete handover, and key considerations for project design and implementation, especially during COVID-19 • Incorporate assessment of GEWE data and insights

38. By allocating schools proportionate to their probability based on size (i.e., the total number of GPS in the two Upazilas), 12 schools in Kutubdia and 18 schools in Ukhiya were randomly selected. Similarly, 20 schools in Ramu were selected. Two students per grade were randomly selected from Grades I-V. For Grade III, the sample size was five students per school . Deviations from this approach

were made when administering the Early Grade Learning Assessment (EGRA) tool. For the EGRA tool, the sample size included 14 Grade III students per school; an additional nine students were randomly selected in addition to the five already chosen for quantitative data collection in Grade III. 650 students (390 from project schools and 260 from comparison schools) from 50 schools were covered.

39. To ensure integration of GEWE issues and capture the views of diverse stakeholders are captured, the sampling strategy included girl learners, female teachers, mothers, and other women stakeholders who were part of the SMCs or Parent Teachers Associations (PTA) or any other social/ community groups.
40. At least 50 percent of the sampled teachers and students were female for structured interviews and the Early Grade Reading Assessment (EGRA). Additionally, during interactions with SMCs, at least 40 percent of the respondents were women. The evaluation team ensured that the qualitative discussions adequately represented female respondents.
41. For the key informant interviews/group interviews with government officials at the national level, the evaluation applied a saturation principle to ensure the representation of key stakeholder categories. Additionally, the ET purposively sampled government officials who had participated in CCS activities, allowing for targeted feedback and perspectives on the relevance of the capacity-building activities.
42. Among the sampled schools, 20 percent were identified for conducting FGDs. In total, up to 40 FGDs were conducted. These were purposively sampled to validate initial findings from the desk review and discussions. A purposive sampling approach allowed for diverse perspectives, including samples from women-headed households, ethnic minorities, and persons with disabilities, to ensure adequate representation of vulnerable and marginalised groups and to understand their interactions within the project context. Similarly, FGDs were planned with mothers' groups to understand their roles and explore GEWE-related issues substantively.

List of tools administered

The structured questionnaire has three parts

- Part a. Tool with students
- Part b. Tool with parents
- Part c. Tool with school head, schoolteachers and storekeeper

Early Grade Reading Assessment tool administered with Grade 3 students

Key Informant Interviews (KIIs) with programme managers of WFP CO, government, FAO and sub-recipients at National, state and Upazila levels

Focus Group Discussions (FGDs) with students, parents, SMC members, smallholder farmers

Why the mixed method approach is best suited for this evaluation?

By adopting a mixed-method approach, we were able to unearth comprehensive insights into the barriers and enablers that impact the provision and uptake of education services. Mixed methods helped (in a practical manner) understand multiple perspectives, different types of causal pathways, and various outcomes. The methodology enabled triangulation of quantitative data from collection methods, such as structured household interviews, with qualitative insights from FGDs and KIIs with critical stakeholders and the secondary research to provide actionable insights.

43. The tools were tailored to capture quantitative and qualitative insights from a range of stakeholders involved in or impacted by the school feeding programme. These included structured questionnaires, KIIs, and FGDs with children, parents, school staff, sub-recipients, and government officials; a detailed profile of respondents is provided below.
 - **Children:** Structured questionnaires focused on children's attendance, attentiveness, literacy levels, learning levels, the frequency of receiving and consuming school meals, etc. Certain information from this tool was validated using (a) secondary data from school attendance registers, (b) responses from school heads and teachers, (c) responses from parents, and (d)

school supplies data. The Early Grade Reading Assessment tool was administered to children in Grade III to assess their learning levels.

- **Parents:** Structured questionnaires administered to parents (of the selected children) covered data on the household's social and demographic profile, school-going behaviour of the chosen child, food consumption patterns at home (including dietary diversity), parental attitudes, beliefs, and practices regarding education, nutrition, and WaSH, as well as their contribution and engagement in the school meals program (feedback, volunteering, community ownership).
- **School head, teachers, and storekeeper/cook:** These individuals were administered structured questionnaires with key information areas outlined in the evaluation matrix. School records on attendance and enrolment were also referred to. Perception of teacher training and availability of infrastructure (including the store and kitchen) was captured.
- **Key Informant Interviews (KII)** were conducted with sub-recipients (RtR, RIC and FAO), WFP staff, and government officials at the national, district, and upazila levels. The KIIs with government representatives focused on understanding their perceptions of the project and its actions regarding sustaining the interventions.
- **Focus Group Discussions (FGD)** were conducted with students, parents, SMC members, and smallholder farmers to understand their experience with the project and perceptions regarding benefits received or challenges in accessing services.

Data Cleaning and Analysis

44. Quantitative data will be collected through Computer Aided Personal Interview (CAPI) using tablets. The software will be programmed to minimize data entry errors using built-in constraints and skip-pattern logic. Data collection teams will be trained to cross-check the data before it is uploaded to the server. Data will be sent to a central server daily, and the evaluation team will conduct range and consistency checks on 10percent of the data daily during the first week and on 20percent of the data on a weekly basis for the duration of the data collection period to identify and address any errors in the data collection process.
45. The raw data obtained from the field will be checked by the data analyst for consistency errors, duplicity of cases and missing data. Most of these errors are expected to be already minimised at the stage of software development process for CAPI enabled data collection. Moreover, any outliers in the quantitative data will also be triangulated with the qualitative information to assess the validity of the data point in the outlier. These outliers will be noted and highlighted during the analysis along with the associated qualitative observations.
46. For the qualitative data, field notes along with the transcripts will be attached to add information to the analysis.

Qualitative and Quantitative data analysis

47. The data sets were exposed to:
 - Univariate analysis has been used to understand the status of opinions/progress on specific indicator categories.
 - Bi-variate Analysis to examine the influence of specific socio-demographic, geographical, and environmental variables on outcome and impact variables. Hypothesis testing methods (z-tests and t-tests) were used where applicable. Correlation and chi-square analyses were also utilised based on data trends to study the impact of variables on project performance (such as location, sex, etc.).
 - Data disaggregation across project and comparison groups, location, and sex were also performed.
48. The DiD for attribution analysis has provided the following insights.
 - Comparison of end-term values on indicators for project and comparison schools
 - Comparison of baseline and end-term values on indicators across project schools
 - Comparison of baseline and end-term values on indicators across comparison schools
 - Comparison of results from baseline and endline between project and comparison schools
49. Primary quantitative and qualitative data will be analysed using the questions set out as per the evaluation matrix and the relevant themes identified under the conceptual approach. Qualitative

data will be analysed using content analysis. The content of the FGDs and the IDIs, will be classified under the thematic areas of the end-term evaluation. Within each category, sub-categories dependent on the qualitative information obtained from the field will be generated. Emerging trends will be noted from the analysis of the main and sub-categories and assessed in response to the end-term evaluation questions. Case studies will be documented to highlight the best practices, challenges, and learnings to inform the project.

50. The quantitative data will be analysed using SPSS software post a rigorous review of any errors in the data. Based on the available key information parameters, a data tabulation plan will be finalised in consultation with WFP-CO. In addition, secondary data from relevant sources and qualitative findings will be used to validate the observations.
51. Overall, a triangulation of the quantitative data, qualitative data and project documents will be conducted to present conclusions on overall trends and patterns. Wherever, deemed important, viewpoints will be illustrated as quotations from relevant stakeholders.

Ethical Considerations

52. Intellecip understands the United Nations Evaluation Group (UNEG) norms, standards and ethical guidelines and aspires to strictly adhere to the same.
53. Intellecip adheres to ethical practice and code of conduct during all its evaluations following its own ethical guidelines and that of the clients. Particularly, in relation to evaluations that cater to sensitive population groups such as women and girls, social and religious minorities, disaster affected populations, migratory populations, elderly, disabled and pregnant women, we ensure extra care in the process.
54. Considering that the MTE will be engaging children (primary school students), special care will be sought in ensuring ethical behaviour and understanding in data collection.
55. The team for this assignment would continue to be guided by the UNEG ethical guidance principles which would ensure that no violations, like collecting data without consent, collecting data not pertaining to this assignment, accessing areas within the institution premises for which approval has not been taken etc., are committed during the data collection.
56. For the interviews, a verbal consent from the respondents will be taken. Prior to the consent, the respondent would be informed about their voluntary participation and confidentiality of information being collected. They will be ensured that the data will be kept confidential, and no personal identifiers will be mentioned in the report.
57. The evaluation team as well as the data collection team will adhere to the following three categories of ethical norms:
 - **Informed consent:** All interviews will be conducted with prior verbal consent of the respondents. The participants will be clearly briefed on the intent of the discussions and the use of the findings from the interviews for research purposes. The respondents will have a right to decline their participation in the interview or not disclose any information that they do not want to reveal.
 - **Right to safeguard integrity:** No information obtained from the responses would be made public at any stage of the surveys and thereafter. The database will not have the name of the respondent or family members. All such information will be encrypted. The complete privacy of the respondent will be maintained.

Integrity	Data Quality	Data Security
The staff on payroll or contract always demonstrates honesty, integrity, and professionalism at all times. The staff is aware of applicable statutes, regulations, practices, and ethical standards governing data collection and reporting.	The team promotes data quality by adhering to best practices and operating standards. The team provides all relevant data, definitions, and	The team treats data systems as valuable organizational assets and hence data backup is a mandatory affair. The team safeguards

The team reports information accurately and without bias. The team is accountable, and holds others accountable, for ethical use of data.	documentation to promote comprehensive understanding and accurate analysis when releasing information.	sensitive data to guarantee privacy and confidentiality as our servers are accessible to limited staff only.
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- **Protection from physical, mental and emotional harm:** During the survey, enumerators will not be asking any questions or pose any cross-questions that are personal or sensitive, or that might physically, mentally or emotionally harm the respondent.
- **Access to information regarding research:** Data collectors shall provide all information related to the survey and its objectives. If the respondent still wants to seek more information, he/she can contact the senior team member for answers.
- **Protection of privacy and well-being:** Personal information of the respondent will not be shared with anyone and will be kept confidential. It will be used for evaluation purposes only.

Intellectap's Internal Protocols

58. Intellectap's Internal Quality Assurance procedures will adhere to the following three categories of norms as follows:
59. Our internal quality control measures will be reflected at each stage of our evaluations starting from design of tools, to hiring and training of field teams; from data collection in the field to monitoring of the process; from data analysis till the reporting stage. Some of our key steps to ensure data quality are as follows:
 - a. **A three-stage internal review process of key deliverables:** Our evaluation teams are structured in such a way that all deliverables including data collection tools, inception report, data analysis plans, and reports are reviewed by the team leader and the quality assurance expert.
 - b. The core members of the **evaluation teams will travel extensively** to the field work areas to ensure that the data quality is excellent. We have devised efficient and effective methods to deploy coordinators and supervisors to monitor the data collection process continuously.
 - c. **Assuring data quality during analysis:** Using interactive checking, validation of sample data, and data cleaning by our data analysts, Intellectap will ensure the quality of data from qualitative or quantitative methods. We will ensure that transcripts of the qualitative interviews along with field notes, are made available to the evaluation team for better analysis.
 - d. **Strong support teams:** Trainings for field teams will be conducted by core team members (from the evaluation team). Our **internal data processing team** will ensure that all errors are resolved quickly and thoroughly.
60. Intellectap ensures highest quality standards in terms of transparency, credibility, utility, efficacy and delivery of outputs. One of the foremost measures for ensuring quality is to create a detailed project implementation plan and embed the quality measures across the implementation phases. Field plans will be prepared prior to the commencement of data collection exercise to ensure due consideration to sensitive local situation.

Annex 4: Evaluation Matrix

Sub Questions	Indicators	Data Collection Methods	Sources of Data/ Information	Data Analysis & methods of triangulation	Evaluability Assessment ¹²⁴
Criteria/ Evaluation Questions					
RELEVANCE: to determine if the McGovern-Dole FY2020 project objectives and design respond to the needs of stakeholders and institutions.					
EQ1.1. To what extent did the project remain aligned with national and sectorial policies and plans, including those related to GEWE, over the project time frame?	- Evidence on degree and quality of alignment between the project activities and objectives with the WFP CSP strategic outcomes with policy/ project context of the GoB such as the National School Meal policy, NPAN 2, Vision 2021, 7th five-year plan and the national COVID response strategy - Perceptions of key officials (national and local) on the alignment of school feeding project	- Literature review - country strategic plan - WFP Monitoring reports – CP Reports, Donor Reports - Government reports and operational documents related to NSMP - Key informant interviews (KII) with WFP project staff, parents, and school staff.	- Project documents (Theory of change & RBF) - WFP Project staff, sub-recipients, - KIIs with MoPME, DPE, MoA, MoHFW, MoLGRDC etc. - Review of NSMP - SABER-SF assessment - WFP's country strategy	Qualitative analysis – secondary document review triangulated with key informant interviews	High quality and GEWE alignment will largely based on KIIs.

¹²⁴ Evaluability Assessment Rating. High: Robust data and information are available to effectively address the evaluation questions. This includes availability of data disaggregated by sex, age and other factors relevant to the context.; Medium: Data and information is largely available, but dependencies on evidence beyond the project such as government or third-party information, and any anticipated gaps that may affect the ability to fully address the evaluation questions. Low: Insufficient data and information are available, making it challenging to effectively address the evaluation questions.

Sub Questions	Indicators	Data Collection Methods	Sources of Data/ Information	Data Analysis & methods of triangulation	Evaluability Assessment ¹²⁴
Criteria/ Evaluation Questions					
	priorities and interventions within GoB's policy and planning frameworks • Extent to which interventions addressed varied sector needs- education, WaSH, health and nutrition, gender issues • Extent to which interventions addressed gender disparities and related issues, specific gender intentional policies and initiatives, if any				
EQ1.2. Why did the GoB discontinue the planned hot meal transition for the National School Feeding programme? What were the changes made in the interventions, and how were they implemented by the GoB? How well did the project adapt and respond to this in terms of implementation and	• Assess and review of Planned versus completed activities. • Identification of any deviations from the plan. • Documentation of reasons for any underachievement. • Reasons for GoB's decision not to transition to hot meals; barriers/ bottlenecks and	• Literature review (project documents) • Review of NSMP • Key informant interviews (KII) with WFP project staff, parents, and school staff	• WFP Project staff, sub-recipients, • KIIs with MoPME, DPE, MoA, MoHFW, MoLGRDC etc. • Review of NSMP • SABER-SF assessment • WFP's country strategy	• Qualitative analysis – secondary document review triangulated with key informant interviews	• Medium, GoB's rationale for deeming the hot meal transition no longer relevant will be largely based on KIIs.

Sub Questions	Indicators	Data Collection Methods	Sources of Data/ Information	Data Analysis & methods of triangulation	Evaluability Assessment ¹²⁴
Criteria/ Evaluation Questions					
advocacy to remain relevant?	challenges that influenced the government's decision. • Reasons why school feeding was not prioritised for a budgetary allocation by the national government during the project time frame. • Understanding how the project adapted its implementation strategies in response to the change. • Perception of stakeholders on the project's adaptability.				
EQ1.3. To what extent did the project realign with evolving government needs and changing contexts, including capacity strengthening, such as during the COVID-19 pandemic and the transition to a nationally owned school feeding project? How were project activities adjusted to address emerging capacity strengthening (against the	• Evidence on changes made in the project strategy to manage and government's response for COVID-19 management; and responding to the needs of the government stakeholders at local and national levels. • Alignment with Government's capacity	• Literature review of documents including Any GoB operational documents shared with WFP, plus minutes of meetings with officials • KIIs	• SABER-SF assessment • NSMP Feasibility Study • Other capacity needs assessments (if available) • KIIs with MoPME, DPE, MoA, MoHFW, MoLGRDC etc.	• Qualitative analysis – secondary document review triangulated with key informant interviews	• High

Sub Questions	Indicators	Data Collection Methods	Sources of Data/ Information	Data Analysis & methods of triangulation	Evaluability Assessment ¹²⁴
Criteria/ Evaluation Questions					
five WFP CCS/SABER policy goals/pathways)? What were the efforts for capacity development on GEWE?	needs and extent to which government stakeholders are satisfied with capacity strengthening received. • Does the Capacity Building component (as planned) fully address the capacity needs of the functionaries at the MoPME to implement the School Feeding Project, from procurement to last mile delivery? • Analysis of how the project adapted to evolving government needs and changing contexts, including during the COVID-19 pandemic. • Evidence reporting on strategic shifts to align with the transition to a nationally owned school feeding project. • Capacity Strengthening Adjustments undertaken - Examination of how project activities were adjusted to address				

Sub Questions	Indicators	Data Collection Methods	Sources of Data/ Information	Data Analysis & methods of triangulation	Evaluability Assessment ¹²⁴
Criteria/ Evaluation Questions					
	emerging capacity strengthening needs. • GEWE-related aspects— Documentation of specific efforts aimed at capacity development for GEWE and the change in capacity needs in the COVID-19 context. • Stakeholder perceptions on the continued relevance of the project in the COVID-19 crisis. • Evidence of efforts towards identifying opportunities and gaps during the project implementation with subsequent adjustment of SFP activities to realign the package of capacity strengthening and other support.				
EQ1.4. How did the children/parents/ teachers perceive the relevance of SFP activities in terms of addressing their needs? Do they perceive that the activities can promote gender	• Children's, parents', and teachers' views on how well the School Feeding Program (SFP) addresses their needs. • Documentation of specific needs identified	• Literature review of documents • Quantitative school and household surveys • KIIs and FGDs	• Parents and caregivers, School learners • FGDs with mothers and SMC members • Project reports, case studies etc.	• Qualitative analysis – secondary document review triangulated with key informant interviews	• High

Sub Questions	Indicators	Data Collection Methods	Sources of Data/ Information	Data Analysis & methods of triangulation	Evaluability Assessment ¹²⁴
Criteria/ Evaluation Questions					
equality and social inclusion? Is there a difference in perception between boys and girls, men and women?	by each group that the SFP aims to meet (e.g., nutrition, attendance, learning). • Perceptions of children, parents, and teachers on whether SFP activities promote gender equality. • Perception Differences between boys and girls regarding the relevance and impact of SFP activities, documentation of any notable differences or trends in perceptions between these groups. • Perception of the local stakeholders, farmers, SMCs, PTAs etc about SFP activities. including its possible modalities (e.g. In-kind, Biscuit, hot meals.... etc) • Stakeholder perceptions regarding the degree to which the needs of different groups will be addressed appropriately as per existing plans.				
2.0: COHERENCE: to determine if McGovern-Dole was compatible with other interventions and institutions.					

Sub Questions	Indicators	Data Collection Methods	Sources of Data/ Information	Data Analysis & methods of triangulation	Evaluability Assessment ¹²⁴
Criteria/ Evaluation Questions					
EQ2.1. To what extent did the project complement other government and donor-funded initiatives? To what extent have these complementarities contributed to strengthening the project's relevance?	• Examples of degree and quality of alignment between the project activities and objectives with the WFP CSP strategic outcomes with policy/ project context of the GoB such as, the National School Meal policy, NPAN 2, Vision 2021, 7th five-year plan and the national COVID response strategy • Perceptions of key officials (national and local) on the alignment of school feeding programme priorities and interventions within GoB's policy and planning frameworks • Complementarity with interventions of other donors and actors and value addition of WFP interventions • Relevance of the design in addressing varied sector needs- education, WaSH,	• Literature review - country strategic plan • WFP Monitoring reports – CP Reports, Donor Reports • NSMP programme documents- operational plans etc. • Key informant interviews (KII) with WFP project staff, parents, and school staff.	• Project documents (RBF) • WFP Project staff, sub-recipients , • KIIs with MoPME, DPE, MoA, MoHFW, MoLGRDC etc. • Review of NSMP • SABER-SF assessment • WFP's country strategy	• Qualitative analysis – secondary document review triangulated with key informant interviews	• Medium

Sub Questions	Indicators	Data Collection Methods	Sources of Data/ Information	Data Analysis & methods of triangulation	Evaluability Assessment ¹²⁴
Criteria/ Evaluation Questions					
	health and nutrition, gender issues • Readiness of the GoB for handover in the context of COVID. • Reasons why school feeding was not prioritised for a budgetary allocation by the national government during the project period.				
3. EFFECTIVENESS: to determine if McGovern-Dole activities achieved objectives and results, including possible differences across groups or institutions					
EQ3.1. To what extent did the intervention deliver the expected results and outcomes (by gender where applicable and by type of activity, including capacity strengthening activities)? What are the factors behind areas of achievement or underachievement? To what extent were the findings from the baseline addressed, and how did this impact the	• Assess the extent to which the project design includes gender and other social indicators to address the GEWE and participation /human rights approach aspects. • Assess the coverage of project activities in terms of Gender equity, Socio-economic characteristics, and Demographic characteristics. • Levels of achievement of all project indicators in line with McGovern-Dole	• WFP Monitoring reports – CP Reports, Donor Reports • Quantitative school and household surveys • Baseline Report • Baseline/endline assessment of EGRA • Literature review of documents • KIIs and FGDs	• KIIs with MoPME, DPE, MoA, MoHFW, MoLGRDC etc. • KIIs with WFP staff and sub-recipients • FGDs with mothers and SMC members • Parents and caregivers, School learners	• Qualitative analysis – secondary document review triangulated with key informant interviews • Quantitative analysis –primary survey data, WFP monitoring data • Triangulation of available data	• High

Sub Questions	Indicators	Data Collection Methods	Sources of Data/ Information	Data Analysis & methods of triangulation	Evaluability Assessment ¹²⁴
Criteria/ Evaluation Questions					
project effectiveness towards the end of the project?	project PMP by activity (disaggregated by gender, project & comparison areas, socio-economic, and demographic characteristics). • Enrolment, Attendance, Drop-out rates in targeted areas for boys and girls, across baseline and endline. • Comparison of EGRA scores for boy and girl learners across baseline and endline • Knowledge of healthy practices among learners, parents, teachers and other stakeholders. • outcome/results of capacity-strengthening activities • Perceptions of stakeholders regarding project results achieved and contributing to overall SFP objectives of GoB.				

Sub Questions	Indicators	Data Collection Methods	Sources of Data/ Information	Data Analysis & methods of triangulation	Evaluability Assessment ¹²⁴
Criteria/ Evaluation Questions					
	Extent to which baseline report recommendations are incorporated into project implementation plans.				
EQ3.2. What is the level of attribution to the project of observed changes (by gender and vulnerable social groups where applicable) in aspects related to education, the use of health and dietary practices, and capacity strengthening at schools-level, as well as the links between school feeding and local production (if any). On indicators where attribution cannot be clearly established, what is the assessment of the contribution that the project has made to the observed changes.	- Levels of achievement in education –changes/ improvement in school attendance rates, academic performance (EGRA scores), impact on dropout rates and retention rates (comparison on indicators between project and comparison areas). - Perceptions and knowledge of parents, teachers and students related to health and dietary practices-reported changes in dietary diversity among school children, uptake in health and hygiene practices (e.g., handwashing, sanitation)-comparison on indicators	- WFP Monitoring reports – CP Reports, Donor Reports - Quantitative school and household surveys - Baseline/endline assessment of EGRA - Literature review of documents - KIIs and FGDs	- KIIs with MoPME, DPE, MoA, MoHFW, MoLGRDC etc. - KIIs with WFP staff and sub-recipients - FGDs with mothers and SMC members - Parents and caregivers, School learners	- Qualitative analysis – secondary document review triangulated with key informant interviews. - Quantitative analysis –primary survey data, WFP monitoring data - Triangulation of available data	High

Sub Questions	Indicators	Data Collection Methods	Sources of Data/ Information	Data Analysis & methods of triangulation	Evaluability Assessment ¹²⁴
Criteria/ Evaluation Questions					
	between project and comparison areas. Levels/changes in improvement related to health and nutrition - multi-fortified or at least 4 food groups consumed, knowledge of nutritious diets, etc- comparison on indicators between intervention and comparison areas.				
EQ3.3. What was the impact of COVID-19 on anticipated project outcomes, specifically with reference to the impact of COVID-19 on school children's return to school and their contribution to the achievement of project outcomes?	- Perceptions and documentation on the impact of COVID-19 in the project areas and among the target communities - How the project SF model (including targeting, assistance modalities and food supply, storage and WaSH, etc.) implementation plan were adjusted to take into account changing contexts of COVID-19 and shifting government priorities.	- WFP Monitoring reports – CP Reports, Donor Reports - Quantitative school and household surveys - Literature review of documents - KIIs and FGDs	- KIIs with MoPME, DPE, MoA, MoHFW, MoLGRDC etc. - KIIs with WFP staff and sub-recipients - FGDs with mothers and SMC members - Parents and caregivers, School learners	- Qualitative analysis – secondary document review triangulated with key informant interviews - Quantitative analysis –primary survey data, WFP monitoring data - Triangulation of available data	Medium

Sub Questions	Indicators	Data Collection Methods	Sources of Data/ Information	Data Analysis & methods of triangulation	Evaluability Assessment ¹²⁴
Criteria/ Evaluation Questions					
	Examples of the strengths and weaknesses in the Project's assistance modalities and ability to adapt to changing conditions and contexts and contribute to project outcomes, including ensuring food reaches beneficiaries.				
EQ3.4. What were the key features and components of the School Feeding Programme (SFP) that were crucial to the achievement or non-achievement of results? Specifically, how did each project activity, such as local production and food safety, contribute to the success or failure of the project, particularly in cases where these activities were not implemented?	- Levels of achievement by activity, indicators, and results across the key components of the SFP that were intended to achieve specific results. - Analysis of evidence related to how each project activity, such as local production and food safety measures, contributed to the success of the project. - Documentation of outputs and impact of activities on the project's success or failure, particularly in cases where they were not implemented as planned.	- WFP Monitoring reports – CP, Donor Reports - Quantitative school and household surveys - Literature review of documents - KIIs and FGDs	- KIIs with MoPME, DPE, MoA, MoHFW, MoLGRDC etc. - KIIs with WFP staff and IPs - FGDs with SMC members - Parents, School learners	- Qualitative analysis – secondary document review triangulated with key informant interviews - Quantitative analysis –primary survey data, WFP monitoring data - Triangulation of available data	Medium

Sub Questions	Indicators	Data Collection Methods	Sources of Data/ Information	Data Analysis & methods of triangulation	Evaluability Assessment ¹²⁴
Criteria/ Evaluation Questions					
	- Assessment of the reasons for non-implementation of certain activities, such as local production or food safety measures. and how the lack of implementation of these activities affected the overall success of the project and its ability to achieve its objectives. - Stakeholder perceptions regarding project results as achieved and contributing to overall strategic objectives.				
EQ3.5. How do the children/parents/ teachers perceive the effectiveness of SFP affected considering the GoB's decision to not proceed with provisioning of hot school meals? Is there a difference in perception between boys and girls, men and women?	- Perception of the different stakeholders, students, parents, SMCs, PTAs and government officials on the effectiveness of hot meals as opposed to biscuits to meet the preferences and requirements of the beneficiaries. - Specific aspects of the project's effectiveness	- Literature review of documents - Quantitative school and household surveys - KIIs and FGDs	- FGDs with mothers and SMC members - Parents and caregivers, School learners	Qualitative analysis – secondary document review triangulated with key informant interviews	Medium

Sub Questions	Indicators	Data Collection Methods	Sources of Data/ Information	Data Analysis & methods of triangulation	Evaluability Assessment ¹²⁴
Criteria/ Evaluation Questions					
	that each group highlights. • Comparison of perceptions between men and women (parents and teachers) regarding the project's effectiveness. • Identification of differences or trends in perceptions between these groups based on gender.				
EQ3.6. To what extent were monitoring mechanisms utilized for the School Feeding Programme?	• Understand the review and monitoring process. • Availability, clarity and depth of monitoring reports tracking progress. • Levels of awareness amongst stakeholders of the review mechanisms, and how to engage with them. • Evidence of capacity built to develop, track and sustain monitoring mechanism • Extent to which monitoring data is used to inform project	• WFP Monitoring reports – CP Reports, Donor Reports • Monitoring reports and templates • Minutes of Review meetings • Quantitative school and household surveys • Literature review of documents • KIIs and FGDs	• KIIs with MoPME, DPE, MoA, MoHFW, MoLGRDC etc. • KIIs with WFP staff and sub-recipients • FGDs with mothers and SMC members	• Qualitative analysis – secondary document review triangulated with key informant interviews • Quantitative analysis –primary survey data, WFP monitoring data • Triangulation of available data	• High

Sub Questions	Indicators	Data Collection Methods	Sources of Data/ Information	Data Analysis & methods of triangulation	Evaluability Assessment ¹²⁴
Criteria/ Evaluation Questions					
	adjustments and decision-making processes. Evidence (number of specific examples) that such mechanisms helped address and deliver corrective measures and WFP's learning to support evidence-based decision-making.				
EQ3.7. To what extent was WFP's approach to capacity-strengthening activities efficient in assisting national and local-level stakeholders and governance structures in effectively and efficiently implementing the school feeding project? Additionally, how did these activities impact Gender Equality and Women's Empowerment (GEWE) within the project?	Perceptions/ views of different actors especially National level government programme managers on utility and effectiveness of the training and support provided on their current and future roles, responsibilities, capabilities, to continue to deliver the SFP tasks. Specific examples shared by stakeholders on the use/ adherence of newly acquired skills and knowledge in implementing the SFP.	- WFP Monitoring reports – CP Reports, Donor Reports - Pre- Post assessments conducted for the trainings under CCS activities - Training reports - Training manuals & toolkit - Budget and financial reports - Literature review of documents - Quantitative questionnaires, KIIs	- Quantitative questionnaires with school heads, farmers, parents - KIIs with MoPME, DPE, MoA, MoHFW, MoLGRDC etc. - KIIs with WFP staff and sub-recipients - FGDs with mothers and SMC members	- Qualitative analysis – secondary document review triangulated with key informant interviews - Quantitative analysis –primary survey data, WFP monitoring data	Medium

Sub Questions	Indicators	Data Collection Methods	Sources of Data/ Information	Data Analysis & methods of triangulation	Evaluability Assessment ¹²⁴
Criteria/ Evaluation Questions					
	• Perceptions on the level of engagement and satisfaction of stakeholders in capacity-strengthening activities. • Perceptions of stakeholders on the degree to which capacity-strengthening activities will likely lead to long-term improvements in SFPs and the ability of capacity-strengthening activities to adapt to changing circumstances or needs of stakeholders. • Evidence on the availability and use of feedback mechanisms to gather input from stakeholders on the effectiveness and relevance of capacity-strengthening activities. • Evidence on how capacity-strengthening activities impacted GEWE aspects within the project.	and FGDs			

Sub Questions	Indicators	Data Collection Methods	Sources of Data/ Information	Data Analysis & methods of triangulation	Evaluability Assessment ¹²⁴
Criteria/ Evaluation Questions					
	Specific GEWE outcomes or indicators influenced by these activities.				
4.0. EFFICIENCY: to determine if McGovern-Dole activities are utilizing resources well and delivered results in an economical and timely manner					
EQ4.1. What was the efficiency of the project regarding the costs and timeliness of biscuit distribution and the cost per biscuit per child? What factors influenced the cost efficiency of the project?	- Examine the technical and allocative efficiency of the project, including timeliness of logistical aspects (e.g. deliveries), quality of management tools and practices, adequacy and timeliness of resources to deliver on time and as planned. - Analysis of the costs and timeliness of biscuit distribution. - Comparison of budget allocations to actual costs for each component (e.g., procurement, storage, distribution). - Analysis of cost-efficiency through review of project budgets, relevant unit	- WFP Monitoring reports – CP Reports, Donor Reports - Literature review of documents - KIIs and FGDs	- KIIs with MoPME, DPE, MoA, MoHFW, MoLGRDC etc. - KIIs with WFP staff and sub-recipients - FGDs with mothers and SMC members	- Qualitative analysis – secondary document review triangulated with key informant interviews - Quantitative analysis –primary survey data, WFP monitoring data	High

Sub Questions	Indicators	Data Collection Methods	Sources of Data/ Information	Data Analysis & methods of triangulation	Evaluability Assessment ¹²⁴
Criteria/ Evaluation Questions					
	cost comparisons, activities and outputs. • Evaluation of how the cost per biscuit and cost per child per meal changed year-over-year (y-o-y). • Conducting a time series analysis to identify trends and patterns in cost changes. • Specific examples identifying factors influencing the cost-efficiency of the project implementation. • Evidence related to the efficiency of biscuit distribution, factors that influenced the cost efficiency of the project. • Analysis of how changes in these factors affected the project's overall cost efficiency.				
EQ4.2. Were the activities implemented in line with the project implementation plan and in a timely manner,	• Examine monitoring reports tracking the implementation of activities (biscuit	• WFP Monitoring reports – CP Reports, Donor Reports	• KIs with MoPME, DPE, MoA, MoHFW, MoLGRDC etc.	• Qualitative analysis – secondary document review	• High

Sub Questions	Indicators	Data Collection Methods	Sources of Data/ Information	Data Analysis & methods of triangulation	Evaluability Assessment ¹²⁴
Criteria/ Evaluation Questions					
including adherence to project cycle steps and specific delivery aspects such as project delivery, logistics, and M&E arrangements? What factors impacted the delivery process, including cost factors, WFP and partners' performance, and external factors?	distribution, training, etc.) in sequence, frequency, etc. Review the budgets, coverage reached, and other related inputs such as procurements and logistics. - Understand the process and protocols for coordination, communication and information exchange (or, in contrast, duplication) between WFP and sub-recipients to deliver school meals and improve learning outcomes. - Perceptions/ views of different actors on roles and opportunities for collaboration. - Evidence of any programmatic changes implemented that were designed to improve efficiency.	- Literature review of documents - KIIs and FGDs	- KIIs with WFP staff and sub-recipients - FGDs with mothers and SMC members	triangulated with key informant interviews Quantitative analysis –primary survey data, WFP monitoring data	
5.0. IMPACT: to determine if the McGovern-Dole project had unintended positive or negative outcomes or impact, and what difference(s) the project made overall					

Sub Questions	Indicators	Data Collection Methods	Sources of Data/ Information	Data Analysis & methods of triangulation	Evaluability Assessment ¹²⁴
Criteria/ Evaluation Questions					
EQ5.1. To what extent did literacy and health and dietary practices of beneficiary groups (by gender) improve?	- Assess improved literacy of school-age children - Improved quality of teaching instruction/ classroom interaction - Improved attentiveness - Improved student attendance. - Assess increased use of dietary health practices - Improved knowledge of health and hygiene - Increased knowledge of nutrition - Increase access to clean water and sanitation services. - Perceptions/ stories of human impact etc. on the significant changes brought about by the project, disaggregation, to the extent possible, by gender and social group.	- Literature review of documents - Quantitative questionnaires, KIIs and FGDs	- Quantitative questionnaires with school heads, farmers, parents - KIIs with WFP staff and sub-recipients - FGDs with mothers and SMC members	- Qualitative analysis – secondary document review triangulated with key informant interviews - Quantitative analysis –primary survey data, WFP monitoring data	High
EQ5.2. What intended and unintended impacts has the	Examine specific examples of unintended positive/ negative	- Literature review of documents - KIIs and FGDs	KIIs with MoPME, DPE, MoA, MoHFW, MoLGRDC etc.	Qualitative analysis – secondary	Medium

Sub Questions	Indicators	Data Collection Methods	Sources of Data/ Information	Data Analysis & methods of triangulation	Evaluability Assessment ¹²⁴
Criteria/ Evaluation Questions					
intervention made on beneficiaries, stakeholders (by gender and vulnerable groups)?	outcomes from project interventions provided by stakeholders or documentation. to include GEWE/ participation of all community/ human rights aspect - Documented evidence citing the extent to which implementation adjustments led to unexpected positive/negative results. - Specific stakeholder examples regarding project results having been achieved and contributing to overall strategic objectives. - Specific stakeholder examples regarding their capacity having been strengthened, contributing to overall strategic objectives.		- KIIs with WFP staff and IPs - FGDs with PTA/ SMC members	document review triangulated with key informant interviews Quantitative analysis –primary survey data, WFP monitoring data	
EQ5.3. What internal factors within WFP's control led to the impact, including processes,	Number of examples of internal factors influencing results and evidence of mitigation	- Literature review of documents - KIIs and FGDs	KIIs with MoPME, DPE, MoA, MoHFW, MoLGRDC etc.	Qualitative analysis – secondary document review	Medium

Sub Questions	Indicators	Data Collection Methods	Sources of Data/ Information	Data Analysis & methods of triangulation	Evaluability Assessment ¹²⁴
Criteria/ Evaluation Questions					
systems, and tools supporting operation design, implementation, monitoring, evaluation, and reporting; governance structure and institutional arrangements (such as staffing, capacity, and technical backstopping from RB/HQ); and internal partnership and coordination approaches?	measures taken to improve results achieved. - Documentary and perceptions of staff numbers and skill sets required to deliver intended results were appropriate. - Documentary evidence showing appropriate levels of CO capacity for managing and ensuring quality of implementation through sub-recipients (such as quality control mechanisms, monitoring reports, and quality data sets).		- KIIs with WFP staff and IPs - FGDs with PTA/ SMC members	triangulated with key informant interviews Quantitative analysis –primary survey data, WFP monitoring data	
EQ5.4. What were the internal and external enablers and barriers to the desired impact, and how did these factors influence the outcomes related to Gender Equality and Women's Empowerment (GEWE)?	- Specific examples where external factors were recognised to impact on project outputs, including capacity strengthening, and what mitigation measures were taken. - Evidence of the specific impacts caused by the COVID-19 pandemic on project activities, and	- Literature review of documents - KIIs and FGDs	- KIIs with MoPME, DPE, MoA, MoHFW, MoLGRDC etc. - KIIs with WFP staff and IPs - FGDs with PTA/ SMC members	- Qualitative analysis – secondary document review triangulated with key informant interviews - Quantitative analysis –primary survey data, WFP monitoring data	Medium

Sub Questions	Indicators	Data Collection Methods	Sources of Data/ Information	Data Analysis & methods of triangulation	Evaluability Assessment ¹²⁴
Criteria/ Evaluation Questions					
	what mitigating activities were implemented. - Documentary evidence citing political, economic, health and other security factors affecting implementation and what mitigation measures were taken. With examples including government policies, cultural norms, economic conditions, and community attitudes. - Evidence of analysis by Government and local institutions in the targeted geographical areas for identifying factors brought about by the pandemic and other external influencing results. With examples include organizational support, leadership, resource allocation, and project design.				
6.0. SUSTAINABILITY: to determine if McGovern-Dole project results, benefits, and outcomes are likely to continue after the project concludes					

Sub Questions	Indicators	Data Collection Methods	Sources of Data/ Information	Data Analysis & methods of triangulation	Evaluability Assessment ¹²⁴
Criteria/ Evaluation Questions					
EQ6.1. To what extent were the financial and project responsibilities clear and in place for government to take ownership of the School Feeding Programme (SFP)?	- Existence of a handing over plan and processes for adoption of the project by government agencies - Assess financial responsibility of SFP - Delineation of responsibilities planned for all stakeholders involved - Preparedness of the stakeholders to uphold their responsibilities as per the plan	- Literature review of documents - KIIs	- Review of handover plan and the NSMP implementation plan - KIIs with MoPME, DPE, MoA, MoHFW, MoLGRDC etc - KIIs with WFP staff and IPs	Qualitative analysis – secondary document review triangulated with key informant interviews	High
EQ6.2. Was the project sustainability/handover plan prepared? To what extent were the interventions in line with the plan?	- Extent to which stakeholders understand and plan to uphold their responsibilities as per the handover plan. - Capacity needs and other requirements expressed by the GoB for ensuring smooth transition.	- Secondary desk review - KIIs	- Review of handover plan and the NSMP implementation plan - KIIs with MoPME, DPE, MoA, MoHFW, MoLGRDC etc - KIIs with WFP staff and IPs	Qualitative analysis – secondary document review triangulated with key informant interviews	High
EQ6.3. To what extent was the package of technical assistance activities and	Provisions for institutionalization of project processes and	- Literature review of documents - Quantitative questionnaires,	Quantitative questionnaires with school heads, farmers, parents	Qualitative analysis – secondary document	Medium

Sub Questions	Indicators	Data Collection Methods	Sources of Data/ Information	Data Analysis & methods of triangulation	Evaluability Assessment ¹²⁴
Criteria/ Evaluation Questions					
measures undertaken during the project duration institutionalized into the Government's policies, strategies, and systems, and is likely to support the sustainability of the intervention (including policy work, support to systems, institutional capacity, etc.)? Are the national and local-level governance structures adequate to ensure the sustainability of the school meal programme beyond 2023? (Learning Agenda question)	structures to be taken up by the GoB. - Assessment of the extent to which the package of technical assistance activities and measures undertaken during the project duration has been institutionalized into the Government's policies, strategies, and systems. - Existing capacities of government stakeholders for full handover - Assessment of adequacy of governance structures policy provisions for SFP developed as a result of WFP support (e.g. Roll out of NSMP) - Financial commitment by the GoB towards the project activities - System strengthening interventions planned to ensure the continuation of project activities. - Community networks previously created and proposed to support	KIIs and FGDs	- KIIs with MoPME, DPE, MoA, MoHFW, MoLGRDC etc. - KIIs with WFP staff and IPs - FGDs with mothers and SMC members	review triangulated with key informant interviews	

Sub Questions	Indicators	Data Collection Methods	Sources of Data/ Information	Data Analysis & methods of triangulation	Evaluability Assessment ¹²⁴
Criteria/ Evaluation Questions					
	project implementation and build ownership. • Perceptions of key stakeholders on their responsibilities and accountabilities; as well as their capacities to successfully support SFP initiatives. • Identification of any gaps or challenges in governance structures that may affect sustainability.				
EQ6.4. To what extent was the intervention successful in engaging with the local communities (PTAs, farmers groups, etc.) towards school feeding and education activities? What was the engagement level of these stakeholders in the schools? Has the role of the communities and local stakeholders been institutionalized (as the Government policy, strategy,	• Assess the community settings and dynamics, the socio-cultural landscape of the areas where the project was implemented - Number of SMC groups formed and active in project schools. • Documentary evidence of improved sub-national govt. project involvement over time • Documentary evidence of increased community involvement in the project over time–	• Literature review of documents • KIIs and FGDs	• KIIs with MoPME, DPE, MoA, MoHFW, MoLGRDC etc. • KIIs with WFP staff and sub-recipients • FGDs with mothers and SMC members	• Qualitative analysis – secondary document review triangulated with key informant interviews	• High

Sub Questions	Indicators	Data Collection Methods	Sources of Data/ Information	Data Analysis & methods of triangulation	Evaluability Assessment ¹²⁴
Criteria/ Evaluation Questions					
and/or systems levels)?	disaggregated by capacity dimension (individual, institutional, and enabling environment) and gender wherever possible. Evidence and information of inclusion aspects /dynamics related to GEWE/inclusion/rights elements?				
EQ6.5. To what extent are the benefits of the operation likely to continue beyond WFP's intervention for the targeted beneficiaries (by models and by specific intervention components) beyond WFP intervention and in line with Government guidelines/standards, how WaSH/hygiene aspects would be maintained/addressed, etc)?	- Assessment of the likelihood that the benefits of the operation will continue beyond the World Food Programme's (WFP) intervention for the targeted beneficiaries. - Evidence of national and local political (and/or policy), financial, institutional, technical, social/community, and environmental capacities, will and ownership to procure and provide nutritious school meals to boys and girls learners safely, sustainably and equitably.	- Literature review of documents - KIIs and FGDs	- KIIs with MoPME, DPE, MoA, MoHFW, MoLGRDC etc. - KIIs with WFP staff and sub-recipients - FGDs with mothers and SMC members	Qualitative analysis – secondary document review triangulated with key informant interviews	Medium

Sub Questions	Indicators	Data Collection Methods	Sources of Data/ Information	Data Analysis & methods of triangulation	Evaluability Assessment ¹²⁴
Criteria/ Evaluation Questions					
	- Specific intervention components and models contributing to the sustainability of these benefits. For instance, the number and type of initiatives taken by SMCs and the communities at large to support SF activities and the specific and relative roles of women. - Analysis of how the project's design and implementation support adherence to these guidelines and standards. - Identification of specific measures or strategies to ensure the continuity of WaSH/hygiene benefits for the targeted beneficiaries.				
7.0. General					
EQ7.1. What are the lessons learned from the project? Specifically, in the context of the hot meal transition not	Documentation of lessons learned from Bangladesh for future phases/ national SFPs in country and for other	- Literature review of documents - KIIs and FGDs	KIIs with MoPME, DPE, MoA, MoHFW, MoLGRDC etc.	Qualitative analysis – secondary document review triangulated with	High

Sub Questions	Indicators	Data Collection Methods	Sources of Data/ Information	Data Analysis & methods of triangulation	Evaluability Assessment ¹²⁴
Criteria/ Evaluation Questions					
being taken up by the Government of Bangladesh, what were the different options available to WFP, given the centrality of hot meals?	McGovern-Dole country projects. • Analysis of how these lessons can inform future programming and decision-making. • Assessment of the feasibility, effectiveness, and implications of each option, given the centrality of hot meals in the project.		• KIIs with WFP staff and IPs • FGDs with PTA/ SMC members	key informant interviews	
EQ7.2. How can WFP improve future programming in the context of these lessons learned?	• Number of specific examples provided by stakeholders that could lead to future project strengthening – best practices etc.	• Literature review of documents • KIIs and FGDs	• KIIs with MoPME, DPE, MoA, MoHFW, MoLGRDC etc. • KIIs with WFP staff and IPs • FGDs with PTA/ SMC members	• Qualitative analysis – secondary document review triangulated with key informant interviews	• High

Annex 5: Data Collection Tools

While the tools are attached as a separate document the table below maps the indicators with the type of tools and the questions.

Table 10: Mapping of indicators with data collection tools

S. No.	Performance Indicator	Source	Type of Questionnaire	Question No.
1	Average student attendance rate in USDA-supported classrooms/schools	Primary survey	School Questionnaire	Questions 82, 83, 84, 85
2	Number of textbooks and other teaching and learning materials provided as a result of USDA assistance	WFP monitoring reports and programme documents Primary survey	School Questionnaire Teacher Questionnaire	Questions 7,8 Question 11
3	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	WFP monitoring reports Primary Survey	School Questionnaire Headmaster Questionnaire	Question 86 Questions 5,6
4	Number of school administrators and officials trained or certified as a result of USDA assistance	WFP monitoring reports and programme documents Primary survey	School Questionnaire Headmaster Questionnaire	Question 86 (Teacher Training Data Questions 2,3,4
5	Number of teachers/educators/teaching assistants in target schools who demonstrate the use of new and quality teaching techniques or tools as a result of USDA assistance	WFP monitoring reports and programme documents Primary Survey	School Questionnaire Teacher Questionnaire Headmaster Questionnaire	Question 86 Questions 13.B, 16.B Questions 12, 13, 14 Questions 5,6
6	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	WFP monitoring reports and programme documents Primary Survey	School Questionnaire Teacher Questionnaire Headmaster Questionnaire	Question 86 Questions 10, 11 Questions 5,6
7	Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/constructed as a result of USDA assistance	WFP monitoring reports and programme documents Primary survey	School Questionnaire (Including School Facility Observation)	Questions 14, 20, 21,55

S. No.	Performance Indicator	Source	Type of Questionnaire	Question No.
8	Number of students enrolled in schools receiving USDA assistance	WFP monitoring report Primary survey	School Questionnaire	Questions 81, 82
9	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	Primary survey	School Questionnaire	Questions 61,62,74,75
10	Number of public-private partnerships formed as a result of USDA assistance	Secondary; WFP monitoring reports		
11	Value of new public and private sector investments leveraged as a result of USDA assistance	Secondary; WFP monitoring reports		
12	Number of educational policies, regulations and/or administrative procedures in each of the following stages of development as a result of USDA assistance:	Secondary; WFP monitoring reports Primary Survey (Qualitative Tools)	FGD with SMC Checklist for National and Upazilla level representatives Checklist for WFP	Question 11
	Stage 1: Analyzed			Questions 3, 4
	Stage 2: Drafted and presented for public/stakeholder consultation			Questions 1, 5, 12
	Stage 3: Presented for legislation/decreed Stage 4: Passed/Approved			
	Stage 5: Passed for which implementation has begun			
13	Quantity of take-home rations provided (in metric tons) as a result of USDA assistance	Secondary; WFP monitoring reports		
14	Number of individuals receiving take-home rations as a result of USDA assistance	Secondary, programme implementation reports, WFP monitoring reports such as COMET		Question , 80 Question 29
15	Number of daily school meals (breakfast, snack, lunch) ¹²⁵ provided to school-age children as a result of USDA assistance	Programme documents and reports Primary survey	School Questionnaire Storekeeper Questionnaire	Questions 79, 80 Question 29

¹²⁵ School Feeding Programme in Bangladesh provides biscuits. Hence, data will be obtained is for number of biscuits provided to school age children as a result of USDA.

S. No.	Performance Indicator	Source	Type of Questionnaire	Question No.
16	Number of school-age children receiving daily school meals (breakfast, snack, lunch) ¹²⁶ as a result of USDA assistance	Primary survey Secondary, programme implementation reports, WFP monitoring reports	School Questionnaire Storekeeper Questionnaire	Questions 80 Question 29
17	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	Secondary WFP monitoring reports		
18	Number of individuals trained in child health and nutrition as a result of USDA assistance	Primary survey Programme implementation report/ Programme database/ WFP monitoring reports	School Questionnaire Parents Questionnaire	Questions 37,38,39,40,43,86 Questions 47, 48
19	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	Primary Survey	Parent Questionnaire	Questions 37,38,39,40,43,46
20	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	Primary survey WFP programme reports/ monitoring reports	School Questionnaire Store Keeper Questionnaire	Question 86 Questions 9,10
21	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	Primary Survey	School Questionnaire Store Keeper Questionnaire	Question 86 Questions 7,8,11A, 11B
22	Number of schools using an improved water source	WFP monitoring reports Primary survey	 School Questionnaire	 Question 10, 21
23	Number of schools with improved sanitation facilities	WFP monitoring reports Primary survey	 School Questionnaire	 Question 21, 15,17,18,19

¹²⁶ Data will be collected for number of children receiving biscuits as a result of USDA assistance.

S. No.	Performance Indicator	Source	Type of Questionnaire	Question No.
24	Number of students receiving deworming medication(s)	WFP monitoring reports		
25	Number of individuals participating in USDA food security programs that include an LRP component	Secondary; WFP monitoring reports		
26	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	Primary Survey Primary survey	EGRA questionnaire	Questions 1,2,3, 4
27	Number of individuals benefiting directly from USDA-funded interventions	WFP monitoring reports		
28	Number of individuals benefiting indirectly from USDA-funded interventions	WFP monitoring reports		
29	Number of schools reached with LRP activities as a result of USDA assistance	Secondary; WFP monitoring reports		
30	Number of teaching and learning materials provided as a result of USDA assistance	WFP monitoring reports		
31	Number of child health and nutrition policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance Stage 1: Analyzed Stage 2: Drafted and presented for public/stakeholder consultation Stage 3: Presented for legislation/decreed Stage 4: Passed/Approved Stage 5: Passed for which implementation has begun	WFP monitoring reports	FGD with SMC Checklist for National and Upazilla level representatives Checklist for WFP	Question 11 Questions 3, 4 Questions 1, 5, 12
Custom				

S. No.	Performance Indicator	Source	Type of Questionnaire	Question No.
1	Percent of teachers in target schools who attend and teach school at least 90 percent of scheduled school days per school year	Estimated based on the secondary data and reports.		
2	Number of classroom libraries (book shelves with books) established as a result of USDA assistance	WFP monitoring reports Primary survey	School Questionnaire	Question 6,7,8
3	Percent of students in classrooms identified as attentive by their teachers	Primary survey	Teachers Questionnaire	Question 16
4	Average number of school days missed by each student due to illness (for each school and in aggregate)	Primary survey	Student Questionnaire	Question 9
5	Percent of parents in target communities who can name at least three benefits of primary education	Primary survey	Parent Questionnaire	Question 12
6	Percent of students who can identify at least three key health and hygiene practices	Primary survey	Students Questionnaire	Question 43,
7	Percent of storekeepers who can identify at least three safe storage practices	Primary survey	Storekeeper Questionnaire	Question 11
10	Cost of commodity procured as a result of USDA assistance (by commodity and source country)	Secondary; WFP monitoring reports		
11	Quantity of commodity procured (MT) as a result of USDA assistance (by commodity and source country)	Secondary; WFP monitoring reports		
12	Number of individuals who have received short-term agricultural sector productivity or food security training as a result of USDA assistance	Primary survey with SHFs Secondary; WFP monitoring reports	FGDs with local small holder farmers	Question 7
13	Number of individuals in the agriculture system who have applied improved	Primary survey Programme implementation	FGDs with local small holder farmers	Question 7

S. No.	Performance Indicator	Source	Type of Questionnaire	Question No.
	management practices or technologies with USDA assistance	report/ Programme database/ WFP monitoring reports		
14	Number of 'Little Doctor' students supported by WFP	WFP monitoring reports Primary survey	School Questionnaire	Question 43
15	Number of meetings/workshops/training sessions held for institutional capacity to implement SF as a result of USDA assistance	Secondary; WFP monitoring reports		
16	Number of pilot initiatives supported to design SF modalities as a result of USDA assistance	Secondary; WFP monitoring reports		
17	Number of government staff trained as a result of USDA assistance	Secondary; WFP monitoring reports		
18	Number of technical training for system development for service/food procurement, quality control, supply chain, and strengthened online database system and gender mainstreaming in program as a result of USDA assistance	Secondary; WFP monitoring reports		
19	Number of schools supported by the Government with school feeding as a result of USDA assistance	Secondary; WFP monitoring reports		
20	Number of social mobilization/community meetings as a result of USDA assistance	Secondary; WFP monitoring reports		
21	Number of community mobilization workshops organized as a result of USDA assistance	Secondary; WFP monitoring reports		
22	Number of teachers, parents and school management committee members attended	Secondary; WFP monitoring reports	Parents Questionnaire	Question 50

S. No.	Performance Indicator	Source	Type of Questionnaire	Question No.
	the community mobilization workshops	Primary Survey	Teachers Questionnaire	Questions 25
23	Average number of school days per month on which multi-fortified or at least 4 food groups were provided (nutrition-sensitive indicator)	Secondary; WFP monitoring reports		
24	Number of individuals (Govt./stakeholder/NGO officials) trained or certified through capacity strengthening initiatives as a result of USDA assistance	Secondary; WFP monitoring reports		
25	Number of high-level capacity-strengthening initiatives (ToT/training/workshop/technical meetings) organized or facilitated as a result of USDA assistance	FGDs, IDIs Secondary; WFP monitoring reports	FGD with SMC Interactions with National & Upazila level representatives	Question 5 Question 4

Annex 6: Fieldwork Agenda

Quantitative Survey

End-Term Evaluation of WFP School-Feeding USDA Mc Govern Dole Award for FY 2020-2023 in Bangladesh.											
Quantitative (Structured questionnaires) Team Survey Planning											
Treatment											
Team-A: Ukhiya											
SL #	Date	Union	School	Team	Sample of Students	EGRA with Grade 3 students only	Parents of Selected Students Sample	School Head	School Teacher	Store-keepers	Total
1	17/9/24	Rajapalong	Rajapalong Government Primary School	T1	13	14	5	1	1	1	35
		Rajapalong	R. Mohshin Ali Government Primary School	T2	13	14	5	1	1	1	35
2	18/9/24	Rajapalong	Dosory Government Primary School	T1	13	14	5	1	1	1	35
		Rajapalong	Dargabil Government Primary School	T2	13	14	5	1	1	1	35
3	19/9/24	Rajapalong	Orbindha Baruah Government Primary School	T1	13	14	5	1	1	1	35
		Holodipalong	Rumka Hatirghona Government Primary School	T2	13	14	5	1	1	1	35
4	22/9/24	Holodipalong	U.D.Mahajonpara Government Primary School	T1	13	14	5	1	1	1	35
		Holodipalong	Morischapalong Government Primary School	T2	13	14	5	1	1	1	35
5	23/9/24	Holdia palong	Sabak Rumka Government Primary School	T1	13	14	5	1	1	1	35
		Ratnapalong	Karaibunia Government Primary School	T2	13	14	5	1	1	1	35
6	24/9/24	Ratnapalong	Amtoli Government Primary School	T1	13	14	5	1	1	1	35

End-Term Evaluation of WFP School-Feeding USDA Mc Govern Dole Award for FY 2020-2023 in Bangladesh.											
Quantitative (Structured questionnaires) Team Survey Planning											
Treatment											
Team-A: Ukhiya											
SL #	Date	Union	School	Team	Sample of Students	EGRA with Grade 3 students only	Parents of Selected Students Sample	School Head	School Teacher	Store-keepers	Total
		Jaliapalong	Sonaisory Government Primary School	T2	13	14	5	1	1	1	35
7	25/9/24	Jaliapalong	Inani Government Primary School	T1	13	14	5	1	1	1	35
		Jaliapalong	Chapotkhali Government Primary School	T2	13	14	5	1	1	1	35
8	26/9/24	Jaliapalong	Abdur Ra: Bodi Government Primary School	T1	13	14	5	1	1	1	35
		Palongkhali	Telkhola Government Primary School	T2	13	14	5	1	1	1	35
9	29/9/24	Palongkhali	Palongkhali Government Primary School	T1	13	14	5	1	1	1	35
		Palongkhali	Anjumanpara Government Primary School	T2	13	14	5	1	1	1	35
Sub-Total											630

Treatment											
Team-B: Kutubdia											
SL#	Date	Union	School	Team	Sample of Students	EGRA with Grade 3 students only	Paresnts of Selected Students Sample				Total
1	17/9/2024	Uttar Dhurong	Musasiraj Government Primary School	Team-1	13	14	5	1	1	1	35

Treatment											
Team-B: Kutubdia											
SL#	Date	Union	School	Team	Sample of Students	EGRA with Grade 3 students only	Paresnts of Selected Students Sample				Total
		Uttar Dhurong	Samadia Government Primary School	Team-2	13	14	5	1	1	1	35
2	18/9/2024	Uttar Dhurong	Afaz Uddin Government Primary School	Team-1	13	14	5	1	1	1	35
		Dakhin Dhurong	South Dhurong Government Primary School	Team-2	13	14	5	1	1	1	35
3	19/9/2025	Lemsikhali	Rajakhali Government Primary School	Team-1	13	14	5	1	1	1	35
		Lemsikhali	Lemsikhali Peyarakata Government Primary School	Team-2	13	14	5	1	1	1	35
4	22/9/2025	Lemsikhali	Zamal Uddin Ahmed Government Primary School	Team-1	13	14	5	1	1	1	35
		Koierbil	K.S.Red Cresent Government Primary School	Team-2	13	14	5	1	1	1	35
5	23/9/2024	Borghop	Monoharkhali Government Primary School	Team-1	13	14	5	1	1	1	35
		Borghop	Borghop Arshad Government Primary School	Team-2	13	14	5	1	1	1	35
6	24/9/2024	Aliakbor Dail	Takepara Government Primary School	Team-1	13	14	5	1	1	1	35
		Aliakbor Dail	Khudier tag Government Primary School	Team-2	13	14	5	1	1	1	35
Sub-Total											420

Comparison											
Team-C: Ramu											
SL#	Date	Union	School	Team	Sample of Students	EGRA with Grade 3 students only	Parents of Selected Students Sample				Total
1	17/9/2024		Akshin Chakmarkul Govt Primary School	Team-1	13	14	5	1	1	1	35
			Dholirchodha Govt Primary School	Team-2	13	14	5	1	1	1	35
2	18/9/2024		Paschim Chakmarkul Govt Primary School	Team-1	13	14	5	1	1	1	35
			Merongloya Model Govt Primary School	Team-2	13	14	5	1	1	1	35
3	19/9/2025		Mandalpada Govt Primary School	Team-1	13	14	5	1	1	1	35
			Kauwarkhop Govt Primary School	Team-2	13	14	5	1	1	1	35
4	22/9/2025		Shukmoniya Govt Primary School	Team-1	13	14	5	1	1	1	35
			Douchori Govt Primary School	Team-2	13	14	5	1	1	1	35
5	23/9/2024		Thoangakata Govt Primary School	Team-1	13	14	5	1	1	1	35
			Dakshin Mithachodhi Govt Primary School	Team-2	13	14	5	1	1	1	35
6	24/9/2024		Khuniapalang Govt Primary School+D48	Team-1	13	14	5	1	1	1	35
			Eidgarh Badobil Govt Primary School	Team-2	13	14	5	1	1	1	35
7	25/9/2024		Purbo Mohammedpura Govt Primary School	Team-1	13	14	5	1	1	1	35
			Dhoyapalang Reg. Pvt. Primary School	Team-2	13	14	5	1	1	1	35
8	26/9/2024		Sathghoriya Reg. Pvt. Primary School	Team-1	13	14	5	1	1	1	35
			Purbo Nonachhadi Reg. Pvt. Primary School	Team-2	13	14	5	1	1	1	35
9	29/9/2024		Bado Dholir Chhoda Haji Matiur Rehman Reg. Pvt. Primary School	Team-1	13	14	5	1	1	1	35
			Lot Ukhia Ghona Reg. Pvt. Primary School	Team-2	13	14	5	1	1	1	35

Comparison											
Team-C: Ramu											
SL#	Date	Union	School	Team	Sample of Students	EGRA with Grade 3 students only	Parents of Selected Students Sample				Total
10	30/9/2024		Alhaj Fazal Ambia Pvt. Primary School	Team-1	13	14	5	1	1	1	35
			Purba Jumchhadi Reg. Pvt. Primary School	Team-2	13	14	5	1	1	1	35
Sub-Total											700

Qualitative Survey

End-Term Evaluation of WFP School-Feeding USDA Mc Govern Dole Award for FY 2020-2023 in Bangladesh.					
Qualitative Team Survey Planning					
Treatment					
Team-A: Ukhiya					
SL#	Date	Data Collection Method	Number	Respondents	Total
1	17/9/2024	FGD	2	Mother	3
2	18/9/2024		1		
3	19/9/2024		1	SMC	3
4	22/9/2024		2		
5	23/9/2024		1	Students	3
6	24/9/2024		1	Students	
			1	Smallholder farmers	3
			2	Smallholder farmers	

Sub-Total					12
Treatment					
Team-B: Kutubdia					
SL#	Date	Data Collection Method	Number	Respondents	Total
1	17/9/2024	FGD	2	Mother	3
2	18/9/2024		1		
3	19/9/2024		1	SMC	3
4	22/9/2024		2		
5	23/9/2024		1	Students	3
			1	Smallholder farmers	
6	24/9/2024		2	Smallholder farmers	3
Sub-Total					12
Comparison					
Team-C: Ramu					
SL#	Date	Data Collection Method	Number	Respondents	Total
1	17/9/2024	FGD	2	Mother	4
2	18/9/2024		2		
3	19/9/2024		2	SMC	4
4	22/9/2024		2		
5	23/9/2024		2	Students	4
6	24/9/2024		2	Students	
7	25/9/2024		2	Smallholder farmers	4
8	26/9/2024		2	Smallholder farmers	
Sub-Total					16

Organizational Level		
KII Respondents	Number of Samples	Tentative Date
Cooperating partner NGO	2	
WFP Cox's Bazar Team	2	
Representatives from DPE	1	
Representatives from LGD	1	
Representatives from DPHE	1	
Representatives from Health and Family Welfare	1	
Sub-Total	8	
National Level		
KII Respondents	Number of Sample	Tentative Date
Representatives from MoPME	1	
Representatives from MoA	1	
Representatives from BIRTAN	1	
Representatives from WFP	1	
Sub-Total	4	

Annex 7: Findings, Conclusions and Recommendations Mapping

Recommendation [in numerical order]	Conclusions [Conclusion section: Passage number]	Findings [by number of findings]
Enhance Monitoring Systems. <i>WFP should support GoB in strengthening monitoring systems through increased use of digital tools for real-time data collection and analysis, supported by ongoing capacity-building efforts to strengthen evidence-based decision-making.</i>	Conclusion 3, 5.3, 6.3 Sections 3, 4 5 & 6 Conclusions	Finding 24, 31, 40
Capacity-building for system strengthening. <i>Increase training opportunities for government officials, teachers, and local stakeholders to enhance governance and program management effectiveness.</i>	Conclusion 3.1, 5.3, 6.3 Section 3	Finding 13, 16, 20, 25, 34
Strengthen community engagement and participation of all constituents – boys, girls, women and men. <i>WFP should support the Gob in fostering community engagement by enhancing women's participation in governance (SMCS), and leadership (creating community leaders) and promoting the success and representation of all constituents in the design and implementation of school feeding initiatives.</i>	Conclusion 1.2, 3.1, 5.4, 6.4 Section 1, 3, 6	Finding 2, 5, 9, 26, 43, 44
Enhance focus on nutrition in school feeding interventions. <i>WFP should collaborate with the GoB to pilot innovative school feeding models in select areas to assess feasibility, scalability, and impact on nutrition and operational efficiency.</i>	Conclusion 7.1, 7.2 Sections 3 & 7	Finding 8, 10, 17, 18, 14, 21, 22, 23, 32
Prioritising investments in infrastructure and logistics. <i>To effectively support school meal programs, WFP should advocate (evidence-based) with GoB to prioritise investment in critical infrastructure, including kitchens, storage facilities, and sanitation.</i>	Conclusion 3.1, 6.1, 6.3 Section 5	Finding 11, 23, 36, 37, 41, 45.
Building Crisis Resilience. <i>The WFP should demonstrate the integration of resilience approaches (such as establishing disaster-resilient supply chains) in the school feeding programme. WFP should support the Gob in deploying crisis-resilient approaches in their national school meals programme.</i>	Conclusions 1.3, 5.1, 6.1, 7.1, 7.2	Finding 17, 18, 27, 29, 44, 50.

Annex 8: Key Informants' Overview

Inception phase people interviewed

Organization	Number of Informants
WFP-CO	8
Regional Bureau of Bangkok	2
Grand Total	10

Data collection phase people interviewed

Organization	Number of Informants
WFP – CO	4
Government of Bangladesh (National Level)	5
Government of Bangladesh (Upazilla Level)	4
FAO	3
Sub-recipients	5
Grand Total	21

FGDs beneficiaries				
Location	Category	Number of FGDs	Participants in each FGD	Total Participants
Ukhiya	FGD With parents	3	6-8	18-24
	FGD With SMCs	3	6-8	18-24
	FGD With Students	3	6-8	18-24
	FGD With SHFs	3	6-8	18-24
Kutubdia	FGD With parents	3	6-8	18-24
	FGD With SMCs	3	6-8	18-24
	FGD With Students	3	6-8	18-24
	FGD With SHFs	3	6-8	18-24
Ramu	FGD With parents	4	6-8	24-32
	FGD With SMCs	4	6-8	24-32
	FGD With Students	3	6-8	18-24

	FGD With SHFs	5	6-8	30-40
Total number beneficiaries		40		240 - 320

Annex 9: Performance Measurement Indicator Mapping¹²⁷

Indicator Number	Type	Result	Performance Indicator	Data Source	Life of Project (Target)	Life of Project (Achieved)	Baseline		Endline		FY 2021 ¹²⁸		FY 2022		FY 2023		FY 2024	
							Programme	Comparison	Programme	Comparison	Target (Y1)	Achieved Oct 20 - Sep 21	Target (Y2)	Achieved Oct 21 - Sep 22	Target (Y3)	Achieved Oct 22 - Sep 23	Target (Y4)	Achieved Oct 23 - Sep 24
Stand ard 1	Outcome	McGovern-Dole SO 1	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	Baseline Study & Endline Study	40%	37%	33%	26%	37%	26%	30%	N/A	35%	33%	40%	33%	40%	33%
			Sex: Female			41%	37%	32%	41%	27%								
			Sex: Male			30%	30%	19%	30%	24%								
Stand ard 2	Outcome	McGovern-Dole 1.3	Average student attendance rate in USDA supported classrooms/schools	Baseline Study & Endline Study	88%	92%	Data not available as schools were closed from March 2020 to September 2021	Data not available as schools were closed from March 2020 to September 2021.	92%	79%	86%	N/A	85%	82%	88%	83%	88%	83%
			Sex: Female		86%	93%			93%	79%								
			Sex: Male		83%	92%			92%	79%								

¹²⁷ Life of project achievements are reported based on actuals at the time of the evaluation exercise. It should be noted that some project activities were ongoing at the time of the evaluation and as such, the life of project achievement reported in the final project report may vary from what is reflected in this evaluation.

¹²⁸ The achieved figures reported in the PMP for the four financial years are based on the semi-annual and annual reports shared by WFP

Indicator Number	Type	Result	Performance Indicator	Data Source	Life of Project (Target)	Life of Project (Achieved)	Baseline		Endline		FY 2021128		FY 2022		FY 2023		FY 2024	
							Progra mme	Compari son	Progra mme	Compari son	Target (Y1)	Achieved Oct 20 - Sep 21	Target (Y2)	Achieved Oct21 - sep 22	Target (Y3)	Achieved Oct22- Sep-23	Target (Y4)	Achieved Oct 23 - Sep 24
Stand ard 3	Output	McGovern-Dole 1.1.3	Number of teaching and learning materials provided as a result of USDA assistance	Progress Monitoring Report	493,668	660,107	0	NA	660,107	NA	69,868	370,465	317,900	122,291	105,900	93,318	0	74,033
Stand ard 4	Outcome	McGovern-Dole 1.1.4	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	Baseline Study & Endline Study	810	869	0	NA	869	NA	792	0	793	0	810	869	810	632
			Sex: Female			477		NA	477	NA								
			Sex: Male			392		NA	392	NA								
Stand ard 5	Output	McGovern-Dole 1.1.4	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	Baseline Study and Progress Monitoring Report	853	896	0	NA	896	NA	853	0	853	828	853	896	853	882
			Sex: Female			492		NA	492	NA								
			Sex: Male			404		NA	404	NA								
Stand ard 6	Outcome	McGovern-Dole 1.1.5	Number of school administrators and officials in target schools who demonstrate use of new techniques or	Baseline Study & Endline Study Progress	133	135	0	NA	135	NA	110	0	126	0	133	132	133	135

Indicator Number	Type	Result	Performance Indicator	Data Source	Life of Project (Target)	Life of Project (Achieved)	Baseline		Endline		FY 2021/28		FY 2022		FY 2023		FY 2024	
							Programme	Comparison	Programme	Comparison	Target (Y1)	Achieved Oct 20 - Sep 21	Target (Y2)	Achieved Oct21 - Sep 22	Target (Y3)	Achieved Oct22- Sep-23	Target (Y4)	Achieved Oct 23 - Sep 24
			tools as a result of USDA assistance	s Monitoring Report														
			Sex: Female			28		NA	28	NA								
			Sex: Male			107		NA	107	NA								
Stand ar d 7	Output	McGovern-Dole 1.1.5	Number of school administrators and officials trained or certified as a result of USDA assistance	Baseline Study & Endline Study and Progress Monitoring Report	140	140	0	NA	140	NA	138	0	140	140	140	140	140	140
			Sex: Female			31		NA	31	NA								
			Sex: Male			109		NA	109	NA								
Stand ar d 8	Output	McGovern-Dole 1.3.3	Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance	Progress Monitoring Report	58	109	0	NA	109	NA	10	0	38	69	10	26	0	14
Stand ar d 9	Output	McGovern-Dole 1.3.4	Number of students enrolled in school receiving USDA assistance	Baseline Study & Endline Study and Progress Monitoring Report	49,162	49,162	49,162	NA	49,162	NA	42,401	49,162	49,162	49,162	44,552	44,766	41,902	41,902
			Sex: Female	Monitoring Report		25,818		NA	25,818	NA								
			Sex: Male			23,344		NA	23,344	NA								

Indicator Number	Type	Result	Performance Indicator	Data Source	Life of Project (Target)	Life of Project (Achieved)	Baseline		Endline		FY 2021128		FY 2022		FY 2023		FY 2024	
							Progra mme	Compari son	Progra mme	Compari son	Target (Y1)	Achieved Oct 20 - Sep 21	Target (Y2)	Achieved Oct21 - sep 22	Target (Y3)	Achieved Oct22- Sep-23	Target (Y4)	Achieved Oct 23 - Sep 24
Stand ard 10	Outpu t	McGover n-Dole 1.4.2	Number of educational policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance (Stage 1: Analyzed)	Progres s Monito ring Report	5	5	0	NA	5	NA	5: A, B, C, D, E, F	1	1	1	4	2	0	1
Stand ard 10	Outpu t	McGover n-Dole 1.4.2	Number of educational policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance (Stage 2: Drafted and presented for public/stakeholder consultation)	Progres s Monito ring Report	5	5	0	NA	5	NA	2: A, B	1	1	1	4	2	2	1
Stand ard 10	Outpu t	McGover n-Dole 1.4.2	Number of educational policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance (Stage 3: Presented for legislation/decre)	Progres s Monito ring Report	5	2	0	NA	2	NA	1: A	1	1	0	4	2	2	0
Stand ard 10	Outpu t	McGover n-Dole 1.4.2	Number of educational policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance (Stage 4: Passed/Approved)	Progres s Monito ring Report	5	1	0	NA	1	NA	1: A	0	1	0	4	1	2	0

Indicator Number	Type	Result	Performance Indicator	Data Source	Life of Project (Target)	Life of Project (Achieved)	Baseline		Endline		FY 2021128		FY 2022		FY 2023		FY 2024	
							Progra mme	Compari son	Progra mme	Compari son	Target (Y1)	Achieved Oct 20 - Sep 21	Target (Y2)	Achieved Oct21 - sep 22	Target (Y3)	Achieved Oct22- Sep-23	Target (Y4)	Achieved Oct 23 - Sep 24
Stand ard 10	Outpu t	McGover n-Dole 1.4.2	Number of educational policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance (Stage 5: Passed for which implementation has begun)	Progres s Monito ring Report	5	1	0	NA	1	NA	1: A	0	0	0	5	1	5	1
Stand ard 10	Outpu t	McGover n-Dole 2.7.2	Number of child health and nutrition policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance (Stage 1: Analyzed)	Progres s Monito ring Report	3	3	0	NA	3	NA	5: A, B, C, D, E	1	1	1	2	0	1	0
Stand ard 10	Outpu t	McGover n-Dole 2.7.2	Number of child health and nutrition policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance (Stage 2: Drafted and presented for public/stakeholder consultation)	Progres s Monito ring Report	3	3	0	NA	3	NA	2: A, D	1	2	1	1	0	1	0
Stand ard 10	Outpu t	McGover n-Dole 2.7.2	Number of child health and nutrition policies, regulations, or administrative procedures in each of the following stages of development as a	Progres s Monito ring Report	3	3	0	NA	3	NA	1: D	0	0	0	3	0	1	0

Indicator Number	Type	Result	Performance Indicator	Data Source	Life of Project (Target)	Life of Project (Achieved)	Baseline		Endline		FY 2021128		FY 2022		FY 2023		FY 2024	
							Programme	Comparison	Programme	Comparison	Target (Y1)	Achieved Oct 20 - Sep 21	Target (Y2)	Achieved Oct21 - Sep 22	Target (Y3)	Achieved Oct22-Sep-23	Target (Y4)	Achieved Oct 23 - Sep 24
			result of USDA assistance (Stage 3: Presented for legislation/decreed)															
Stand ard 10	Output	McGovern-Dole 2.7.2	Number of child health and nutrition policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance (Stage 4: Passed/Approved)	Progress Monitoring Report	3	3	0	NA	3	NA	0	0	1	0	2	0	1	0
Stand ard 10	Output	McGovern-Dole 2.7.2	Number of child health and nutrition policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance (Stage 5: Passed for which implementation has begun)	Progress Monitoring Report	3	3	0	NA	3	NA	0	0	1	0	2	1	2	2
Stand ard 13	Output	McGovern-Dole 1.4.4	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	Baseline Study & Endline Study and Progress Monitoring Report	140	140	0	NA	140	NA	138	0	140	140	140	140	140	140

Indicator Number	Type	Result	Performance Indicator	Data Source	Life of Project (Target)	Life of Project (Achieved)	Baseline		Endline		FY 2021128		FY 2022		FY 2023		FY 2024	
							Programme	Comparison	Programme	Comparison	Target (Y1)	Achieved Oct 20 - Sep 21	Target (Y2)	Achieved Oct21 - Sep 22	Target (Y3)	Achieved Oct22- Sep-23	Target (Y4)	Achieved Oct 23 - Sep 24
Stand ard 14	Output	MGD 1.2.1.1	Quantity of take-home rations provided (in metric tons) as a result of USDA assistance (MTS)	Biannual	1,643	1,643	0	NA	1,643	NA	0	419	1,223	264	0	960	0	0
Stand ard 15		MGD 1.2.1.1	Number of individuals receiving take-home rations as a result of USDA assistance	Biannual	49,162	49,162	0	NA	49,162	NA	0	49,162	49,162	47,224	0	44,504	0	0
Stand ard 16	Output	McGovern-Dole 1.2.1.1	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	Baseline Study & Endline Study and Progress Monitoring Report	32,636,693	26,310,078	0	NA	26,310,078	NA	6,487,350	6,201,373	6,448,225	7,579,959	9,531,784	7,102,626	5,449,335	5,426,120
Stand ard 17	Output	McGovern-Dole 1.2.1.1	Number of school-age children receiving daily school meals (fortified biscuits) as a result of USDA assistance	Baseline Study & Endline Study and Progress Monitoring Report	49,162	49,162	0	NA	49,162	NA	42,401	49,162	49,162	49,162	44,552	44,766	41,902	41,902
			Sex: Female	Progress Monitoring Report		25,818		NA	25,818	NA								
			Sex: Male	Progress Monitoring Report		23,344		NA	23,344	NA								
Stand ard 18	Output	McGovern-Dole 1.2.1.1	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	Progress Monitoring Report	49,162	49,162	0	NA	49,162	NA	42,401	49,162	49,162	49,162	44,552	44,766	41,902	41,902
			Sex: Female			25,818		NA	25,818	NA								

Indicator Number	Type	Result	Performance Indicator	Data Source	Life of Project (Target)	Life of Project (Achieved)	Baseline		Endline		FY 2021128		FY 2022		FY 2023		FY 2024	
							Programme	Comparison	Programme	Comparison	Target (Y1)	Achieved Oct 20 - Sep 21	Target (Y2)	Achieved Oct21 - Sep 22	Target (Y3)	Achieved Oct22- Sep-23	Target (Y4)	Achieved Oct 23 - Sep 24
			Sex: Male			23,344		NA	23,344	NA								
Stand ar d 19	Outco me	McGover n-Dole SO 2	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	Baselin e Study & Endline Study and Progres s Monito ring Report	3,990	3,264	0	NA	3,264	NA	3,288	0	3,780	3,264	3,990	3,264	3,990	3,264
Stand ar d 20	Outco me	McGover n-Dole SO 2	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	Baselin e Study & Endline Study and Progres s Monito ring Report	399	391	0	NA	391	NA	336	0	378	391	399	391	399	391
Stand ar d 22	Outpu t	McGover n-Dole 2.2	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	Baselin e Study & Endline Study and Progres s Monito ring Report	420	420	0	NA	420	NA	420	0	420	416	420	413	420	420
			Sex: Female			107		NA	107	NA								
			Sex: Male			313		NA	313	NA								
Stand ar d 23	Outpu t	McGover n-Dole SO 2	Number of individuals trained in child health and nutrition as a result of USDA assistance	Baselin e Study & Endline Study	4,200	5,748	0	NA	5,748	NA	4,110	0	4,200	4,741	4,200	5,748	4,200	5629

Indicator Number	Type	Result	Performance Indicator	Data Source	Life of Project (Target)	Life of Project (Achieved)	Baseline		Endline		FY 2021/22		FY 2022		FY 2023		FY 2024	
							Programme	Comparison	Programme	Comparison	Target (Y1)	Achieved Oct 20 - Sep 21	Target (Y2)	Achieved Oct21 - Sep 22	Target (Y3)	Achieved Oct22 - Sep-23	Target (Y4)	Achieved Oct 23 - Sep 24
			Sex: Female	and Progress Monitoring Report		3,275		NA	3,275	NA								
			Sex: Male			2,473		NA	2,473	NA								
Stand ard 27	Output	McGovern-Dole 2.1.1	Number of schools using an improved water source	Baseline Study & Endline Study and Progress Monitoring Report	140	140	121	NA	140	NA	138	138	140	140	140	140	140	140
Stand ard 28	Output	McGovern-Dole 2.1.1	Number of schools with improved sanitation facilities	Baseline Study & Endline Study and Progress Monitoring Report	140	140	136	NA	140	NA	138	138	140	140	140	140	140	140
Stand ard 29	Output	McGovern-Dole 2.5.1	Number of students receiving deworming medication(s)	Baseline Study & Endline Study and Progress Monitoring Report	49,162	43,936	0	NA	43,936	NA	42,401	0	49,162	43,936	44,552	38,280	41,902	40,353
			Sex: Female			22,344		NA	22,344	NA								
			Sex: Male			20,050		NA	20,050	NA								

Indicator Number	Type	Result	Performance Indicator	Data Source	Life of Project (Target)	Life of Project (Achieved)	Baseline		Endline		FY 2021128		FY 2022		FY 2023		FY 2024	
							Progra mme	Compari son	Progra mme	Compari son	Target (Y1)	Achieved Oct 20 - Sep 21	Target (Y2)	Achieved Oct21 - sep 22	Target (Y3)	Achieved Oct22- Sep-23	Target (Y4)	Achieved Oct 23 - Sep 24
Stand ard 30	Output	McGovern-Dole SO 1	Number of individuals participating in USDA food security programs	Progress Monitoring Report	50,365	49,271	0	NA	49,271	NA	44,931	49,162	50,365	49,162	49,505	49,271	46,704	47,113
			Sex: Female			26,026		NA	26,026	NA								
			Sex: Male			23,245		NA	23,245	NA								
Stand ard 31	Output	McGovern-Dole SO 1	Number of individuals benefiting indirectly from USDA-funded interventions	Progress Monitoring Report	147,486	147,486	0	NA	147,486	NA	127,203	147,486	147,486	147,486	133,656	134,298	125,706	125,706
Stand ard 32	Output	McGovern-Dole SO 1	Number of schools reached as a result of USDA assistance	Baseline Study & Endline Study and Progress Monitoring Report	170	170	0	NA	170	NA	138	170	170	170	140	140	140	140
Custo m 1	Output	McGovern-Dole 1.2.1.1/1.3.1.1	Average number of school days per month on which multi-fortified or at least 4 food groups were provided (nutrition-sensitive indicator)	Progress Monitoring Report	18	20	20	NA	20	NA	20	0	20	20	20	17	17	14

Indicator Number	Type	Result	Performance Indicator	Data Source	Life of Project (Target)	Life of Project (Achieved)	Baseline		Endline		FY 2021128		FY 2022		FY 2023		FY 2024	
							Programme	Comparison	Programme	Comparison	Target (Y1)	Achieved Oct 20 - Sep 21	Target (Y2)	Achieved Oct21 - Sep 22	Target (Y3)	Achieved Oct22- Sep-23	Target (Y4)	Achieved Oct 23 - Sep 24
Custom 2	Output	McGovern-Dole 1.4.1/2.7.1	Number of individuals (Govt./stakeholder/NGO officials) trained or certified through capacity strengthening initiatives as a result of USDA assistance	Progress Monitoring Report	3,714	4,027	100 (Quarter Jan-Mar 21)	NA	4,027	NA	814	0	350	1,057	2,000	1,923	1,300	1047
			Sex: Female		1857	2053		NA	2053	NA								
			Sex: Male		1857	1974		NA	1974	NA								
Custom 3	Output	McGovern-Dole 1.4.1/2.7.1	Number of high-level capacity-strengthening initiatives (ToT/training/workshop/technical meetings) organized or facilitated as a result of USDA assistance	Progress Monitoring Report	50	37	0	NA	37	NA	15	0	15	20	20	9	10	8
Custom 4	Outcome	McGovern-Dole 1.3	Percent of parents in target communities who can name at least three benefits of primary education	Baseline Study	90%	90%	88%	82%	90%	80%	75%	0%	88%	88%	90%	90%	90%	90%
			Sex: Female			91%	88%	81%	91%	80%								
			Sex: Male			89%	87%	80%	89%	79%								
Custom 5	Outcome	McGovern-Dole 2.1	Percent of students who can identify at least three key health and hygiene practices	Baseline Study &	95%	89%	82%	78%	89%	NA	40%	0%	93%	83%	95%	83%	95%	83%
			Sex: Female	Endline Study		89%	83%	76%	89%	NA								
			Sex: Male			88%	81%	81%	88%	NA								
Custom 6	Outcome	McGovern-Dole 2.2	Percent of storekeepers who can identify at least three safe storage practices	Baseline Study &	100%	100%	93%	NA	100%	NA	75%	0%	95%	93%	100%	93%	100%	93%
			Sex: Female	Endline Study		100%	100%	NA	100%	NA								
			Sex: Male			100%	89%	NA	100%	NA								

Indicator Number	Type	Result	Performance Indicator	Data Source	Life of Project (Target)	Life of Project (Achieved)	Baseline		Endline		FY 2021128		FY 2022		FY 2023		FY 2024	
							Programme	Comparison	Programme	Comparison	Target (Y1)	Achieved Oct 20 - Sep 21	Target (Y2)	Achieved Oct21 - Sep 22	Target (Y3)	Achieved Oct22-Sep-23	Target (Y4)	Achieved Oct 23 - Sep 24
LRP 1	Output	LRP SO1	Number of individuals participating in USDA food security programs that include an LRP component	Progress Monitoring Report	49,162	49,162	0	NA	49,162	NA	44,931	49,162	0	0	44,552	41,902	41,902	41,902
			Sex: Female			25,818		NA	25,818	NA								
			Sex: Male			23,344		NA	23,344	NA								
LRP 2	Output	LRP SO1	Number of schools reached with LRP activities as a result of USDA assistance	Progress Monitoring Report	170	170	0	NA	170	NA	138	170	0	0	140	140	140	140
LRP 5	Output	LRP 1.1.1	Cost of commodity procured as a result of USDA assistance (by commodity and source country)	Progress Monitoring Report	1,696,500	1,377,707	0	NA	1,377,707	NA	0	375,307	0	0	1,235,033	741,649	0	260,751
LRP 6	Output	LRP 1.3.2	Quantity of commodity procured (MT) as a result of USDA assistance (by commodity and source country)	Progress Monitoring Report	963	996	0	NA	996	NA	0	335	0	0	628	481	0	180
LRP 11	Output	LRP 1.4.3	Number of individuals who have received short-term agricultural sector productivity or food security training as a result of USDA assistance	Progress Monitoring Report	2,100	2,725	0	NA	2,725	NA	0	0	2,100	0	2,100	2,725	1,500	2700
			Sex: Female			1,354		NA	1,354	NA								
			Sex: Male			1,371		NA	1,371	NA								
LRP 12	Outcome	LRP 1.4.3	Number of individuals in the agriculture system who have applied improved management practices	Progress Monitoring Report	1,680	1,917	0	NA	1,917	NA	0	0	-	0	1,680	1,863	1,200	1917

Indicator Number	Type	Result	Performance Indicator	Data Source	Life of Project (Target)	Life of Project (Achieved)	Baseline		Endline		FY 2021128		FY 2022		FY 2023		FY 2024	
							Progra mme	Compari son	Progra mme	Compari son	Target (Y1)	Achieved Oct 20 - Sep 21	Target (Y2)	Achieved Oct21 - sep 22	Target (Y3)	Achieved Oct22- Sep-23	Target (Y4)	Achieved Oct 23 - Sep 24
			or technologies with USDA assistance															

Annex 10: Bibliography

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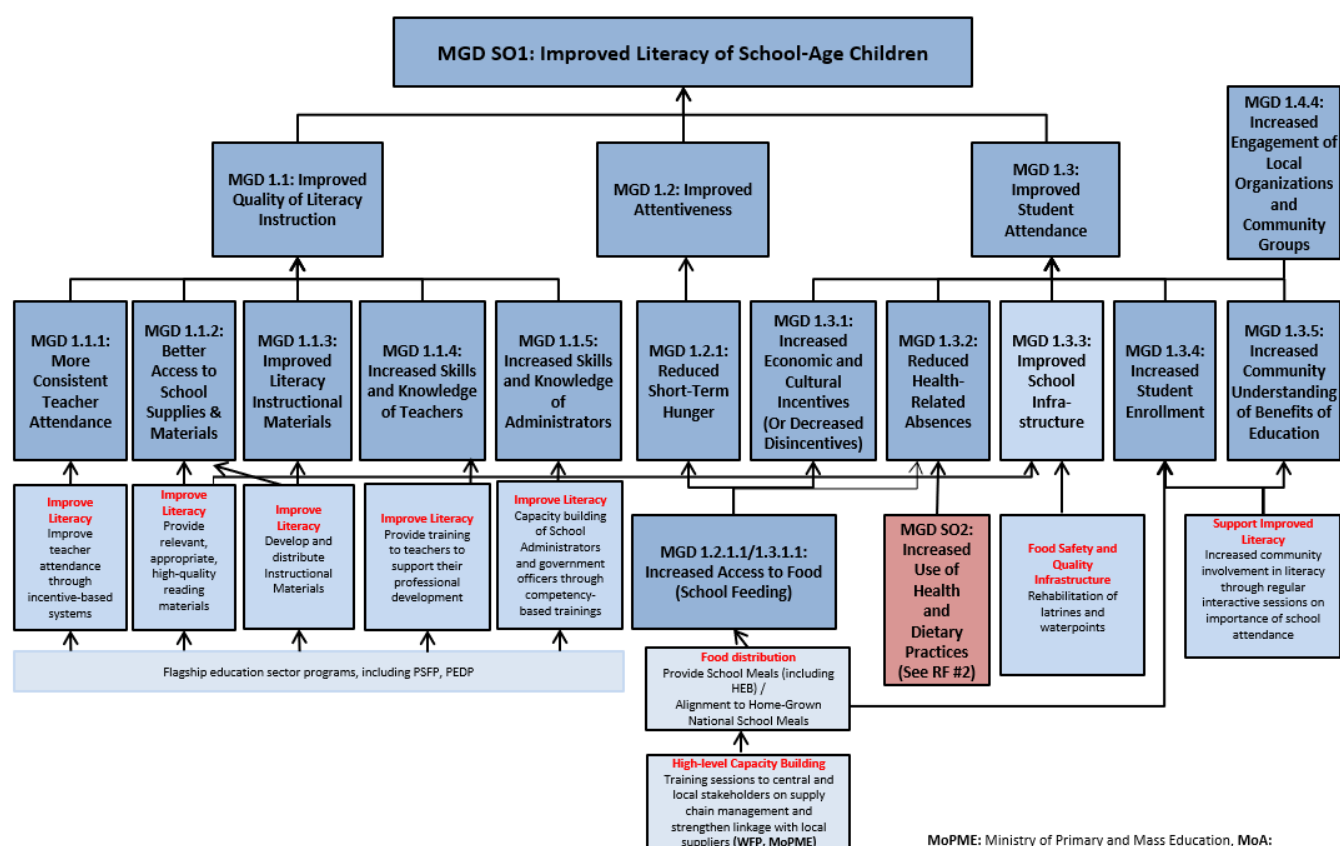
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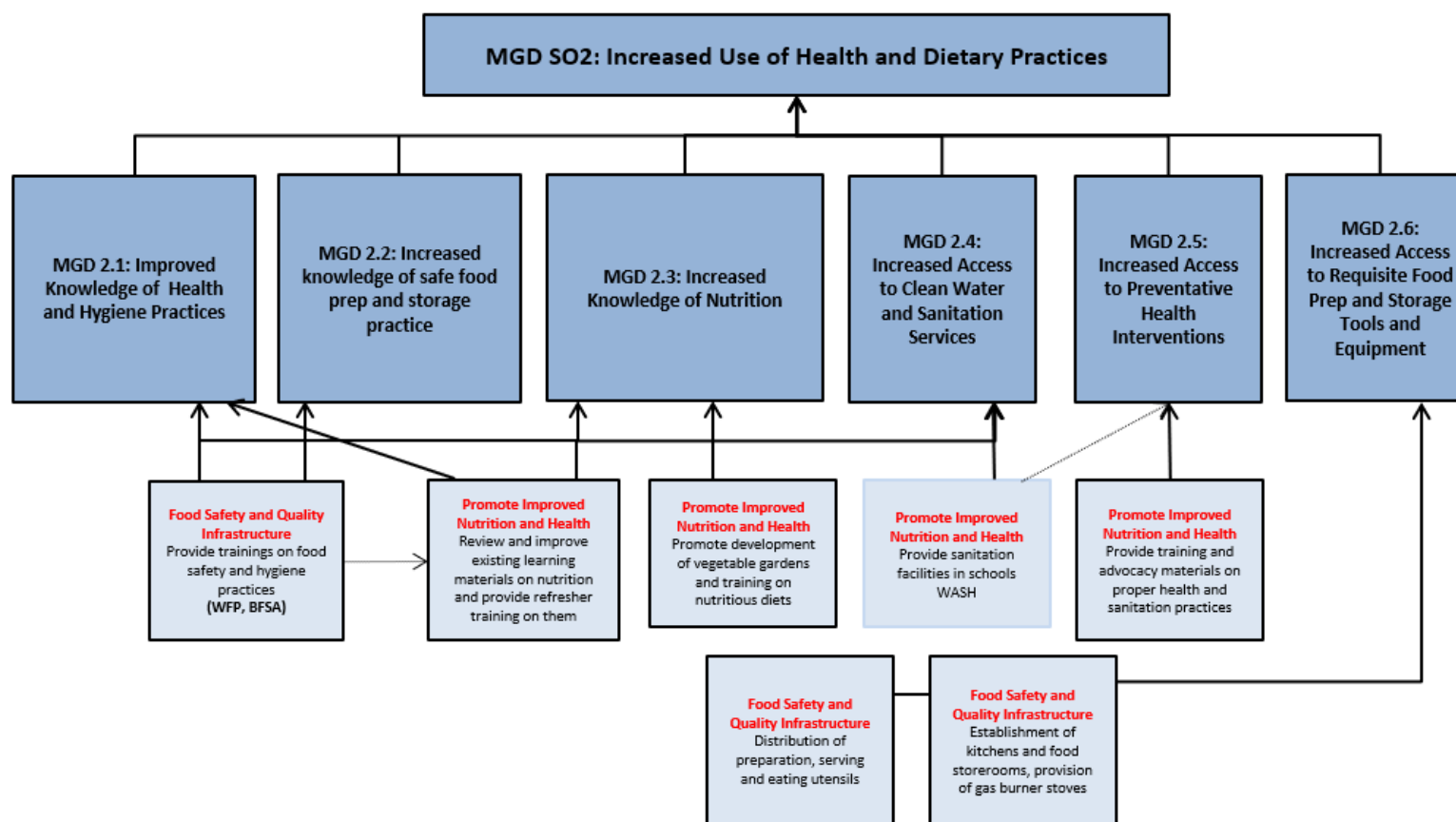
Annex 11: Results Framework

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

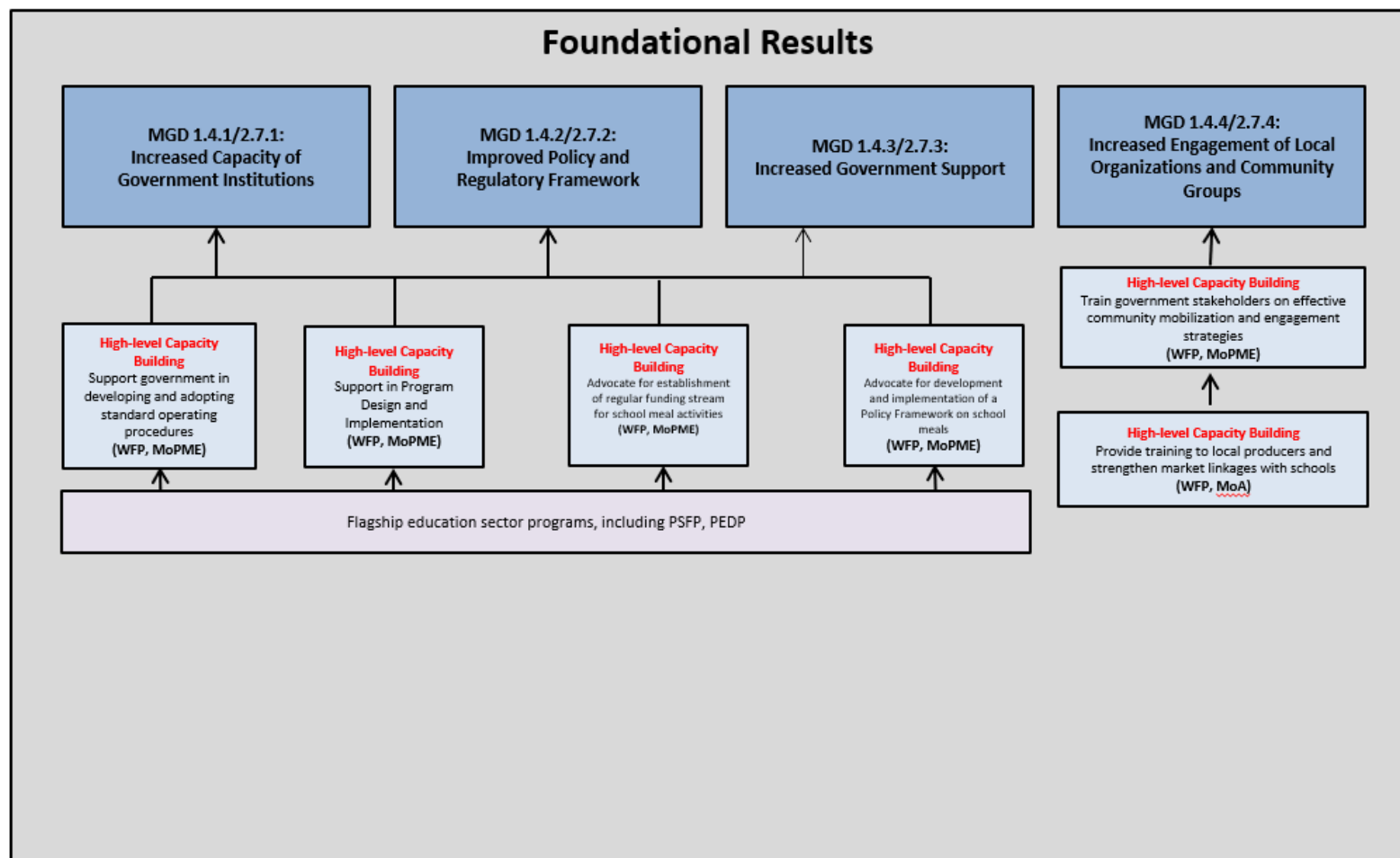


MoPME: Ministry of Primary and Mass Education, MoA: Ministry of Agriculture, BFSA: Bangladesh Food Safety Authority

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



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



Annex 12: Detailed Stakeholder Analysis

Stakeholder	Interest in the [Intervention/Project/Operation]	Involvement in Evaluation and likely use	Who (specifically for the evaluation)
Internal (WFP) Stakeholders			
WFP -CO Bangladesh	- Responsible for overall management and provide support relating to logistics, procurement and finance. - Responsible for overall coordination, liaison with stakeholders, implementation oversight and capacity building. - Responsible for the coordination of the activity's implementation. - Supervising the proper management of warehouses, establishing the supply chain for biscuits and providing capacity building support to the Government. - Overseeing the overall financial management. - Overseeing collection of data and maintaining data base; data analysis and reporting, capacity support in institutionalizing monitoring and reporting system in MoPME, DPE etc. - Central level coordination, planning, designing, guiding and training for implementation, progress tracking, demonstration of results including reporting. - Providing field support, liaison with sub-offices and providing M&E support	- As the key informant and primary stakeholder, and users of this evaluation. - Initial briefing and overview of WFP work in Bangladesh, project documents, help evaluation team better understand the context of implementation and strategy for future. - Support the evaluation team through an introduction to key stakeholders. - Review Inception Report and Draft End – Term Evaluation Report - Involved in using evaluation findings of USDA Mc Govern Dole project, FY2020-2025. - As evidence to inform operational and strategic decision-making - To understand the impact of interventions and explore the strength of the exit strategy with a focus on achieving project sustainability	- CD - DCD (Programme) - DCD (Operations Support) - Head of Programme Planning and Implementation Support - Activity Manager - Evaluation Manager - Senior Programme Officer (SF) - Senior Programme Assistant - Senior Programme Officer (Resource Management)
WFP Field Offices Cox's Bazar	Coordination with WFP-CO on school feeding programme; management of overall project timeline; ensuring timely submission of good quality deliverables; communication of project process to relevant stakeholders.	- As the key informant and primary stakeholder. - As users of the evaluation findings to understand the extent to which needs of the targeted population have been met.	- Senior Programme Officer - School Feeding Officer - Senior Programme Assistant - Logistics Assistant

Stakeholder	Interest in the [Intervention/Project/Operation]	Involvement in Evaluation and likely use	Who (specifically for the evaluation)
	• Providing overall project support for Ukhya and Kutubdia sub-districts, ensuring communication flow to Senior Programme Officer; maintaining timelines, reviewing deliverables for submission to donor • Providing support for pipeline management and assisting the sub-recipients in tracking supply and utilization of commodities • Overseeing the overall financial management of project, providing support at field level for biscuits delivery, meal distribution, warehouse management • Coordinating, supervising and guiding implementation, monitoring and reporting at the field level. • Sharing feedback to improve project performance		
RBB	• Responsible for both oversight of Cos and technical guidance and support. • The RB management has an interest in an independent/impartial account of the operational performance. • The Regional Evaluation Officer supports CO/RB	• Key informant and primary stakeholder – involved in planning for next USDA Mc Govern Dole • Interested in the independent account of McGovern-Dole performance. • Applying learning from evaluation to other country offices.	Relevant officials
WFP HQ Policy and Programme	WFP HQ technical units are responsible for issuing and overseeing the rollout of normative guidance on corporate programme themes, activities and modalities, as well as of overarching corporate policies and strategies.	HQ will be interested in the lessons that emerge from evaluation, as many may have relevance beyond the geographical area of focus.	No interviews will be conducted
WFP Executive Board (EB)	The WFP governing body has an interest in being informed about the effectiveness of WFP operations.	The WFP governing body has an interest in being informed about the effectiveness of WFP operations.	No interviews will be conducted
Office of Evaluation (OEV)	Provides indirect independent oversight	DE Help Desk	No interviews will be conducted

Stakeholder	Interest in the [Intervention/Project/Operation]	Involvement in Evaluation and likely use	Who (specifically for the evaluation)
External stakeholders			
SFP beneficiaries	They are the ultimate recipients of WFP support and therefore, have a stake in WFP determining whether its assistance is appropriate and effective. As such, the level of participation in the review of women, men, boys, and girls from different groups will be determined and their perspectives will be captured.	Key informants and primary stakeholder – providing perspective on results, outcomes and emerging impact of WFP's intervention.	A sample of schools to be selected and within each school, a sample of the following respondents will be interviewed: • School-going children in primary schools (equal number of boys and girls) • Teachers, Storekeeper, Headmaster • Small holder farmers • Parents , SMC members • Efforts would be made to ensure interviews with equal numbers of boys and girls. • Individual (structured interviews)
Government of Bangladesh			
Ministry of Primary and Mass Education (MoPME) Directorate of Primary Education (DPE) Ministry of Health	• Responsible for providing guidance on school meal programme priorities and approaches. • Receiving capacity support for school meals programme implementation at the national and sub national level • Management of project with adequate quality control measures by establishing supply chain, food storage facilities etc. • Establishing proper monitoring and reporting systems • Engaging and learning from community awareness activities to make school feeding nutrition sensitive. • Independent procurement of biscuits	Key informant and primary stakeholder on government policy, priorities, views on support by WFP and on expanding school feeding, on GoB's commitment to providing/mobilize resources, issues, and opportunities in handing over of the project, capacities, and convergence to be explored. Will have perspective on sustaining the — FY2020 project.	Relevant officials

Stakeholder	Interest in the [Intervention/Project/Operation]	Involvement in Evaluation and likely use	Who (specifically for the evaluation)
Department of Agriculture (DAE), Ministry of Agriculture	- Responsible for training local small holder farmers on nutrition sensitive agriculture - Ensuring food diversity in the produce supplied to McGovern-Dole supported schools. - Improve market linkages	Key informant and primary stakeholder on government policy, priorities, views on support by WFP and on expanding school feeding, on GoB's commitment to providing/mobilize resources, issues, and opportunities in handing over of the project, capacities, and convergence to be explored. Will have perspective on sustaining the FY2020 project.	Relevant officials
Bangladesh Institute for Research Training and Applied Nutrition (BIRTAN)	- Responsible for training local small holder farmers on integrating nutrition and agriculture. - Ensuring food diversity in the produce supplied to McGovern-Dole supported schools. - Improve market linkages. - provide yearly training to cooks, develop materials on healthy dietary behavior, balanced diets and the nutritional value of locally available food. - Use the materials to orient children and parents on healthy dietary practices. - Development of a nutritious menu	Key informant and primary stakeholder on government policy, priorities, views on support by WFP and on expanding school feeding, on GoB's commitment to providing/mobilize resources, issues, and opportunities in handing over of the project, capacities, and convergence to be explored. Will have perspective on sustaining the FY2020 project.	Relevant officials
District & Upazila Level education authorities	Responsible for overseeing education sector performance, including implementation of National School Meal Policy, and liaising with other government departments at a decentralized level	Primary stakeholder and key informant – on the implementation of the school feeding components. Will have perspective on challenges and achievements.	- District Primary Education Officer - Upazila Education Officers (Ukhiya and Kutubdia) - Upazila Resource Centre Instructors
Capacity Support Unit (in DPE) (WFP)	Leading the CSU's team on development of a national school feeding programme, supporting the Government's scaling up school feeding and in the formulation of national school meal policy and implementation strategy	May be useful in mapping the assessing the existing capacities of MoPME and DPE.	- Senior Programme Officer - Senior Programme Assistants - Consultant - Washington DRO

Stakeholder	Interest in the [Intervention/Project/Operation]	Involvement in Evaluation and likely use	Who (specifically for the evaluation)
	• Administrating and project implementation support. Support and providing on the job training to the relevant GoB officials. • Supporting MoPME for the operationalization of National School Meal Policy and action plan • Providing liaison and project support		
UN country team			
UNICEF	UNICEF is also contributing to the development of Bangladesh in the sectors of health, nutrition, education and WaSH.		Programme Manager/ Any other relevant personnel
FAO	FAO will support WFP-CO in establishing sustainable linkages between local vegetable growers and McGovern-Dole-supported schools to ensure a regular supply of fresh seasonal vegetables and eggs		Programme Manager/ Any other relevant personnel
DONOR agency			
USDA	Funder of WFP school feeding programme	Primary stakeholder and informant - on the relationship with WFP and the priorities moving forward. Key Learnings from Bangladesh Sustainability of the project and potential for replication in other similar contexts	Programme Manager/ Any other relevant personnel
NGOs			

Stakeholder	Interest in the [Intervention/Project/Operation]	Involvement in Evaluation and likely use	Who (specifically for the evaluation)
Room to Read	• Procure bookshelves for libraries for 709 government primary school classes. • Initiate Book Checkout Register, Supplementary Reading Material register, visitor Registrar to the schools • Distribute books to library (both RtR and purchased) and Book leveling sticker. • Conduct Library Rating System. RtR will introduce the rating tools, but rating conducted by YPSA/MA Literacy Facilitators • Lead teacher training on Bangla. • Lead training on Library Management for teachers, primary training institute and Upazila Resource Center • Conduct baseline and midline assessment on reading schools. • Lead ToT on introduction at Primary Training Institute and Upazila Resource Center • Lead Quarterly Programme review meeting with sub-recipients (3 meetings); for key people from WFP to also attend at district level. • Lead Annual Progress Sharing Meeting with WFP and MA/YPSA for key people from WFP to also attend at district level. • Lead Progress Sharing Meeting with Government Officials twice a year in two Upazilas. • Lead Technical Review Meetings with Literacy Programme Officer Technical and Literacy Facilitators (literacy team) in two Upazilas	The results of the evaluation might affect future implementation modalities, strategic orientations, and partnerships.	• Programme Operations Director • Literacy Director • Research Monitoring & Evaluation
Other sub-recipients such as Resource Integration	• Support implementation and distribution of fortified biscuits to project schools. • Liaising with WFP on distribution of FAO designed health and hygiene posters (5 per school)	Their respective perspectives will be sought as the engagement of these actors influences the effectiveness of the project as well as its sustainability.	• Programme Manager • Programme Coordinator • Literacy Facilitators • Field Monitors

Stakeholder	Interest in the [Intervention/Project/Operation]	Involvement in Evaluation and likely use	Who (specifically for the evaluation)
Centre	• Liaise with Room to Read's Literacy Project Officer on the implementation and facilitation of trainings, distribution of materials. • Identify any potential issues with project implementation and communicate such issues with WFP. • Participate, facilitate and encourage active engagement in project launch, distribution of project materials (books, pens, backpacks, library shelves) at the school level. • Classroom coloring and decoration • setting display board (for display of students' work) • Displaying materials (grade specific posters on rhymes and poems etc.) on as needed basis. • Initiate wall magazine development – once a year, school based; once a year, Upazila level • Initiate Upazila based recognition event for school teachers, SMCs. • Community Mobilizer orientations • Monitoring and review mechanisms		

Annex 13: Documents Reviewed

Document Type	Comment / Titles & dates of documents received	Received - Y/N (N/A)	Link to Evaluation matrix
Project related documents		Y	
Appraisal mission report		N/A	
Project document (including Logical Framework in Annex VII)	Country Strategic Plan Donor Brief (2022-26), Project Agreement between the FAS and the WFP including the results framework	Y	Relevance
Standard Project Reports	Donor Reports CO Reports	Y	
Budget Revisions	Will be required		
Approved Excel budget (for original intervention and budget revisions if any)	Project Agreement between the FAS and the WFP	Y	Relevance, Efficiency
Intervention/Project Plan (breakdown of beneficiary figures and food requirements by region/activity/month and partners)	Project Agreement between the FAS and the WFP	Y	Relevance, Effectiveness
Component Wise Budget Revision	Will be required	N	
Country Strategy Document (if any)	Country Strategic Plan Donor Brief (2022-26),	Y	Relevance, Sustainability
Evaluation reports for FY 17 project	Baseline study, Mid Term Evaluation and Endline Evaluation Report for FY 17 project, SABER Country Report	Y	Effectiveness, Impact and Sustainability
Capacity Needs Assessment Report	SABER Country Report	Y	
NSMP Feasibility Report	Will be Required	N	
Assessment of Learning Loss Due to COVID	Will be Required	N	
Monitoring & Reporting (if	McGovern-Dole FY2020	Y	Efficiency,

Document Type	Comment / Titles & dates of documents received	Received - Y/N (N/A)	Link to Evaluation matrix
applicable)	semi-annual reports		Effectiveness
M&E Plan	Performance Monitoring Plan and New Monitoring Frameworks	N	Relevance, Effectiveness, Impact
M&E Policy (2021)	USDA Monitoring and Evaluation Policy	Y	Relevance
Updated M&E Policy, if applicable	Will be required		
M&E Indicators and Definitions	USDA and McGovern-Dole Indicators and Definitions	Y	Effectiveness, Impact
Updated M&E Indicators and Definitions, , if applicable	Will be required		
Country Situation Report (SITREP)		N	
Country Executive Brief	WFP Bangladesh Country Strategic Plan 2022-26	Y	Relevance
Food Distribution and Post-distribution Monitoring Reports	COVID-19 Response: Door to Door Biscuit Distribution Remote Monitoring Report (Ukhiya and Kutubdia)	N	Effectiveness
Monthly Monitoring Reports	Semi-annual project reports till March 2021	Y	Effectiveness, Efficiency
Beneficiary Verification Reports		N	
Donor specific reports	McGovern-Dole FY 17 Semi-annual project reports	Y	Effectiveness,
Output monitoring reports (if applicable)	- Quarterly and Monthly Monitoring Reports of RtR and RIC will be required. - Periodic Early Grade Reading Assessments conducted by RtR	Y	Effectiveness, Efficiency
Actual and Planned beneficiaries by activity and district/ location by year	Actual and Planned beneficiaries' location wise is not available, Actual and Planned beneficiaries' activity wise available.	Y	Effectiveness, Efficiency

Document Type	Comment / Titles & dates of documents received	Received - Y/N (N/A)	Link to Evaluation matrix
Male vs. Female beneficiaries by activity and district/ location by year	Will be required	N	
Beneficiaries by age group	Will be required	N	
Actual and Planned tonnage distributed by activity by year	FY2021- FY2023; Semi-annual report	Y	Effectiveness, Efficiency
Operational documents (if applicable)	Will be required	N	
Activity Guidelines	Will be required.	N	
Mission Reports		N	
Logistics capacity assessment		N	
Partners (if applicable)	Terms of Reference	Y	
Annual reports from cooperating partners	From RtR , RIC (Project completion report, if any)	Y	Effectiveness, Efficiency,
List of partners (Government, NGOs, UN agencies) by location/ activity/ role/ tonnage handled	List of partners has been provided in ToR. Relevant documents have been shared for their roles.	Y	Effectiveness,
Field level agreements (FLAs), Memorandum of Understanding (MOUs)	Roles and Responsibilities of various partners	Y	Effectiveness, Efficiency,
Cluster/ Coordination meetings (if applicable)		N/A	
Logistics/Food Security/nutrition cluster documents		N/A	
Evaluations/ Reviews	Assessment of reading and comprehension skills conducted by RtR will be required	N	Relevance, Effectiveness, Sustainability
Evaluations/ reviews of past or on-going operation	Baseline study, Mid Term Evaluation and Endline Evaluation Report for FY 17 project,	Y	Relevance, Effectiveness, Sustainability

Document Type	Comment / Titles & dates of documents received	Received - Y/N (N/A)	Link to Evaluation matrix
Resource mobilisation (if applicable)		Y	Efficiency, Effectiveness
Resource Situation	.	Y	Efficiency, Effectiveness
Contribution statistics by month		N/A	
Resource mobilization strategy	This will be required.	N	Efficiency, Effectiveness
NFRs Donor meetings		N	
Maps (if applicable)		Y	Relevance
Operational Map	BDCO McGovern-Dole Annual Work Plan FY2021	Y	Relevance
Logistics Map		N	
Food/Cash/voucher Distribution Location Map		N	
Food Security Map		N	
Other documents collected by the team (including external ones) (if applicable)	NPAN 2, Endline evaluation of Reading Outcomes in Government Primary Schools (USAID's Reading Enhancement for Advancing Development (READ) Activity	Y	Relevance
Templates		Y	
Work plans		Y	Effectiveness, Efficiency
Norms and standards		Y	

Annex 14: Role of Partners

Name	Category	Roles and responsibilities in the project
Ministry of Primary and Mass Education (MoPME); Directorate of Primary Education (DPE) 	Government agencies	- High-level support and approval authority for national-level activities. - Decision-making authority - Responsible for policy implementation - Management of project with adequate quality control measures by establishing a supply chain, food storage facilities, etc. - Establishing proper monitoring and reporting systems - Implementation of NSMP - Generating evidence on best practices during the implementation of National School Feeding Policy and Strategy - Inter-agency coordination - Overall supervision and guidance to DPE for national school feeding
Primary Education Office at district and sub-district levels	Government agency	- sub-recipients of the MoPME - Approval authority for district and sub-district level activities - Overseer of national and sub-national level activities - Performance monitoring of national and sub-national level school feeding. - Capacity development support
Room to Read 	Sub-recipient	- Improve teacher attendance. - Implement literacy activities in government primary schools in Ukhiya and Kutubdia - Reporting and documentation - Procure bookshelves for libraries for 709 government primary school classes. - Initiate Book Checkout Register, Supplementary Reading Material register, visitor Registrar to the schools - Distribute books to library (both RtR and purchased) and Book levelling sticker. - Conduct Library Rating System. RtR will introduce the rating tools, but rating conducted by YPSA/MA Literacy Facilitators - Lead teacher training on Bangla. - Lead training on Library Management for teachers, primary training institute and Upazila Resource Center - Conduct baseline and midline assessment on reading schools. - Lead ToT on introduction at Primary Training Institute and Upazila Resource Center - Lead Quarterly Project review meeting with sub-recipients (3 meetings); for key people from WFP to also attend at district level. - Lead Annual Progress Sharing Meeting with WFP and MA/YPSA for key people from WFP to also attend at district level. - Lead Progress Sharing Meeting with Government Officials twice a year in two Upazilas. - Lead Technical Review Meetings with Literacy Programme Officer Technical and Literacy Facilitators (literacy team) in two Upazilas

Name	Category	Roles and responsibilities in the project
Resource Integration Centre 	Sub-recipient	- Distribute food. - Implement complementary health and nutrition activities in the schools in Ukhiya and Kutubdia - Implement food safety and quality infrastructure. - Reporting and documentation - Support implementation and distribution of fortified biscuits to project schools. - Liaising with WFP on distribution of FAO designed health and hygiene posters (5 per school) - Liaise with Room to Read's Literacy Project Officer on the implementation and facilitation of trainings, distribution of materials. - Identify any potential issues with project implementation and communicate such issues with WFP. - Participate, facilitate and encourage active engagement in project launch, distribution of project materials (books, pens, backpacks, library shelves) at the school level. - Support student tracking on library usage for grades 1 and 2. - Creating literate environment in the school in grade 1 and 2 (budget classroom wise). This involves. - o classroom coloring and decoration - o setting display board (for display of students' work) - o providing wall clock - o displaying materials (grade specific posters on rhymes and poems etc.) on as needed basis. - Initiate wall magazine development – once a year, school based; once a year, Upazila level - Initiate wall magazine competition - Initiate Upazila based recognition event for school teachers, SMCs. - Organize Community Mobilizer orientations. - Provide WFP with monitoring data such as amount of food distributed, average student attendance, and number of latrines and water systems rehabilitated
UN Food and Agriculture Organization, DAE, BIRTAN	Sub-recipient	- Form smallholder farmer groups in school catchment areas and improve their capacity; provide training, create integrated agricultural practices, establish market linkages and provide necessary inputs. - Strengthening the capacity of and train local women growers on integrated agriculture and nutrition in order to improve market linkages, support the institutionalization of the school meal programme. - Providing yearly training to cooks, develop materials on healthy dietary behavior, balanced diets and the nutritional value of locally available food, and use the materials to orient children and parents on healthy dietary practices.

Annex 15: Team Matrix

Name of Expert	Proposed Role	Years of experience	Nationality	Educational background	Specialist areas of knowledge	Task Assigned
Rahul Agrawal	Team Leader	23 Years	Indian	• M.B.A, FORE School of Management, New Delhi (2001) • Bachelors in Electronics from Devi Ahilya University, Indore, India (1999)	• Evaluation studies on Nutrition, Education and Child right, WaSH programme and approaches. • Institutional Design, Programme Implementation Arrangements, and evaluation of outcomes of project activities • Training and Capacity Needs Assessment; Methodologies for designing capacity building strategy. • Developing Logical Frameworks and Theory of Change • Developing programme evaluation frameworks; Designing, planning, organising and conducting participatory research and evaluation • Research and Project Management, with focus on access to education,	• Responsible for providing technical inputs on the research design, research tools, analytical framework, sampling design and reports. • Support development of evaluation methodology • Bring in insight of Bangladesh socio-political and institutional context in terms of Nutrition, Education, Agro-economy and Gender. • Overall project backstopping and coordination of assignment including

Name of Expert	Proposed Role	Years of experience	Nationality	Educational background	Specialist areas of knowledge	Task Assigned
					public health care services, access to public entitlements and gender issues. • Technical and social assessment of Efficacy and Efficiency of programs through process and outcome evaluation • Multilateral and Bilateral Assessment Frameworks (UNICEF, WFP, UN Women the World Bank, JICA) using OECD-DAC • Assessment and Design of last mile delivery of services for poor and vulnerable communities, particularly for health and nutrition services, enabling access to social protection. • Research and Project Management experience in projects on thematic areas of health and nutrition, WaSH, education, child rights, gender, social security, social inclusion and	interaction with client. • Coordination with WFP Evaluation manager • Quality assurance of deliverables • Data analysis using the gender and equity lens. • Oversee quality of data and deliverables • Report writing and presentation. • Use academic and practitioners' perspective to add quality inputs to the data analysis, inception and evaluation reports

Name of Expert	Proposed Role	Years of experience	Nationality	Educational background	Specialist areas of knowledge	Task Assigned
					governance especially for vulnerable groups in humanitarian and development contexts	

Name of Expert	Proposed Role	Years of experience	Nationality	Educational background	Specialist areas of knowledge	Task Assigned
Ashish Sinha	Co-Team Leader	20+ years	Indian	• Masters in Management studies, School of Management Studies, Motilal Nehru National Institute of Technology (formerly MNREC) Allahabad, 2001 • Bachelor of Science, Kurukshetra University, 1998	• Design, conceptualization, implementation and analysis of the Results Monitoring and Evaluation (RM&E) plans for programs. • Conducted market research. • Research and MEL experience in projects on thematic areas of health and nutrition, WaSH, Skill development, gender, social security, social inclusion and governance especially for vulnerable groups in humanitarian and development contexts. • Developing Logical Frameworks and Theory of Change • Developing programme evaluation frameworks. • Designing, planning, organising and conducting participatory research and evaluation • Documentation of learning and outcomes • Large scale data	• Development of conceptual framework and evaluation design • Technical inputs on research design, development of research/data collection tools and conceptual framework, sampling design, analysis of data • Conduct key informant interviews and FGDs at central and regional level. • Quality and confidentiality assurance • Preparation of inception, draft and final report

Name of Expert	Proposed Role	Years of experience	Nationality	Educational background	Specialist areas of knowledge	Task Assigned
					management, statistical analysis of impact and programme evaluations • Using various research designs, including experimental, quasi experimental, longitudinal to assess effectiveness and impact of Programmes. • Developing robust sampling designs, and Development of data management and analysis plan • Using quantitative & qualitative techniques of data collection and advanced methods of data analysis, using SPSS and STATA • Client Management; Technical Backstopping • Experience of projects with WFP, UNICEF, USAID	

Name of Expert	Proposed Role	Years of experience	Nationality	Educational background	Specialist areas of knowledge	Task Assigned
Aali Sinha	Team Member	15+ years	Indian	• Masters in Sociology, Delhi School of Economics, University of Delhi, 2002 • Bachelor of Arts, Hindu College, University of Delhi, 2000	• Technical proposal/concept note, budgeting, Mixed Method Research, Quantitative and Qualitative Research, • Expertise in programme management, delivering through the entire lifecycle of ideation, Monitoring and Evaluation, planning, execution, and delivery, • Demonstrated ability to work with a diverse network of stakeholders including Central and State governments, UN Agencies, academic institutions, CSOs, philanthropies, subject matter experts, and media persons. • Hands-on field experience working in public health, nutrition, sanitation, education, governance, livelihoods & poverty with a focus on implementing design and technology innovations to boost uptake of services.	• Desk review. • Finalization of qualitative guides and research instruments • Conducting key informant interviews at National Level • Qualitative Data analysis • Preparation of inception, draft and final report. • Ensuring the analytical frameworks and gender responsive • Ensuring gender responsive methods and frameworks used throughout the evaluation process.

Name of Expert	Proposed Role	Years of experience	Nationality	Educational background	Specialist areas of knowledge	Task Assigned
					Quality assurance, client interaction and stakeholder engagement • Carrying out exploratory and formative research to unearth prevalent social norms and the broad ideas that shape one's collective and individual identities. • Designing and implementing Periodic Monitoring, Assessments and Impact Evaluations. • Designing and developing pilots and their sustainable scale-up, • Using various research designs, including experimental, quasi experimental, longitudinal and applying theoretical frameworks to assess effectiveness and impact of Programmes	
Siya R	Team Member	5+ years	Indian	• Master of Arts – Equity and Justice for Children and Families, Tata	• Primary and secondary research, Mixed methods research, Data management and	• Desk review of programme documents and Literature Review

Name of Expert	Proposed Role	Years of experience	Nationality	Educational background	Specialist areas of knowledge	Task Assigned
				Institute of Social Sciences, Mumbai, 2019 Bachelor of Computer Applications, Bharathiar University, 2015	analysis, Community Engagement, Documentation, Sampling, Designing of survey tools, Project Management and Monitoring and Evaluation - Health and Nutrition, Gender and Sexuality, Social Accountability, Urban Poverty, Communal relations, Urban and rural governance, Informal work, social policies - Understanding of Global Evaluation Reports Oversight System (GEROS), United Nations Evaluation Group (UNEG) Norms & Standards and ethical guidelines	- Preparation of research tools and manuals - Assistance in data management and analysis - Documentation of Success Stories - Data analysis - Documentation and Report Writing for Inception and Final Reports
Jahnvi Shah	Team Member	10+ years	Indian	- LL.B, Intellectual Property Law, Mitibhai College - Masters in Biotechnology, Dayananda Sagar College, Bangalore University - Bachelors in	Primary and secondary research, Mixed methods research, Data management and analysis, Community Engagement, Documentation, Sampling, Designing of survey tools, Project	- Desk review of programme documents and Literature Review - Preparation of research tools and manuals

Name of Expert	Proposed Role	Years of experience	Nationality	Educational background	Specialist areas of knowledge	Task Assigned
				Microbiology, Mitibai College of Arts	Management and Monitoring and Evaluation • Health and Nutrition, Gender and Sexuality, Social Accountability, Urban Poverty, Communal relations, Urban and rural governance, Informal work, social policies • Understanding of Global Evaluation Reports Oversight System (GEROS), United Nations Evaluation Group (UNEG) Norms & Standards and ethical guidelines	• Assistance in data management and analysis • Documentation of Success Stories • Data analysis • Documentation and Report Writing for Inception and Final Reports

Annex 16: Comparative Table on Evaluation Question Revision

	As per the Terms of Reference		Revised Evaluation Questions – Endline Evaluation
#	Key Questions-Baseline Study	Key Questions- Endline Evaluation	
	Relevance		
1.	To what extent is the programme aligned to Government national and sectorial level policies and plans at the time of design? To what extent (if any) does the project complement other government and donor-funded initiatives? Is there any change in the readiness of the Government to move forward with these plans due to the COVID pandemic?	To what extent was the programme aligned to Government national and sectorial level policies and plans over the project timeframe? To what extent (if any) does the project complement other government and donor-funded initiatives? To what extent have these complementarities contributed to strengthening the project relevance?	To what extent did the programme remain aligned with national and sectorial policies and plans, including those related to GEWE, over the project time frame?
2.	To what extent does the project design address the needs of the Government with regards to transition to fully nationally owned school feeding programme (against the five policy goals/ pathways17)? (programme components mentioned in point 18, on page 6 of the TOR)	Were all activities completed as planned and if not, what are the reasons for the underachievement?	Why did the GoB discontinue the planned hot meal transition for the National School Feeding programme? What the change was and how it was implemented by the GoB? How well did the project adapt and respond to this in terms of implementation and advocacy to remain relevant?

	As per the Terms of Reference		Revised Evaluation Questions – Endline Evaluation
#	Key Questions-Baseline Study	Key Questions- Endline Evaluation	
3.	To what extent the package of technical assistance activities/measures planned as part of the programme have been based on capacity needs assessment (focused on the Government's capacity to transition towards national ownership of the school feeding programme against the five policy goals/pathways)? (programme components mentioned in point 18, on page 6 of the TOR). Have the capacity needs changed as a result of the COVID pandemic?	To what extent has the project addressed the needs of the Government with regards to transition to a fully nationally owned school feeding programme (against the five policy goals/ pathways)?	To what extent did the project realign with evolving government needs and changing contexts, including capacity strengthening, such as during the COVID-19 pandemic and the transition to a nationally owned school feeding programme? How were project activities adjusted to address emerging capacity strengthening (against the five WFP CCS/SABER policy goals/pathways)? What were efforts for capacity development on GEWE?
5.	To what extent are local-level stakeholders and governance structures ready to transition from biscuits distribution to school meals? What needs to improve in how these entities work with each other to bring the most successful and effective school meal programme? (Learning Agenda question)	How did children/parents/ teachers perceive the transition to hot meals?	<i>[Revised to capture perception related to relevance of SFP in addressing their needs.]</i> How did the children/parents/ teachers perceive the relevance of SFP activities in terms of addressing their needs? Do they perceive that the activities can promote gender equality and social inclusion? Is there a difference in perception between boys and girls, men and women?
6.	What new factors influencing School Feeding have come into play as a result of the COVID 19 pandemic? What is the influence of these factors on the	To what extent was the provision of hot meals adapted to the local context?	<i>Not relevant, question dropped.</i> Covered in EQ2 & EQ3. both EQ2 and EQ3 look at how the project realigned and adapted to respond to this change to

	As per the Terms of Reference		Revised Evaluation Questions – Endline Evaluation
#	Key Questions-Baseline Study	Key Questions- Endline Evaluation	
	programme's planned approaches? What is the impact of COVID 19 on anticipated project outcomes with specific reference to impact of COVID 19 on school children's return to school and contribution to achievement of project outcomes?		ensure implementation remains relevant (EQ2) and evolving government needs are sufficiently addressed (EQ3).
7.		To what extent did the national and local-level stakeholders and governance structures implement the school meal programme? (Learning Agenda question)	<i>Taken under effectiveness section</i>
	Coherence		
			To what extent did the project complement other government and donor-funded initiatives? To what extent have these complementarities contributed to strengthening the project relevance?
	Effectiveness		
8.	To what extent are the national and local-level structures in place adequate to successfully deliver a school meal programme, in an efficient and	To what extent did the intervention deliver the expected results and outcomes? (by gender where applicable) and by type of activity?	To what extent did the intervention deliver the expected results and outcomes (by gender where applicable and by type of activity including capacity

	As per the Terms of Reference		Revised Evaluation Questions – Endline Evaluation
#	Key Questions-Baseline Study	Key Questions- Endline Evaluation	
	effective manner? (Learning Agenda question)		strengthening activities)? What are the factors behind areas of achievement or underachievement? To what extent were the findings from the baseline addressed and how did this impact the programme effectiveness towards the end of the project?
9.	What additional measures/adjustments to the project design, if any, should be undertaken in the early stages of intervention to enhance the efficiency of the intervention?	To what extent can observed changes be attributed to the intervention (e.g. in education, food safety and quality, strengthened national and local capacity or links between school feeding and local production, etc) What was the influence of other factors?	What is the level of attribution to the project of observed changes (by gender and vulnerable social groups where applicable) in aspects related to education, the use of health and dietary practices, and capacity strengthening at schools-level, as well as the links between school feeding and local production (if any)? On indicators where attribution cannot be clearly established, what is the assessment of the contribution that the project has made to the observed changes. On indicators where attribution cannot be clearly established, what is the assessment of the contribution that the project has made to the observed changes.
10.		What was the impact of COVID19 on anticipated project outcomes with specific reference to impact	What was the impact of COVID-19 on anticipated project outcomes, specifically

	As per the Terms of Reference		Revised Evaluation Questions – Endline Evaluation
#	Key Questions-Baseline Study	Key Questions- Endline Evaluation	
		of COVID 19 on school children's return to school and contribution to achievement of project outcomes?	with reference to the impact of COVID-19 on school children's return to school and their contribution to the achievement of project outcomes?
11.		What were the features of the School Feeding Programme and context that were key/ crucial to the achievement/ non-achievement of results?	What were the key features and components of the School Feeding Programme (SFP) that were crucial to the achievement or non-achievement of results? Specifically, how did each project activity, such as local production and food safety, contribute to the success or failure of the project, particularly in cases where these activities were not implemented?
12.		To what extent were the findings from the baseline addressed and impacted the programme effectiveness towards the end of the programme?	<i>[Included in the first question on effectiveness. This eliminates duplication and focuses on the programme's overall effectiveness, including consideration of baseline findings during implementation.]</i>
13.		To what extent did the transition from biscuits to hot meals happen according to expectations? Have there been any unintended outcomes? And if yes, what were they?	How do the children/parents/ teachers perceive the effectiveness of SFP affected considering the GoB's decision to not proceed with provisioning of hot school meals? Is there a difference in perception between boys and girls, men

	As per the Terms of Reference		Revised Evaluation Questions – Endline Evaluation
#	Key Questions-Baseline Study	Key Questions- Endline Evaluation	
			and women?
14.		To what extent monitoring and Beneficiary/ Stakeholder Complaint and Feedback mechanisms been utilized for SFP	To what extent were the monitoring mechanisms, including stakeholder feedback, utilized for the School Feeding Programme?
15			To what extent was WFP's approach to capacity-strengthening activities efficient in assisting national and local-level stakeholders and governance structures in effectively and efficiently implementing the school feeding project? Additionally, how did these activities impact Gender Equality and Women's Empowerment (GEWE) within the project?
	Efficiency		
16.		What was the efficiency of the project, in terms of costs of biscuits distribution, timeliness of distribution, and cost of biscuit per child? What factors influenced the cost efficiency of the project?	What was the efficiency of the project regarding the costs and timeliness of biscuit distribution and the cost per biscuit per child? What factors influenced the cost efficiency of the project?

	As per the Terms of Reference		Revised Evaluation Questions – Endline Evaluation
#	Key Questions-Baseline Study	Key Questions- Endline Evaluation	
17.		Were the activities implemented in line with the project implementation plan and in a timely manner? (project cycle steps and specific delivery aspects, including programme delivery, logistics and M&E arrangements)? What factors impacted the delivery process (cost factors, WFP and partners' performance, external factors)?	Were the activities implemented in line with the project implementation plan and in a timely manner, including adherence to project cycle steps and specific delivery aspects such as project delivery, logistics, and M&E arrangements? What factors impacted the delivery process, including cost factors, WFP and partners' performance, and external factors?
18.		To what extent were the national and local-level structures successful in transitioning from biscuits to school meals and in delivering a school meal programme in an efficient and effective manner? (Learning Agenda question corrective measures as well as for WFP's learning agenda?	<i>EQ has been moved to effectiveness section in consultation with the WFP RRB & CO.</i>
19.		Have findings of the baseline evaluation been addressed and contributed to the enhancement of the project efficiency?	<i>Suggest Omission has covered in the first question under effectiveness.</i>
	Impact		
20.		To what extent did literacy and health and dietary practices of (beneficiary group) improve?	To what extent did literacy and health and dietary practices of beneficiary groups (by gender) improve?

	As per the Terms of Reference		Revised Evaluation Questions – Endline Evaluation
#	Key Questions-Baseline Study	Key Questions- Endline Evaluation	
21		What intended and unintended impact has the intervention had on the beneficiaries, stakeholders, and national capacity (including frameworks, systems, tools, and institutional capacity; where possible, by levels)?	What intended and unintended impacts has the intervention made on beneficiaries and stakeholders (by gender and vulnerable groups)?
22.		What internal factors led to the impact (factors within WFP's control): the processes, systems and tools in place to support the operation design, implementation, monitoring and evaluation and reporting; the governance structure and institutional arrangements (including issues related to staffing, capacity and technical backstopping from RB/HQ); and internal partnership and coordination approaches and arrangements; etc.?	What internal factors within WFP's control led to the impact, including processes, systems, and tools supporting operation design, implementation, monitoring, evaluation, and reporting; governance structure and institutional arrangements (such as staffing, capacity, and technical backstopping from RB/HQ); and internal partnership and coordination approaches?
23.		What external factors led to the impact (factors outside WFP's control): the external operating environment, the funding climate, external incentives and pressures)	What were the internal and external enablers and barriers to the desired impact, and how did these factors influence the outcomes related to Gender Equality and Women's Empowerment (GEWE)?
	Sustainability		
24.	To what extent are the financial and	To what extent are the financial and programme	To what extent were the financial and

#	As per the Terms of Reference		Revised Evaluation Questions – Endline Evaluation
	Key Questions-Baseline Study	Key Questions- Endline Evaluation	
	programme implementation responsibilities clear for a transition of the WFP school feeding project to national school feeding ownership ¹²⁹	implementation responsibilities clear and in place for a transition of the WFP school feeding project to national school feeding ownership?	project implementation responsibilities clear and in place for the government to take ownership of the School Feeding Programme (SFP)?
25.	Have criteria for successful (minimum) handover been defined and established with the Government at the start of the intervention (to allow for comparison at the end of the intervention? What activities/measures need to be considered in the handover process to contribute to its success?	To what extent was the intervention implemented in line with the handover plan?	Was the project sustainability/handover plan prepared? To what extent were the interventions in line with the plan?
26.	To what extent handover (transition plan, if available) reflects the measures aimed at institutionalization of the measures planned as part of the technical assistance to the Government that is expected to support the sustainability of the intervention (including policy work, support to systems, institutional capacity etc)? What adjustments to the handover plan/strategy need to be made before the end of the intervention to ensure successful handover to the Government	To what extent has the package of technical assistance activities and measures undertaken during the project duration been institutionalized into the Government's policies, strategies and systems and was likely to support the sustainability of the intervention (including policy work, support to systems, institutional capacity etc)?	To what extent was the package of technical assistance activities and measures undertaken during the project duration institutionalized into the Government's policies, strategies, and systems, and is likely to support the sustainability of the intervention (including policy work, support to systems, institutional capacity, etc.)? Are the national and local-level governance structures adequate to ensure the sustainability of the school meal

¹²⁹ Viewed from the perspective of national and local levels, communities and other partners for all project components (for both models, literacy, links to local farmers, WaSH and hygiene, food safety and quality, capacity strengthening).

#	As per the Terms of Reference		Revised Evaluation Questions – Endline Evaluation
	Key Questions-Baseline Study	Key Questions- Endline Evaluation	
	and stakeholders?		programme beyond 2023? (Learning Agenda question)
27.	To what extent the intervention is planning to engage Government and local communities (PTAs, farmers etc) towards school feeding and education activities? What is the engagement level of these stakeholders in the schools at the start of the intervention? Has the role of the communities and local stakeholders been institutionalized/is planned to be institutionalized (within Government's policy, strategy and/or systems levels)?	What progress has been made since the project design stage (through strategic engagement, advocacy and other efforts with Government and relevant stakeholders) in supporting financial sustainability of the SFP beyond WFP's intervention (national budget for SFP and other funding sources)?	<i>[Repetition, would be covered in previous questions.]</i>
28.		To what extent the intervention has been successful in engaging Government and local communities (PTAs, farmers groups, etc) towards school feeding and education activities? What was the engagement level of these stakeholders in the schools? Has the role of the communities and local stakeholders been institutionalized (as the Government policy, strategy and/or systems levels)?	To what extent was the intervention successful in engaging with the local communities (PTAs, farmers groups, etc.) towards school feeding and education activities? What was the engagement level of these stakeholders in the schools? Has the role of the communities and local stakeholders been institutionalized (as the Government policy, strategy, and/or systems levels)?
29.	To what extent are the national and local-	To what extent are the benefits of the operation likely	To what extent are the benefits of the

	As per the Terms of Reference		Revised Evaluation Questions – Endline Evaluation
#	Key Questions-Baseline Study	Key Questions- Endline Evaluation	
	level structures adequate to ensure a sustainable transition from biscuit distributions to school meals within the programme period? (Learning Agenda question)	to continue beyond WFP's intervention for the targeted beneficiaries (by models and by specific intervention components) beyond WFP intervention and in line with Government guidelines/standards? How WaSH/hygiene aspects will be maintained/addressed, etc)?	operation likely to continue beyond WFP's intervention for the targeted beneficiaries (by models and by specific intervention components) beyond WFP intervention and in line with Government guidelines/standards? How WaSH/hygiene aspects would be maintained/addressed, etc.)?
30.	What priority areas should WFP focus on to ensure the sustainability of the programme beyond the handover in 2023 and operationalization of the 2019 Government's School Feeding policy?	How effective has the handover process been so far?	<i>[Question dropped as covered in previous question.]</i>
31.		Are the national and local-level governance structures adequate to ensure the sustainability of the school meal programme beyond 2023? (Learning Agenda question)	<i>[Question dropped as covered in previous question]</i>
	General		
32.	Are there any recommendations for adjustments to improve the project's relevance, efficiency, effectiveness, impact, and/or sustainability?	What are lessons learned from the project?	What are the lessons learned from the project? Specifically, in the context of the hot meal transition not being taken up by the Government of Bangladesh, what were the different options available to

#	As per the Terms of Reference		Revised Evaluation Questions – Endline Evaluation
	Key Questions-Baseline Study	Key Questions- Endline Evaluation	
			WFP, given the centrality of hot meals?
33.		How can WFP improve future programming, in the context of these lessons learned?	How can WFP improve future programming, in the context of these lessons learned?

Annex 17: Training Schedule of the Data Collection Team

Training of Field Personnel (Quantitative) On

End-Term Evaluation of WFP School-Feeding USDA Mc Govern Dole Award for FY 2020-2023 in Bangladesh.

Date: 13-15 September 2024

Venue: Global Training Center – Ukhia (Google Map: )

Training and Field Practice Schedule

Day 1: 13 September 2024 (Friday)	
Time	Topic
09:00 am-10:00 am	Registration
10:00 am-10:30 am	Welcome speech and inauguration
10:30 am-11:00 am	Background, Objectives of the Study
11:00 am-11:15 pm	Tea Break
11:15 am-12:00 pm	Introduction of Participants & Introducing the Data Collection Instruments
12:00 pm-01:00 pm	Screening of Respondent and Selection of School
01:00 pm-02:00 pm	Lunch & Prayer
02:00 pm-04:00 pm	Data Collection Instruments (DCI) Briefing
04:00 pm-04:15 pm	Tea Break
04:15 pm-05:00 pm	Data Collection Instruments (DCI) Briefing

Day 2: 14 September 2024 (Saturday)	
Time	Topic
09:00 am-11:30 am	DCI Briefing
11:30 am-11:45 pm	Tea Break
11:45 am-01:00 pm	Q/A session of DCI
01:00 pm-02:00 pm	Lunch & Prayer
03:00 pm-04:00 pm	EGRA Assessment
04:00 pm-04:15 pm	Tea Break
04:15 pm-05:00 pm	Mock Session

Day 3: 15 September 2024 (Sunday)-Field Practise

Team-A: Ukhiya, Team-B: Kutubdia, Team-C: Ramu	
Time	Topic
09:00 am - 09:30 am	Arrival at Field Locations and Preparation
09:30 am - 11:00 am	Conducting Interviews in Schools
11:00 am - 11:15 am	Tea Break
11:15 am - 01:00 pm	Data Collection in Schools
01:00 pm - 02:00 pm	Lunch & Prayer
02:00 pm - 03:30 pm	Discussion and question answer on Data Collection in Schools
03:30 pm - 03:45 pm	Tea Break
03:45 pm - 04:30 pm	Distributing logistics
04:30 pm - 05:00 pm	Wrap-up (instructions on 'DOs' and DON'Ts" during survey) and Discussion with feedback

Training of Field Personnel (Qualitative) On

End-Term Evaluation of WFP School-Feeding USDA Mc Govern Dole Award for FY 2020-2023 in Bangladesh.

Date: 13-15 September 2024

Venue: Global Training Center – Ukhia (Google Map: )

Training and Field Practise Schedule

Day 1: 13 September 2024 (Friday)	
Time	Topic
09:00 am-10:00 am	Registration
10:00 am-10:30 am	Welcome speech and inauguration
10:30 am-11:00 am	Background, Objectives of the Study
11:00 am-11:15 pm	Tea Break
11:15 am-12:00 pm	Introduction of Participants & Introducing the Data Collection Instruments
12:00 pm-01:00 pm	Screening of Respondent
01:00 pm-02:00 pm	Lunch & Prayer
02:00 pm-04:00 pm	Data Collection Instruments (DCI) Briefing
04:00 pm-04:15 pm	Tea Break
04:15 pm-05:00 pm	Data Collection Instruments (DCI) Briefing

Day 2: 14 September 2024 (Saturday)	
Time	Topic
09:00 am-11:30 am	Data Collection Instruments (DCI) Briefing
11:30 am-11:45 pm	Tea Break
11:45 am-01:00 pm	Q/A session of DCI
01:00 pm-02:00 pm	Lunch & Prayer
03:00 pm-04:00 pm	Mock Session
04:00 pm-04:15 pm	Tea Break
04:15 pm-05:00 pm	Mock Session

Day 3: 15 September 2024 (Sunday)-Field Practise	
Team-A: Ukhia, Team-B: Kutubdia, Team-C: Ramu	
Time	Topic
09:00 am - 09:30 am	Arrival at Field Locations and Preparation
09:30 am - 11:00 am	Qualitative Studies in Schools/with Parents
11:00 am - 11:15 am	Tea Break

11:15 am - 01:00 pm	Qualitative Studies in Schools/with Parents
01:00 pm - 02:00 pm	Lunch & Prayer
02:00 pm - 03:30 pm	Qualitative Studies in Schools/with Parents
03:30 pm - 03:45 pm	Tea Break
03:45 pm - 04:30 pm	Qualitative Studies in Schools/with Parents
04:30 pm - 05:00 pm	Wrap-up and Discussion with feedback

Annex 18: Conflict of Interest Declarations – ET Members

Rahul Agrawal (Team Leader till 31st March 2025)

DISCLOSURE OF CONFLICT OF INTEREST MADE BY EVALUATION TEAM MEMBERS

I, the undersigned, Rahul Agrawal, member of the evaluation team of Intellectap Advisory Services Pvt Ltd, contracted for carrying out the following services: Endline Evaluation USDA McGovern Dole International Food for Education and Child Nutrition Project in Bangladesh FY 2020-2024, reference number DE/BDCO/2021/019, confirm, to the best of my knowledge, that I:

- Rahul Agrawal has no conflict of interest in connection with this evaluation process; I am not involved in any activities, nor do I have any relationships that would affect, impair, or influence my ability to perform evaluation duties impartially and objectively.

I understand that I have an ongoing obligation to disclose to WFP, without any delay, any situation that may constitute a conflict of interest.

I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information, and to disqualify myself from this evaluation or to terminate the awarded contract if Intellectap Advisory Services Pvt Ltd is found to have a conflict of interest.

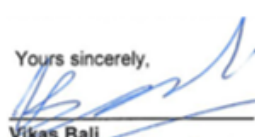
Company seal and signature:

Title: Rahul Agrawal

Date: 31st March 2025

Signature: 

Supplier's corporate stamp

Yours sincerely,

Vikas Bali
CEO, Intellectap Advisory Services Pvt. Ltd. (Intellectap)



Shailesh Nagar (Team Leader from 1st April 2025)

DISCLOSURE OF CONFLICT OF INTEREST MADE BY EVALUATION TEAM MEMBERS

I, the undersigned, Shailesh Nagar, member of the evaluation team of Intellecapt Advisory Services Pvt Ltd, contracted for carrying out the following services: Endline Evaluation USDA McGovern Dole International Food for Education and Child Nutrition Project in Bangladesh FY 2020-2024, reference number DE/BDCO/2021/019, confirm, to the best of my knowledge, that I:

- Shailesh Nagar has no conflict of interest in connection with this evaluation process; I am not involved in any activities, nor do I have any relationships that would affect, impair, or influence my ability to perform evaluation duties impartially and objectively.

I understand that I have an ongoing obligation to disclose to WFP, without any delay, any situation that may constitute a conflict of interest.

I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information, and to disqualify myself from this evaluation or to terminate the awarded contract if Intellecapt Advisory Services Pvt Ltd is found to have a conflict of interest.

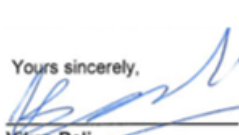
Company seal and signature:

Title: Shailesh Nagar

Date: 30th July 2025

Signature: 

Supplier's corporate stamp

Yours sincerely,

Vikas Bali
CEO, Intellecapt Advisory Services Pvt. Ltd. (Intellecapt)


Ashish Sinha (Co-Team Leader till 27th June)

DISCLOSURE OF CONFLICT OF INTEREST MADE BY EVALUATION TEAM MEMBERS

I, the undersigned, Ashish Sinha, member of the evaluation team of Intellectap Advisory Services Pvt Ltd, contracted for carrying out the following services: Endline Evaluation USDA McGovern Dole International Food for Education and Child Nutrition Project in Bangladesh FY 2020-2024, reference number DE/BDCO/2021/019, confirm, to the best of my knowledge, that I:

- Ashish Sinha has no conflict of interest in connection with this evaluation process; I am not involved in any activities, nor do I have any relationships that would affect, impair, or influence my ability to perform evaluation duties impartially and objectively.

I understand that I have an ongoing obligation to disclose to WFP, without any delay, any situation that may constitute a conflict of interest.

I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information, and to disqualify myself from this evaluation or to terminate the awarded contract if Intellectap Advisory Services Pvt Ltd is found to have a conflict of interest.

Company seal and signature:

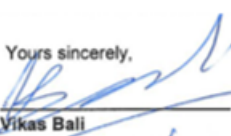
Title: Ashish Sinha

Date: 27th June 2025

Signature:



Supplier's corporate stamp

Yours sincerely,

Vikas Bali
CEO, Intellectap Advisory Services Pvt. Ltd. (Intellectap)



Aali Sinha (Team Member)

DISCLOSURE OF CONFLICT OF INTEREST MADE BY EVALUATION TEAM MEMBERS

I, the undersigned, Aali Sinha, member of the evaluation team of Intellecapt Advisory Services Pvt Ltd, contracted for carrying out the following services: Endline Evaluation USDA McGovern Dole International Food for Education and Child Nutrition Project in Bangladesh FY 2020-2024, reference number DE/BDCO/2021/019, confirm, to the best of my knowledge, that I:

- Aali Sinha has no conflict of interest in connection with this evaluation process; I am not involved in any activities, nor do I have any relationships that would affect, impair, or influence my ability to perform evaluation duties impartially and objectively.

I understand that I have an ongoing obligation to disclose to WFP, without any delay, any situation that may constitute a conflict of interest.

I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information, and to disqualify myself from this evaluation or to terminate the awarded contract if Intellecapt Advisory Services Pvt Ltd is found to have a conflict of interest.

Company seal and signature:

Title: Aali Sinha

Date: 30th July 2025

Signature:

Supplier's corporate stamp

Yours sincerely,

Vikas Bali

CEO, Intellecapt Advisory Services Pvt. Ltd. (Intellecapt)



Siya R (Team Member)

DISCLOSURE OF CONFLICT OF INTEREST MADE BY EVALUATION TEAM MEMBERS

I, the undersigned, Siya R, member of the evaluation team of Intellecapt Advisory Services Pvt Ltd, contracted for carrying out the following services: Endline Evaluation USDA McGovern Dole International Food for Education and Child Nutrition Project in Bangladesh FY 2020-2024, reference number DE/BDCO/2021/019, confirm, to the best of my knowledge, that I:

- Siya R has no conflict of interest in connection with this evaluation process; I am not involved in any activities, nor do I have any relationships that would affect, impair, or influence my ability to perform evaluation duties impartially and objectively.

I understand that I have an ongoing obligation to disclose to WFP, without any delay, any situation that may constitute a conflict of interest.

I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information, and to disqualify myself from this evaluation or to terminate the awarded contract if Intellecapt Advisory Services Pvt Ltd is found to have a conflict of interest.

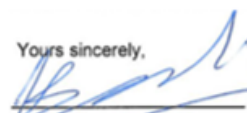
Company seal and signature:

Title: Siya R

Date: 30th July 2025

Signature: 

Supplier's corporate stamp

Yours sincerely,

Vikas Bali
CEO, Intellecapt Advisory Services Pvt. Ltd. (Intellecapt)


Jahnvi Shah (Team Member)

DISCLOSURE OF CONFLICT OF INTEREST MADE BY EVALUATION TEAM MEMBERS

I, the undersigned, Jahnvi Shah, member of the evaluation team of Intellecap Advisory Services Pvt Ltd, contracted for carrying out the following services: Endline Evaluation USDA McGovern Dole International Food for Education and Child Nutrition Project in Bangladesh FY 2020-2024, reference number DE/BDCO/2021/019, confirm, to the best of my knowledge, that I:

- Jahnvi Shah has no conflict of interest in connection with this evaluation process; I am not involved in any activities, nor do I have any relationships that would affect, impair, or influence my ability to perform evaluation duties impartially and objectively.

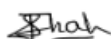
I understand that I have an ongoing obligation to disclose to WFP, without any delay, any situation that may constitute a conflict of interest.

I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information, and to disqualify myself from this evaluation or to terminate the awarded contract if Intellecap Advisory Services Pvt Ltd is found to have a conflict of interest.

Company seal and signature:

Title: Jahnvi Shah

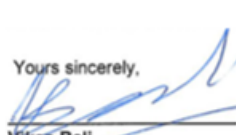
Date: 30th July 2025



Signature:

Supplier's corporate stamp

Yours sincerely,



Vikas Bali

CEO, Intellecap Advisory Services Pvt. Ltd. (an Intellecap)



Annex 19: List of Acronyms

AUEOs	Assistant Upazila Education Officers
ASEAN	Association of Southeast Asian Nations
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BDT	Bangladeshi Taka
BIMSTEC	Bay of Bengal Initiative for Multi-Sectoral Technical and Economic Cooperation
BIRTAN	Bangladesh Institute of Research, Training and Applied Nutrition
BNNC	Bangladesh National Nutrition Council
BRAC	Bangladesh Rural Advancement Committee
CAMPE	Campaign for Popular Education
COVID-19	Coronavirus Disease
CPD	Continuing Professional Development
CRF	Community Reading Forum
CSP	Country Specific Plan
CWW	Children Without Worms
DAC	Development Assistance Committee
DAE	Directorate of Agriculture Extension
DDS	Dietary Diversity Score
DEQAS	Decentralized Evaluation Quality Assurance System
DGHS	Directorate General of Health Services
DHS	Demography and Health Survey
DID	Difference-in-Difference
DPE	Directorate of Primary Education
DPed	Diploma in Primary Education
DPEOs	District Primary Education Officers
DPHE	Department of Public Health and Engineering
DPP	Detailed Project Proposal
DRR	Disaster Risk Reduction
ECD	Early Childhood Development
EGRA	Early Grade Reading Assessment
EiE	Education in Emergency
ET	Evaluation Team
EQ/s	Evaluation Question/s
EQAS	Evaluation Quality Assurance System
FAS	Foreign Agricultural Service
FAO	Food and Agriculture Organisation
FGD	Focus Group Discussion
FM	Field Monitor
FY	Five Year
FYP	Five Year Plan
GAIN	Global Alliance for Improved Nutrition
GDI	Gender Development Index
GDP	Gross Domestic Product

GEWE	Gender Equality and Women's Empowerment
GHI	Global Hunger Index
GNI	Gross National Index
GoB	Government of Bangladesh
GPS	Government Primary School
HDI	Human Development Index
HDR	Human Development Report
HDRC	Human Development Research Centre
HGSF	Home Grown School Feeding
HNP	Health, Nutrition and Population
IDI	In-Depth Interviews
IFAD	International Fund for Agricultural Development
ILO	International Labour Organisation
IR	Inception Report
J-MSNA	Joint Multi-Sector Needs Assessment
JRP	Joint Response Plan
KIIs	Key Informant Interviews
LF	Literacy Facilitators
LGD	Local Government Division
LPO	Literacy Program Officers
LRP	Local and Regional Food Procurement
M&E	Monitoring and Evaluation
MGD	Mc Govern-Dole
MGD SO	Mc Govern-Dole Strategic Objective
MIS	Management Information System
MoA	Ministry of Agriculture
MoHFW	Ministry of Health and Family Welfare
MoPME	Ministry of Primary and Mass Education
MPI	Multidimensional Poverty Index
NDB	New Development Bank
NCTB	National Curriculum and Textbooks Board
NEC-EC	Executive Committee for National Economic Council
NER	Net Enrolment Rate
NFNSP	National Food and Nutrition Security Policy
NGO	Non-Government Organization
NPAN 2	National Plan of Action for Nutrition - 2
NSFPPA	National School Feeding Programme in Poverty Prone Areas
NSFPS	National School Feeding Policy and Strategy
NSSS	National Social Security Strategy
NSMA	National School Meals Authority
NSMP	National School Meals Programme
OECD DAC	Organisation for Economic Co-operation and Development-Development Assistance Committee
OEV	Office of Evaluation, WFP
PEDP	Primary Education Development Programme
PESP	Primary Education Stipend Project

PMP	Performance Monitoring Plan
PSMP	Primary School Meal Project
PTA	Parent Teacher Association
PTI	Primary Teachers Training Institute
QLEAP	Quality Learning for All Programme
RBB	Bangkok Regional Bureau
RIC	Resource Integration Centre
RRRC	Refugee Relief and Repatriation Commissioner
RtR	Room to Read
SAARC	South Asian Association for Regional Cooperation
SABER	Systems Approach for Better Education Results
SBCC	Social Behaviour Change Communication
SDG	Sustainable Development Goals
SFP	School Feeding Programme
SFPPA	School Feeding Programme in Poverty Prone Areas
SMC	School Management Committee
SOs	Strategic Objectives
SOP	Standard Operating Procedures
SRM	Supplementary Reading Materials
STH	Soil-transmitted helminth
SWAp	Sector-wide approach
TLM	Teaching-Learning Materials
ToR	Terms of Reference
ToT	Training of Trainer
TSER	Transforming Secondary Education for Results
UEOs	Upazila Education Officers
UN	United Nations
UNEG	United Nations Evaluation Group
UNEP	United Nations Environment Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
UNOPS	United Nations Office for Project Services
URC	Upazila Resource Center
USAID	United States Agency for International Development
USDA	US Department of Agriculture
VAM	Vulnerability Assessment and Mapping
WaSH	Water, Sanitation and Hygiene
WFO HQ	WFP Head Quarter
WFP	World Food Programme
WFP-CO	WFP Country Office
WFP-RBB	WFP Bangkok Regional Bureau
WHO	World Health Organization

Annex 20: Consent Form – Cover Photograph

Informed Consent Form (Teacher)

Purpose of the Research:

Assalamualaikum/Adab,

Greetings from HDRC! My name is Ariful Islam. I am here on behalf of the Human Development Research Centre (HDRC) to conduct the final evaluation and endline information and data collection for the **"USDA McGovern Dole International Food for Education and Child Nutrition Project in Bangladesh, FY 2020-2024"** project. The World Food Programme (WFP), in collaboration with Intellectap – Advisory Services Private Limited, will conduct this activity through classroom observations in selected primary schools, a review of relevant school documents, and interviews with teachers, students, parents, and school management.

The primary objective of this final or end line evaluation is to assess the project's final quality by comparing it with the initial data. This will verify its progress and effectiveness. This evaluation will also examine the project's relevance, its consistency with national policies, and the effectiveness of its delivery system. Additionally, it will assess the overall impact, sustainability potential, and readiness for handover to the Government of Bangladesh. A special emphasis is placed on gender equality and women's empowerment (GEWE), ensuring that marginalised groups are not left behind. The evaluation will be conducted in close collaboration with the World Food Programme (WFP) and Intellectap Advisory Services Private Limited to ensure it is appropriate, evidence-based, and aligned with project objectives.

Why have we selected you?

As the Head Teacher of the school, we respectfully seek your consent to collect and analyse information and data related to the overall functioning of the institution, including the documentation of photographs, to assess the present status. In your capacity as Head Teacher, you hold a key responsibility for supervising the school's educational system, teaching and learning activities, and the overall learning environment for students.

Your valuable knowledge and experience will enable us to gain in-depth insights into the actual impact of the project interventions as well as the effectiveness of the school environment. Furthermore, given your close engagement with parents, teachers, and the School Management Committee, your cooperation is vital for ensuring the successful implementation of the project.

Please be assured that your participation in this evaluation is entirely voluntary, and you retain the right to withdraw at any stage, without the need to provide any reason.

Privacy, anonymity and confidentiality:

We want to assure you that your child's information will be handled with strict security, anonymity, and confidentiality. Access to information from this evaluation will be limited to the authorities directly involved in the exercise. The information collected may be used for reporting and publication purposes, but all data will be stored securely.

Consent Form

Title of the Project: "USDA McGovern Dole International Food for Education and Child Nutrition Project in Bangladesh, FY 2020-2024"

If you agree to participate in our research, please ✓ mark the appropriate box (✓) of the following and finally sign on the specified place for you:

• I have read the participant's information sheet and have had the opportunity to ask questions, discuss the study, and receive satisfactory answers.	Yes ☒	No ☐
• I understand that I am free to leave the study without giving any reason.	Yes ☒	No ☐
• I understand that the information I give is confidential.	Yes ☒	No ☐
• I give my consent to take part in the study.	Yes ☒	No ☐
• You may take photographs or videos of the students in my school, as well as record their responses.	Yes ☒	No ☐

	Mojaffar Ahmed	23.09.2024
Teacher's signature or thumbprint	Name of the Teacher	Date

Participant's General Information

Interview Date	23 September 2024
Name of the Respondent	Mojaffar Ahmed
Designation	Head Teacher
Name of School	Uttar Dhurunkhali Mahajan Para Government Primary School
Ward/Union	Haldiyapalong
Upazila	Ukhiya
District	Cox's Bazar

Informed Consent Form (Parents)

Purpose of the Research:

Assalamualaikum/Adab,

Greetings from HDRC! My name is **Ariful Islam**. I am here on behalf of the Human Development Research Centre (HDRC) to conduct the final evaluation and endline information and data collection for the **"USDA McGovern Dole International Food for Education and Child Nutrition Project in Bangladesh, FY 2020-2024"** project. The World Food Programme (WFP), in collaboration with Intellectap – Advisory Services Private Limited, will conduct this activity through classroom observations in selected primary schools, a review of relevant school documents, and interviews with teachers, students, parents, and school management.

The primary objective of this final or end-line evaluation is to assess the project's final quality by comparing it with the initial data. This will verify its progress and effectiveness. This evaluation will also examine the project's relevance, its consistency with national policies, and the effectiveness of its delivery system. Additionally, it will assess the overall impact, sustainability potential, and readiness for handover to the Government of Bangladesh. A special emphasis is placed on gender equality and women's empowerment (GEWE), ensuring that marginalised groups are not left behind. The evaluation will be conducted in close collaboration with the World Food Programme (WFP) and IntelCap Advisory Services Private Limited to ensure it is appropriate, evidence-based, and aligned with project objectives.

Why have we selected you?

As a guardian of your child, we kindly request your permission to conduct a project evaluation exercise at the school. We will give the utmost importance to your child's privacy and security, and the exercise will not cause any inconvenience.

Privacy, anonymity and confidentiality:

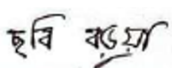
We want to assure you that your child's information will be handled with strict security, anonymity, and confidentiality. Access to information from this evaluation will be limited to the authorities directly involved in the exercise. The information collected may be used for reporting and publication purposes, but all data will be stored securely.

Consent Form

Title of the Project: "USDA McGovern Dole International Food for Education and Child Nutrition Project in Bangladesh, FY 2020-2024"

If you agree to participate in our research, please ✓ mark the appropriate box (✓) of the following and finally sign on the specified place for you:

• I have read the participant's information sheet and have had the opportunity to ask questions, discuss the study, and receive satisfactory answers.	Yes ☒	No ☐
• I understand that I am free to leave the study without giving any reason.	Yes ☒	No ☐
• I understand that the information I give is confidential.	Yes ☒	No ☐
• I give my consent to take part in the study.	Yes ☒	No ☐
• I consent to the taking of photographs, video recordings, or audio recordings of my child's responses for the purpose of this research.	Yes ☒	No ☐

	Chhabi Barua	23.09.2024
Guardian's signature or thumbprint	Name of the Guardian	Date

Participant's General Information

Interview Date	23 September 2024
----------------	-------------------

Name of the Student	Aranya Barua
Student's Guardian's Name (Father/Mother)	Chhabi Barua
Class	4 th Standard
Name of the School	Uttar Dhurunkhali Mahajan Para Government Primary School
Ward/Union	Haldiyapalong, Ward-8
Upazila and District	Ukhiya, Cox's Bazar