

Terms of Reference

INDEPENDENT MID-TERM EVALUATION of

WFP School Feeding USDA McGovern Dole Grant FFE-367-2014/050-00 in Nepal

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Acronyms

ALNAP	Active Learning Network for Accountability and Performance in Humanitarian Action
AusAID	Australian Agency for International Development
BR	Budget Revision CO Country Office (WFP)
CD&A	Capacity Development & Augmentation
CDM	Centre for Development and Disaster Management
CO	Country Office
CPs	Cooperating Partners
DAC	Development Assistance Committee
DEQAS	Decentralized Evaluation Quality Assurance System
DFID	Department for International Development (UK)
DP	Development Partner
DSC	Direct Service Costs
EB	Executive Board (WFP)
EM	Evaluation Manager
ER	Evaluation Report
ET	Evaluation Team
ET	External Transport
EU	European Union
GEEW	Gender empowerment and equality of women
GoN	Government of Nepal
HQ	Headquarters (WFP)
IDS	Integrated Development Society
ISC	Indirect support cost
IEC	Internal Evaluation Committee (WFP)
IP	Inception Package
JICA	Japan International Cooperation Agency
JMTR	Joint Mid-Term Review
LTA	Long-Term Agreement
LTSH	Landside Transport, Storage and Handling
MCHN	Mother and Child Health and Nutrition
MDG	Millennium Development Goals
MGD	McGovern-Dole
M&E	Monitoring and Evaluation
MoAD	Ministry of Agricultural Development (Nepal)
MoE	Ministry of Education (Nepal)
MoHP	Ministry of Health and Population (Nepal)
MoWCSW	Ministry of Women, Children and Social Welfare
Mt	Metric Ton
MTE	Midterm Evaluation
MFWR	Mid-Western and Far-Western Regions
NeKSAP	Nepal Khadhya Surakshya Anugaman Pranali
NGP	Non-Governmental Partner
NGO	Non-Governmental Organisation
NRCS	Nepal Red Cross Society
NSFP	National School Feeding Programme
ODOC	Other direct operational costs
OEV	Office of Evaluation (WFP)
OLE	Open Learning Exchange

OpEv	Operation Evaluation
PAL	Productive Assets and Livelihoods
RBB	Regional Bureau for Asia and the Pacific (WFP)
SSRP	School Sector Reform Plan
SWAP	Sector Wide Approach
TOR	Terms of Reference
UN	United Nations
UNCT	United Nations Country Team
UNDSS	UN Department of Safety & Security
UNEG	United Nations Evaluation Group
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Emergency Fund
USAID	United States Agency for International Development
USDA FAD	United States Department of Agriculture Food Assistance Division
WFP	World Food Programme

1. Introduction

1. This Terms of Reference (TOR) is for the mid-term evaluation (MTE) of United States Department of Agriculture (USDA) McGovern-Dole Grant (MDG) FFE-367-2014/050-00 supported school feeding activities in Nepal. This evaluation is commissioned by WFP's Nepal Country Office and will last from August 2016 to March 2017 including internal preparation time. This evaluation will cover the start of actual implementation of the McGovern-Dole funded operation from January 2015 to the point of the mid-term evaluation, planned for September 2016.
2. The evaluation process within WFP will be managed by an evaluation manager (WFP - EM) appointed by the WFP Regional Bureau for Asia and the Pacific (RB) who will be the main focal point for day to day contact during the evaluation period. The WFP – EM will be supported by an evaluation focal point not associated with the implementation of the school meals programme in the WFP Nepal country office. An outside firm will be contracted to carry out the actual evaluation and will appoint their own evaluation manager in accordance with normal practice. Appropriate safeguards to ensure the impartiality and independence of the evaluation are outlined within these TORs.
3. WFP introduced school feeding programme in Nepal in 1974 but it wasn't until 1996 that the programme was mainstreamed into the Ministry of Education's (MoE) through Food For Education Project (FFEP). Recently, under the MGD International Food for Education (FFE) and Child Nutrition Program, the USDA provided WFP Nepal's School Feeding Programme (SFP) with a grant of \$26,958,500 for the fiscal year 2014-16 to cover activities until 2017.
4. Under the MGD-supported SFP, WFP, in partnership with the FFEP, provides mid-day meals, known as *diva-khaja*, to targeted pre-primary and primary school students across 10 districts in the mid- and far-western regions of Nepal. The mid-day meals consist of a 110 grams portion of hot fortified porridge which is prepared with: 90 grams of corn soya blend (also known as supercereal), 10 grams of sugar, and 10 grams of vegetable oil. In addition to the nutritional benefits to enhance cognitive learning, WFP and its partners, in collaboration with the MoE, are executing a range of supplementary interventions to reduce health-related absences, promote literacy, raise community and parent awareness of good health and hygiene practices and the importance of education, and build the capacity of the GoN. Through the provision of mid-day meals and these additional interventions, WFP aims to contribute to increasing student enrollment, school attendance, literacy skills (measured by reading and understanding skills of primary school students), and health and nutrition outcomes (measured by dietary diversity).
5. The evaluation will provide an evidence-based, independent assessment of performance of the operation and associated interventions so far, so that WFP-Nepal and the Cooperating Partners (CPs) can adjust the project's course as necessary for the remainder of the project term and to inform any future project design.
6. This TOR was prepared by RB for Asia based upon an initial document review and consultation with stakeholders and following a standard template. The purpose of the TOR is twofold: firstly, it provides key information to the evaluation team and helps guide them throughout the evaluation process; and secondly, it provides key information to stakeholders about the proposed evaluation.
7. The TOR will be finalized based on comments received on the draft version and on the agreement reached with the selected company. The evaluation shall be conducted in conformity with the TOR.

2. Reasons for the Evaluation

2.1 Rationale

8. The WFP Nepal Country Office is commissioning a mid-term evaluation of McGovern-Dole (MGD) supported WFP Education Support activities in Nepal to assess performance of program operations and associated interventions for the purposes of accountability and program strengthening.

As the programme is now at its mid-way point, the Nepal country office is keen to evaluate progress to date and receive guidance on the programme implementation. Further, a key component of the programme is to work in partnership with stakeholders and provide capacity building to government to eventually take over the programme. Therefore, an important part of this evaluation will be to assess the partnerships with the government and other key stakeholders, such as the local communities and NGOs.

This mid-term evaluation will also fulfil a requirement of USDA that McGovern-Dole funded projects carry out a midterm evaluation to critically and objectively review the progress of implementation with an eye to generating recommendations that will strengthen project. The mid-term evaluation will also be an opportunity to evaluate whether recommendations made during the baseline evaluation were integrated into programme implementation and if so, whether these recommendations were successful in strengthening the programme.

2.2. Objectives

9. Evaluations in WFP serve the dual and mutually reinforcing objectives of accountability and learning.
 - **Accountability** – The evaluation will assess and report on the performance and results of all McGovern Dole funded activities.
 - **Learning** – The evaluation will determine the reasons why certain results occurred or not to draw lessons, derive good practices and pointers for learning. It will provide evidence-based findings to inform operational and strategic decision-making. Findings will be actively disseminated and lessons will be incorporated into relevant lesson sharing systems.
 - For USDA, the purpose of the evaluation is to critically and objectively review and take stock of the program participant's implementing experience and the implementing environment, assess whether targeted beneficiaries are receiving services as expected, assess whether the project is on track to meeting its stated goals and objectives, review the results frameworks and assumptions, document initial lessons learned, and discuss necessary modifications or mid-course corrections that may be necessary to effectively and efficiently meet the stated goals and objectives.¹

2.3. Stakeholders and Users

10. **Stakeholders** A number of stakeholders both inside and outside of WFP have an interest in the results of the evaluation and some of these will be asked to play a role in the evaluation process. The methodology for the evaluation will ensure that a range of beneficiary voices are captured through key informant interviews and focus group discussions (FGD) with various interest groups of both genders (parents/teachers/students). In fact, that the methodology will follow the baseline approach that included: school questionnaires to collect school-level information through interviews with the head teacher, direct observation of the school facilities, and school records data; student questionnaires of selected pupils in each sampled school; household questionnaires for parents of

¹ USDA Monitoring and Evaluation Policy, 2013

the pupils; early Grade Reading Assessment (EGRA) were administered to selected students from the third grade from each school; a teacher questionnaire was administered to selected teachers and their teaching techniques observed; a storekeeper questionnaire was administered to the person responsible for the storage of SFP food in each school as well as direct observation of the storeroom. Qualitative methods were employed to provide independent sources of information through included Focus Group Discussions (FGDs) and in-depth Key Informant Interviews (KIIs) with teachers parents and school management committee (SMC) members. Table 1, below provides a preliminary stakeholder analysis, which should be further developed by the evaluation team as part of the inception phase.

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

Table 1: Preliminary Stakeholders' Analysis

Stakeholders	Interest in the evaluation and likely uses of evaluation report to this stakeholder
INTERNAL STAKEHOLDERS	
Country Office (CO) Nepal	Responsible for the country level planning and operations implementation, It has a direct stake in the evaluation and an interest in learning from experience to inform decision-making. It is also called upon to account internally as well as to its beneficiaries and partners for performance and results of its operation.
Regional Bureau (RB) for Asia based in Bangkok	Responsible for both oversight of COs and technical guidance and support, the RB management has an interest in an independent account of the operational performance as well as in learning from the evaluation findings to apply this learning to other country offices.
WFP Headquarters (HQ)	WFP has an interest in the lessons that emerge from evaluations, particularly as they relate to WFP strategies, policies, thematic areas, or delivery modality with wider relevance to WFP programming.
Office of Evaluation (OEV)	OEV has a stake in ensuring that independent evaluations commissioned directly by WFP country offices and regional bureaux, deliver high quality, useful and credible evaluations.
WFP Executive Board (EB)	The WFP governing body has an interest in being informed about the effectiveness of WFP operations. This evaluation will not be presented to the EB but its findings may feed into annual syntheses and into corporate learning processes.
EXTERNAL STAKEHOLDERS	
Beneficiaries	As the ultimate recipients of food and other assistance, beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective. As such, the level of participation in the evaluation of women, men, boys and girls from different groups will be determined and their respective perspectives will be sought.
Government	The Government has a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonised with the action of other partners and meet the expected results. The Nepal Ministry of Education (MoE) will have particular interest in issues related to capacity development as the direct institutional beneficiary. Issues related to handover and sustainability will also be of interest to the Ministry of

	Health and Population (MoHP) and Ministry of Agricultural Development (MoAD). The MoE and other relevant Government of Nepal (GoN) representatives, in collaboration with other implementing partners will assist in evaluation design (reviewing the TOR); facilitate evaluation mission(s); participate fully in the evaluation process and take the lead in dissemination of the final evaluation report and all resulting follow-up.
UN Country team (UNCT)	The UNCT's harmonized action should contribute to the realisation of the government developmental objectives. It has therefore an interest in ensuring that WFP operation is effective in contributing to the UN concerted efforts. Various agencies are also direct partners of WFP at policy and activity level.
Non Government Organisations (NGOs)	NGOs are WFP's partners for the implementation of some activities while at the same time having their own interventions. Open Learning Exchange (OLE) Nepal, Nepal Red Cross Society (NRCS), World Education Inc.; Rural Reconstruction Nepal; Centre for Development and Disaster Management (CDM); Integrated Development Society (IDS). The results of the evaluation may affect future implementation modalities, strategic orientations and partnerships.
Donors United States Department of Agriculture Food Assistance Division (USDA FAD)	WFP operations are voluntarily funded by a number of donors. They have an interest in knowing whether their funds have been spent efficiently and if WFP's work has been effective and contributed to their own strategies and programmes. USDA has specific interest in ensuring that operational performance reflects USDA standards and accountability requirements, as well as an interest in learning to inform changes in project strategy, results framework, and critical assumptions.
Others	A wide range of actors, such as local suppliers, school administrators and local communities, are involved in the provision of school meals and are expected to benefit from some of the capacity development activities. WFP-Nepal also has implementing partners and education development partners including USAID, UNICEF and others under the School Sector Reform Plan (SSRP) and other key education, nutrition and health stakeholders. Their respective perspectives will be sought as the engagement of those actors influences the effectiveness of the programme as well as its sustainability.

12. Users The primary users of this evaluation will be:

- WFP Nepal and its main implementing partner, the Nepal Ministry of Education (MoE), notably with respect to decision-making related to programme implementation and/or design, country strategy and partnerships.
- The RBB is expected to use the evaluation findings to provide strategic guidance, programme support, oversight, and to extract lessons for sharing across the region.
- Ministry of Health and Population (MoHP), Ministry of Agricultural Development (MoAD), Ministry of Women, Children and Social Welfare (MoWCSW), and National Planning Commission for related policy development;
- Implementing partners including: Open Learning Exchange (OLE) Nepal, World Education Inc. and others for targeted programme design. Findings will also be shared with education development partners (DPs), including USAID, under the School Sector Reform Plan (SSRP) and other key education, nutrition and health stakeholders.

- USDA will use evaluation findings to inform changes in project strategy, results framework, and critical assumptions.
- WFP HQ may use evaluations for wider organizational learning and accountability
- OEV may use the evaluation findings, as appropriate, to feed into evaluation syntheses.
- The government is expected to take over the management and monitoring of the school feeding program over time, therefore, information on whether the programme is yielding the desired results is of primary importance.
- Other WFP regional bureaus and COs under their oversight may also benefit from the findings, which can contribute to corporate learning on implementation of capacity development interventions.

3. Context and Subject of the Evaluation

3.1. Context

13. Despite having made good progress on achieving the majority of its Millennium Development Goal (MDG) targets, Nepal remains one of the world's poorest and least-developed countries ranking 145 out of 188 countries on the 2014 Human Development Index. One quarter of the population (6.7 million people) lives below the national poverty line as a result of political instability, limited economic growth, high prices and natural disasters. Enrolment rates have improved but access to adequate schools and instruction, which is necessary to improve literacy, remains a challenge. Malnutrition rates are high and 15% of the population is food-insecure. Stunting for children below age five is 41%; underweight is 29%; and, wasting is 11%. Access to health services, safe water and sanitation is inadequate.
14. The situation is exacerbated in the Mid-Western and Far-Western regions (MFWR). The MFWR geographic area is characterized by frequent natural disasters, severe food insecurity, malnutrition, poverty, and low education outcomes. The MFWR has the lowest national net enrolment and the highest under-nutrition rates. Consequently, the programme focuses on educational and nutritional outcomes of school-age children living in the hills and mountains of 10 MFWR districts (in the far-west, Achham, Baitadi, Bajhang, Bajura, Dadeldhura, Darchula, Doti; and in the mid-west, Rukum, Jajarkot and Dailekh).
15. **Nepal and MFWR Education Sector Needs:** Over the past twenty years, Nepal had achieved significant progress toward its education goals. However, improvements are needed to strengthen the government's institutional capacity, enhance the quality of literacy instruction and address urgent issues existing in the remote and rural areas in the MFWR. These issues include, among others, a deeply rooted caste system and income inequities that affect student attendance and enrollment. **Quality education and literacy instruction** remains a national challenge with 30% of children dropping out before completing eighth grade. In the **MFWR**, literacy rates are 10% lower than the national rates. In particular, the regions face three main issues: the poor physical condition of schools, inadequately trained teachers and insufficient educational materials⁹.
16. **Net student enrolment rate** in primary education has reached 95.3% in 2012/2013 with more girls attending than boys. However, this does not include "out of school children." According to a 2012 Joint Mid-Term Review (JMTR) of the education system 13% of 5-16 year olds (1.2 million) are out of school and not included in the GoN's data. This situation is more critical in the MFWR where 27% of children are out of school and the net attendance ratio is 73.1%. Furthermore, in the MFWR only 56.3% (mid-western) and 59.5% (far-west) of school-age children enter grade one.
17. **Government institutional capacity:** While the GoN has made significant progress in developing and strengthening its national education and school feeding programs, there is room for continued improvement. Nepal oversees its school feeding programme through a multisectoral National Food for Education Committee chaired by the Secretary of the Ministry of Education. This steering committee receives reports and decides the course of action for both the cash and in-kind modalities

of school feeding. However, operational factors particularly in procurement, monitoring, reporting and evaluation systems, including accounting, book and record keeping and public disclosure require further strengthening to enhance progress and efficiency of resource utilization.

18. **Community accountability:** The School Management Committees (SMCs) and Food Management Committees (FMCs) at the school level play a critical role in the implementation of the school meals programme. For the food assistance programme, the FMCs voluntarily provide labour in transporting the food from Final Delivery Points (FDP) to schools. They also provide programmatic oversight, under which Head Teachers report. The FMCs are also accountable to the District Education Offices, which maintain oversight on all education related programmes, including school meals. Information is subsequently channelled up to the respective central level agencies.
19. **Nepal and MFWR Health, Nutrition, and Social Protection Needs:** In Nepal, children face multiple obstacles for survival and development. They have limited access to safe drinking water and sanitation facilities. The majority of household members have no toilet facilities using open defecation areas and 25% of households have neither water nor soap for hand washing. Waterborne diseases such as cholera, diarrhea and typhoid fever are prevalent and the incidence of diarrhea and pneumonia in children under-five is significant. Approximately 56% of children in the MFWR have been fully immunized before their first birthday, and chronic malnutrition (stunting) is extreme, affecting 50-70% of children between 6-59 months. Hygiene habits are poor and skin diseases, acute respiratory infections (ARIs), and diarrheal diseases prevalent. Food insecurity, nutritional and micronutrient deficiencies are national challenges and contribute to poor attentiveness and inadequate learning outcomes in school.
20. **Nepal Government Programs, Policies & Strategies:**
Education: The Nepal Education Act, 2002 addresses the management and regulation of schools, and its education strategies and programs are incorporated into the School Sector Reform Plan 2009-15 (SSRP). The implementation of the SSRP is supported by thirteen development partners (DPs): AusAID, Asian Development Bank, Denmark, DFID, EU, Finland, Norway, World Bank, UNESCO, USAID, WFP Nepal, JICA, UNICEF, through a sector wide approach (SWAP) and managed by the Ministry of Education (MoE) in close consultation with the Ministry of Finance (MoF). All GoN's programs, strategies and policies related to education are under the SSRP umbrella. The GoN recognizes its National School Feeding Programme (NSFP) as a key component of the SSRP and as a crucial strategy to increase access to school and a child-friendly social safety net. NSFP is also included in the action plan to reach out of school children and is considered to be a critical intervention of the 2010 "National Framework for Child-Friendly Schools." Building upon the lessons learned and the gains made under the SSRP, the GoN has developed the School Sector Development Plan (SSDP) follows the SSRP for seven year period of mid-July 2016 to mid-July 2023 (BS 2073–2080) in line with Nepal's vision to graduate from the status of a least developed country by the year 2022 (NPC 2014a and NPC 2015a). The SSDP continues the government's efforts to ensure access to quality education for all through the Education for All (EFA; 2004-2007) programme, the Secondary Education Support Programme (SESP; 2003-2008), the Community School Support Programme (CSSP; 2003-2008), the Teacher Education Project (TEP; 2002-2007) and most recently, the SSRP (2009-2016). The SSDP aligns with Nepal's international commitment towards the Sustainable Development Goals (SDGs) (NPC 2015a), Goal 2: Ensuring equitable and inclusive quality education and promoting life-long learning opportunities for all which were ratified by the UN General Assembly in September 2015.
21. **Nutrition:** Nepal Multi-Sector Nutrition Plan 2013-17 includes NSFP as a key intervention to promote the nutrition and development of children and supports the implementation of the proposed FY14-16MGD project (see attached letter). The Multi-Sector Nutrition Plan is complemented by: 1) the 2000 National Nutrition Policy and Strategy, which provides a comprehensive guide for improving the nutritional status of children aimed at reducing hunger and nutritional disorders; and 2) the School Health and Nutrition Strategy (2005), which includes initiatives to enhance the health, nutrition and educational status of school-age children.
22. **WFP Nepal 2013-17 Country Program (CP)** actively supports the GoN to address the root causes of food and nutrition insecurity. Focused on strengthening social safety nets (nutrition, education

and rural livelihoods), the CP takes a life-cycle approach to address the needs of 0.5 million people in the MFWR. **WFP-Nepal 2013-17 Country Program (CP)** actively supports the GoN through four components: Improved Mother and Child Health and Nutrition (**MCHN**); Productive Assets and Livelihoods (**PAL**); **Capacity Development** of WFP's partners; and **School Meals**. The school meals provide an incentive for parents to send their children to school by reducing the opportunity cost of school versus child employment. They represent an indirect transfer of the value of food to the households. As part of the capacity development component, WFP Nepal 2013-17 CP supports the MoAD to develop and institutionalize the **Nepal Khadhya Surakshya Anugaman Pranali** (NeKSAP) system. NeKSAP is an EU-funded comprehensive food security monitoring system within MoAD that collects, analyzes and reports data on food security in all 75 districts of Nepal.

23. **Other Donor Education Programs and other Donor Nutrition & Food Security Programs in the FY14-16 MGD Program Area:** Under the broader GoN's framework of SSRP, specific interventions are currently planned or will be implemented by different DPs and Non-Governmental Partners (NGPs) in the MFWR. Please see **Annex 1 for Other Donor Education Programs and other Donor Nutrition & Food Security Programs in the FY14-16 MGD Program Area.**
24. **Specific In-country Constraints:** Weak infrastructure, geographical remoteness and targeted beneficiaries' vulnerability to disasters pose challenges and may limit access to the MFWR. The GoN's capacity to monitor, supervise and manage the education system, including NSFP, is fragmented, as highlighted in the WFP-Nepal comparative study on school feeding strategies in Nepal²². Funding and staffing at all levels (from school teachers to senior government officials) remains to be strengthened. Need for improved transparency, accountability and governance are continuing challenges that need to be addressed through stronger monitoring systems. Another potential challenge is to avoid overlapping of program interventions implemented by a large number of partners. WFP-Nepal works closely with the MoE and DPs to ensure that its program interventions are not duplicated but rather complementary and supportive of the GoN's education and school feeding objectives.

3.2 Subject of the evaluation

25. The school meals programme is a longstanding WFP operation; McGovern-Dole became the primary financial input for implementation in October 2014 for the agreed target areas.
26. This mid-term evaluation is designed to assess the effects of the FY14-16 MGD on literacy and on the use of health and dietary practices of school-age children (pre-primary and primary school) in 10 districts in the mid-western and far-western regions (MFWR) of Nepal (Doti, Dadeldhura, Bajhang, Baitadi, Achham, Bajura, Darchula, Dailekh, Rukum and Jajarkot). Specifically, the evaluation of the effects of: literacy, health, and dietary interventions on 200,000+ school-age children (from the start of the project to midterm). It also assesses the GoN's financial and institutional capacity to effectively manage and sustain its NSFP.
27. The activities and interventions of the proposed WFP Nepal's FY14-16 MGD Results Framework (SO1 and SO2) build upon and further strengthen the ongoing activities and interventions under the FY11-13 MGD programme. They are designed to move the GoN closer to a fully owned and managed NSFP. In partnership with the GoN, in particular the MoE, NGPs, local civil society and development partners, WFP Nepal's FY14-16 MGD school feeding programme provides a holistic combination of school feeding, training, community mobilization, national and regional capacity development support that contribute to USDA's two results streams: **Improved Literacy of School-age Children (MGD-SO1)** and **Increased Use of Health and Dietary Practices (MGD-SO2)**. These strategic objectives are detailed in the table below and **Annex 4 Project Level Results Framework**.
28. USDA signed the McGovern-Dole commitment letter on September 26, 2014. There is a pending amendment to introduce an alternative commodity of fortified rice and lentil as a pilot in one district (Dailkeh) instead of CSB+ for the third year of the current programme cycle. USDA has allocated up to \$26,958,500 million for donations of commodities, transportation, and financial assistance

through McGovern-Dole Grant FFE-367-2014/050-00 for FY2014-2016. Project implementation started in January 2015, and the baseline assessment was conducted in June 2015.

4. Evaluation Approach

4.1. Scope

29. The evaluation will cover the WFP Nepal School Feeding USDA McGovern-Dole Grant FFE-367-2014/050-00, including all activities and processes related to its formulation, implementation, resourcing, monitoring, evaluation, and reporting relevant to answer the evaluation questions. This evaluation, commissioned by the WFP Nepal Country Office, will cover the start of actual implementation of the McGovern-Dole funded operation from January 2015 to the point of the mid-term evaluation, planned for September 2016. The first eight weeks of the evaluation will encompass briefing of the evaluation team by WFP and desk review, planning, and production of the inception report by WFP.

4.2 Evaluation Criteria and Questions

30. **Evaluation Criteria:** The evaluation will use the standard evaluation criteria of Relevance, Effectiveness, Efficiency, Sustainability, and Impact.² Gender Equality and the Empowerment of women (GEEW) should be mainstreamed throughout.
31. **Evaluation Questions:** Allied to the evaluation criteria, the evaluation will address the following 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 school feeding activities, which could inform future strategic and operational decisions.

Question 1: How appropriate is the operation? Areas for analysis will include the extent to which the objectives, targeting and activities:

- Are coherent with relevant stated national policies and strategies on education, food security and nutrition, including gender.
- Seek complementarity with the interventions of relevant government and development partners.
- Were coherent at project design stage with relevant WFP and UN-wide system strategies, policies and normative guidance (including gender), and remained so over time.
- Whether the strategies (education, food security and nutrition) and project design were appropriate to the needs of the food insecure population and community, and were based on a sound gender analysis that considered the distinct needs and participation of boys and girls (and as appropriate within the context of the school meals programme, women and men) from different groups and geographical areas, as applicable, and remained so over time.

Question 2: What are the results of the operation? This will entail an analysis of outputs and progress towards outcomes expressed in the results framework (in so far as these can be assessed at the mid-term point); overview of actual versus planned outputs; efficiency issues; assessment of whether assistance reached the right beneficiaries in the right quantity and quality at the right time. Particular attention will be paid to gender disaggregation and analysis.

- The level of attainment of the planned outputs (including the capacity development activities as well the number of beneficiaries served disaggregated by women, girls, men and boys);

² For more detail see: <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm> and <http://www.alnap.org/what-we-do/evaluation/cha>

- The extent to which the outputs led to the realization of the operation objectives as well as to unintended effects highlighting, as applicable, differences for different groups, including women, girls, men and boys; how GEEW results have been achieved;
- The extent to which gender equality and protection issues have been adequately addressed by the programme
- How different activities of the operation dovetail and are synergetic with what other actors are doing to contribute to the overriding WFP objective of developing the capacity of the GoN to manage and implement school feeding; and
- The efficiency of the operation and the handover process and the likelihood that the Government will continue to implement an effective school meals programme following the phase out of WFP in the country.

Question 3: The factors affecting the results: the evaluation should generate insights into the main internal and external factors that caused the observed changes and affected how results were achieved. The inquiry is likely to focus, amongst others, on:

- Internally (factors within WFP's control): the processes, systems and tools in place to support the operation design, implementation, monitoring/evaluation and reporting; the governance structure and institutional arrangements (including issues related to staffing, capacity and technical backstopping from RB/HQ as relevant); the partnership and coordination arrangements (how have these partnerships helped/hindered implementation of the programme?); to what extent the implementation partnerships in force are relevant, sufficient and effective etc.
- Externally (factors outside WFP's control): the external operating environment; the funding climate; external incentives and pressures; etc. How has the limitation of available government funding affected the achieved results, caused the observed changes and may affect the success of the capacity development efforts in the future (post-WFP)?

Question 4: To what extent does the intervention's implementation strategy include considerations for sustainability, such as capacity building of national and local government institutions, communities and other partners?

- Are the benefits of the intervention likely to continue after the programme is completed?
- Has the intervention made any difference to gender relations thus far and is it likely to continue once the intervention is completed?

4.3 Evaluability Assessment

32. Evaluability is the extent to which an activity or a programme can be evaluated in a reliable and credible fashion. The below provides a preliminary evaluability assessment, which will be deepened by the evaluation team in the inception package. The team will notably critically assess data availability and take evaluability limitations into consideration in its choice of evaluation methods. In doing so, the team will also critically review the evaluability of the gender aspects of the operation, identify related challenges and mitigation measures and determine whether additional indicators are required to include gender empowerment and gender equality dimensions.
33. The mid-term evaluation will draw on the existing body of documented data, as far as possible, and complement and triangulate this with information to be collected in the field. Specifically, this will include the baseline survey, the first outcome survey, government capacity assessments, previous evaluations of WFP Nepal's School Feeding Program, as well as all monitoring data. The evaluation will employ both quantitative and qualitative methods including: desk review of documents and data, semi-structured interviews and focus groups (to ensure that a cross-section of stakeholders are able to participate and a diversity of views are gathered) and observation during field visits. The selection

of field visit sites will be based on objectively verifiable criteria and may include stratified sampling to ensure a representative selection. Nepal CO plans to undertake an outcome monitoring exercise between September and October that will provide information on the school meals programme. Data should be available to the evaluation team to provide systematically generated evidence on effectiveness of the school meals programme. The full list of monitoring data available for the evaluation is provided in Annex 6.

34. The evaluation team will have access to the following information for desk review: baseline and assessment reports and data, project documents, the project level results framework (which outlines the strategic objectives, selective outputs, outcomes, and targets) and logframe, and previous evaluations. In addition, the team will have access to relevant WFP strategies, policies, and normative guidance.

4.4 Methodology

35. The evaluation team will design the methodology during the inception phase. The methodology should mirror that of the baseline evaluation. The baseline evaluation employed quantitative and qualitative data collection methods conducted in parallel. Quantitative data was collected via a cross-sectional survey of a sub-sample of SFP schools and beneficiaries. Extensive desk research complemented this process. Qualitative data was collected through focus group discussions (FGD) and Key Informant Interviews (KIIs) and provided an independent source of information to triangulate and support the quantitative findings. The only exception to this methodology for the mid-term evaluation will be in that data from NON-participating schools will not be included as this will be done for the final evaluation **only**. If the service provider wishes to make adjustments to the baseline methodology, this should be clearly indicated and justified. Overall, the mid-term methodology should consider the following:
36. Adopt a program theory approach based on the results framework agreed with USDA. The evaluation team will review, verify, and elaborate if necessary, the theory of change preparing the framework for the mid-term evaluation. Specifically, this will include the baseline survey, government capacity assessments, previous evaluations of WFP-Nepals' School Feeding Program, as well as all monitoring data. The results of the first outcome survey will inform the assessment of progress towards the project impact in the mid-term evaluation;
37. Draw on the existing body of documented data, and triangulate this with information to be collected in the field using the quantitative methodology as well as appropriate qualitative information. The adequacy of available CO monitoring data to inform the evaluation needs to be reviewed and the methodology adjusted depending on the findings;
38. Include: a desk review, semi-structured interviews and focus groups (to ensure that a cross-section of stakeholders is able to participate so that a diversity of views is gathered) and observation during field visits. The selection of field visit sites will be based on objectively verifiable criteria and may include stratified sampling to ensure a representative selection. Field work should take approximately three weeks, however, the service provider is invited to indicate if there are circumstances that would dictate less or more time required. Exact timing of the field visits will be negotiated with the country office to ensure that there is no overlap with regular country office missions. As some of the field locations are quite remote, team members may be required to hike to field locations;
39. Apply an evaluation matrix geared towards addressing the key evaluation questions taking into account the data availability challenges, the budget and timing constraints;
40. Consider whether the mode of implementation will generate a sufficient understanding of how the programme is addressing the needs of boys and girls

Impartiality and Independence: Measures are in place to ensure impartiality and independence during the

mid-term evaluation. An external service provider will be hired to conduct the evaluation; WFP has appointed an evaluation manager to manage the evaluation process internally; an internal evaluation committee, led by staff not directly implementing the programme is in place at country office level, to manage and make decisions on the evaluation; an Evaluation Reference Group (ERG) (including WFP and external stakeholders) will be set up to steer the evaluation process and further strengthen the independence of the evaluation. All feedback generated by these groups will be shared with the service provider. The service provider will be required to critically review the submissions and provide feedback on actions taken/or not taken as well as the associated rationale.

Risks: A risk to the evaluation includes a potential difference in the methodological approach used by the service provider between the baseline and mid-term evaluation. To mitigate this risk, a service provider will be chosen from among a well recommended set of evaluation firms that regularly provide services to WFP. Additionally, the inception report will be carefully reviewed by WFP and stakeholders to ensure methodology and approach are sound.

4.5 Quality Assurance

41. WFP's Decentralized Evaluation Quality Assurance System (DEQAS) defines the quality standards expected from this evaluation and sets out processes with in-built steps for quality assurance, templates for evaluation products and checklists for the review thereof. It is based on the United Nations Evaluation Group (UNEG) norms and standards and good practice of the international evaluation community (Development Assistance Committee (DAC) and Active Learning Network for Accountability and Performance in Humanitarian Action (ALNAP) and aims to ensure that the evaluation process and products conform to best practice and meet WFP's quality standards. DEQAS does not interfere with the views and independence of the evaluation team.
42. The evaluation team should be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information. ***Refer to WFP Directive (#CP2010/001) on Information Disclosure.***
43. DEQAS should be systematically applied to this evaluation and the evaluation manager will be responsible to ensure that the evaluation progresses in line with its process steps and to conduct a rigorous quality control of the evaluation products ahead of their submission to WFP.
44. The CO will designate an Evaluation Focal Point who has no involvement in the daily implementation of the school meals programme. An internal evaluation committee (IEC) will be chaired by the Country Director or his/her deputy. The IEC will ensure due process in evaluation management, providing advice the evaluation focal point and clearing evaluation products submitted to the Chair for approval.
45. The CO will further establish an evaluation reference group of WFP and external stakeholders to review TORs, inception packages, and final reports to ensure appropriate safeguards for independence and impartiality (**Annex 3 shows the composition of the two groups**).
46. WFP's Office of Evaluation (OEV) has developed a quality assurance checklist for its independent evaluations. This includes checklists for feedback on quality for each of the evaluation products. These checklists will be applied to ensure the quality of the evaluation process and outputs. In addition, a post-hoc quality assessment of the final decentralised evaluation report will be conducted by OEV.
47. Concerning the quality of data and information, the evaluation team should systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data.

5. Phases and Deliverables

48. The evaluation will proceed through the following phases. The evaluation schedule in **Table 2** provides the proposed timeline for each phase over the full timeframe. A summary of the deliverables and deadlines for each phase are as follows:
49. **Preparation phase** (May – September 2016): The RBB Regional M&E Advisor will conduct background research and consultation to frame the evaluation; prepare the TOR; select the evaluation team and contract the company for the management and conduct of the evaluation. According to the USDA McGovern-Dole programme requirements, draft evaluation ToRs for the mid-term evaluations must be ready for WFP to transmit to the USDA Food Assistance Division (FAD) for inputs and comments three months prior to the start of an evaluation.
50. **Inception phase** (October - November 2016): This phase aims to prepare the evaluation team for the evaluation phase by ensuring that it has a good grasp of the expectations for the evaluation and a clear plan for conducting it. The inception phase will include a desk review of secondary data, finalisation of evaluation methodology and tools and initial interaction with the main stakeholders. The quality assured inception reports must be submitted to the WFP Country Office for approval no later than *two weeks before* the evaluation begins.
- **Deliverable: Inception Report.** The Inception Reports will describe the country context, provide an operational factsheet and a map, and provide a stakeholder analysis. The Inception Reports will also describe the evaluation methodologies and the approach taken by the team to cultivate ownership and organize debrief sessions and quality assurance systems developed for the evaluation. The Inception Reports will include use of Evaluation Plan Matrices, and they will outline how the evaluation teams will collect and analyse data to answer all evaluation questions. Finally, they must include an evaluation activity plan and time line. The evaluation designs and proposed methodologies specified in the Inception Reports must reflect the evaluation plans, budgets and operational environments, and the extent to which methods lead to collection of reliable data and analysis that provide a basis for reaching valid and reliable judgments. For more details, refer to the [content guide for the inception package](#).
51. **Evaluation phase** (November/December 2016): The fieldwork will span two to three weeks and will include visits to project sites and primary (to the extent needed) and secondary data collection from local stakeholders. Accessibility to remote areas should be considered when determining sample size and travel logistics. A debriefing session will be held upon completion of the fieldwork.
- **Deliverable: Exit debriefing presentation.** An exit debriefing presentation of preliminary findings and conclusions (power point presentation) will be prepared to support the de- briefings.
52. **Reporting phase** (December – March 2016): The evaluation team will analyse the data collected during the desk review and the field work, conduct additional consultations with stakeholders, as required, and draft the evaluation report. It will be submitted to the evaluation manager for quality assurance. Stakeholders will be invited to provide comments, which will be recorded in a matrix by the evaluation manager and provided to the evaluation team for their consideration before report finalisation. According to the USDA McGovern-Dole programme requirements, the mid-term evaluation 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 mid-term evaluation reports must be submitted to WFP COs for final comments and pre-approval *one month before* the USDA deadline.
- **Deliverable: Evaluation report.** The mid-term evaluation report will outline the evaluation purpose, scope and rationale, and the methodologies applied including the limitations that these may come with. The report must reflect the ToR and Inception Report and outline evaluation questions and the evaluation teams' answers to these alongside other findings and conclusions that the teams may have obtained. The reports will also outline interim lessons learned, recommendations and

proposed follow-up actions. The evaluation report should be no longer than 25 pages, excluding annexes.

53. **Follow-up and dissemination phase** (April 2017): The final evaluation report will be shared with the relevant stakeholders. A meeting on mid-term evaluation findings and recommendations will include USDA FAD programme staff and WFP CO staff. The USDA FAD and CO management will respond to the evaluation recommendations by providing actions that will be taken to address each recommendation and estimated timelines for taking those actions. According to USDA McGovern-Dole programme requirements, the meeting should be held within 30 days of USDA receipt of the final mid-term evaluation report. **Deliverable: Evaluation summary with power-point presentation.** As the service provider will simultaneously undertake MGD mid term evaluations in Bangladesh and Laos, a final briefing to WFP RB and COs will be required during which the service provider will present a summary of the evaluation findings across all three countries. Comparisons and contrasts and lessons learned should be highlighted.
54. The evaluation report will also be subject to external post-hoc quality review to report independently on the quality, credibility and utility of the evaluation in line with evaluation norms and standards. The final evaluation report will be published on the WFP public website. Findings will be disseminated and lessons will be incorporated into other relevant lesson sharing systems.
55. WFP-Nepal will coordinate with MoE and USDA to host an educational partners' forum to discuss the findings, and to incorporate adjustments that will strengthen implementation for the second half of the program.
56. **Notes on the deliverables:** The inception package and evaluation reports shall be written in English and follow the EQAS templates. The evaluation team is expected to produce written work that is of very high standard, evidence- based, and free of errors. The evaluation company is ultimately responsible for the timeliness and quality of the evaluation products. If the expected standards are not met, the evaluation company will, at its own expense, make the necessary amendments to bring the evaluation products to the required quality level.
57. Key dates for field mission and deliverables are provided in **Table 3**.

Table 2: Key dates for field mission and deliverables (indicative only - exact dates to be finalized with selected service provider)

Entity responsible	Phase	Activities	Key Dates
ET	Preparation	Prepare budget proposals	12 th September 2016
EM/WFP	Preparation	Selection of service provider	18 th September 2016
EM/WFP	Preparation	Signing of contract	By 26 th September at the very latest
EM/ET	Inception	Draft Inception Package	18 th October 2016
RBB	Quality assurance of draft inception report	Submit draft inception report for external quality assessment as per WFP DEQAS	19 th October 2016 (The report will take up to 8 days to be returned)

Entity responsible	Phase	Activities	Key Dates
ET	Inception	Incorporate comments of peer reviewers	4 th November 2016
RBB	Comment on inception report	Stakeholders review and comment on final inception report draft	By 11 th November 2016 one week
EM/ET	Finalize inception report	Final Inception Package	18 th November 2016 one week
CO/ET	Evaluation	Evaluation field mission	To start by 28 th November 2016 at the very latest
ET	Evaluation	Exit Debriefing Presentation	By 16 th December 2016. (will be dependent on time taken for field missions – assumed to be between 2 and 3 weeks depending on the country)
EM/ET	Reporting	Draft Evaluation Report	Between 16 th December 2016 and 20 th January 2017 (given holidays in between, the service provider will have 4-5 weeks to prepare the final draft evaluation report)
RBB	Quality assurance of final evaluation report	Submit final draft evaluation report for external quality assessment as per WFP DEQAS	20 th January 2017 (The report will take up to 8 working days to be returned)
EM/ET	Finalize evaluation report	Incorporate peer review recommendations and produce final draft of evaluation report for stakeholder review	30 th January 2017
RBB	Finalize evaluation report	Stakeholders review and comment on final inception report draft	13 th February 2017
EM/ET	Reporting	Final Evaluation Report	21 st February 2017
CO/RBB	Follow-up	Management Response	30 th March 2017 at the very latest
USDA	Follow-up	USDA Review of MTE	30 days following receipt of final MTE (due to be sent on or before 30 th March 2017)

6. Organization of the Evaluation

6.1. Evaluation Conduct

58. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with the WFP evaluation manager. The team will be hired following agreement with WFP on its composition.
59. The independent evaluation consultants or consulting companies will conduct and report on the evaluation according to WFP standards:
 - Evaluators must have personal and professional integrity.
 - Evaluators must respect the right of institutions and individuals to provide information in confidence and ensure that sensitive data cannot be traced to its source. Evaluators must take care that those involved in evaluations have a chance to examine the statements attributed to them.
 - Evaluators must be sensitive to beliefs, manners and customs of the social and cultural environments in which they work.
 - In light of the United Nations Universal Declaration of Human Rights, evaluators must be sensitive to and address issues of discrimination and gender inequality.
 - Evaluations sometimes uncover evidence of wrongdoing. Such cases must be reported discreetly to the appropriate investigative body. Also, the evaluators are not expected to evaluate the personal performance of individuals and must balance an evaluation of management functions with due consideration for this principle.
60. To ensure the independence of the studies and the evaluations the role of Evaluation Manager is distinguished from the role of the independent evaluation team. As a result, the Evaluation Manager cannot take the role of a Study and Evaluation Team member. The main functions and tasks expected from the Evaluation Manager, the independent Study and Evaluation Teams, the WFP COs, the OMB and the USDA FAD are described below.

6.2 Team composition and competencies

61. The evaluation team will conduct the evaluation under the direction of the Evaluation Manager. The team will be hired by the company following agreement with OEV on its composition.
62. The evaluation team will comprise of a team leader and other team members as necessary to ensure a complementary mix of expertise in the technical areas covered by the evaluation. All will be independent consultants and may be national or a mix of international and national consultants. The team leader will have strong evaluation skills and experience as well as leadership skills. At least one team member should be familiar with WFP's FFE work and with the USDA monitoring and evaluation (M&E) policy. The team will be selected during a competitive bidding process in line with WFP's regulations.
63. The team will be multi-disciplinary and include members who together include an appropriate balance of expertise and practical knowledge in the following areas:
 - Institutional capacity development (with a focus on handover process, cost-efficiency analysis, supply chain management, logistics)
 - School feeding, education, nutrition and food security
 - Agro-economics/rural development
 - Knowledge management

- Gender and protection expertise / good knowledge of gender issues within the country/regional context as well as understanding of UN system-wide and WFP commitments on gender.
 - All team members should have strong analytical and communication skills, evaluation experience, and expertise or experience in the country or region.
 - All team members should have strong skills in oral and written English. In addition, given the remoteness of some field sites and their limited accessibility, all team members should be in good physical condition.
64. The Team leader will have technical expertise in one of the technical areas listed above as well as expertise in designing methodology and data collection tools and demonstrated experience in leading similar evaluations. She/he will also have leadership and communication skills, including a track record of excellent English writing and presentation skills.
 65. Her/his primary responsibilities will be: i) defining the evaluation approach and methodology; ii) guiding and managing the team; iii) leading the evaluation mission and representing the evaluation team; iv) drafting and revising, as required, the inception report, exit debriefing presentation and evaluation report in line with EQAS; .
 66. The team members will bring together a complementary combination of the technical expertise required and have a track record of written work on similar assignments.
 67. Team members will: i) contribute to the methodology in their area of expertise based on a document review; ii) conduct field work; iii) participate in team meetings and meetings with stakeholders; iv) contribute to the drafting and revision of the evaluation products in their technical area(s).

6.3 Security Considerations

68. Security clearance where required will be obtained through the Nepal Country Office.

As an ‘independent supplier’ of evaluation services to WFP, the evaluation company is responsible for ensuring the security of all persons contracted, including adequate arrangements for evacuation for medical or situational reasons. The consultants contracted by the evaluation company do not fall under the UN Department of Safety & Security (UNDSS) system for UN personnel. Consultants hired independently are covered by the UN Department of Safety & Security (UNDSS) system for UN personnel, which cover WFP staff and consultants contracted directly by WFP.

- Independent consultants must obtain UNDSS security clearance for travelling to be obtained from designated duty station and complete the UN system’s Basic and Advance Security in the Field courses in advance, print out their certificates and take them with them.³
69. However, to avoid any security incidents, the Evaluation Manager is requested to ensure that:
 - The WFP CO registers the team members with the Security Officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground.
 - The team members observe applicable UN security rules and regulations – e.g. curfews etc.

7. Roles and Responsibilities of Stakeholders

70. The Nepal Country Office management will be responsible for:

- **Timely provision of comments and inputs on all deliverables.** WFP COs will appoint a focal point who will serve as the main contact person in the country office for the McGovern Dole evaluation. The focal point will review main quality assured deliverables and share these with the internal

³ Field Courses: Basic <https://dss.un.org/bsitf/>; Advanced <http://dss.un.org/asitf>

evaluation committee (see below), to solicit comments and inputs and to consolidate and return these to the service provider through the Regional Bureau. The CO Focal Point will facilitate CO participation in teleconferences, briefings and debriefings relating to all deliverables.

- An internal evaluation committee chaired by the Country Director(CD)/Deputy Country Director(DCD) will approve Terms of Reference, budget, evaluation team, inception and evaluation reports, which helps to maintain distance from influence by programme implementers.
- A wider Evaluation Reference Group **chaired by the CD/DCD** with representation from different stakeholder groups will be involved in review of draft ToR and inception and evaluation reports—safeguarding against undue influence and bias in reporting.
- **Acting as Key Informants and providing documentation on school meals programmes for baseline studies, and evaluations.** Relevant country office staff, as required, will be available to act as Key Informants and provide the documentation and data sets required for production of the midterm evaluation. The WFP CO MGD Focal Point will facilitate site visits and meetings for the evaluation mission.
- Organise security briefings for the evaluation team and provide any materials as required
- **Endorsing all deliverables (draft and final) before submitting these to the USDA FAD through the WFP Washington Office.** The WFP COs will pre-endorse all deliverables before transmitting these for final approval or comments to the USDA FAD through the WFP Washington Office.
- **Provide management response to evaluation findings and recommendations for follow-up action** and participate in debriefings and teleconferences to discuss study and evaluation findings.

71. The WFP Washington Office will be responsible for:

- **Managing all communication with the USDA FAD relating to Performance Management** including USDA FAD provision of comments on deliverables and organization of FAD participation in stakeholder discussions of evaluation findings and project-level follow-up;

72. The Regional Bureau for Asia and the Pacific (RBB). The RB management will be responsible to:

- Field and manage selection of independent evaluation consultants, and contract agreement for these services.
- Comply with the evaluations policy's provisions and safeguards of impartiality at all stages of evaluation process: planning, design, team selection, methodological rigor, data gathering, analysis, findings, conclusions and recommendations.
- Assign a Focal Point to support the evaluation.
- Brief evaluation team, provide technical oversight to the country office, and participate in all debriefings and teleconferences..
- Provide comments on the TORs, inception report and the evaluation report at the request of the Country Office.
- Coordinate the management response to the evaluation and track the implementation of the recommendations.

73. USDA Food Assistance Division (FAD)

- Provide inputs and comment on all draft mid-term and final evaluation draft TORs.
- Participate in discussions of findings and recommendations that suggest changes in the project strategy, results frameworks and critical assumptions.

74. Headquarters Some HQ divisions might, as relevant, be asked to discuss WFP strategies, policies or systems in their area of responsibility and to comment on the evaluation TOR and report.

75. **The Office of Evaluation (OEV).** OEV will provide technical oversight as required to ensure quality assurance standards are maintained.

8. Communication and budget

8.1 Communication

76. To ensure a smooth and efficient process and enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders. This will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders:

- The Evaluation Manager will submit all final deliverables to the WFP COs for pre-approval. Upon pre-approval of deliverables, the WFP COs will forward the deliverables to WFP's Washington Office with the Bangkok Regional Bureau in copy. WFP's Washington Office will transmit deliverables to the USDA FAD for comments and inputs. All communication with USDA will be transmitted via WFP's Washington Office including invitations to the FAD programme staff to participate in teleconferences to discuss CO management responses to evaluation findings and recommendations.
- The service provider will deliver an evaluation report. USDA comments on final draft report will be taken into consideration by the evaluation team in addition to comments from external stakeholders in the evaluation reference group. The evaluation team will produce an excel file indicating all comments received and how these were addressed. Exit debriefings will follow all field visits. A final presentation on the overall findings will be delivered to the RBB and the CO.
- Aa management response will be provided and the evaluation will be posted for the public.

8.2 Budget

77. **Funding Source:** The evaluation will be funded by the WFP Nepal Country Office using the M&E budget allocation in the McGovern-Dole grant funds.

78. **Budget:** The service provider will outline their budget in a financial proposal to WFP as part of their response to the Request for Proposals (RfP). For the purpose of this evaluation the company will:

- Include budget for domestic travel and for all relevant in-country data collection
- Hire and supervise any and all technical and administrative assistance required (including in-country).
- Follow the agreed rates for decentralized evaluations as provided for in your Long Term Agreement (LTA) with WFP.
- Not exceed a budget of USD 120,000 – this should include any foreseen primary data collection and analysis.

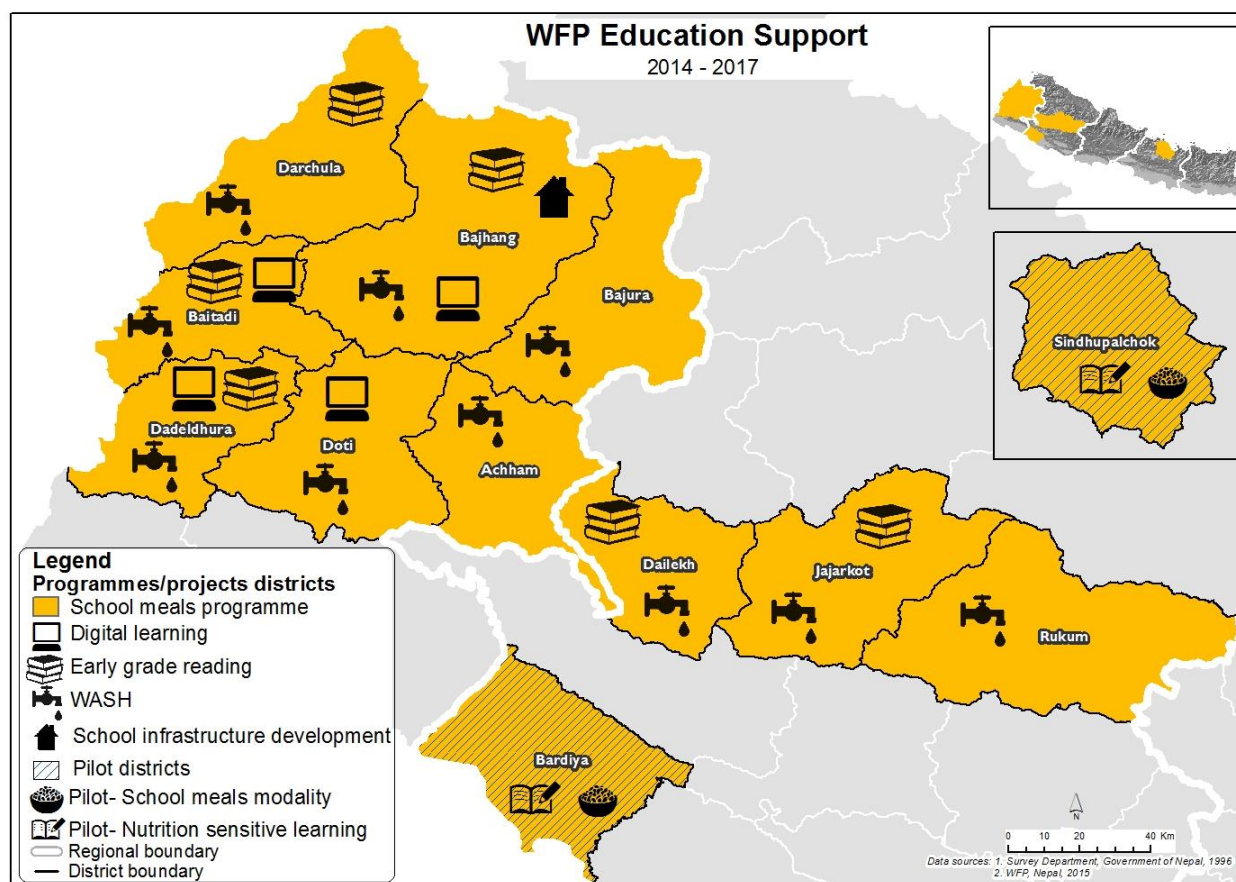
Annex 1: Other Donor Education Programs and other Donor Nutrition & Food Security Programs in the FY14-16MGD Program Area

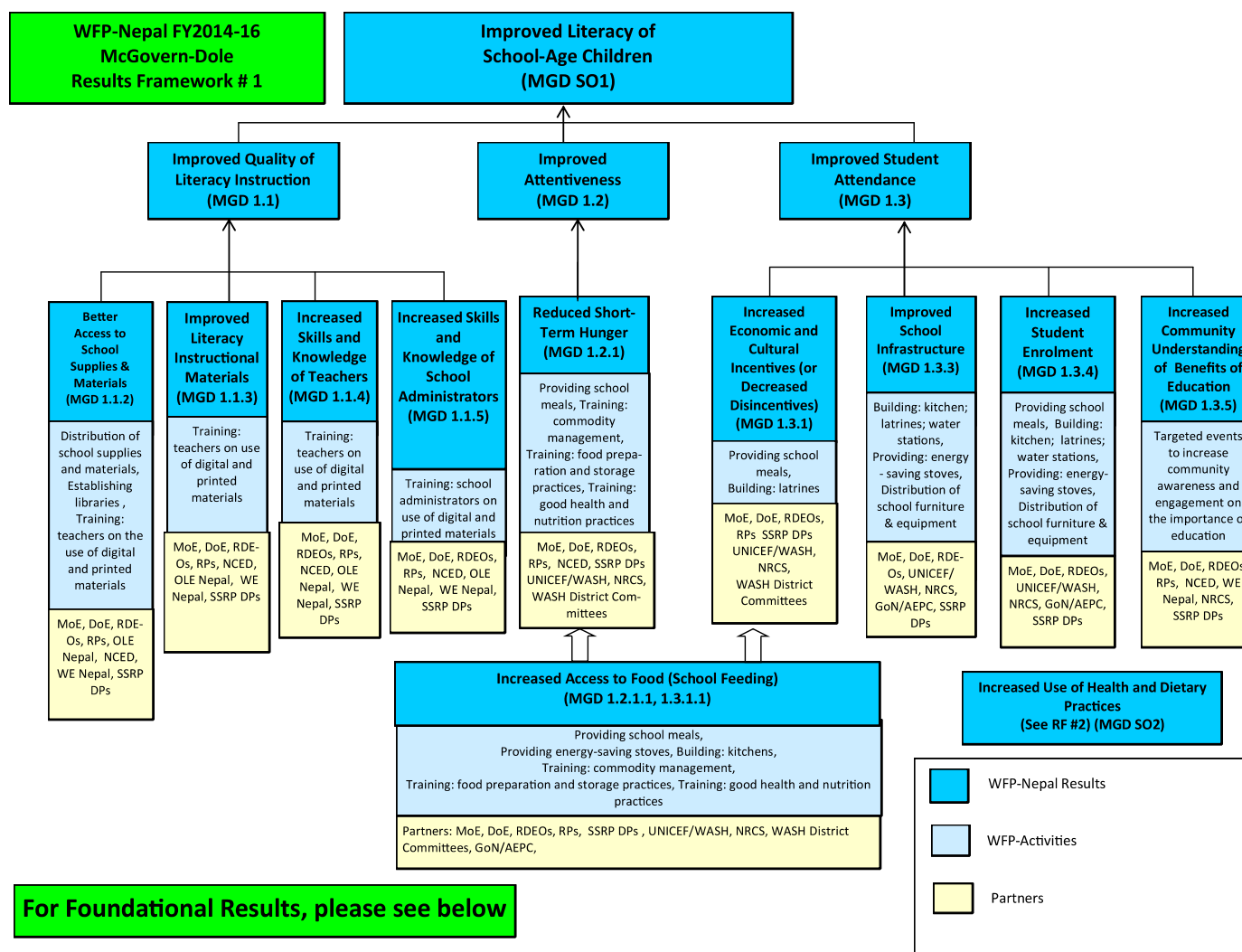
Other Donor Education Programs in the FY14-16MGD Program Area:

- National Early Grade Reading Programme (**SSRP/SSDP DPs-USAID, UNICEF**) aimed at improving the reading skills of primary school children and enhancing teaching techniques and learning materials
- Teacher Management (**SSRP/SSDP DPs-Asian Development Bank**) with the development of a comprehensive teacher management strategy based on teacher recruitment, teacher performance appraisal, teacher professional development (**ongoing**); and
- Equity in Education Project (**SSRP/SSDP DPs-UNICEF**) aims at reaching and providing educational opportunities for out of school children (5-12 years old) through targeted scholarships, school meals and other incentives for all the marginalized groups. It also aims at making school attractive and safer for children (**ongoing**).
- In addition to these DP programs, **WFP-Nepal** is using funding from KOICA to implement a holistic community development project (including literacy) through Good Neighbors International (GNI) in two Village Development Committees (VDCs) in Doti and is partnering with **GIZ** to support the expansion of child friendly schools through improvements of school infrastructure; **Save the Children** (funding from Norad, KOICA, JICA, and Finland) is supporting educational improvements through its Literacy Boost program in four MFWR districts; and **Open Learning Exchange Nepal (OLE Nepal)** (funding from WFP-Nepal and Finland) is providing digital learning materials in three MFWR districts; **UNICEF** is also working with **Nepal National Campaign for Education (NCE Nepal)** to support the GoN's *Welcome to School* enrollment campaign (**ongoing**).

Other Donor Nutrition & Food Security Programs, FY14-16MGD Program Area:

- **Nepal Feed the Future (FTF) Initiative** and **Global Health Initiative (GHI)**, **Suaahara**, and **KISAN (USG/USAID)**. In conjunction with the **Global Climate Change (GCC) Initiative**, FTF is reaching more than 393,000 children to improve their nutrition, prevent stunting and reduce child mortality. The broader rural population will also benefit from balanced interventions in high value vegetable chains supporting an integrated farming system approach. Suaahara is a specific component under GHI which focuses on improving nutrition; maternal, newborn, and child health; family planning; water, sanitation and hygiene; home-based gardening; and behavior change communication through a community-based approach. FTF's flagship program, KISAN, aims at sustainably reducing poverty and hunger in Nepal by achieving inclusive growth in the agriculture sector, increasing the income of farm families and improving the nutritional status, especially of women and children; and
- **Nepal Agriculture and Food Security Project (NAFSP)** **Global Agriculture and Food Security Program/MoAD** aims at improving the food security situation of the poor and marginalized groups of the population by increasing agricultural production, increasing livelihood options and household income, and improving the utilization of food.





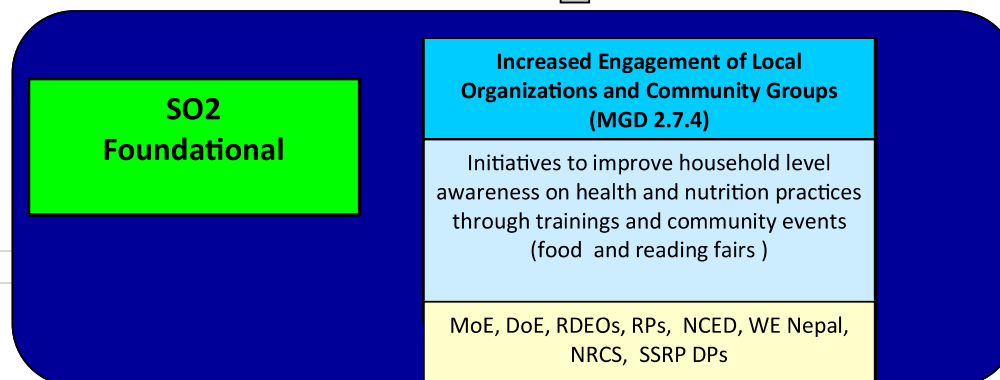
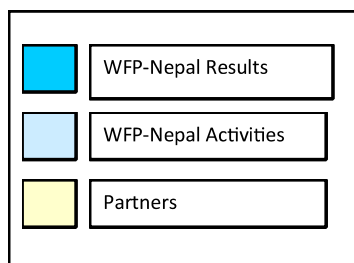
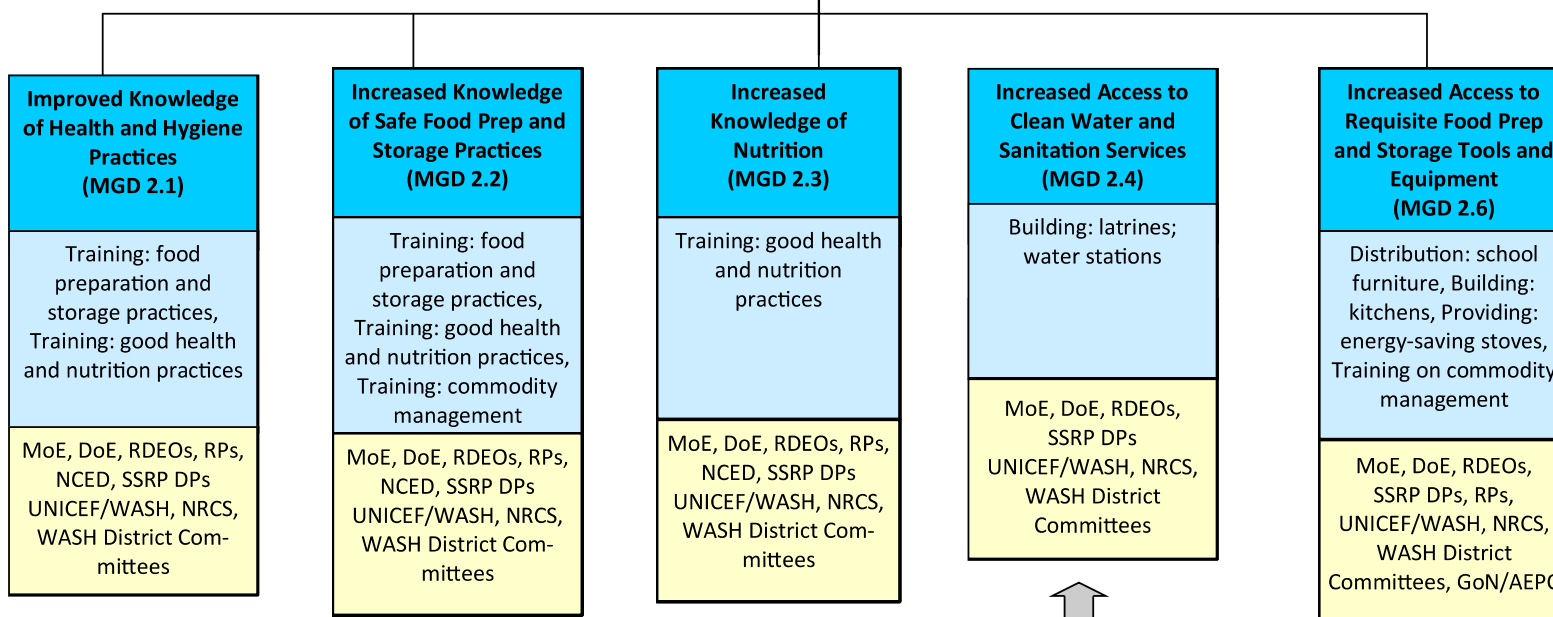
SO1 Foundational Results

Increased Capacity of Government Institutions (MGD 1.4.1)	Improved Policy and Regulatory Framework (MGD 1.4.2)	Increased Government Support (MGD 1.4.3)	Increased Engagement of Local Organizations and Community Groups (MGD 1.4.4)
<p>Regional visits for GoN education officials</p> <p>Strengthening of the MoE's ability to use to the electronic Standard Project Report System (eSPR)</p>	<p>Develop implementation guidelines for Nepal's national school feeding strategy</p> <p>Development of weekly school lunch menus for 5 different regions containing recipes to provide nutritious meals for school-age children</p>	<p>Assist the MoE and MoF in developing annual funding strategies for the NSFP including public-private partnerships and innovative government partnerships</p>	<p>Targeted events to increase community awareness and engagement on the importance of education</p>
MoE, DoE, RDEOs, RPs, SSRP DPs	MoE, DoE, RDEOs, RPs, NCED, SSRP DPs	MoE, MoF, SSRP DPs	MoE, DoE, RDEOs, RPs, NCED, WE Nepal, NRCS, SSRP DPs

	WFP-Nepal Results
	WFP-Nepal Activities
	Partners

**WFP-Nepal FY2014-16
McGovern-Dole
Results Framework # 2**

**Increased Use of Health and
Dietary Practices
(MGD-SO2)**



Annex 5 Table 2 Key characteristics of the operation

OPERATION		
Approval	For the McGovern-Dole component, USDA signed the commitment letter on September 26, 2014.	
Amendments	There is a pending amendment to introduce alternative commodity of fortified rice and lentil as a pilot in one district (Dailekh) instead of CSB+ for the third year of the current programme cycle.	
Duration	Initial: 3 years (2014-2016)	Revised: None
Planned beneficiaries	Initial: 190,000	Revised: 270,000
Planned food requirements	Initial: 10,500 mt CSB+, 390 mt Rice, 1,080 mt Vegetable Oil In-kind food: 10,500 mt CSB+, 390 mt Rice, 1,080 mt Vegetable Oil Cash and vouchers: NA	Revised: 9448 mt CSB+, 390mt Rice, 1080 mt Vegetable Oil, , 384mt Fortified Rice, 96 mt Lentil, Cash and vouchers: NA
US\$ requirements	Initial: \$26,958,500	Revised: None
OBJECTIVES, OUTCOMES AND ACTIVITIES		
Strategic Objectives	Operation specific objectives and outcomes	Activities
Cross-cutting Results	Gender: Gender equality and empowerment improved	
	Partnerships: Food assistance interventions coordinated and partnerships developed and maintained	
WFP Strategic Objectives	Operation specific objectives and outcomes	Activities
Strategic Objective 4: Reduce undernutrition and break the intergeneration cycle of hunger	Objective: Work with Government to maintain access to gender parity in primary education.	
	Outcome SO4.1: Increase equitable access to and utilization of education	-Provision of onsite school meals -Sensitization on sanitation, hygiene and nutrition -Training on food storage warehouse and stock management
	Objective: Strengthen the capacity of the Ministry of Education to run a national school feeding programme	
	Outcome SO4.2: Ownership and capacity strengthened to reduce undernutrition and increase access to education at regional, national and community levels	Three pillars of the Capacity Development component include: -Joint policy analysis and priority setting; -Supply chain management; -Programme management, oversight and monitoring
MGD Strategic Objectives	Operation specific objectives and outcomes	Activities
MGD Strategic Objective 1: Improved Literacy of School-Age Children	MGD 1.1 Improved Quality of Literacy Instruction Better Access to School Supplies and Materials (MGD 1.1.2), Improved Literacy Instructional Materials (MGD 1.1.3), Increased Skills and Knowledge of School Teachers (MGD1.1.4) and Increased Skills and Knowledge of School Administrators (MGD 1.1.5)	- Distribution of school supplies and materials - Establishing libraries - Training teachers and school administrators on use of digital and printed materials
	MGD 1.2 Improved Attentiveness Reduced Short-Term Hunger (MGD 1.2.1)	- Providing school meals - Training on commodity management, food preparation and

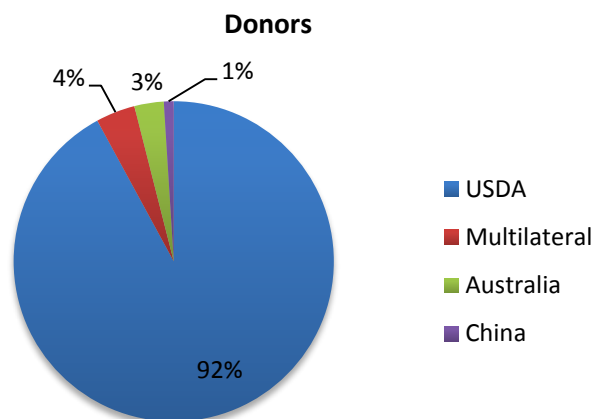
		storage practices, and good health and nutrition practices
	MGD 1.3 Improved Student Attendance Increased Economic and Cultural Incentives or Decreased Disincentives (MGD 1.3.1), Reduced Health Related Absences (MGD 1.3.2), Improved School Infrastructure (MGD 1.3.3), Increased Student Enrollment (MGD 1.3.4) and Increased Community Understanding of Benefits of Education (MGD1.3.5).	<ul style="list-style-type: none"> - Providing school meals - Building latrines, kitchens, and wash stations - Training on commodity management, food preparation and storage practices, and good health and nutrition practices - Providing energy-saving stoves - Distribution of school furniture & equipment - Targeted events to increase community awareness and engagement on importance of education
	MGD 1.4 Foundational Results Increased Capacity of Government Organizations (MGD 1.4.1) Improved Policy and Regulatory Framework (MGD 1.4.2) Increased Government Support (MGD 1.4.3) Increased Engagement of Local Organizations and Community Groups (MGD 1.4.4)	<ul style="list-style-type: none"> - Regional visits for GoN education officials - Strengthening MoE's ability to use electronic Standard Project Report System (eSPR) - Develop implementation guidelines for national school feeding strategy - Development of weekly school lunch menus for 5 regions with recipes to provide nutritious meals for school-age children - Assist MoE and MoF in developing annual funding strategies for NSFP including public-private partnerships and innovative government partnerships - Targeted events to increase community awareness and engagement on the importance of education
MGD Strategic Objective 2: Increased Use of Health and Dietary Practices	MGD 2.1 – 2.3 Improved Knowledge of Health and Hygiene Practices, Safe Food Prep and Storage Practices, Nutrition, and Increased Knowledge of Nutrition	<ul style="list-style-type: none"> - Food preparation and storage practices training - Good health and nutrition practices training - Commodity management training
	MGD 2.4 and 2.6 Increased Access to Clean Water and Sanitation Services, and Requisite Food Prep and Storage Tools and Equipment	<ul style="list-style-type: none"> - Build latrines and water stations - Distribution of school furniture - Building kitchens - Providing energy-saving stoves - Training on commodity management
RESOURCES (INPUTS)		

Contributions received as of May 2016:
US\$9,008,500

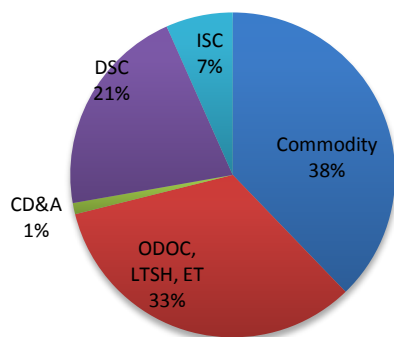
% against appeal: 100%

Time elapsed since project start date:
17%

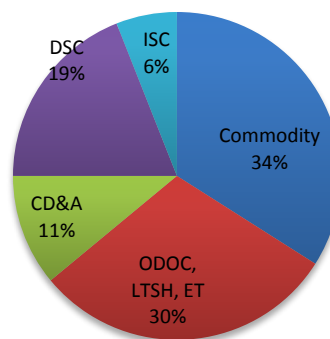
Top 4 donors for the CP School Meals Programme (2013-2016):
USDA, Australia, China, Multilateral



Breakdown of School Meals budget by cost component

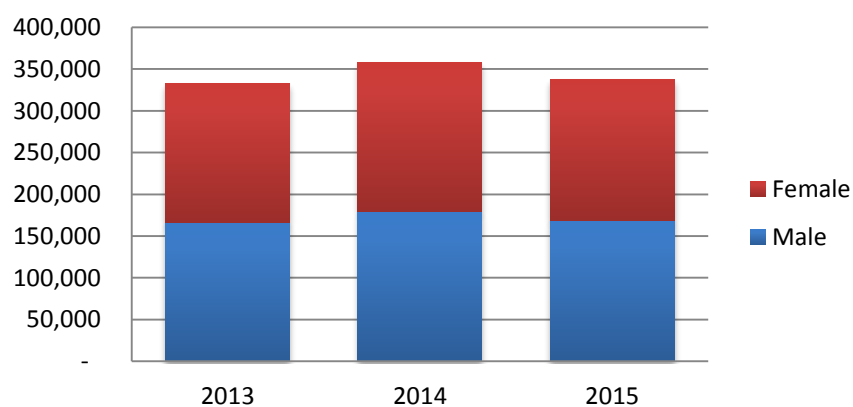


Breakdown of McGovern-Dole School Meals budget by cost component

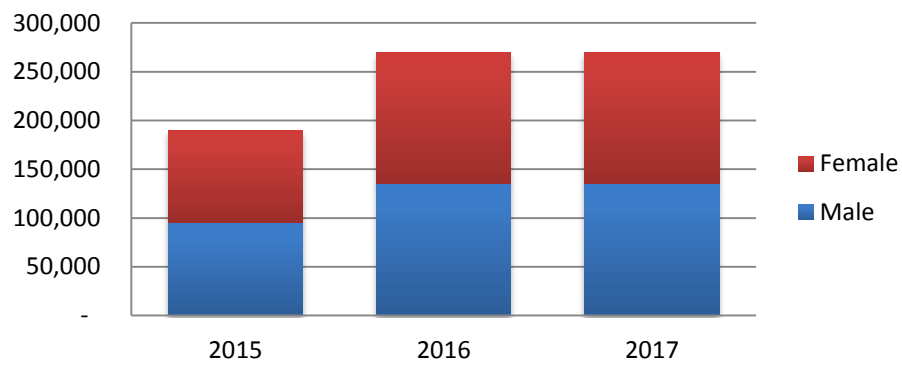


PLANNED OUTPUTS (at design)

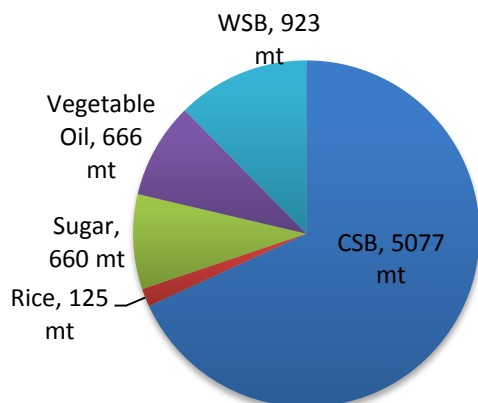
Planned beneficiaries by sex for the School Meals Component



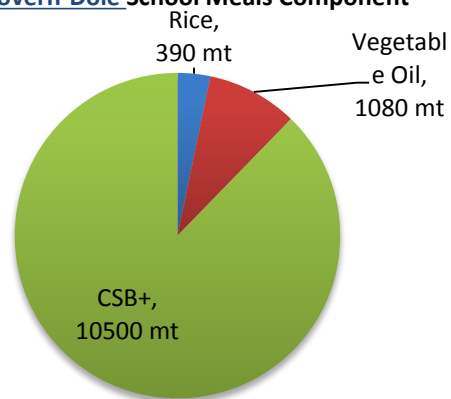
Planned beneficiaries by sex for the [McGovern-Dole](#) School Meals Component



Planned food requirements for the School Meals Component



Planned food requirements for the McGovern-Dole School Meals Component



PARTNERS

Government	Ministry of Education (MoE), Ministry of Health and Population (MoHP), and Ministry of Agricultural Development (MoAD), Ministry of Women, Children and Social Welfare (MoWCSW).
Other Partners	Open Learning Exchange (OLE) Nepal, Nepal Red Cross Society (NRCS), World Education Inc., Rural Reconstruction Nepal, Centre for Development and Disaster Management (CDM), Integrated Development Society (IDS), USAID, UNICEF and other SSRP Development Partners

Annex 6 MGD 5 Year Evaluation Map

Coun try	Evaluatio n Name	Da te	Docu ment	Document Link	Related Links Available:
Nepal	2010 Annual Evaluatio	Ma y- 11	Annua l Evalua	http://documents.wfp.org/stellent/groups/public/documents/reports/wfp235861.pdf? _ga=1.263601996.1978057403.1469957010	http://www.wfp.org/content/annual-evaluation-report-2010
Nepal	WFP's Role in Ending	No v- 11	Strateg ic Evalua	http://documents.wfp.org/stellent/groups/public/documents/reports/wfp243610.pdf? _ga=1.262542156.1978057403.1469957010	http://www.wfp.org/content/strategic-evaluation-%E2%80%93choosing-right-responses-hunger-needs-
Nepal	Evaluatio n of the Impact of	Oc t- 13	Evalua tion Report	http://documents.wfp.org/stellent/groups/public/documents/reports/wfp260362.pdf? _ga=1.199637230.1978057403.1469957010	http://www.wfp.org/content/food-assets-livelihood-resilience-nepal-impact-evaluation-terms-reference
Nepal	Synthesis Report of the	Ma y- 14	Impact Evalua tion	http://documents.wfp.org/stellent/groups/public/documents/reports/wfp265051.pdf? _ga=1.200039662.1978057403.1469957010	http://www.wfp.org/content/synthesi-s-evaluation-impact-food-assets-2002-2011-and-lessons-building-
Nepal	2013 Annual Evaluatio	Ma y- 14	Annua l Evalua	http://documents.wfp.org/stellent/groups/public/documents/reports/wfp264960.pdf? _ga=1.199177455.1978057403.1469957010	http://www.wfp.org/content/annual-evaluation-report-2013-0
Nepal	FAO/WFP Joint Evaluatio	Au g- 14	Evalua tion Report	http://documents.wfp.org/stellent/groups/public/documents/reports/wfp268621.pdf? _ga=1.6683634.1978057403.1469957010	http://www.wfp.org/content/faowfp-joint-evaluation-food-security-cluster-coordination-humanitarian-
Nepal	JointEval uation of Renewed	Oc t- 15	Evalua tion Report	http://documents.wfp.org/stellent/groups/public/documents/reports/wfp278694.pdf? _ga=1.228932444.1978057403.1469957010	http://www.wfp.org/content/faowfpunicefwfpwhodfatd-canada-joint-evaluation-renewed-effort-against-
Nepal	Synthesis Report of the	Oc t- 15	Strateg ic Evalua	http://documents.wfp.org/stellent/groups/public/documents/reports/wfp278692.pdf? _ga=1.7696498.1978057403.1469957010	http://www.wfp.org/content/synthesi-s-evaluation-series-wfps-emergency-preparedness-and-response-2012-
Nepal	Nepal CP 200319: An	Ma r- 16	Terms of Refere	http://documents.wfp.org/stellent/groups/public/documents/tor/wfp282638.pdf? _ga=1.166212478.1978057403.1469957010	http://www.wfp.org/content/nepal-cp-200319-operation-evaluation-terms-reference