
Terms of Reference

MID-TERM EVALUATION of

USDA McGovern-Dole Food for Education and Child Nutrition
Programme in Nepal from 2018 to 2021

WFP Nepal Country Office

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1. Introduction

1. These Terms of Reference (TOR) are for the mid-term evaluation (MTE) of the United States Department of Agriculture (USDA) McGovern-Dole Food for Education and Child Nutrition Programme Grant (NP02.02.021.SMP1) implemented by WFP Nepal Country Office. This evaluation is commissioned by World Food Programme (WFP) Nepal and will cover the period from January 2018 to Dec 2019.
2. This TOR was prepared by WFP Nepal Country Office based upon an initial document review and consultation with stakeholders and following a standard template. The purpose of the TOR is threefold. First it outlines how WFP will implement the MTE as approved in the Evaluation Plan; secondly, it provides key information to stakeholders about the proposed evaluation; and thirdly, it provides key information to the Evaluation Team and helps guide them throughout the evaluation process.
3. WFP has been implementing the FY-17 grant as a continuation of the previous phase of the same programme (2014-2016). The current grant continues programming for four years, 2018-2021. In the FY-17 cycle, WFP has continued the holistic approach to programming with activities grouped into seven major interventions:
 - a. Distribute Food: Provide school meals
 - b. Enrolment: Conduct parent and community awareness and training on the importance of education
 - c. Health: Water, Sanitation and Hygiene (WASH) activities (constructing or rehabilitating water systems in schools and creating awareness of good practices)
 - d. Literacy: Early Grade Reading (EGR) Programme (providing literacy support with material and teacher-training for early grade reading and digital learning)
 - e. Nutrition: School Meals Menu Planner Package (participation of the community and local farmers for the development of menus which includes the use of a digital tool for school menu planning)
 - f. Safe Food Preparation and Storage: Training and awareness on safe and hygienic food preparation and storage practices
 - g. Support to Capacity Building: To the Ministry of Education for developing the integrated school meals strategy and national school feeding programme guidelines.
4. The two Strategic Objectives (SOs) of the programme are to Improve Literacy of School Aged Children (SO1) and to Increase Use of Health and Dietary Practices (SO2) as per the USDA McGovern-Dole Results Frameworks (**Annex 1**).
5. The key implementing partners for the programme include Food for Education Project (FFEP) and Department of Education. Similarly, World Education Inc., Open Learning Exchange Nepal, Integrated Development Society and Partnership for Child Development – collectively implement different activities (early grade reading, digital literacy, WASH and school nutrition respectively for the McGovern-Dole FY-17 grant cycle with a total project budget about USD 29 million.
6. A baseline study for the food for education and child nutrition (SMPCN) activity FY-017 cycle was done in 2018 which focused on collecting key programme indicators as a basis for assessing the current situation. The mid-term evaluation will conclude in July 2020. The end-line evaluation is planned for Nov 2021 – July 2022.
7. This TOR will be finalized based on comments received on the draft version and on the agreement reached with the research firm. The evaluation shall be conducted in conformity with the TOR.

2. Reasons for the Evaluation

2.1. Rationale

1. The evaluation is being commissioned for the following reasons:
 - The MTE is part of the contractual obligations between USDA and WFP. The MTE is part of the series of evaluations required by USDA during the project life span (a baseline assessment, a mid-term evaluation and a final evaluation).
 - As the programme is now at its mid-point, it is timely to assess the progress made in implementation by comparing the mid-term results with the baseline and receive guidance on the programme implementation.
 - This evaluation will also fulfil the requirement that USDA McGovern-Dole funded projects carry out an independent MTE that will critically and objectively review the progress of implementation with an eye to generating recommendations that will strengthen project implementation and inform future project design.

2.2. Objectives

2. WFP evaluations serve the dual and mutually reinforcing objectives of accountability and learning.
3. Accountability – The evaluation will assess and report on the performance and results of the USDA McGovern-Dole supported Food for Education and Child Nutrition Programme. A comparative analysis of the midline evaluation results with baseline and activity targets will help to determine the progress made by the project so far.
4. 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 for future planning and adjustment of activities and implementation procedures for reaching targets within the set time frame. These evidence-based lessons will be used for operational and strategic decision-making. Findings will be actively disseminated, and lessons will be incorporated into relevant lesson sharing systems.
5. The major evaluation results will be disaggregated by gender, age, caste/ethnicity and disable groups as well as by Nepali and non-Nepali (ethnic language) speaking students for early grade reading components. This evidence will provide an insight on how the school meals activity is affecting women, men, girls and boys along with other disadvantaged groups. The MTE will assess the effectiveness of the beneficiaries' complaints and feedback mechanism (Namaste WFP) that will generate learnings on the level of access to information (who is included, what people will receive, length of assistance) by beneficiaries and WFP's response to beneficiary feedback.
6. The MTE will also make recommendations on what is needed to strengthen and improve project implementation, including the technical assistance components for example improving SMP policy frameworks and pilots on home-grown school feeding on the cash-based and government funded SMP, for the remaining period.

2.3. Stakeholders and Users

7. A number of stakeholders both inside and outside of WFP have interests in the results of the evaluation and some of these will be asked to play a role in the evaluation process. The primary users of this evaluation will be:
 - WFP Nepal and its partners in decision-making, notably related to programme implementation and/or design, Country Strategy and partnerships.
 - The government is expected to take over the management and monitoring of the School Meals Programme over time, therefore, evaluation findings are of primary importance for them.

- WFP HQ may use evaluations for wider organizational learning and accountability.
 - OEV may use the evaluation findings, as appropriate, to feed into evaluation syntheses as well as for annual reporting to the Executive Board.
 - USDA will use evaluation findings to inform changes in project strategy, results framework, and critical assumptions.
 - Other COs may also benefit from the findings, which can contribute to corporate learning on implementation of capacity development interventions.
8. 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 (GEWE) in the evaluation process, with participation and consultation in the evaluation by women, men, boys and girls from different groups.

Table 1 below provides a preliminary stakeholder analysis, which should be deepened by the Evaluation Team as part of the Inception phase.

Table 1: Preliminary Stakeholders’ analysis

Stakeholders	Interest in the evaluation and likely uses of evaluation report to the stakeholder
INTERNAL STAKEHOLDERS	
WFP Country Office (CO) Nepal	Responsible for the planning and implementation of WFP interventions at country level. 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 programmes. Disaggregated evaluation results and its analysis will serve WFP interventions be more responsive to gender equality and inclusive in future.
WFP Regional Bureau (RB) Bangkok	Responsible for both oversight of COs and technical guidance and support, the RB management has an interest in an independent/impartial account of operational performance as well as in learning from the evaluation findings to apply this learning to other country offices. The Regional Evaluation Officers support CO/RB management to ensure quality, credible and useful decentralized evaluations.
WFP HQ school feeding unit	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 overarching corporate policies and strategies. They also have an interest in the lessons that emerge from evaluations, as many may have relevance beyond the geographical area of focus.
Office of Evaluation (OEV)	OEV has a stake in ensuring that decentralized evaluations deliver quality, credible and useful evaluations respecting provisions for impartiality as well as roles and accountabilities of various decentralised evaluation stakeholders as identified in the evaluation policy.
WFP Executive Board (EB)	The WFP governing body has an interest in being informed about the effectiveness of WFP programmes. This evaluation will not be presented to the Board, but its findings may feed into thematic and/or regional syntheses and corporate learning processes.
EXTERNAL STAKEHOLDERS	
Beneficiaries	As the ultimate recipients of food assistance, beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective. As such, the level of participation of schoolboys and girls, and their parents, teachers and community

	members from different groups disaggregated by male and female and age will be determined, and their respective perspectives will be sought in the evaluation.
Government of Nepal	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 Ministry of Education Science and Technology will have particular interest in issues related to capacity development as the direct institutional beneficiary. The Food for Education Project (FFEP) and Department of Education are the main implementing partners. The Ministry of Health and Population's Family Welfare Division and the Ministry of Forests and Environment, the Ministry of Women, Children and Social Welfare, the Ministry of Agriculture and Livestock Development, and the National Planning Commission (NPC) are WFP's collaborative partners.
UN Country team	The UNCT's harmonized action should contribute to the realisation of the government's developmental objectives. It has therefore an interest in ensuring that WFP programmes are effective in contributing to the UN's concerted efforts. Various agencies are also direct partners of WFP at policy and activity level.
Non-governmental organizations (WFP Nepal's cooperation partners)	WFP's cooperating partners – World Education Inc., Open Learning Exchange Nepal and Partnership for Child Development – collectively implement different activities (early grade reading, digital literacy, and school nutrition (digital menu planner) respectively for the McGovern-Dole FY-17 grant cycle, at the same time, having their own interventions. They will be keen to know the findings of the evaluation; the results directly reflecting the efficacy of their work and through that, opening opportunities for continued collaboration. The results of the evaluation might therefore affect future implementation modalities, strategic orientations and partnerships.
USDA Food Assistance Division (FAD)	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.
Local Education Development Partner Group (LEDPG)	The LEDPG includes the United Nations Children's Fund (UNICEF), United States Agency for International Development (USAID), Civil Society and others under the School Sector Development Plan (SSDP) supporting the government of Nepal's education sector plan and programmes.
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.

3. Context and subject of the Evaluation

3.1. Context

9. Despite years of multiple development initiatives undertaken by the Government and development partners, Nepal remains one of the world's poorest and least-developed countries ranking 149 out of 189 countries on the 2018 Human Development Index. One quarter of the population (6.7 million people) lives below the national poverty line because of political instability, limited economic growth, high prices and frequent natural disasters. School enrolment rates have improved but access to adequate schools and quality instruction, which is necessary to improve literacy, remains a challenge. Malnutrition rates are high, and 15 percent of the population is food insecure. Stunting for children below age five is 36 percent, underweight is 27 percent; and, wasting is 10 percent. Access to health services, safe water and sanitation is inadequate.
10. As provisioned in the Constitution of Nepal, which was promulgated in 2015, the country has transformed into a federal democratic republic and is currently going through a rapid process of

federalisation. Nepal now has seven provincial and 753 local level (including six metropolises, 11 sub-metropolises, 276 municipalities and 460 rural municipalities) governments. Under this federal governance system, local level government has been provided with the authority for planning, financing, and delivery of basic education (a year of pre-primary, followed by Grades 1 through 8), secondary education (Grades 9 through 12) and non-formal education programmes. The federal structure in the governance system will bridge the gap between different layers of government, schools and the community and allow for improved accountability, better-informed curriculum development, promotion of mother tongue-based instruction and effective education service delivery.

11. WFP has started putting its efforts to building capacity of the Ministry of Education, Science and Technology to better provide service delivery in the federal system. WFP is currently expanding its support to federal, provincial and local governments to mitigate the existing challenges related to providing education during the transition to federalism and to increase their capacity to ensure inclusive and equitable quality education for all.
12. Nepal has made remarkable progress in achieving a degree of gender parity in the education sector. Net enrolment rates have achieved parity at all levels of schooling, reflecting the government's success in ensuring the equal participation of girls in schools. However, while improvements in enrolment rates are a positive first step, this does not imply gender parity in the literacy rate. One of the biggest problems in Nepal's education system is female education. This issue has been neglected in the past. In fact, there is an extreme inequality in the literacy rate between men and women. In Nepal, 71 percent of men can read and write, whereas only 44 percent of women can. This shows the inequality in women's education and is a direct cause of poverty among vulnerable communities in Nepal (according to the "Education in Figures 2017 (At A Glance)", Government of Nepal Ministry of Education, Science & Technology (Statistics, Policy and Research Section) Singhadurbar, Kathmandu). In Nepal, societal norms dictate that women after a certain age are married which has discouraged reasonable investment to women's education.
13. The above situation is exacerbated in Provinces 6 and 7 where the geographic area is characterized by frequent natural disasters, severe food insecurity, malnutrition, poverty, and low education outcomes. These provinces have the lowest national net enrolment rates and the highest under-nutrition rates. Consequently, the McGovern-Dole supported FFE programme focuses on educational and nutritional outcomes of school-age children living in the hills and mountains of 11 districts in Provinces 5, 6 and 7 (in Province 7, Achham, Baitadi, Bajhang, Bajura, Dadeldhura, Darchula, Doti; and in the Province 6, West Rukum, Jajarkot and Dailekh; East Rukum of Province 5).
14. **Specific In-country Constraints:** Weak infrastructure, geographical remoteness and targeted beneficiaries' vulnerability to disasters pose challenges and may limit access to these provinces. Similarly, the Government's capacity to monitor, supervise and manage the education system, including National School Meal Programme (NSMP) is fragmented, as highlighted in the WFP-Nepal comparative study on school feeding strategies in Nepal conducted in 2015¹. Funding and staffing at all levels (from schoolteachers to senior government officials) are weak. Lack of transparency, accountability and weak governance are continuing challenges that need to be addressed through strong monitoring systems. Another potential challenge is avoiding overlap of education related complementary programme interventions implemented by many partners. WFP Nepal works closely with the Ministry of Education and development partners to ensure that its programme interventions are not duplicated but rather complementary and supportive of the government education and school feeding objectives.

¹ Nepal Demographic Health Survey (NDHS) 2016

3.2. Subject of the evaluation

15. For the proposed MTE, the Evaluation Team is expected to use the same WFP decentralized evaluation approach used during the baseline to critically review and assess the progress made by the USDA McGovern-Dole Food for Education and Child Nutrition Programme, FY-17 grant cycle.
16. The FY 17 grant cycle is implemented over the period of January 2018 to December 2021 in selected food insecure rural and urban municipalities of 11 districts across Provinces 5, 6 and 7². A total of 2,003 schools are covered, serving 117,872 boy and 131128 girls student. The programme takes a holistic approach to education programming through four interventions: school meals, water sanitation and hygiene (WASH), early grade reading (EGR), ³and digital learning (DL⁴). WFP further complements these activities through school infrastructure development, including building and rehabilitating kitchens, latrines, and water stations, as well as the distribution of non-food items, particularly energy-saving stoves, cooking utensils, school furniture among others. School meals and WASH activities are implemented across selected municipalities of 11 districts. EGR is implemented in all SMP schools across six selected programme districts, while the DL programme is implemented in selected EGR schools over five districts. The programme is currently implemented in 95 schools across five districts benefitting about 10,000 children from grades 2-5. The National School Meals Programme district map is attached in **Annex 1** and the map of the USDA McGovern-Dole Food for Education and Child Nutrition Programme is attached in **Annex 2. The four-year activity budget is roughly USD 29 million out of which approximately, USD 1 million is budgeted for monitoring and evaluation.**
17. During the four year implementation period, the programme plans to achieve the following results: (1) Improved attendance of students; (2) Improved knowledge and skills of school administrators on new and quality techniques and tools; (3) Improved knowledge and skills of teachers on use of new and quality teaching techniques and tools; (4) Improved enrolment of students; (5) Improved ability of students who can read and understand grade level text; (6) Improved individual knowledge and skills about child health and nutrition practices; (7) Improved individual knowledge and skills about safe food preparation and storage practices and (8) Child health and nutrition strategies and guidelines developed approved by government, and implementation started. The Performance Monitoring Plan (PMP) detailing the indicators of the programme, including targets, is attached in **Annex 3**.
18. As per the transition plan of the Nepal Government, Baitadi and Dadeldhura Districts have been transitioned from WFP in-kind modality to government's cash-based modality during this phase of programming, effective from July 2019. The MTE will therefore also cover the transition districts, including the two of the eight home-grown pilot districts. They are benefiting from direct technical assistance funded by the McGovern-Dole project. The 8 home-grown pilot districts include Dadeldhura and Baitadi, and 3 other districts implementing the home-grown school feeding (HGSF) programme as per the Government of Nepal's transition plan on School Meals Programme (attached in **Annex 4**).
19. The stated results to be achieved through the twelve key activities are: (1) Distribute early grade reading materials through World Education Inc.; (2) Distribute digital learning content through Open Learning Exchange Nepal; (3) Train teachers to increase knowledge and skills of teachers; (4) Train school administrators to increase knowledge and skills of school administrators; (5) Provide school meals; (6) Build/rehabilitate institutional improved cooking stoves, toilet, kitchen, water systems; (7) Raise awareness on importance of education; (8) Train parent teachers association and school management committee; (9) Training and awareness on good health and hygiene practices; (10)

² In 2019-2020 school year two districts of Province 7 were handed over to the government-funded SMP (cash-based). Currently the food-based and USDA/WFP assisted SMP is implemented in 9 districts. The technical assistance component covers all the 42 districts of Nepal with SMP (9 districts USDA/WFP with food assistance, 33 districts with government funded/cash-based SMP. Within the 33 cash-based SMP districts, 8 are covered by the pilot on home-grown school feeding.

³ EGR is the ability to read and understand a simple text is one of the most fundamental skills a student can learn. Grade 1-5 is considered as a early early grade in Nepalese context.

⁴ "Digital literacy is the ability to find, evaluate, utilize, share, and create content using information technologies and the Internet"- Cornell University Australia

Trainings and mobilization of child WASH clubs; (11) Training on food storage, handling and preparation and nutrition; (12) Distribute non-food items to schools. The programme level Result Framework of the project is attached in **Annex 5**. The outcomes in the Results Framework are used to measure the achievements of the programme. The Results Framework provides the detailed and systematic linkages of the overarching programme objectives and planned activities.

20. The endline evaluation of previous phase of McGovern-Dole programme (FY-14 grant cycle) generated issues and recommendations for WFP's attention. For example, it recommended an enhanced focus on training of teachers on new teaching methods (phonetic teaching) along with the provision of teaching aids and recommendations for refresher training. The MTE should also therefore assess whether these recommendations have been appropriately actioned in the current phase. The Evaluation Team will highlight the limitations of the evaluation into the inception as well as the evaluation report. The **final report of the endline evaluation** of the McGovern-Dole FY14 grant cycle is attached in **Annex 6**.

4. Evaluation Approach

4.1. Scope

21. The MTE will cover the USDA McGovern-Dole FY-17 cycle, 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, is expected to provide an evidence-based, independent assessment of performance of the operation so that WFP and programme partners can adjust course as necessary for the remaining programme period and inform any future programme design.
22. The evaluation should also assess the results of project against the established baseline values. They will be assessed against the evaluation criteria of relevance, effectiveness and efficiency, impact, and sustainability as well as adequacy, transparency and timeliness.
23. A key requirement for the evaluation is to ensure that Gender Equality and Women Empowerment (GEWEGEWE) is integrated into the whole evaluation process, and that specific data on gender is collected during the survey (e.g. data collected on, and from male and female beneficiaries of different economic status of existing ethnicity/castes//ethnic groups, data disaggregated by age, gender, caste/ethnic and disable groups).
24. The evaluation will focus primarily on the following activities:
 - Review of relevant documents including project documents, internal/external administrative records, collected data, monitoring plan and reports and Project-Level Results Framework;
 - Field visits to WFP school feeding sites to conduct surveys, interviews and focus groups;
 - Interviews with representatives and staff members of governmental implementing partners, as well as interviews with community participants (students, parents School Management Committee (SMC), Food Management Committee (FMC) and Child Club members both boys and girls, male and female of different age, ability and caste/ethnic groups impacted by the project.
25. The MTE will cover the period from the start of the McGovern-Dole funded operation from January 2018 to the data collection of the mid-term evaluation, planned for 15th February 2020 to 15th March 2020. The evaluation will cover all activities implemented in the eleven target districts including districts that have been transitioned to the government's cash-based modality.

4.2. Evaluation Criteria and Questions

26. Evaluation Criteria: The evaluation proposed herein should use the standard evaluation criteria of Relevance, Effectiveness, Efficiency, Sustainability, and Impact as well as Adequacy, Transparency and Timeliness. GEWE should be mainstreamed throughout these five criteria, with specific evaluation questions where appropriate.
27. Evaluation Questions: Aligned 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 to highlight the existing circumstances, performance of the school feeding activities during the project period and key lessons learnt, which could inform future strategic and operational decisions. The evaluation questions listed below are only an initial and indicative list of questions. The Evaluation Team should work further, improve and prioritise the questions in the Inception Phase.

Table 1 Evaluation criteria and questions

Focus Area	Evaluation Questions
Relevance	<ul style="list-style-type: none"> • Were the objectives appropriate to the needs of the people with limited access to quality education and adequate food consumption at the project design stage and have they remained so over time? • Have the programme's interventions reached the right people at the right time, with the right type of assistance up to this point? • In the context of the changing structure of governance in Nepal (federal system), the current modalities and administrative structure would be affected. What has been the effect of these changes on each component of the school meals programme? • What progress has been made in achieving the outputs of the crosscutting indicators? • Is the programme having any impact on girls' school performance? Is there equal participation by women in running the School Feeding programme?
Effectiveness	<ul style="list-style-type: none"> • To what extent were the operation objectives and anticipated results met? • Have processes, systems, analysis and tools been put in place to support the operation design, implementation, monitoring & evaluation and reporting, including the specific arrangements (e.g. third-party monitoring to complement WFP field monitoring)?
Efficiency	<ul style="list-style-type: none"> • What are the results of the school meals operation (all components)? What are the outputs and outcomes? • At mid-term level, has the programme achieved the planned outputs? • What was the efficiency of the programme, in terms of transfer cost, cost per beneficiary, logistics, timeliness of delivery? • How are the different activities of the operation synergetic with other WFP operations and with what other actors are doing to contribute to WFP's overriding educational objectives in Nepal?
Impact	<ul style="list-style-type: none"> • What are the intended and unintended long-term effects on beneficiaries and institutional arrangement and capacities? • Are local communities (parent teachers associations (PTA), School Management Committee (SMC), Food Management Committee (FMC), Child Clubs, farmers groups, etc.) fully involved in and contributing toward school feeding?
Sustainability	<ul style="list-style-type: none"> • What is the status of progress achieved with planned steps towards handover and sustainability? • What is the Evaluation Team's quantitative and qualitative assessment of progress achieved in national policy and performance, and in participating schools?

Adequacy	<ul style="list-style-type: none"> • Have the activities been performed adequately to reach the intended outputs and outcomes? <ul style="list-style-type: none"> • Have their scope and reach been adequate?
Transparency	<ul style="list-style-type: none"> • To what extent have all stakeholders been involved in the programme's activities?
Timeliness	<ul style="list-style-type: none"> • To what extent have the programme's activities been implemented in a timely manner? • Have the beneficiaries and other stakeholders received their benefits within the expected timeframe?

4.3. Data Availability

28. The following sources of information are indicative of the information that will be made available to the Evaluation Team during the inception phase. Additional information will be provided as needed. The sources provide quantitative and qualitative information:

- Project proposal of USDA McGovern-Dole International Food for Education and Child Nutrition Programme
- Report of the baseline survey
- Semi-annual and annual reports submitted to USDA
- Process and outcome monitoring reports
- WFP Country Strategic Plan
- National School Meal Programme Guideline
- Multi-sector Nutrition Plan (2018-2022)
- School Sector Development Plan (2016-2023)
- DEQAS (Decentralised Evaluation Quality Assurance System Process Guide)
- USDA Monitoring and Evaluation Policy February 2019
- Food For Progress and McGovern-Dole Indicators and Definitions
- PowerPoint slides on the initial findings from Rapid Gender Equality and Social Inclusion (GESI) Assessment carried out in 2019

29. Concerning the quality of data and information, the Evaluation Team should:

- a. assess data availability and reliability as part of the inception phase expanding on the information provided in section 4.3.
- b. systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data.
- c. the Evaluation Team should review the activity logframe/results matrix and recommend any changes/adjustment in the inception phase.

30. Ensure that sampling and data collection tools and methods are gender-sensitive and that the voices of women, girls, men and boys are sufficiently heard and used.

4.4. Methodology

31. The methodology will be finalized by the Evaluation Team during the inception phase. WFP Nepal requests that the methodology of the MTE include the following:

- Follow the same methodology used during baseline study while incorporating the feedback and lessons learned from baseline study.
- Employ the relevant evaluation criteria above [Relevance, Effectiveness, Efficiency, Sustainability, Impact, Adequacy, Transparency and Timeliness].

- Demonstrate impartiality and lack of biases by relying on a cross-section of information sources (stakeholder groups, including beneficiaries, etc.). The selection of field visit sites will also need to demonstrate impartiality.
- Use mixed methods (quantitative, qualitative, participatory etc.) to ensure triangulation of information through a variety of means.
- Ensure through using a mixed method that women, girls, men and boys from different stakeholder groups participate and that their different voices are heard and used;
- Apply an evaluation matrix geared towards addressing the key evaluation questions taking into account the data availability challenges, the budget and timing constraints.

32. Incorporate methodological lessons learned during baseline survey in the midline evaluation design as below:

- a. Integration of L1 and L2 in sample design.⁵
- b. Improvement in measurement of indicators that are supposed to assess skills instead of knowledge.
- c. Inclusion of indicator that was missed during baseline: number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance.

33. The methodology should be tailored to gather gender-responsive information and conduct Gender Equality and Social Inclusion (GESI related analysis, indicating specifically what data collection methods are employed to seek information on GEWE issues and to ensure the inclusion of women and marginalised groups. The methodology should ensure that data collected is disaggregated by sex, age; and caste/ethnicity; an explanation should be provided if this is not possible. The Evaluation Team must have a clear and detailed plan for collecting data from women and men in gender-responsive ways. The Evaluation Team must detail their plan to integrate gender equality considerations and different perspectives in the inception report.

- The Evaluation Team will consider the recommendations of the combined evaluation while designing the midterm evaluation methodology. The team will be required to consider all GEWE and inclusion issue raised by the FY-14 evaluation or FY-17' baseline study. Triangulation of data should ensure that diverse perspectives and voices of both males and females of diverse groups are heard and taken into account.
- The evaluation findings, conclusions and recommendations must reflect GESI analysis, and the report should provide lessons/ challenges/ recommendations for conducting GESI responsive evaluations in the future.
- The MTE must also particularly address the lessons learned and recommendations made by USDA and USAID during the combined evaluation of the FY-14 and FY-17 grant cycles. Necessary expertise and care should be utilized by the Evaluation Team.

4.5. Quality Assurance and Quality Assessment

- 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 their review. DEQAS is closely aligned to WFP's evaluation quality assurance system (EQAS) and is based on the United Nations Evaluation Group (UNEG) norms and standards, as well as the good practice of the international evaluation community to ensure that the evaluation process and products conform to best practice.

⁵ There are nepali (L1) and local language (their own ethnic language L2) speakers children in several schools in Nepal. The research firm will conduct the EGRA assessment in Nepali with nepali language speaks and in local language with local language speaker. The firm will segregate the result by L1Vs L2 that will allows us to analyse EGRA performance in both group of children.

- DEQAS will be systematically applied to this evaluation. The WFP Evaluation Manager will be responsible for ensuring that the evaluation progresses as per the [DEQAS Process Guide](#) and for conducting a rigorous quality control of the evaluation products ahead of their finalization.
- WFP has developed a set of [Quality Assurance Checklists](#) for its decentralized evaluations. This includes checklists for feedback on quality for each of the evaluation products. The relevant checklist will be applied at each stage, to ensure the quality of the evaluation process and outputs.
- To enhance the quality and credibility of this evaluation, an outsourced quality support service directly managed by WFP's Office of Evaluation in Headquarter provides review of the draft inception and evaluation report (in addition to the same provided on draft TOR), and provide:
 - a. systematic feedback from an evaluation perspective, on the quality of the draft inception and evaluation report;
 - b. recommendations on how to improve the quality of the final inception/evaluation report.
- The Evaluation Manager will review the feedback and recommendations from DEQAS and share with the Team Leader, who is expected to use them to finalise the inception/ evaluation report. To ensure transparency and credibility of the process in line with the [UNEG norms and standards](#)^[1], a rationale should be provided for any recommendations that the team does not take into account when finalising the report.
- This quality assurance process as outlined above does not interfere with the views and independence of the Evaluation Team, but ensures the report provides the necessary evidence in a clear and convincing way and draws its conclusions on that basis.
- The Evaluation Team will be required to ensure the quality of data (validity, consistency and accuracy) throughout the analytical and reporting phases. The Evaluation Team should ensure the accessibility of all relevant documentation within the provisions of the directive on disclosure of information. This is available in [WFP's Directive CP2010/001](#) on Information Disclosure.
- All final evaluation reports will be subjected to a post-hoc quality assessment by the independent entity through a process that is managed by OEV. The overall rating category of the reports will be made public alongside the evaluation reports.

5. Phases and Deliverables

- The evaluation will proceed through these key phases: 1). Planning, 2). Preparation, 3). Inception, 4). Field Data Collection, 5). Data Analysis & Reporting, 6). Dissemination and Follow-up. The evaluation schedule (**Annex 9**) provides a detailed breakdown of the proposed timeline for each phase including the deliverables.
- This is a tentative timeframe, subject to change due to any unforeseen circumstances and other external factors beyond the control of WFP or the Evaluation Team. However, it should also be noted that access to remote areas will be a very important element to consider when preparing the field mission schedule. A significant time-period is required to reach and conduct data collection from the remote communities included in the proposed evaluations – at least three weeks to over a month for programme districts. The field visits shall be timed to avoid the monsoon season (June – September) when programme districts in mid-hills and mountains are inaccessible, as well as major Hindu festival periods (late September to early November) where schools and district government offices will be closed for extended periods.
- A summary of the deliverables and deadlines for each phase is included below:

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

- **Preparation Phase** (October-November 2019): Renewing the contract with selected research firm based on the term agreement. During the preparatory phase, the country visit of the Evaluation Team is optional as the desk review and preparation of the initial draft inception reports can be done remotely.
- *Deliverable - Fully executed contract*
- *Deliverable – Terms of Reference for the Internal Evaluation Committee and the Evaluation Reference Group*
- **Inception Phase** (Jan-Feb 2020): The evaluation design is finalised during this phase. The Evaluation Team need to have 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 and initial interaction with the main stakeholders, including the design of the evaluation framework and finalising and testing of data collection tools and instruments. The quality assured Inception Reports must be submitted to the CO for approval no later than two weeks before the data collection begins. During the inception mission, key members of the Evaluation Team (as relevant in their roles and responsibilities) are expected to visit Nepal for consultation meetings with WFP and its partners, training local enumerators and validation of the inception reports: mainly in the areas of methodology, timeline, roles and responsibilities etc. For the inception, de-briefing and results sharing workshops, the team leader and key thematic experts (education, gender, evaluation) in the least, should be present, while other members may join as appropriate.

Deliverable –Inception Report for FY-17 midterm evaluation (maximum length: 20 pages excluding annexes)

- The Inception Report of this study will describe the country context, provide an operational factsheet and map, and provide a stakeholder analysis. The Inception Report will also describe the evaluation methodologies and the approach taken by the Evaluation Team to cultivate ownership and organize debriefing sessions and quality assurance systems developed for the evaluation. The Inception Report will include use of Evaluation Plan Matrices, and they will outline the methods that the Evaluation Team will use to collect and analyse data in order to answer all evaluation questions. The Evaluation Team analyse the baseline survey and monitoring data collected for the activity and mention the quality and adequacy of monitoring data for the project with GESI analysis. Finally, they must include an evaluation activity plan and timeline. The evaluation designs and proposed methodologies specified in the Inception Report 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 **Annex 9: Inception Report Template**.
- **Field Data Collection Phase** (March 2020): The fieldwork will span three to four weeks and will include visits to project sites. This will be the period that data was collected for the Baseline Study. There is limited flexibility for the timing of the field data collection mainly because late March is the window of time in between schools vacations. A debriefing session will be held upon completion of the fieldwork. The data should be collected using tablet computers provided by WFP Nepal CO. An appropriate software can be used for analysis of the collected data.

Deliverable - An exit debriefing presentation of preliminary findings and conclusions (power point presentation).

- **Data Analysis and Reporting Phases** (April - May 2020): 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 FY-17 mid-term evaluation report. The Evaluation Team is

expected to analyse whether sufficient monitoring data was collected during the implementation period on key indicators to measure progress on human rights and gender equality results. These timelines will be further developed in the Inception Phase. They 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 reports must be finalized for WFP to transmit to USDA FAD within 60 days following the evaluation fieldwork and no more than 15 days after the report has been completed. As this is a very tight timeline, it may undergo an adjustment, depending on consideration and approval by USDA. It will be necessary however, to submit to WFP Nepal the quality assured final reports for the CO's final comments and pre-approval one month before the USDA deadline. The Evaluation Team shall make every possible effort to meet these given timelines. However, any difficulties must be communicated to WFP Nepal CO well in advance, in order to make the necessary adjustments.

- **Mid-term evaluation report:** The midterm 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 findings should include a proper analysis and reporting on equity and inclusion dimensions such as discussion on whether girls and boys were treated respectfully. A discussion on unintended effects of the intervention on Human Rights and gender equality and inclusion is required. The reports will also outline interim lessons learned, recommendations and proposed follow-up actions. The Evaluation Team will ensure the recommendations address GEWE issue and priorities to improve GEWE in school meals and child nutrition activities.

Dissemination and Follow-up Phase (May – June 2020): The USDA Food and Agriculture Department (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.

Dissemination of the report: This report will be disseminated to stakeholder by the end of June 2020.

Notes on the deliverables: All reports will be produced in English and follow the WFP DEQAS templates. The Evaluation Team is expected to produce written work that is of a 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 final evaluation products to the required quality level.

6. Organization of the Evaluation & Ethics

6.1. Evaluation Conduct

- The independent 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.
- The Evaluation Team will not have been involved in the design or implementation of the subject of evaluation or have any other conflicts of interest. Further, they will act impartially and respect the [code of conduct of the evaluation profession](#).

- The Evaluation Team will conduct and report on the evaluation according to WFP standards. To ensure the independence of the studies and the evaluations the role of Evaluation Manager is separate from the role of the independent Evaluation Team.
- The Evaluation Team has to ensure that relevant clearances are taken from applicable stakeholders (clearances from Government for evaluation conduct, ethical clearances from beneficiaries) ahead of going to the field with the surveys. WFP Nepal on its part, has an umbrella agreement with the Government of Nepal to implement programmes which also includes conducting evaluations. The Evaluation Team should take special consideration of the UNEG Ethical Guidelines which state that “all those engaged in designing, conducting and managing evaluation activities should aspire to conduct high quality work guided by professional standards and ethical and moral principles. The Evaluation Team will use an ethical protocol while interviewing parents, teachers and students. The integrity of evaluation is especially dependent on the ethical conduct of key actors in the evaluation process”. Please see **Annex 10: UNEG Ethical Guidelines**
- The main functions and tasks expected from the Evaluation Manager, the independent Study and Evaluation Teams, WFP Nepal CO, the WFP Regional Bureau of Asia (RBB) and the USDA FAD are described below.
- The logistical arrangements for the evaluation - local travel (arranging vehicle travel and air ticketing) of both international Evaluation Team and local research agency), organizing consultation meetings (with all stakeholders including the Government) and organizing workshops etc will be undertaken by the international research agency with support from the local research agency.

6.2. Team composition and competencies

- The Evaluation Team will conduct the proposed studies and evaluations under the direction of the Evaluation Manager.
- 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 as well as in conducting midline study. These are: **evaluation methodology, education, school health and nutrition, gender, data management and analysis and technical assistance and GON capacity development** – a minimum of five members in the team, representing these areas of expertise. 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 in managing the evaluation and the team. To the extent possible, the evaluation will be conducted by a gender-balanced, geographically and culturally diverse team with appropriate skills to assess gender and inclusion dimensions of the subject as specified in the scope, approach and methodology sections of the ToR. At least one team member should have WFP experience.
- The Evaluation Team will work in close coordination and technical liaison with a national, in-country research firm that has thorough technical expertise and contextual knowledge of Nepal’s school meals programmes. The technical capacity and skills of the national research firm is deemed essential for the conduct of the evaluation.

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);
- Education particularly literacy specialist
- School feeding/nutrition.
- Gender expertise / good knowledge of gender and protection issues

- Adequate experience and expert knowledge in carrying out complex evaluations and baseline surveys.

- All team members should have strong analytical and communication skills, evaluation and baseline study experience and familiarity with 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;
- 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. S/he will also have leadership, analytical and communication skills, including a track record of excellent English writing and presentation skills.
- **Team leader's primary responsibilities:** 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, the end of field work (i.e. exit) debriefing presentation and evaluation report in line with DEQAS; v) facilitate regular communication with the Evaluation Manager and local partners; lead, coordinate and facilitate consultations with local partners and communicate the decisions reached to each group of stakeholders.
- The other team members will bring together a complementary combination of the technical expertise required and have a track record of written work on similar assignments.
- 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

- 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 United Nation (UN) Department of Safety & Security (UNDSS) system for UN personnel. However, consultants hired independently are covered by the UNDSS system for UN personnel, which cover WFP staff and consultants contracted directly by WFP. 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.

6.4 Ethics

- WFP's decentralised evaluations must conform to WFP and UNEG ethical standards and norms. The contractors undertaking the evaluations are responsible for safeguarding and ensuring ethics at all stages of the evaluation cycle (preparation and design, data collection, data analysis, reporting and dissemination). This should include, but is not limited to, ensuring informed consent, protecting privacy, confidentiality and anonymity of participants, ensuring cultural sensitivity, respecting the autonomy of participants, ensuring fair recruitment of participants (including women and socially excluded groups) and ensuring that the evaluation results in no harm to participants or their communities.

- The Evaluation Team is responsible for managing any potential ethical risks and issues and must put in place in consultation with the Evaluation Manager, processes and systems to identify, report and resolve any ethical issues that might arise during the implementation of the evaluation. Ethical approvals and reviews by relevant national and institutional review boards must be sought where required. The Evaluation Team need to identify and explain all potential evaluation risks and respective mitigation measures through the Inception Report.

7. Roles and Responsibilities of Stakeholders

- **WFP Nepal Office:**

WFP Nepal Office **Management (Director or Deputy Director)** will take responsibility to:

- Assign an Evaluation Manager for the evaluation: Kanta Khanal, Programme Policy Officer (MRE unit).
- Compose the internal evaluation committee and the evaluation reference group (see below).
- Approve the final ToR, inception and evaluation reports.
- Ensure the independence and impartiality of the evaluation at all stages, including establishment of an Evaluation Committee and a Reference Group (see below).
- Participate in discussions with the Evaluation Team on the evaluation design and the evaluation subject, its performance and results, in consultation with the Evaluation Manager.
- Organise and participate in two separate debriefings, one internal and one with external stakeholders.
- Oversee dissemination and follow-up processes, including the preparation of a Management Response to the evaluation recommendations.

The **Evaluation Manager**: The Evaluation Manager is managing Nepal country office's monitoring, review, evaluation and knowledge management function. She is not involved in managing school meal and child nutrition activity. She has the following responsibilities:

- Manages the evaluation process through all phases including drafting this TOR
- Ensures quality assurance mechanisms are operational
- Consolidates and shares comments on draft TOR, inception and evaluation reports with the Evaluation Team
- Ensures expected use of quality assurance mechanisms (checklists, quality support).
- Ensures that the team has access to all documentation and information necessary to the evaluation; facilitates the team's contacts with local stakeholders; sets up meetings, field visits; -
- provides logistic support during the fieldwork; and arranges for interpretation, if required.
- Organises security briefings for the Evaluation Team and provides any materials as required.

An **Internal Evaluation Committee (Annex-11)** has been formed as part of ensuring the independence and impartiality of the evaluation. It will achieve this by supporting the Evaluation Manager in making decisions through the process, reviewing draft evaluation deliverables (TOR, inception report and evaluation report). The committee is led by WFP Nepal Country Director, the following positions have been nominated: WFP Nepal Deputy Country Director (Ryan Pittock), Head of Programme (Naoki Maegawa), Head of School Meals Programme (Cristina Murphy), Manager of the School Meals Programme (Neera Sharma) and Evaluation Manager (Kanta Khanal).

An **Evaluation Reference Group (ERG)** has also been formed. The ERG will include among others, the Country Director and Deputy Country Director of WFP Nepal CO, GESI Protection Officer, the Regional Evaluation Officer, WFP OEV, and external stakeholders such as the Ministry/Department of Education, U.S. Agency for International Development (USAID) and USDA. The ERG members will review and comment on the draft evaluation products, act as experts in an advisory capacity, and act as key

informants in order to further safeguard against bias. See **Annex 11: Membership of the Evaluation Reference Group and Internal Evaluation Committee**

- **The WFP Washington Office will be responsible for:**
 - Managing all communication with the USDA FAD relating to provision of comments on deliverables and organization of FAD participation in stakeholder discussions of evaluation findings and project-level follow-up;
- **The Regional Bureau:** the RB will take responsibility to:
 - Advise the Evaluation Manager and provide support to the evaluation process where appropriate.
 - Participate in discussions with the Evaluation Team on the evaluation design and on the evaluation subject as required.
 - Provide comments on the draft TOR, Inception and Evaluation reports
 - Support the Management Response to the evaluation and track the implementation of the recommendations.
 - While the Regional Evaluation Officer Yumiko Kanemitsu will perform most of the above responsibilities, other RB relevant technical staff may comment on evaluation products as appropriate.
- **Relevant WFP Headquarters divisions** will take responsibility to:
 - Discuss WFP strategies, policies or systems in their area of responsibility and subject of evaluation.
 - Comment on the evaluation TOR, inception and evaluation reports, as required.
- **The Government of Nepal and other implementing partners** will, as well, provide support during field evaluation missions and feedback during the report-drafting phase.
- The Ministry of Education and other relevant government representatives, in collaboration with other implementing partners will assist in evaluation design (drafting 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.
- **The Office of Evaluation (OEV).** OEV, through the Regional Evaluation Officer, will advise the Evaluation Manager and provide support to the evaluation process when required. It is responsible for providing access to the outsourced quality support service reviewing draft ToR, inception and evaluation reports from an evaluation perspective. It also ensures a help desk function upon request.
- **Beneficiaries and school management teams:** School management teams, children, parents and community members will be part of the consultation process for the evaluation. They will be the primary respondents of the evaluation. The Evaluation Team is expected to assess the efficiency of WFP Nepal's accountability mechanism "Namaste WFP" that is in operation in the school meals programme districts.

8. Communication and budget

8.1. Communication

- The language used in all communication and evaluation products will be in English.
- The Evaluation Manager will submit all final deliverables to WFP Nepal CO for pre-approval. Upon pre-approval of deliverables, the WFP Nepal CO will forward the deliverables to WFP's Washington Office with the RBB (Regional Bureau) in copy. WFP's Washington Office will transmit deliverables

to the USDA FAD for comments, inputs and final approval. Upon final approval, WFP's Washington Office will transmit USDA comments and final approval to the WFP Nepal CO with the RBB Regional Bureau in copy. The Regional Bureau will maintain its normal responsibilities for a decentralized evaluation. WFP Nepal CO will release payments and inform the Evaluation Manager who will then communicate with the Evaluation Team. 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.

- To ensure a smooth and efficient process and enhance the learning from this evaluation, the Evaluation Team should place emphasis on transparent and open communication with key stakeholders. These will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders. Communication with the Evaluation Team and stakeholders should go through the Evaluation Manager.
- The Communication and Learning Plan should include a GEWE responsive dissemination strategy, indicating how findings including GEWE will be disseminated and how stakeholders interested or those affected by GEWE issue will be engaged. The Evaluation Team are supposed to submit a two-pager brief of the evaluation report giving a summary of key findings along with the detailed report. A results dissemination workshop will be organised by the Evaluation Team inviting all relevant stakeholders. The Evaluation Team will submit three printed copies of the final evaluation report and all raw and analysed data sets to WFP. WFP will share the electronic version of the evaluation report to all concerned.
- As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available. Following the approval of the final evaluation report, WFP Nepal CO will organise a workshop for the Ministry of Education, Science and Technology, WFP's cooperating partners and internal programme units, in order to discuss the findings and recommendations and prepare the management response plan. Another result-sharing workshop will be held for the donor community, UN partners including the education development partners group and civil society groups where the recommendations and follow-up actions will also be discussed with the objective of getting external feedback. These discussions will also inform the management response to the recommendations. Lastly, the printed copy of the evaluation report will be shared with all relevant stakeholders.

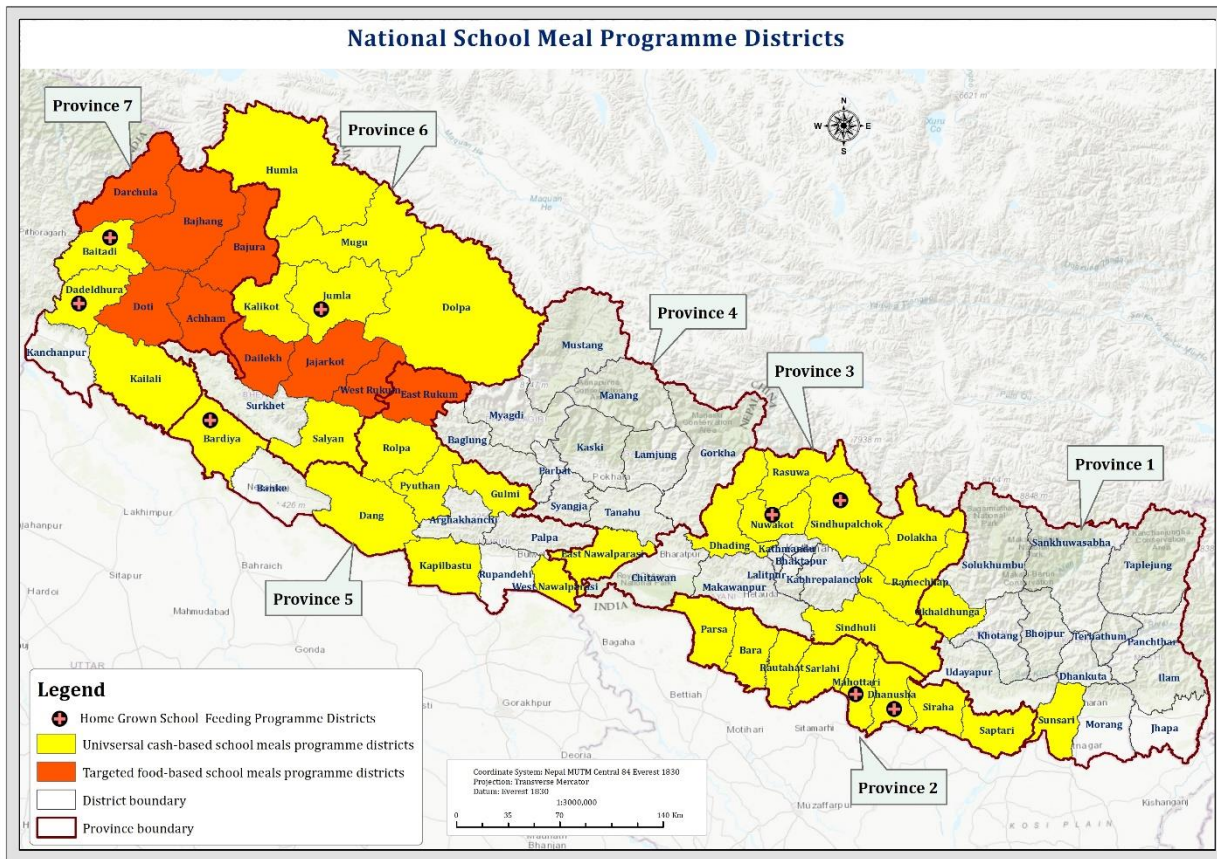
8.2. Budget

Budget: For the purpose of this evaluation:

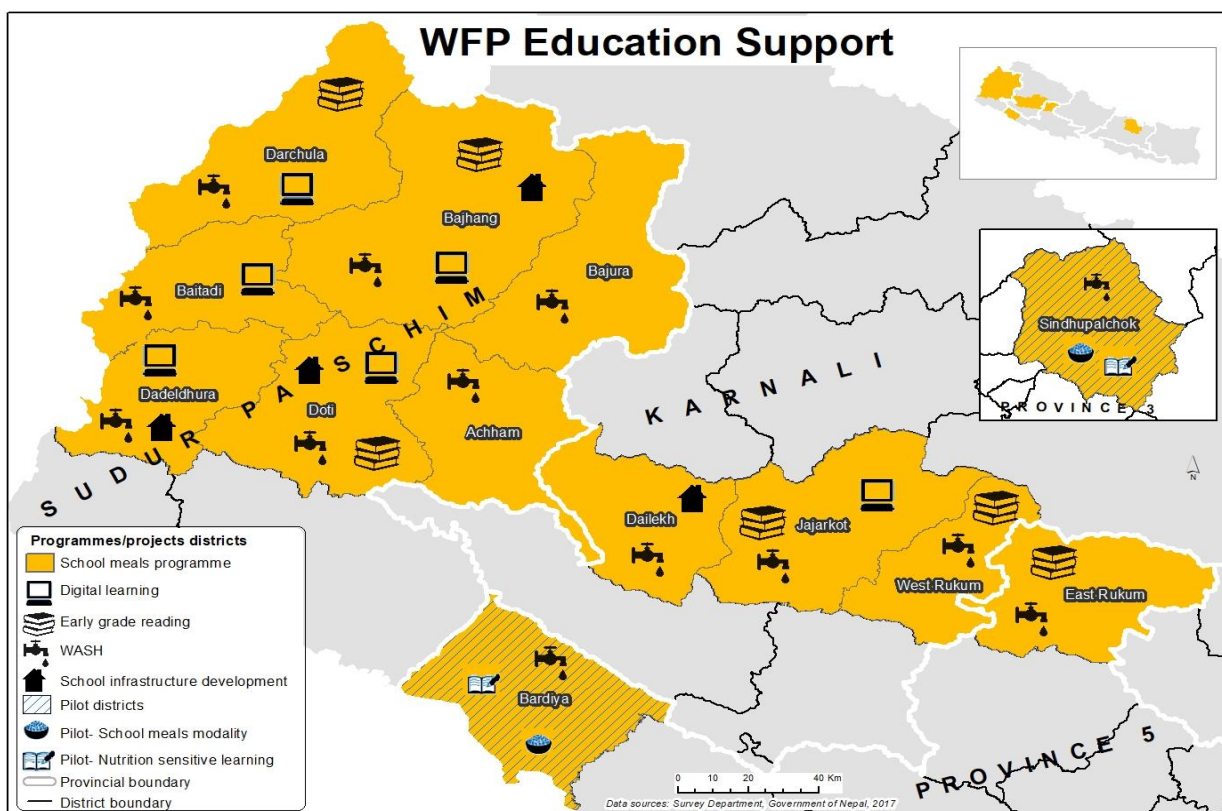
- USDA McGovern-Dole funding provides a budget to fund the various evaluations of the programme including the MTE. A long-term agreement (LTA) has been established with Sambodhi Research and Communications Pvt. Ltd., India by WFP Washington office and is approved by OEV and USDA.
- The research firm has provided a detailed budget for midterm evaluation as per the LTA

Note: Please send any queries to Kanta Khanal, Monitoring and Evaluation Officer, at kanta.khanal@wfp.org, +977 1 5260607 ext. 2426.

Annex 1 Map of Nepal School Meals Programme Districts



Annex 2 Coverage of Clean Feed Read Learn Programme



Annex 3 Performance Monitoring Plan

			Activities Indicators	Targets			
Standard Indicator Number	Activity Number	Indicator Type	Performance Indicator	Year 1	Year 2	Year 3	Year 4
				FY18	FY19	FY20	FY21
1	1	Outcome	Number of students regularly (80%) attending USDA supported classrooms/schools	NA	153,171	164,111	175,052
2	4	Output	Number of textbooks and other teaching and learning materials provided as a result of USDA assistance	1,010,172	611,176	433,964	244,470
3	4	Outcome	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	NA	2,184	2,322	2,322
4	4	Output	Number of school administrators and officials trained as a result of USDA assistance	3,120	3,096	3,096	3,096
5	4	Outcome	Number of teachers and teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance	NA	574	874	796
6	4	Output	Number of teachers and teaching assistants trained or certified as a result of USDA assistance	1,148	1,456	1,224	1,456
7	7	Output	Number of educational facilities (school kitchens and institutionally improved cooking stoves) rehabilitated or constructed as a result of USDA assistance	0	77	77	77
8	2, 1	Outcome	Number of students enrolled in school receiving USDA assistance	218,815	181,000	163,000	143,000
9	1,4	Output	Number of Parent-Teacher Associations (PTA) or School Management Committees (SMC)/ Food Management Committees supported as a result of USDA assistance	2,003	1,620	1,460	1,250
15	1	Output	Number of daily school meals (lunch) provided to school-age children as a result of USDA assistance	37,417,365	30,951,000	27,873,000	24,453,000

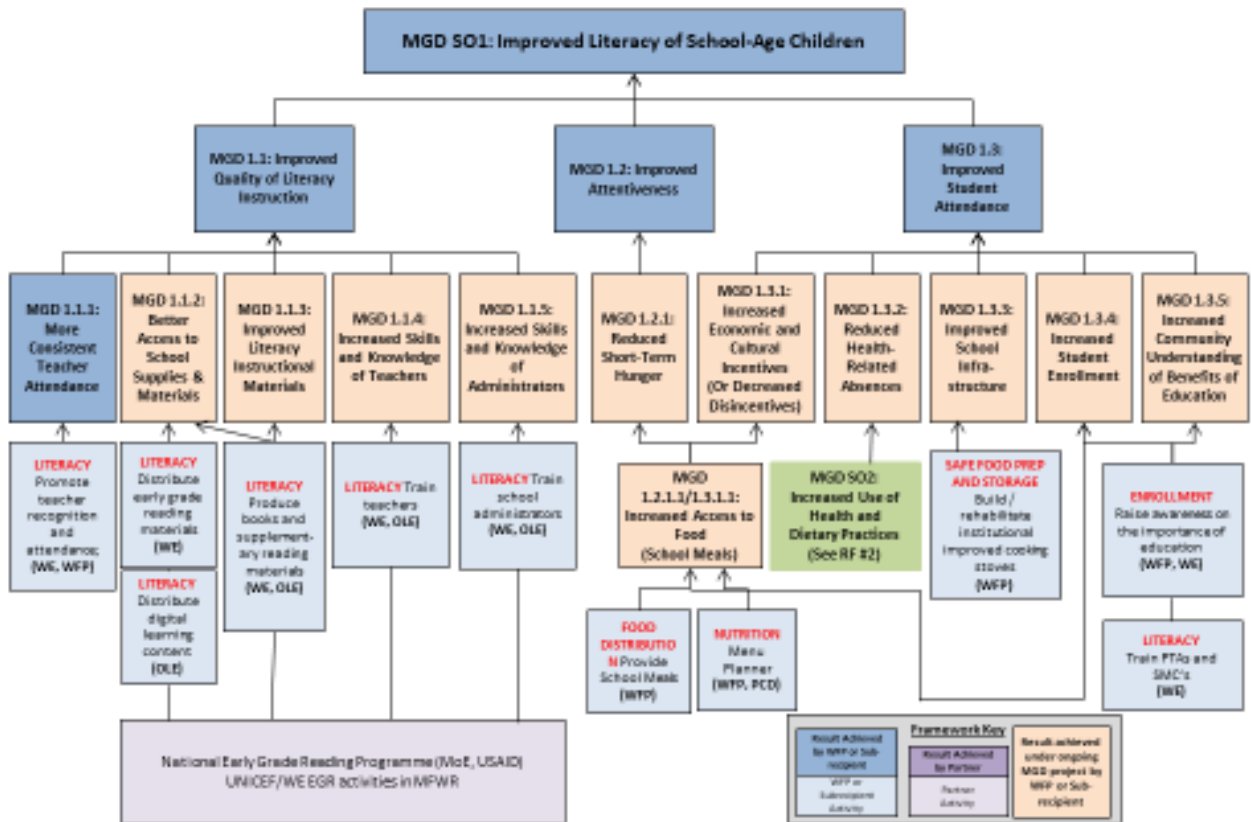
16	1	Output	Number of school-age children receiving daily school meals (lunch) as a result of USDA assistance	207,874	171,950	154,850	135,850
17	3,6	Output	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	210,874	174,950	157,850	138,850
18	3	Output	Number of individuals trained in child health and nutrition as a result of USDA assistance	2,759	1,751	1,577	1,350
19	3	Outcome	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	NA	1,793	1,226	1,262
20	6, 5	Output	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	153	1,820	1,660	1,460
21	6, 5	Outcome	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	NA	46	910	1,162
22	3	Output	Number of schools using an improved water source	220	220	180	140
24	3	Output	Number of students receiving deworming medication(s)	175,052	144,800	130,400	114,400
25	7	Output	Number of child health and nutrition strategies and guidelines in each of the following stages of development as a result of USDA assistance:				
			- Stage 1: Analyzed	0	2	0	0
			- Stage 2: Drafted and presented for public/stakeholder consultation	0	0	2	0
			- Stage 4: Passed/Approved	0	0	1	1
		Outcome	- Stage 5: Passed for which implementation has begun	0	0	0	2
26	4	Outcome	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	NA	10%	15%	20%
27	1,2,3,4,5,6,7	Output	Number of individuals benefiting directly from USDA-funded interventions	218,054	183,073	165,407	138,850

28	1,2,3,4,5,6,7	Output	Number of individuals benefiting indirectly from USDA-funded interventions	846,050	710,323	641,779	538,738
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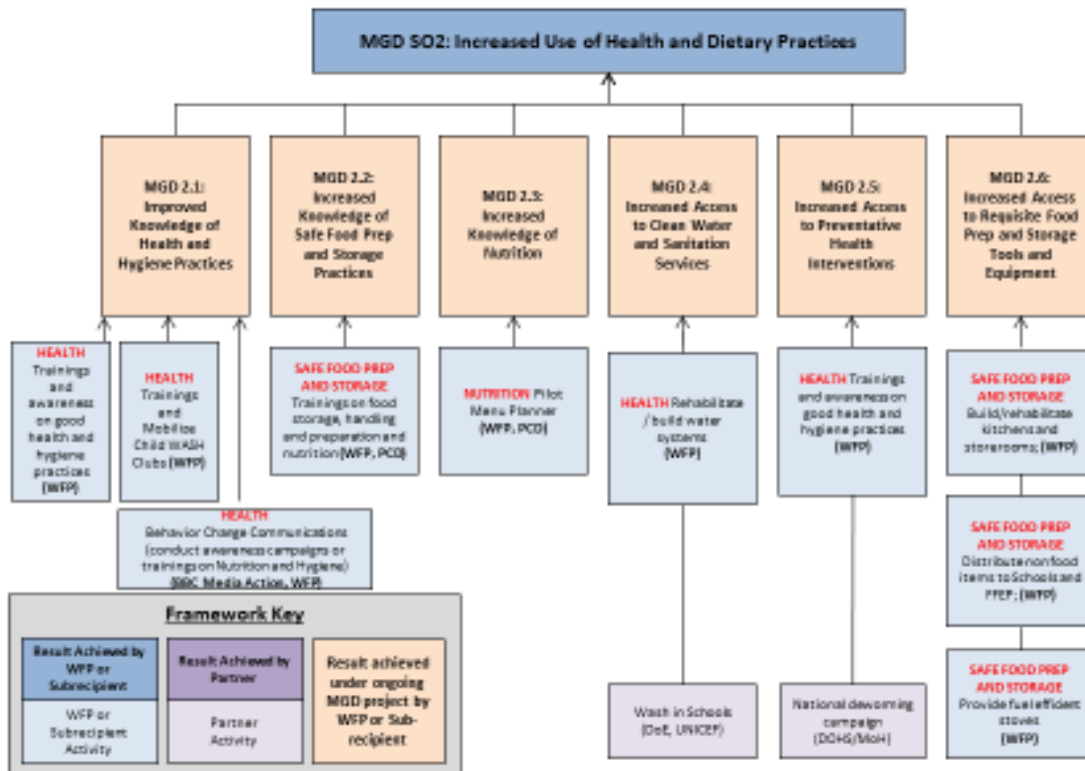
Annex 4 Government of Nepal’s transition plan of the School Meals Programme

(Separate attachment)

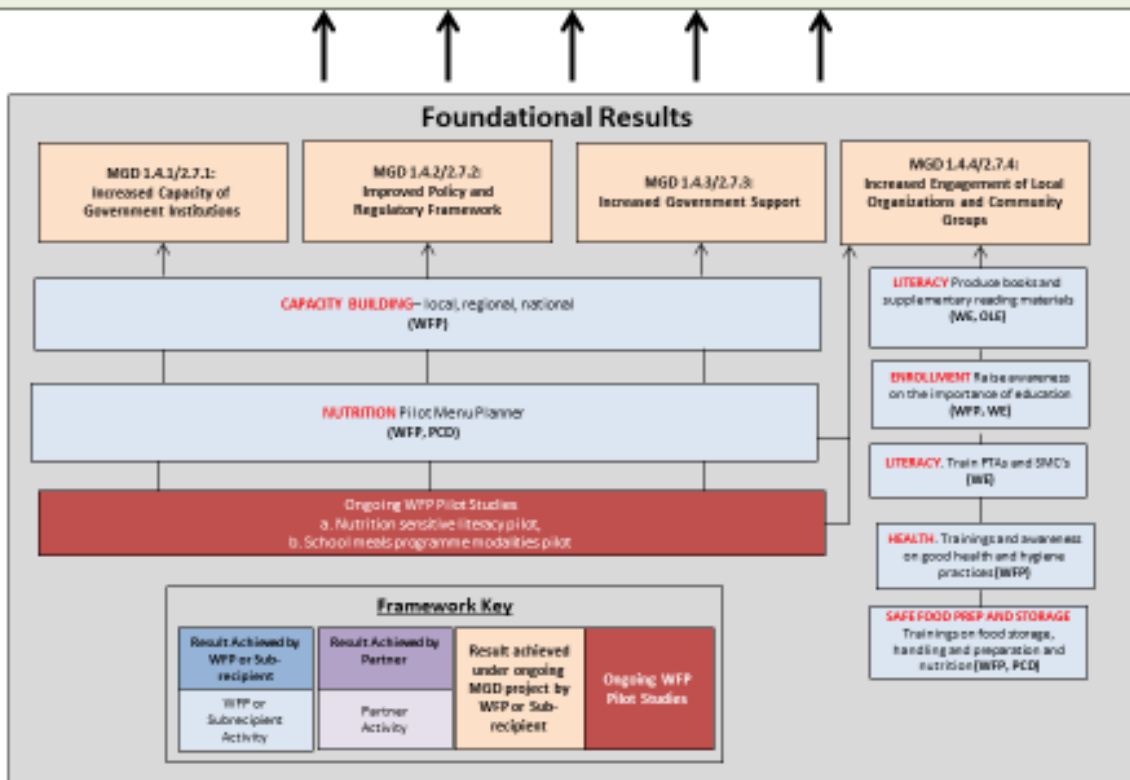
WFP Nepal FY2017-2021 McGovern-Dole Proposal: Results Framework #1



WFP Nepal FY2017-2021 McGovern-Dole Proposal: *Results Framework #2*



WFP Nepal FY2017-2021 McGovern-Dole Proposal: *Foundational Results*



Critical Assumptions

- Continued government support for school meals from MoE as well as district level government structures
- Continued ability of Government and partners to provide complementary resources
- Ability of WFP to mobilize resources for the non-USDA commodities (e.g. salt, Food For Assets)
- Continued national economic growth and absence of large-scale natural disasters or macro-economic shocks that could hinder governments ability to support school meals
- Adequate quality of education and sufficient support for literacy activities at community level
- Good project performance of sub-recipient partners
- Availability of complementary assistance (non-food inputs)
- Stability of food supply
- Adequate linkages to health care and social services
- Allocation of sufficient government budget to NSMP
- Continued and uninterrupted WFP supply pipeline
- Continued support from USAID and other development partners
- Sufficient local agricultural production for local purchase of non-USDA commodities (to compliment school meal)
- Low turnover of trained government/ MoE/ FFEP staff who work on school meals
- A stable political environment in the country.

Annex 7 Endline Report FY 14

(Separate attachment)

Annex 8 WFP Directive (# CP 2010/001) on Information Disclosure

(Separate attachment)

Annex 9 Evaluation Timeline

The following Gantt chart summarizes the timeline for mid-term evaluation:

#	Phases, Deliverables, and Timeline	January 2020	February 2020				March 2020				April 2020				May 2020			
		W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4
Inception phase																		
1.	Desk review of key documents																	
2.	Inception mission in the country (if applicable)																	
3.	Submission of draft Inception Report																	
4.	Submission of final Inception Report revised based on feedback received (D1)																	
Data collection phase																		
1.	Training to enumerators																	
2.	Data collection																	
Data analysis and report phase																		
1.	Data analysis and report preparation																	
2.	Sharing of the draft Evaluation Report																	
3.	Revising report based on feedback received																	
4.	Submission of revised Evaluation Report																	
5.	Submission of final Evaluation Report																	

Annex 10 Inception Report Template

(separate attachment)

Annex 11 UNEG Ethical Guidelines

(separate attachment)

Annex 12 Membership of the Evaluation Committee and Membership of the Evaluation Reference Group (separate attachment)

Annex 13 Acronyms

CO	Country Office
DEQAS	Decentralized Evaluation Quality Assurance System
DL	Digital Literacy
EB	Executive Board
EGR	Early Grade Reading
EQAS	Evaluation Quality Assurance System
FAD	Food and Agriculture Department
FFEP	Food for Education Programme
GEWEGEWE	Gender Equality and Women's Empowerment
HQ	Headquarter
LEDPG	Local Education Development Partner Group
LTA	Long Term Agreement
NSMP	National School Meals Programme
OEV	Office of Evaluation
PTA	Parents Teachers Association
RB	Regional Berau
ToR	Terms of Reference
UN	United Nation
UNDSS	UN Department of Safety and Security
UNEG	United Nations Evaluation Group
USDA	United States Department of Agriculture
WASH	Water Sanitation and Hygiene
WFP	World Food Programme