Full Evaluation of USDA McGovern-Dole International Food for Education and Child Nutrition Programme IN NEPAL from 2020 to 2024

Decentralized Evaluation Terms of Reference

WFP Nepal Country Office

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1. Background

This Terms of Reference (TOR) was prepared by World Food Programme (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 Baseline study (BLS), Mid-term (MT), and End-line (EL) evaluations as approved in the Evaluation Plan; secondly, it provides key information to the evaluation team and helps guide them throughout the survey process and thirdly, it provides key information to stakeholders about the proposed BLS, MT, and EL evaluation.

1.1. Introduction

1. These Terms of Reference (ToR) are for the baseline study (BLS), midterm (MT), and end-line (EL) evaluation of the United States Department of Agriculture (USDA) McGovern-Dole International FFECN Programme Grant (NP02.02.021.SMP1) implemented in six selected districts of province 6 and 7 and will cover the period from November 2020 to October 2024. The timeline of the three different surveys will be: baseline: February to December 2021, Midterm: January to September 2023 and End line evaluation: January to September 2024.
2. The BLS also includes a special study which aims at exploring the factors contributing to literacy outcomes of school-age children other than school meal program and standard academic curriculum. The MT, and EL evaluation will also contribute to generating evidence for the selected learning agenda of the McGovern-Dole International FFECN Programme.

1.2. Context

3. Despite years of multiple development initiatives undertaken by the Government and development partners, Nepal remains one of the world's poorest countries ranking 142 out of 189 countries on the 2019[1] Human Development Index. Approximately 34% of the population still lives in multi-dimensional poverty; with an additional 22.3% vulnerable to multi-dimensional poverty[2]. 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 as stunting for children below age five is 31.5%(male-32.8% and female-30%), underweight is 24.3% (male-24.8% and female-23.7%); and, wasting is 12% (male-13.5% and female-10.4%), [3]. Access to health services, safe water, and sanitation is inadequate.

[1] United Nations Development Programme (UNDP), Human Development Report, 2020
[2] UNDP, Global Multi-Dimensional Poverty Index, 2019.
[3] Nepal Multiple Indicator Cluster Survey 2019

4. To address these interrelated challenges, the government has put in place a solid policy framework since 2015. Comprehensive, multi-sectoral policies including the agricultural development strategy 2015-2035, the national action plan for zero hunger 2016-2025, the multi-sector nutrition plan 2018-2022 and the school sector development plan 2016-2023 have been established to ensure Nepal is no longer considered a Least-Developed Country by 2022

5. Nepal reached a lower-middle-income status in 2019. Better and more inclusive education for all is expected to be a crucial factor in helping the country graduate to middle-income status by 2030 and establish a 'Prosperous Nepal and happy Nepali' by 2043[4]. The government has declared that the next ten years will be the ´Public School Enabling Decade' where schools will be centers of excellence and public faith in the national education system will be restored.

6. As provisioned in the Constitution of Nepal, which was promulgated in 2015, the country has transformed into a federal democratic republic. 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, the 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.

7. 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 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)",

[4] Finance Minister Dr. Yubraj Khatiwada during the budget speech to parliament on 28 May 2020

Government of Nepal Ministry of Education, Science & Technology (Statistics, Policy and Research Section) Singhadurbar, Kathmandu).

8. WFP has started putting its efforts into building the capacity of the MoEST 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. Its key objective is to reduce hunger and improve literacy and nutrition among school-age pupils, especially girls. WFP programme acknowledges that the gap to access education and/or health can be directly linked to gender-related issues depending on the context and that equal access to health and education must be given to both boys and girls. To the extent possible, WFP aims to conduct its programmes by a gender-balanced, geographically and culturally diverse team with appropriate skills to assess gender dimensions of the subject.

9. 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. Multiple Indicator Cluster Survey (MICS) 2019 has also showed reduced gender parity in youth literacy rate where 88.2% of the women and 92.7% of the men were literate based on their ability to read a short simple statement or based on school attendance.

10. A WFP Nepal country office study of its programs established that in the six program districts, at the very least, 17 % of households need to travel more than 3 hours to reach a nearby market. Of the districts, Bajhang, Bajura, and Darchula have at least 29 % of households that are 3+ hours from the closest market. In these three districts, 61%-75% of households are food insecure[5]. While smallholder farming is one of the main means of income for a majority of working-age adults, there continues to be a need to provide support on establishing income-generating opportunities to a majority of households, and ultimately smallholder farmers. In smallholder families in Nepal, at least 50% of the food that is consumed, is from personal production, based on estimated market values, and makes up 33% of the family budget. According to a multi-country study, Nepalese smallholder families allocate 26% of their entire budget to food purchases[6]. According to a 2020 WFP market analysis, the seasonality of locally

[5] WFP Nepal Vulnerability Assessment Mapping, 2020.

[6] The economic lives of smallholder farmers; An analysis based on household data from nine countries. George Rapsomanikis, Food and Agriculture Organization of the United Nations, 2015.

procurable pulses and legumes varies significantly, as well as the cost, given distances between communities and markets.

11. According to NPC, Nepal Government, which published its own multidimensional poverty index in 2018[7], approximately 28.6% of the population lived in multi-dimensional poverty[8]. The most striking figure however is that of that proportion, 95% is rural and thus the key physical location of intervention by WFP in this program.

The COVID-19 crisis and its impact on Nepal's schoolchildren – a new milestone

12. The first case of COVID-19 in Nepal was reported in late January 2021. The school year concluded in mid-March, and since, the entire education system has remained shut down affecting over 2.9 million children from pre-primary to grade 5. Learning is now difficult for many children, as limited access to internet connectivity and the limited capacity of the education system to sustain remote learning efforts have exacerbated existing inequalities. In response to this unprecedented crisis and recognizing the crucial safety net role that school feeding plays in many communities, the Government and WFP mobilized to ensure that children continued to be supported even while at home. Since March 2020, WFP has been supporting school children with take-home rations. WFP conducted post-distribution monitoring of the take-home rations to assess the impact of the pandemic and how the take-home ration helped them to cope with the impact of COVID. The post-distribution monitoring findings reported that the HH member who used to go to farm/other work had to stay back at home to take care of the child. The UN Women Nepal findings[9] pointed out that the COVID-19 has not only affected access to healthcare facilities but have increased the overall domestic drudgery for women. Food insecurity, loss of livelihood and return of migrant workers make many women susceptible to gender-based violence. Also, evidence suggests that women's food consumption is most at risk when a household access to food diminishes. Moreover, the closure of schools has increased the unpaid care burden on women and girls. These contextual factors stress upon the need for interventions that focus on gender equality.

13. The COVID-19 pandemic has changed the landscape in many ways. And in some cases, such as in Nepal, it has created new opportunities. In June 2020, the government, recognizing the importance of social safety net systems to protect the most vulnerable in each district, decided to expand its cash-based school feeding program to all 77

[7] The Government of Nepal's multidimensional poverty index study was an internationally comparable measure of acute poverty, created by the Oxford Poverty and Human Development Initiative with the United Nations Development Programme Human Development Report Office (UNDP HDRO). The study uses DHS and MICS data.
[8] NPC 2018. Nepal Multidimensional Poverty Index. https://www.npc.gov.np/images/category/Nepal_MPI.pdf
[9] UN Women. (2020). Gender Equality Update, Gender in COVID response, UN Women.

districts in Nepal by 2024. Although this was not foreseen in the initial transition plan, it has drastically accelerated the handover. Until June 2020, the government's cash-based program was present in 34 districts. While the pandemic was not the sole reason for this impressive increase, the finance minister acknowledged that school meals are a strategic way to attract out-of-school children, especially as vulnerability increases. Due to the Covid-19 pandemic, there was a big implication in WFP's program implementation. The COVID 19 situation got deteriorated and the government announces travel restrictions, and because of that the methodology changed from face-to-face to remote data collection. However, based on the previous lesson learned, the remote data collection approach doesn't seem to be appropriate as it has its limitation and can affects in collecting quality information.

14. There is a potential risk of exposure to the COVID-19 virus for all stakeholders involved in the study, including the evaluation field staff. And travel restrictions due to COVID-19, team members will not be able to travel to the programme area which will significantly limit their involvement in the field mission phase of the study. These limitations will be mitigated as much as possible by adjusting the timeframe. To minimize the risks of exposure to COVID-19, particular attention will be paid to health guidelines in accordance with WFP technical guidelines. The situation will be closely monitored, and some flexibility – or postponement – of the work may become necessary if the situation deteriorates. In such a situation, the work will recommence as soon as reasonably practical.

2. Reasons for the Evaluation

2.1. Rationale

15. The reasons for the evaluation being commissioned are presented below:

- A baseline study including special study, midterm, and end-line evaluations are part of the contractual obligations between the USDA and WFP.
- A baseline study provides situational analysis before the programme begins and establish baseline values for project standard and custom outcome indicators which will help to define targets to be achieved through the project period. The end-line evaluation of the FY 17 will be conducted from February to October. The findings of the end-line evaluation of the FY 17 will identify the learnings which will be used to improve the FY 20 programme implementation.
- A special study explores the factors consistently affecting students learning and estimating its magnitude of effect in province seven during BLS and assess the progress on action taken based on the recommendation generated during MT and EL evaluation. The evidence generated will be used to develop actionable items to

inform the literacy program of USDA and recommend policymakers to design contextual evidence-based learning approaches.

- A midterm evaluation provides an evidence-based performance assessment of the project. More specifically it will : (1) assess progress in implementation; (2) assess the relevance of the interventions; (3) provide an early signal of the effectiveness of interventions; (4)document lessons learned; (5)assess sustainability efforts to date; and (6) discuss and recommend mid-course corrections, if necessary.
- An end-line evaluation provides an evidence-based performance of the project to evaluate the project's success, ensure accountability, document learnings/best practices, and generate lessons learned. Specifically, the end line evaluation will: (1) review the project's relevance, effectiveness, efficiency, coherence, impact, and sustainability; (2) collect performance indicator data for outcomes envisioned by the project; (3) assess whether or not the programme has succeeded in achieving USDA's two strategic objectives; (4) investigate the project's overall impact; and (5) identify meaningful lessons learned that host government, WFP, USDA, and relevant stakeholders can apply to future programming.

2.2. Objectives

16. The objectives are listed below:

Baseline study

- Establish baseline data for standard and custom outcome indicators in line with the approved Performance Monitoring Plan (PMP).
- Provide a situational analysis before the programme begins, and the context necessary for the midterm and final evaluations to assess the programme's coherence, relevance, effectiveness, efficiency, sustainability, and impact.

Special study

- The special study will be nested in the BLS, MT and EL evaluation. At baseline, it will explore the factors contributing to the literacy achievement of school-age children other than school meals and standard academic curriculum. At MT and EL evaluation, it will assess the progress on action taken on the recommendation generated by the special study during baseline.

Midterm evaluation

- Provide an evidence-based, independent assessment of performance of the programme and progress made in achieving the expected outcomes.

- Inform operational decision making by providing useful and relevant information about the intervention so that WFP and its implementing partners can adjust the programme and processes as necessary for the remainder of the project term.

End-line evaluation: WFP evaluations serve the dual and mutually reinforcing objectives of accountability and learning.

- Accountability – The evaluation will assess and report on the performance and results of the International FFECN. A comparative analysis of the end line evaluation results with baseline and targets will help to determine the progress made by the project so far.
- 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.

The MT, and EL evaluations will also aim to generate evidence for the following learning agenda of the Mc-Govern International FFECN Programme.

- What community-level systems of governance and management are required for the successful implementation and sustainability of school meal programs?
- What are the long-term impacts of school meals on economic productivity and well-being into adulthood?

2.3. Stakeholders and Users

17. Several internal and external stakeholders have interests in the results of the evaluation and some of these will be asked to play a role in the evaluation process and they are also main users[10] of the evaluation findings. **Annex I** provide a preliminary stakeholder analysis, which will be deepened by the evaluation team as part of the Inception Phase.

18. 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 (GEEW) in the evaluation process, with participation and consultation in the evaluation by women, men, boys, and girls from

[10] Project partners like Host government- MoEST, MoHP, Food for Education Project, Provincial Government, Local Governments, schools, the implementing partners-Integrated Development Society Nepal (IDS), World Education, Mercy Corps and other local NGOs and local farmers groups, cooperatives, women groups and local communities, UN agencies, development partners, local I/NGOs working in education sector

different groups. The evaluation will further investigate the distribution of benefits of the FFECN programme to women, men, boys, and girls from different groups. The evaluation team is expected to assess the efficiency of WFP Nepal's accountability mechanism "Namaste WFP" that is in operation in the International FFECN programme districts.

19. The primary users of this evaluation will be:

- WFP Nepal country office and its partners in decision-making, notably related to programme implementation and/or design, country strategy and partnership.
- 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.
- Given the core functions of the RBB, the RBB is expected to use the evaluation findings to provide strategic guidance, programme support, and oversight.
- 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 the planning and implementation of McGovern-Dole International FFECN projects in Nepal and other countries.

3. Subject of the Evaluation

3.1. The subject of the evaluation

20. Baseline study, midterm, and end-line evaluation of USDA McGovern Dole International FFECN Programme FY20 (November 2020 to October 2024). A special study will be nested throughout all three surveys.

21. Geographic scope of the evaluation subject: Please refer to the map in **Annex II**. All surveys will be performed in six program districts of Province 6 and 7. The special study will be limited to program districts of province 7. As per the transition plan of the project shown in table 2, the six districts will be gradually transitioned to Government-owned National School Meal Program (NSMP). The midterm and end-line evaluation will therefore also cover the transition districts.

22. Relevant dates: The project is expected to be implemented for four years: from November 2020 to October 2024. The survey will cover the entire period of implementation of the programme.

23. Planned outputs: 241621 students (113715 boys and 172512 girls) from 2297 schools of six project districts are the beneficiaries of the program. Besides, the Government of

Nepal, the local community, schools, farmers groups, local cooperatives are the intermediaries of the program. Table 1 below shows the number of school children planned to be reached through the programme.

Table 1: Number of school children planned to be reached through the programme *(For a map refer Annex II)*

District	Municipality	Ward	Schools	Boys	Girls	Total
Doti	9	65	388	19,657	23,318	42,975
Jajarkot	7	77	403	21,534	24,395	45,929
Bajhang	12	89	446	19,921	24,095	44,016
Darchula	9	61	342	10,821	11,869	22,690
Achham	10	91	484	26,834	31,336	58,170
Bajura	9	69	234	12,693	15,148	27,841
Total	**56**	**452**	**2297**	**111460**	**130161**	**241621**

24. **Planned outcomes in design**: During the four-year implementation period, the programme plans to achieve the two strategic outcomes of the FFECN programme, MGD SO1: Improved literacy of school-age children and MGD SO2: Increased use of health and dietary practices. All surveys (baseline, midterm, and end line) should assess the outcome indicators' value. The list of outcome indicators is detailed in PMP (**Annex III**).

25. **Key activities**: In the FY20 cycle, WFP has continued the holistic approach to programming with interventions grouped into six major activities with the addition of home-grown school meals (activity 5) in the current cycle.

Activity 1: Food Distribution
Activity 2: Support Improved Safe Food Preparation, Handling, and Storage
Activity 3: Provide an Integrated Package of School Health and Nutrition Interventions
Activity 4: Promoting Improved Literacy MATTERS
Activity 5: Promote Improved Nutrition: Sustainable Transition to Home-Grown School Meals
Activity 6: Capacity Building - Supporting Transition through Local and Provincial Capacitation

Table 2 Transition Plan

Transition Plan	Year	Districts
Phase I	2022 July	Jajarkot, Doti
Phase II	2023 July	Darchula, Bajhang
Phase III	2024 July	Achham, Bajura

Out of these, Activity 3: Provide an Integrated Package of School Health and Nutrition Interventions will be implemented only in four districts viz. Achham, Bajhang, Bajura, and Darchula while Activity 4: Promoting Improved Literacy MATTERS will be implemented in three districts only i.e. Achham, Bajhang, and Bajura. Similarly, activity 5 and 6 will be implemented according to the transition plan as shown in table 2.

26. **Main partners**: Government of Nepal and implementing partners. Please refer to **Annex IV** for details. Activity 4 will align with and complement USAID education efforts in Nepal. As agreed with USAID Nepal and other education partners, the project will not work in the same districts that USAID is supporting literacy to ensure U.S. Government efforts support as many districts as possible. To ensure sustainability, development partners will coordinate with the Ministry of Education stakeholders, other education-related implementers, and donor stakeholders to ensure that implementation is aligned with the Government of Nepal's norms and standards avoiding duplications.

27. **Resources:** The program budget is roughly USD 25 million out of which about 5% is budgeted for monitoring and evaluation.

28. **Concurrent activities/ interventions**: The government of Nepal has scaled up cased based school meal program to the remaining 71 districts of Nepal where selected 5[11] districts from Province 6 and 7 among 71 used to have WFP assisted SMP that been transitioned during FY17 cycle.

29. **Results Framework:** The program Results Framework is attached in **Annex V**. 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. The PMP detailing the indicators of the programme, including targets, is attached in **Annex III**. From the learning of FY 17, the Results Framework of FY 20 is more comprehensive, all the results in the Results Framework are captured through indicators (standard and custom) to show the cause and effect relationship of the intervention based on Theory of Change.

30. Previous evaluations of the WFP Nepal International FFECN programme have generated recommendations for WFP's attention. For example, FY 14 end line evaluation 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 survey will also, therefore, assess whether these recommendations have been appropriately actioned in the current phase. The evaluation team will highlight the limitations of the evaluation in the inception as well as the evaluation report. The brief of the end-line evaluation of the McGovern-Dole FY14 **Annex VI**.

[11] Baitadi, Dadeldhura, Rukum East, Rukum West and Dailekh

31. The evaluation team is expected to do a situation analysis of gender issues in the FFECN programme and how it has influenced the programme design, during the evaluation. Gender issues and the condition of people in the communities need to be carefully analyzed to looks at what they are facing and how these could be addressed, this will identify appropriate strategies and interventions for the future.

32. The FY 14 end line evaluation have made gender-specific recommendations e.g. Age and gender appropriate nutrition chart (defining quantity of food to be provided to each student) should be prepared and implemented, In response to the recommendation, WFP facilitated the development of The School Meals Standard and Facilitation Guideline in Community Schools 2076 endorsed by the Ministry of Education, Science and Technology (MoEST) in September 2019. The guideline sets minimum nutrition standards for the SMP and guides the implementation and management of school meals in the country.

33. Baseline study: The baseline study (Feb to Dec 2021) will assess the current situation relating to the performance indicators and provide a situation analysis of the FY20 programme cycle. The activities and interventions of the FY20 results frameworks (MGD SO1 and MGD SO2) have built upon and further strengthened the ongoing activities and interventions under the FY17 grant to move the Government closer to a fully owned and managed NSMP. The FY 20 programme aims to achieve the MGD SO1 and MGD SO2 with similar higher-level outcome results and foundational results as in FY17. The only addition to the FY20 programme cycle is Activity 5: Promote improved nutrition: sustainable transition to homegrown school meals. The purpose of this overall component is to help build the capacity of local government and schools to procure foods independently and sustainably and ensure the menu is properly diversified for improved nutrition. WFP's partner Mercy Corps will implement this activity in 6 districts in a phased manner according to the transition plan (table 2).

34. Special study: The special study will be nested throughout all three surveys.

35. The midterm (Jan – Sep 2023) and end-line evaluation (Jan – Sep 2024) will also be similar to the baseline with a special focus on tracking project implementation, documenting the project's success, accountability, learnings/best practices, and generate lessons learned for the FY20 grant cycle.

36. USDA learning agenda: Selected USDA learning agenda will be nested in MT and EL evaluations. The Foreign Agricultural Service's (FAS) Office of Capacity Building and Development created the School Meals Learning Agenda for the McGovern-Dole International FFECN programme, as a tool to highlight key research and evaluation questions in the area of school meals. The key research and evaluation questions

highlighted in the Learning Agenda are intended to identify gaps in the knowledge base within the school meals literature. The Learning Agenda was designed to address key research and evaluation questions that align not only with the theory of change outlined in the MGD program-level Results Framework but also the broader school meals program theory. Collectively, addressing the school meals evidence gaps will improve the design and implementation of interventions, and ultimately lead to improvements in education and nutrition for children and the sustainability of school meal programs.

3.2. Scope of the Evaluation

37. A key requirement for the evaluation is to ensure that Gender Equality and Women Empowerment (GEEW) 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 the different economic status of existing ethnicity/castes/ethnic groups, data disaggregated by age, gender, caste/ethnic and disable groups). The intervention will stress on interventions that could have an indirect impact on gender dimensions within the target group and the society. Program components have gender-sensitive indicators such as ensuring participation and involvement of all groups of community people in an equal way.

38. The data collection tools, therefore, need to be GEEW sensitive, to specifically examine the gender and equity aspects of the programme.

39. The baseline study will focus on examining the present circumstances of the activities proposed in this MGD project cycle. The baseline survey will assess if the activities of the FFECN programme is coherent to government plans and priority program, and other programs implemented by development partners in those areas. It will further assess the integration other activities implemented by WFP with FFECN. The survey will cover all six programme districts.

40. The mid-term and end-line evaluations will have a scope of evaluating the results of the project against the established baseline values. They will be assessed against the evaluation criteria of coherence, relevance, effectiveness, efficiency, impact, and sustainability.

4. Evaluation approach, methodology and ethical considerations

4.1. Evaluation Criteria and Questions

41. The evaluations proposed herein will use the Organisation for Economic Co-operation and Development (OECD) Development Assistance Committee (DAC) standard evaluation criteria of **coherence, relevance, effectiveness, efficiency, impact, and sustainability**. Multiple donor and development partners are contributing to the education development plan, therefore this evaluation will be designed ensuring that the findings will benefit all the stakeholders involved. Therefore, WFP aim to assess the project through these six evaluation criteria. This will help maximizing the resources used for the evaluation and broader utilization.

42. GEEW will be mainstreamed throughout the evaluation questions with consideration of how the perspectives of men, women, boys, and girls will be sought in the evaluation process. Data requires disaggregation by gender. **Annex VII** maps out the key evaluation questions and data source for the respective evaluation criteria. The evaluation questions 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 programme which could inform future strategic and operational decisions.

43. The evaluation will analyse how GEEW objectives and GEEW mainstreaming principles were included in the intervention design, and whether the object has been guided by WFP and system-wide objectives on GEEW. The GEEW dimensions will be integrated into all evaluation criteria as appropriate.

44. The evaluation will also include key evaluation questions to generate evidence for the identified learning agenda.

- PowerPoint slides on the initial findings from Rapid GEDSI Assessment carried out in 2019

4.2. Evaluation Approach and Methodology

45. A non-experimental design is proposed for baseline study, mid-term, and end-line evaluation that compares the before and after the intervention, scenarios to assess the temporal changes. The formulation of an appropriate evaluation design at the Inception phase is a key requirement. Therefore, the necessary expertise will be utilized by the evaluation team in developing the correct methodology which can be used for the entire grant cycle.

46. The same set of design and methodology is proposed for baseline, midterm, and end-line evaluation to make the results comparable at different points of time of the programme implementation.

47. The baseline study, mid-term, and end-line evaluation will cover the entire programme area12. Schools will be selected through a stratified random sampling method. The evaluation team, in consultation with WFP, will develop an appropriate evaluation design, sampling strategy, and methodological approach based on the requirements described in the TORs, during the inception phase in consultation with key stakeholders. The sample size will be calculated using 95% confidence level, 5% margin of error, prevalence rate of 50% and non-response rate 15%.

48. The design and methodology for the all three surveys will be developed following the WFP DEQAS process as well as USDA's Monitoring and Evaluation Policy.

49. Use mixed methods (quantitative, qualitative) to ensure triangulation of information through a variety of means such as previous evaluation results, existing regular monitoring data both from WFP and implementing partners, and the government Integrated Education Management Information System (IEMIS). This also includes analysis and triangulation of gender-related indicators: e.g: whether the needs of both males and females of different ethnic/caste groups are addressed by the programme.

50. The survey will employ diverse data collection tools and techniques based on the type of information required example (interview, key informant interview, focus group discussion, observation, and secondary data review).

51. The midterm and end-line evaluation will employ the OECD DAC evaluation criteria as listed in table 3 (coherence, relevance, effectiveness, efficiency, sustainability, and impact). The evaluation team is expected to expand the given evaluation questions into further detailed sub-questions as appropriate to the subjects being evaluated. The evaluation team is also required to add a third column to the evaluation matrix showing how particular questions and sub-questions will be answered. The evaluation team will work further to the areas of gender-specific needs and the benefits generated by the project eg is the mid-day meal program provides an opportunity to the mother of the school-going children to go the work for earning as they do not have to cook the snacks for their children, provide enabling environment for the girl child to attend school, increased awareness on the importance of education in a marginalized community. The

[12] Achham, Bajura, Bajhang, Darchula, Doti, and Jajarkot

programme will target the different groups of people who are being discriminated against due to the interplay of different personal characteristics or grounds, such as sex, gender, age, ethnicity, religion or belief, health status, disability, education or income, or living in various geographic localities.

52. The methodology will be GEEW sensitive, indicating what data collection methods are employed to seek information on GEEW issues and to ensure the inclusion of women and people from marginalized and disadvantaged groups will be considered when designing and performing data collection. . The methodology will ensure that data collected is disaggregated by sex and age; an explanation will be provided if this is not possible. Triangulation of data will ensure that diverse perspectives and voices of both males and females are heard and taken into account.

53. Comparative analyses should be done to determine the changes brought through the program among the different groups eg, gender, marginalized groups should be backed with adequate evidence analyzing the cause and effect relationship. For example, if the findings show the increase in enrolment, the research company will require to further analyze the trend across the gender and the reason behind it.

54. The evaluation findings, conclusions, and recommendations must reflect gender analysis, and the report will provide lessons/ challenges/ recommendations for conducting gender-responsive evaluation in the future.

55. This evaluation timeline and methodology can be impacted by any emergencies such as COVID 19. If the COVID 19 situation gets deteriorated and the government announces travel restrictions, this evaluation will either be delayed, or the methodology will be changed. In case of the continued impact of COVID 19 and a change in methodology, the research company will be required to revise the budget accordingly. These potential risks and mitigation measures will be discussed with the donor and the host government for final decision. The evaluation team will be required to perform detailed risk analyses including the impact of COVID-19 in the design and implementation of the FFECN programme FY20. However, based on the previous lesson learned, the remote data collection approach doesn't seem to be appropriate as it has its limitation and can affect collecting quality information. FFECN programme FY 20.

CO has developed a scenario plan for coping with the impact of Covid-19. (Please Refer Annex VIII)

56. Special study: Various programs are implemented to improve the learning outcome of children but there is a lack of evidence-based studies regarding children literacy in Nepal. Therefore, the special study aims to improve the learning outcome by exploring

factors affecting the literacy achievement of the children.: A mixed-method Action Research Methodology will be used as the study will focus on exploring the factors affecting students learning across programme districts in *Sudur Paschim* Province and will bring stakeholders together to improve students learning.

57. The study protocol detailing the methodology will be developed during the inception phase in close consultation with WFP. The study aims to use its findings to develop actionable items to inform the literacy program of McGovern-Dole and recommend to the policymakers to design contextual evidence-based learning approaches. It will help to design, improve and modify the plan of the literacy program for the coming days. For a baseline, we explore the factors affecting the literacy rate and for midline and end line we track the actions taken to modify the programme based on the evidence generated by the baseline.The study will be nested in all three evaluations and limited additional data will be collected. The early grade reading assessment (EGRA) at the end of grade two students using Government Standard EGRA method and tool, interviews with students, in-depth interviews with EGRA trained teachers/headmasters, and observation of schools/classroom methods will be used for quantitative and qualitative data collection.

4.3. Evaluability assessment

58. Evaluability is the extent to which an activity or a program can be evaluated reliably and credibly. A preliminary evaluability assessment will be done by the Country Office at the initial stage of the project cycle, which will be deepened by the evaluation team in each inception package relating to deliverables.

59. The evaluation team shall critically assess data availability and consider evaluability limitations in its choice of evaluation methods. In doing so, the team will also critically review the evaluability of the gender aspects of the programs, identify related challenges and mitigation measures and determine whether additional indicators are required to include gender empowerment and gender equality dimensions

Data Availability

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 MGD International FFECN Programme
- Report of the baseline study and midterm evaluation FY 17
- Semi-annual and annual reports submitted to USDA (FY 17)
- Process and outcome monitoring reports (FY 17)
- 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
- USDA Food Assistance Indicators and Definitions, February 2019
- PowerPoint slides on the initial findings from Rapid GEDSI Assessment carried out in 2019

60. Concerning the quality of data and information, the evaluation team will:

- assess data availability and reliability as part of the inception phase expanding on the information provided above.
- systematically check accuracy, consistency, and validity of collected data and information and acknowledge any limitations/caveats in concluding using the data.

61. 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. The evaluation team will be responsible for designing the evaluation methodology in line with the TOR and is expected to consider gender and wider equity issues throughout the evaluation process and adequately address them in the results.

4.4. Ethical Consideration

62. WFP's decentralized 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 will 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.

63. 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. The evaluation team needs to identify and explain all potential evaluation risks and respective mitigation measures through the Inception Report.

4.5. Quality Assurance and Quality Assessment

64. WFP's 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.

65. 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 rigorous quality control of the evaluation products ahead of their finalization.

66. 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.

67. Concerning the quality of data and information, the evaluation team will systematically check the accuracy, consistency, and validity of collected data and information and acknowledge any limitations/caveats in concluding using the data.

68. The following mechanisms for independence and impartiality will be employed: an external independent evaluation team will be hired to conduct the evaluation; WFP has appointed a dedicated evaluation manager to manage the evaluation process internally; an internal WFP Evaluation Committee (EC), led by CO management, will make key 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 evaluation team. The evaluation team will be required to critically review the submissions and provide feedback on actions taken/or not taken as well as the associated rationale. The members of the EC and the ERG are provided in **Annex IX.**

69. The Evaluation Manager will review the feedback and recommendations from DEQAS and share them with the Team Leader, who is expected to use them to finalize the inception/ evaluation report. To ensure transparency and credibility of the process in line with the UNEG norms and standards[13] (**Annex X**), a rationale will be provided for

[13] UNEG Norm #7 states "that transparency is an essential element that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability"

any recommendations that the team does not take into account when finalizing the report.

70. 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 clearly and convincingly and draws its conclusions on that basis.

71. 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 will ensure the accessibility of all relevant documentation within the provisions of the directive on disclosure of information. WFP's Directive CP2010/001 on Information Disclosure is available in **Annex XI**.

72. The final reports of MT and EL evaluation (inception and evaluation reports) 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. (As per WFP's DEQAS, an independent external agency will be assigned to do the quality assessment and provide feedback.)

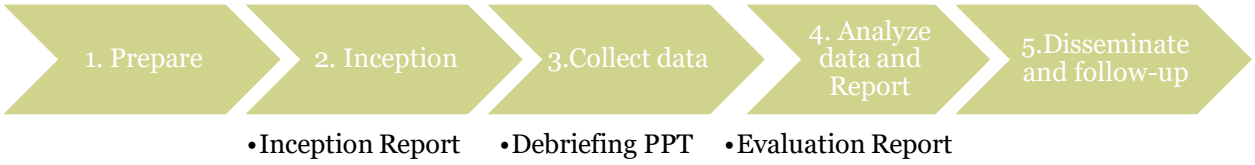
73. To enhance the quality and credibility of this evaluation, an outsourced quality support service directly managed by WFP's Office of Evaluation in Headquarter provides a review of the draft inception and evaluation report (in addition to the same provided on draft TOR), and provide:

- systematic feedback from an evaluation perspective, on the quality of the draft inception and evaluation report;
- recommendations on how to improve the quality of the final inception/evaluation report.

74. Quality control by WFP Nepal: WFP Nepal will use the ERG's feedback and recommendations as to the quality control check of the evaluation products. It will be noted that if the evaluation products do not meet the CO's internal quality performance standards, the CO reserves the right to discontinue the evaluation contract. WFP Nepal CO will also conduct technical and financial reviews of proposals for the evaluation conduct based on assigned criteria and ratings. The CO will also assist the evaluation team to work independently when collecting primary data at the field level as well as in consultations, to ensure zero influence on the evaluation process.

5. Organization of the Evaluation

5.1. Phases and Deliverables



75. The evaluation will proceed through these key five phases. The evaluation schedule (**Annex XII**) provides a detailed breakdown of the proposed timeline for each phase including the deliverables.

76. 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. About three weeks' time period is required to reach and conduct data collection from the remote communities.

77. A summary of the deliverables and deadlines for each phase is included below:

Preparation Phase:

78. The Evaluation Manager will conduct background research and consultation to design the evaluation; prepare the TOR; select and contract the evaluation team for the management and conduct of the evaluation.

Deliverables

- ✓ *Fully executed contract*
- ✓ *Terms of Reference for the Internal Evaluation Committee and the Evaluation Reference Group*

Inception Phase:

79. This phase aims to prepare the evaluation team by ensuring that it has a good grasp of the expectations for the full evaluation and a clear design for conducting it. The inception phase will include a desk review of secondary data and initial interaction with the main stakeholders. During the Inception phase, the evaluation team will:

- ✓ confirm and define the evaluation questions and sub-questions.
- ✓ develop and thoroughly document the evaluation design (including how methods are mixed or combined), a sampling strategy, power calculations, data collection tools, and instruments.
- ✓ submit a full evaluation matrix (that links methods and data collection strategy to each of the evaluation questions) to WFP as part of the inception report.

- ✓ submit tested and finalized data collection instruments in English and Nepali language.
- ✓ quality assured Inception Reports must be submitted to the CO for approval no later than two weeks before the data collection begins.
- ✓ key members of the evaluation team (as relevant in their roles and responsibilities) are expected to be engaged physically for consultation meetings with WFP and its partners, training, and validation of the inception reports: mainly in the areas of methodology, timeline, roles, and responsibilities, etc.
- ✓ For the inception workshops, the team leader and key thematic experts (education, gender, evaluation) in the least, will be present, while other members may join as appropriate.

Deliverable

- ✓ *Inception Report including work plan and evaluation schedule (maximum length: 20 pages excluding annexes)*
- ✓ *Training schedule and training report*
- ✓ *Field survey guide*
- ✓ *Data analysis plan*

Field Data Collection Phase:

80. The *fieldwork* will include visits to project sites and primary data collection with surveys. The fieldwork will span three weeks and will include visits to project sites. Data collection for baseline, midterm, and end line will be done during the same period of the year. There is limited flexibility for the timing of the field data collection to comply with the indicator definition for measuring the SO1 outcome of the Result Framework. April/May is the beginning of the academic year and the indicator "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" requires data to be collected at the end of academic year or beginning of the academic year. The timeline for midterm and end-line evaluation will follow the same period of the year 2023 and 2024. The Computer-Assisted Personal Interviewing (CAPI) technique will be followed while collecting data. A debriefing session will be held upon completion of the fieldwork.

Deliverable

- ✓ *An exit debriefing presentation of key observations from the field (PowerPoint presentation)*

For unforeseen events, contingency arrangements and plans should be made by the evaluation team. Apart from the COVID-19 some other contingency may include such as extreme political unrest or natural disasters.

Data Analysis and Reporting Phases:

81. The evaluation team will analyze the data collected during the desk review and the fieldwork, conduct additional consultations with stakeholders, as required, and draft a report for the baseline study, midterm, and end-line evaluation. The final report will be no longer than 40 pages excluding the annexes and the executive summary. 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 finalization. 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, to make the necessary adjustments.

- ✓ *Deliverable by December 2021* - **baseline survey report**: will outline the purpose, scope, and rationale, and the survey methodologies applied including the limitations that these may come with. The report must reflect the TOR and Inception Report and outline in detail the data collection process, findings, and conclusions that the team has obtained. **Two pages baseline survey briefs** containing key messages, main findings, conclusions, and recommendations in English and Nepali language. The other deliverables also include a short video documentary[14], **PowerPoint presentation** describing the methodology adopted and highlighting the major findings. **Special study report**: Separate report will be prepared for the special study. The report must build upon the study protocol developed during the inception phase and will include methodologies, findings, conclusions and recommendations, and limitations if any. The evaluation team needs to develop the **Communication and Learning Plan** for the survey. Evaluation team involved in the baseline survey of FY 20 will share their observation/experience to the end line evaluation team of FY 17. End line evaluation (FY17) team will validate the key learnings (best practices, opportunities, and challenges) from the baseline survey of FY 20. For example, advocating local government for more investment in homegrown school meal for the sustainability of the school meal program.

- ✓ *Deliverable by Sep 2023* – **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 reports will also outline interim lessons learned, recommendations, and proposed follow-up actions**.** The evaluation team needs to develop the **Communication and Learning Plan** for the evaluation. **Two pages evaluation briefs** containing key messages, main findings, conclusions, and recommendations in English and Nepali language. **PowerPoint presentation** describing the methodology adopted and highlighting the major findings. The other deliverables also include short video

[14] The video documentary will be managed by WFP and therefore the research company is not required to budget for it for all surveys.

documentary, case studies consolidated report and a photo monitoring report. **Special study report**: Separate report will be prepared for the special study. The report must build upon the study protocol developed during the inception phase and will include follow up on the recommendations and actions planned from the baseline special study, and limitations if any.

- ✓ *Deliverable by Sep 2024* – **end-line evaluation report**: will outline the evaluation purpose, scope, and rationale, and the methodologies applied including the limitations that these may come with. The reports will also outline interim lessons learned, recommendations, and proposed follow-up actions. The evaluation team needs to develop the **Communication and Learning Plan** for the evaluation. **Two pages evaluation briefs** containing key messages, main findings, conclusions, and recommendations in English and Nepali language. **PowerPoint presentation** describing the methodology adopted and highlighting the major findings. The other deliverables also include short video documentary, case studies consolidated report and a photo monitoring report. **Special study report**: Separate report will be prepared for the special study. The report must build upon the study protocol developed during the inception phase and will include follow up on the recommendations and actions planned from the baseline special study, and limitations if any.

Dissemination and follow up (December 2021):

82. A results dissemination workshop will be organized 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 with all concerned.

83. The baseline report will be disseminated to stakeholders by the end of December 2021 while the midline and end line report will be disseminated in September of the year 2023 and 2024. A technical brief in the Nepali language will be produced for dissemination at the local level enabling them to use the findings. By December 2021: With the support of the evaluation team, the CO will coordinate with the Government of Nepal and USDA to host an educational partners' forum to discuss the findings.

84. 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.

85. The same process described above will be applicable for the mid-term and end-line evaluations except the mid-term and end-line dissemination will include a data visualization session to enable the audience to easily understand and be inspired by what the data is saying, and consequently be able to act on it. Data visualization

sessions will be facilitated by WFP. A technical brief in the Nepali language will be produced for dissemination at the local level enabling them to use the findings.

86. The evaluation team will share with WFP all the pictures and videos eventually taken throughout the evaluation.

87. 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 meets WFP quality 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.

5.2. Evaluation Conduct

88. 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 an agreement with WFP on its composition.

89. The evaluation manager will ensure engagement of all relevant stakeholders including USDA at all phases of evaluation. The evaluation reference group will have a representative from all partners and donors and they will be reviewing all the survey/evaluation deliverables. The evaluation manager will make sure the research firm will involve reference group members in the inception and dissemination workshop.

90. 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 **(Refer Annex XIII).**

91. 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 the Evaluation Manager is separate from the role of the independent evaluation team.

92. The evaluation manager 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 will 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, students, farmers groups, etc. The integrity of evaluation is especially dependent on the ethical conduct of key actors in the evaluation process".

93. The main functions and tasks expected from the Evaluation Manager, evaluation teams, WFP Nepal CO, RB, and the USDA FAD are described below under the section Roles and Responsibilities of Stakeholders

94. 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.

5.3. Team composition and competencies

95. The evaluation team will conduct the proposed studies and evaluations under the direction of the Evaluation Manager.

96. The evaluation manager will ensure the selection of a qualified research firm. A suitable National company needs to be selected to establish a long-term agreement for the mid-line and end-line evaluation. The long-term agreement will be done with the research firms based on the assessment of a technical and financial proposal for these three surveys. The midterm and end-line evaluation of the FFECN program will be done by the same research firm based on its satisfactory performance during the baseline survey. This will help to retain methodological skills and contextual knowledge of the research company.

97. The evaluation team should have the experience and expertise in the design and management of large baseline and end-line surveys and the capacity to recruit the numerous enumerators needed with the language skills to undertake such surveys including the Computer-Assisted Personal Interviewing (CAPI) technique.

98. The evaluation team will comprise of a team leader and other team members as necessary to ensure a complementary mix of expertise in terms of different types of knowledge and experience relevant to the evaluation: institutional, thematic area, contextual (for example, country context), methodological, project management, communication. All will be independent consultants and maybe 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.

99. It is desirable, that the evaluation team has thorough technical expertise and contextual knowledge of Nepal's school meals programmes. The technical capacity and skills of the research firm are 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/homegrown/school health and nutrition activities
- Gender expertise / good knowledge of gender and protection issues
- Adequate experience and expert knowledge in carrying out complex evaluations and baseline study.

100. All team members will have strong analytical and communication skills, evaluation and baseline study experience, and familiarity with the country or region.

101. All team members will have strong skills in oral and written English.

102. 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.

103. 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 fieldwork (i.e. exit) debriefing presentation and evaluation report in line with DEQAS; v) facilitate regular communication with the Evaluation Manager; lead, coordinate and facilitate consultations with local partners and communicate the decisions reached to each group of stakeholders.

104. 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.

105. Team members will: i) contribute to the methodology in their area of expertise based on a document review; ii) conduct fieldwork; 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).

5.4. Security Considerations

106. Consultants hired independently are covered by the United Nations Department of Safety and Security (UNDSS) system for UN personnel, which covers WFP staff and consultants contracted directly by WFP. Independent consultants must obtain UNDSS security clearance for traveling to be obtained from the designed duty station and complete the UN system's Basic and Advance Security in the Field courses in advance, print out their certificates and take it with them.

107. The evaluation manager should ensure that the evaluation team follows the GoN/WFP's COVID 19 standard operating procedure. Example use of masks, sanitizer, physical distance etc.

108. 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 UNDSS system for UN personnel. 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.

5.5. Roles and Responsibilities of Stakeholders

109. WFP Nepal Office:

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

- Assign an Evaluation Manager for the evaluation: Stuti Amatya, Monitoring, Review, Evaluation and Knowledge Management Unit).
- Compose the internal EC and the ERG (see below).

- Approve the final ToR, inception, and evaluation reports.
- Ensure the independence and impartiality of the evaluation at all stages, including the establishment of an EC and the ERG (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.

b- The **Evaluation Manager**: The Evaluation Manager is managing the Nepal country office's monitoring, review, evaluation, and knowledge management function. She is not involved in International FFECN Programme. 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.

110. **The Internal Evaluation Committee** will be been formed as part of ensuring independence and impartiality to the evaluation. The role of the internal EC members is to nominate and support the Evaluation Manager, make decisions on the evaluation budget, fund allocations, selection of the evaluation team, and approve the TOR, inception, and evaluation reports.

111. **An Evaluation Reference Group** will be formed, as appropriate. The ERG members will review and comment on the draft evaluation products and act as key informants to further safeguard against bias and influence.

112. WFP Regional Bureau for Asia:

- ✓ Advise the Evaluation manager and provide support to the evaluation process where appropriate.
- ✓ Participate in discussion with the evaluation team on the evaluation design and on the evaluation subject as required.
- ✓ Provide comments on the draft evaluation products.
- ✓ Support the management response to the evaluation and track the implementation of the recommendations

113. 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

114. The Government of Nepal and other implementing partners will also contribute to the design of the Baseline study, special study, midterm, and end-line evaluation methodology through a participatory approach. They will, as well, provide support during field evaluation missions and will review and comment on the draft evaluation products. They will participate fully in the evaluation process and take the lead in the dissemination workshop and all resulting follow-up. Local government will be involved in implementing the management response and utilizing the findings of the survey.

115. 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

116. The WFP Office of Evaluation: 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.

117. USDA Food Assistance Division

- ✓ Review and provide inputs on all evaluation deliverables- ToR, Inception Report, Draft Reports, and Final Reports;
- ✓ Participate in discussions of findings and recommendations that suggest changes in the project strategy, results frameworks, and critical assumptions;

- ✓ Approve final deliverables.

118. **Beneficiaries and school management teams**: School management teams, children, parents, cooperatives and local farmers, and community members will be part of the consultation process for the evaluation. They will be the key informants supplying primary data and information. WFP Nepal CO will, in turn, share evaluation findings and how recommendations will be addressed as appropriate, with school management teams, school children and parents, local farmers, and cooperatives including other community members during the regular monitoring visits. Communication and budget

5.6. Communication

119. The language used in all communication and evaluation products will be in English.

120. 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 in a 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 a 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.

121. To ensure a smooth and efficient process and enhance the learning from this evaluation, the evaluation team will emphasize 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 will go through the Evaluation Manager.

122. The evaluation team will include a detailed Communication and Learning plan separately for baseline study, special study, midterm, and end-line evaluation. The Communication and Learning Plan will include a GEEW responsive dissemination strategy, indicating how findings including GEEW will be disseminated and how stakeholders interested or those affected by the GEEW issue will be engaged.

123. 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:

124. WFP reserves the right to engage with the evaluation team to participate in conferences and other events to present the results of the evaluation. Such engagements will be agreed on ad hoc basis and are subject to budget availability.

125. WFP will organize a learning workshop after the approval of the midterm and end line report to ensure wide dissemination of the results to all the stakeholders of the project.

126. The evaluation team will create a shared folder where all photos and videos taken during field visits will be uploaded.

127. The evaluation report will be shared with the government, academic institutes, and concerned partners.

5.7. Budget

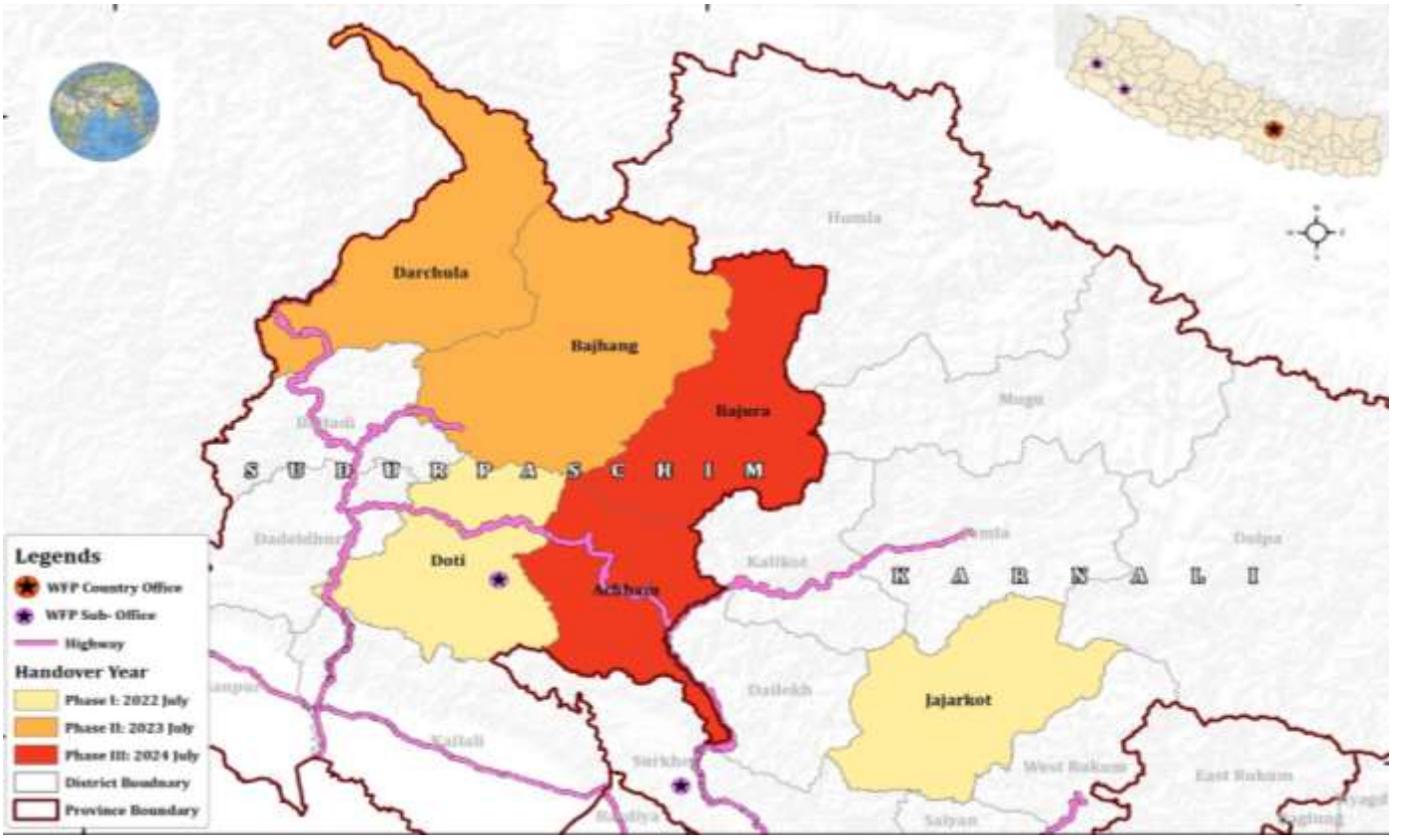
The detailed budget will be proposed by the applicant which may include travel/subsistence/other direct expenses, and some special communication-related provisions e.g. workshops, translation. Please refer scope of evaluation and methodology section for estimating the evaluation budget. Any queries or confusions can be discussed during the pre-bid meeting.

Note: Please send any queries to Stuti Amatya, Evaluation Manager, Monitoring, Review, Evaluation and Knowledge Management Unit, at stuti.amatya@wfp.org, +977 1 5260607.

Annex I: Preliminary Stakeholders' analysis

Stakeholders	Interest in the evaluation and likely uses of the evaluation report to the stakeholder
INTERNAL STAKEHOLDERS	
WFP Country Office (CO) Nepal	Responsible for the planning and implementation of WFP interventions at the 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 the performance and results of its programmes. Disaggregated evaluation results and its analysis will serve WFP interventions to be more responsive to gender equality and inclusive in the 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 decentralized 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 school-boys and girls, their parents, teachers, farmers groups, cooks and cooperatives, and community members from different groups disaggregated by male and female will be determined, and their respective perspectives will be sought in the evaluation. The evaluation should explore the perceived benefits of the program and implications of its absence to various groups of beneficiaries disaggregated by gender.

Government of Nepal	The Government has a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonized with the action of other partners, and meet the expected results. The Ministry of Education Science and Technology (MoEST) will have an interest in issues related to capacity development as the direct institutional beneficiary. The project is implemented under the aegis of Center for Education and Human Resource Development (CEHRD). The Food for Education Project (FFEP) is the main implementing partner. The Ministry of Health and Population's (MoHP) Family Welfare Division and Ministry of Agriculture and Livestock Development (MoALD), Ministry of Land Management, Cooperatives and Poverty Alleviation (MoLMCPA), Department of Food Technology and Quality Control, National Association of Rural Municipalities in Nepal (NARMIN), Municipal Association of Nepal (MUAN), and the National Planning Commission (NPC) are WFP's collaborative partners.
UN Country Team (UNCT)	The UNCT's harmonized action will contribute to the realization of the government's developmental objectives. It has therefore an interest in ensuring that WFP programmes are effective in contributing to the United Nation's concerted efforts. Various agencies are also direct partners of WFP at the policy and activity level.
Non-governmental organizations (WFP Nepal's implementing partners)	WFP's implementing partners –Integrated Development Society (IDS), World Education Inc., and Mercy Corps implement the Integrated Package of School Health and Nutrition Interventions, Literacy and Promote Improved Nutrition: Sustainable Transition to Home-Grown School Meals respectively for the McGovern-Dole FY20 grant cycle, at the same time, having their 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 a 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, farmers, and cooperatives groups, school administrators, school management committee, and local communities are involved in the provision of school meals and are expected to benefit from some of the capacity development activities.



Annex II: Map of International FFECN programme districts

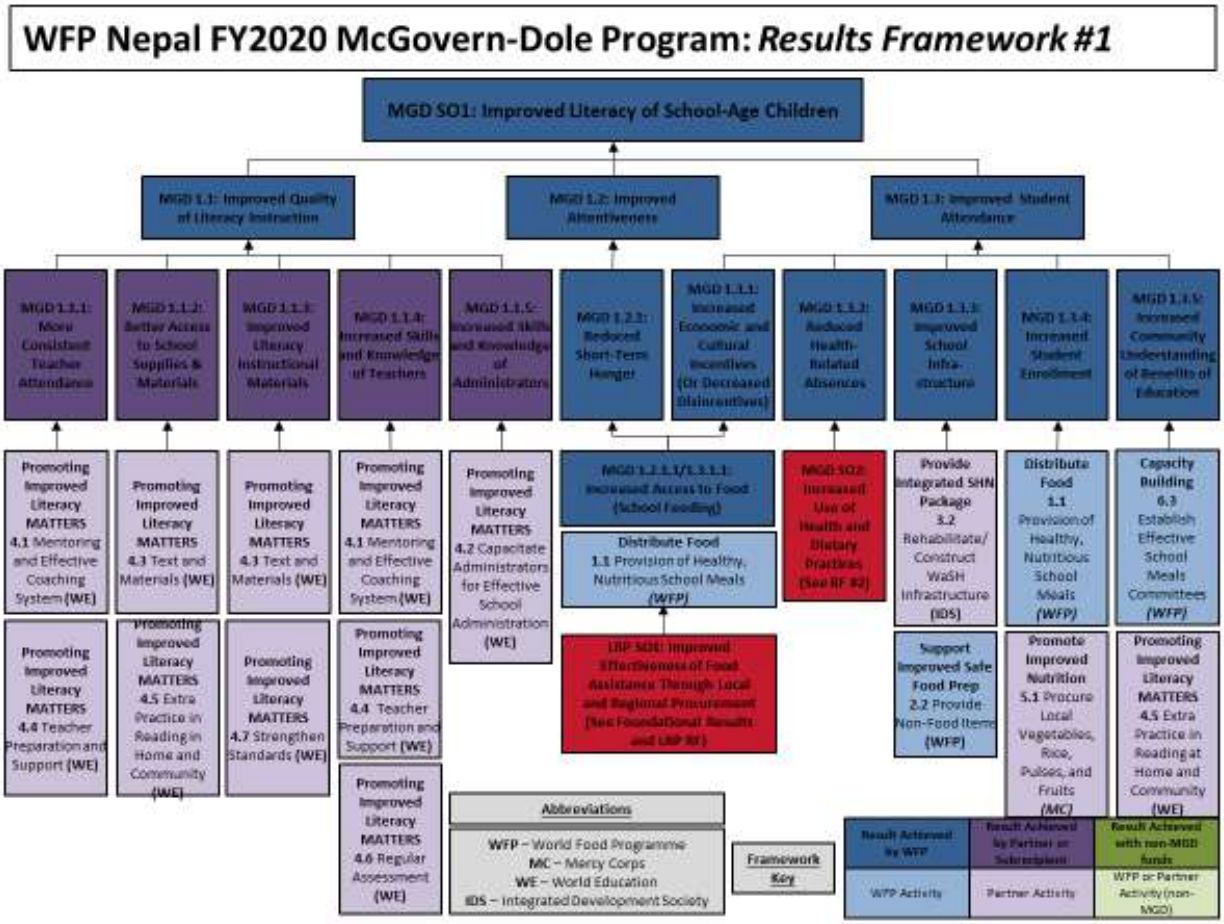
Annex III: Performance Monitoring Plan for International FFECN programme

(separate attachment)

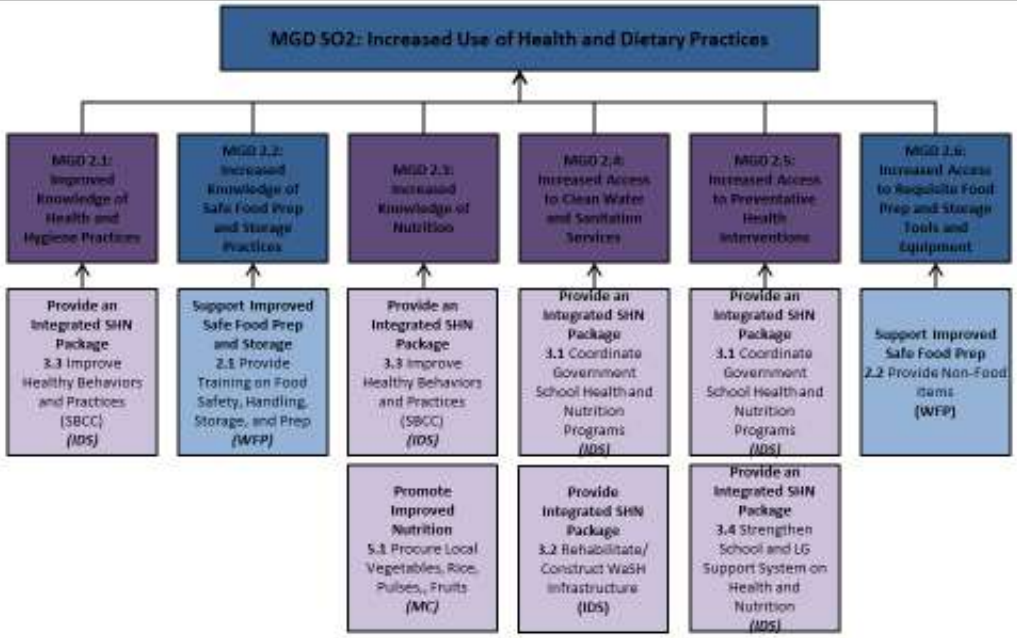
Annex IV: Details of partners and interventions for International FFECN programme

(separate attachment)

Annex V: Results Framework



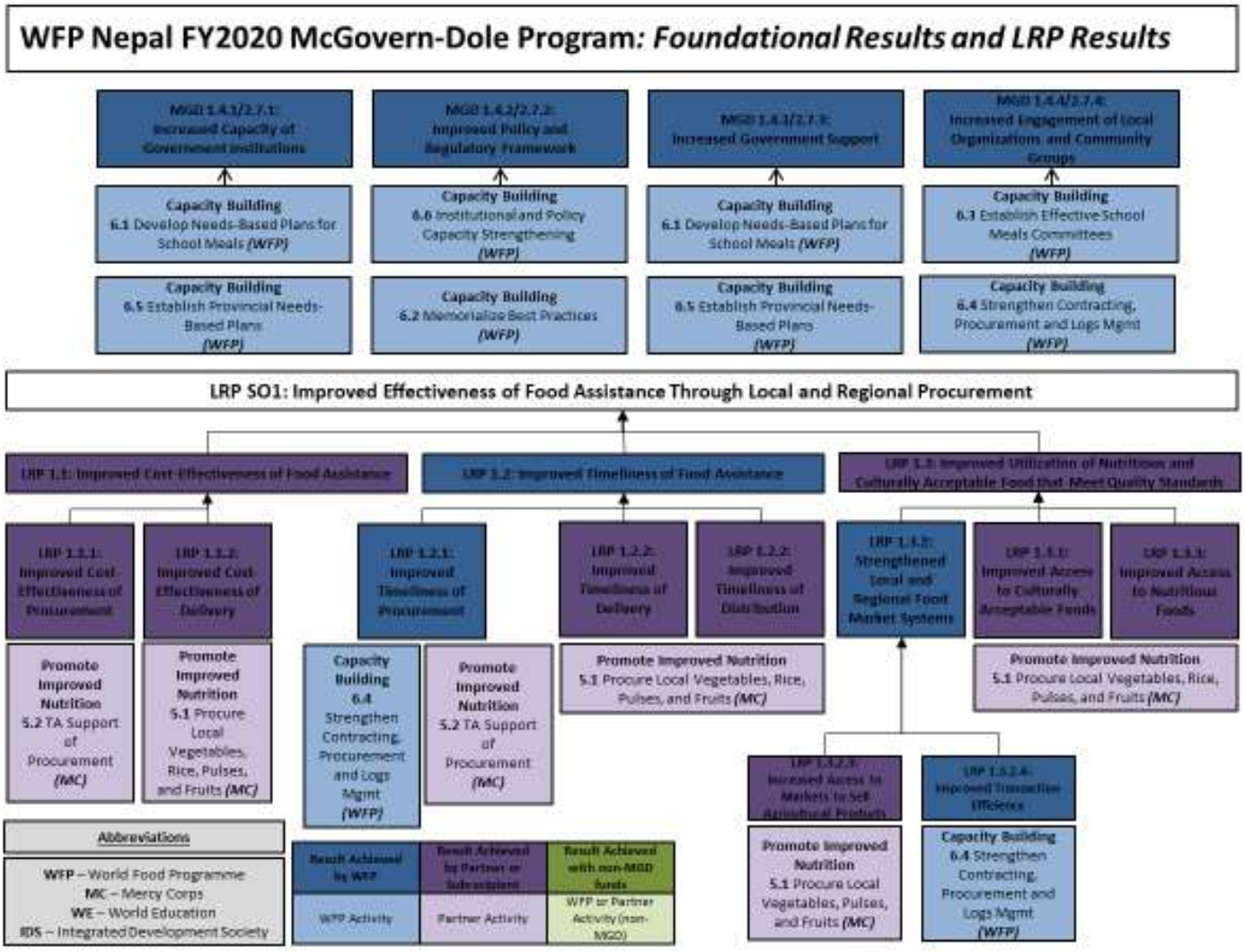
WFP Nepal FY2020 McGovern-Dole Program: *Results Framework #2*



Abbreviations
WFP – World Food Programme
MC – Mercy Corps
WE – World Education
IDS – Integrated Development Society

Framework Key

Result Achieved by WFP	Result Achieved by Partner or Subrecipient	Result Achieved with non-MGD funds
WFP Activity	Partner Activity	WFP or Partner Activity (non-MGD)


WFP Nepal FY2020 McGovern-Dole Program: Foundational Results and LRP Results
MGD 1.4.1/2.7.1: Increased Capacity of Government Institutions
MGD 1.4.2/2.7.2: Improved Policy and Regulatory Framework
MGD 1.4.3/2.7.3: Increased Government Support
MGD 1.4.4/2.7.4: Increased Engagement of Local Organizations and Community Groups
Capacity Building 6.1 Develop Needs-Based Plans for School Meals (WFP)
Capacity Building 6.6 Institutional and Policy Capacity Strengthening (WFP)
Capacity Building 6.1 Develop Needs-Based Plans for School Meals (WFP)
Capacity Building 6.3 Establish Effective School Meals Committees (WFP)
Capacity Building 6.5 Establish Provincial Needs-Based Plans (WFP)
Capacity Building 6.2 Memorialize Best Practices (WFP)
Capacity Building 6.5 Establish Provincial Needs-Based Plans (WFP)
Capacity Building 6.4 Strengthen Contracting, Procurement and Logs Mgmt (WFP)
LRP SO1: Improved Effectiveness of Food Assistance Through Local and Regional Procurement
LRP 1.1: Improved Cost-Effectiveness of Food Assistance
LRP 1.2: Improved Timeliness of Food Assistance
LRP 1.3: Improved Utilization of Nutritious and Culturally Acceptable Food that Meet Quality Standards
LRP 1.1.1: Improved Cost-Effectiveness of Procurement
LRP 1.1.2: Improved Cost-Effectiveness of Delivery
LRP 1.2.1: Improved Timeliness of Procurement
LRP 1.2.2: Improved Timeliness of Delivery
LRP 1.2.3: Improved Timeliness of Distribution
LRP 1.3.2: Strengthened Local and Regional Food Market Systems
LRP 1.3.1: Improved Access to Culturally Acceptable Foods
LRP 1.3.3: Improved Access to Nutritious Foods
Promote Improved Nutrition 5.2 TA Support of Procurement (MC)
Promote Improved Nutrition 5.1 Procure Local Vegetables, Rice, Pulses, and Fruits (MC)
Capacity Building 6.4 Strengthen Contracting, Procurement and Logs Mgmt (WFP)
Promote Improved Nutrition 5.2 TA Support of Procurement (MC)
Promote Improved Nutrition 5.1 Procure Local Vegetables, Rice, Pulses, and Fruits (MC)
Promote Improved Nutrition 5.1 Procure Local Vegetables, Rice, Pulses, and Fruits (MC)
LRP 1.3.2.3: Increased Access to Markets to Sell Agricultural Products
LRP 1.3.2.4: Improved Transaction Efficiency
Promote Improved Nutrition 5.1 Procure Local Vegetables, Pulses, and Fruits (MC)
Capacity Building 6.4 Strengthen Contracting, Procurement and Logs Mgmt (WFP)
Abbreviations
WFP – World Food Programme
MC – Mercy Corps
WE – World Education
IDS – Integrated Development Society
Result Achieved by WFP
Result Achieved by Partner or Subrecipient
Result Achieved with non-MGD funds
WFP Activity
Partner Activity
WFP or Partner Activity (non-MGD)

Annex VI: End line Evaluation Brief FFECN Programme (FY 14)

Separate attachment

Annex VII: Evaluation Criteria and Questions

Evaluation Criteria	Key Questions – Mid-term Evaluation	Key Questions - End line Evaluation	Data Source
Coherence	How the FFECN project and its specific components complementing the already existing efforts and programs of the GoN and/or other organizations working in the region?	How the FFECN project and its specific components complemented the already existing efforts and programs of the GoN and/or other organizations working in the region?	Quantitative surveys, Key stakeholder focus groups, Secondary Data Review
	To what extent the FFECN intervention is adding value without duplicating the efforts of other projects in the education sector in Nepal?	To what extent the FFECN intervention added value without duplicating the efforts of other projects in the education sector in Nepal?	
	How were the FFECN project synergetic with other WFP operations and with what other actors were doing to contribute to WFP's overriding educational objectives in Nepal?	How is the FFECN project synergetic with other WFP operations and with what other actors are doing to contribute to WFP's overriding educational objectives in Nepal?	
	To what extent was the intervention design and delivery in line with human rights principles and standards, including gender equality and women empowerment and wider equity issues?	To what extent was the intervention design and delivery in line with human rights principles and standards, including gender equality and women empowerment and wider equity issues?	
Relevance	To what extent the project's strategy and plan is relevant to the need of beneficiaries, men, women, boys, and girls in the Nepalese context?	To what extent the project's strategy and plan was relevant to the need of beneficiaries, men, women, boys, and girls in the Nepalese context?	Secondary data/document review, qualitative data

	How well is the project aligned with the Nepal government's education and school feeding policies and strategies?	How well was the project aligned with the Nepal government's education and school feeding policies and strategies?	collected through this evaluation
	To what extent do the programme's interventions reach the right people (men, women, boys, and girls) at the right time, with the right type of assistance at this stage?	To what extent did the programme's interventions reach the right people (men, women, boys, and girls) at the right time, with the right type of assistance?	
	How well the programme is designed to address the Gender Equality Disability and Social Inclusion (GEDSI) issues in the Nepalese context?	How well the programme was designed to address the GEDSI issues in the Nepalese context?	
Effectiveness	How effective school meal operation (all components) is with regards to results (output, outcome, and impact) achieved by the project at this stage?	How effective school meal operation (all components) was with regards to results (output, outcome, and impact) achieved by the project at this stage?	Quantitative surveys, Key informant interview, focus groups, review Monitoring reports, and COMET, partners reports
	Were (are) the outputs and outcomes for men, women, boys and girls, and other relevant socio-economic categories achieved (likely to be achieved)?	Were (are) the outputs and outcomes for men, women, boys and girls, and other relevant socio-economic categories achieved (likely to be achieved)?	
	Is the project on track to reach the set targets? If yes, what are the best practices that contribute to it? If no, what are the challenges and mitigation measures?	Were the set targets met by the project? If yes, what were the best practices that contribute to it? If no, what were the challenges and lessons learned?	
Efficiency	How is the efficiency of the programme, in terms of transfer cost, cost per beneficiary, logistics, timeliness of delivery at this stage?	How was the efficiency of the programme, in terms of transfer cost, cost per beneficiary, logistics, timeliness of delivery?	Financial report and COMET, expenditure analysis
	How are the processes, systems, analysis, and tools been put in place to support the FFECN design, implementation, monitoring & evaluation, and reporting, including the specific arrangements	How were the processes, systems, analysis, and tools been put in place to support the FFECN design, implementation, monitoring & evaluation, and reporting, including the specific arrangements (e.g.	

	(e.g. third-party monitoring to complement WFP Nepal field monitoring)?	third-party monitoring to complement WFP Nepal field monitoring)?	
	Did the targeting of the intervention considered need of different marginalized groups (men, women, boys and girls, and other relevant socio-economic categories)?	Did the targeting of the intervention considered need of different marginalized groups (men, women, boys and girls, and other relevant socio-economic categories)?	
	How is the efficiency of the programme, in terms of timeliness of delivery at this stage?	How was the efficiency of the programme, in terms of timeliness of delivery?	
Impact	To what degree has the FFECN project made progress towards the results in the project-level framework?	To what degree had the project made progress towards the results in the project-level framework?	Special study report, Quantitative surveys, groups, Monitoring reports
	What were the effects of the intervention on different marginalized groups (men, women, boys and girls, and other relevant socio-economic categories)?	What were the effects of the intervention on different marginalized groups (men, women, boys and girls, and other relevant socio-economic categories)?	
	Have there been any unintended outcomes, either positive or negative? What are they? What are the areas that the result directly affected?	Had there been any unintended outcomes, either positive or negative? What were they? What were the areas that the result directly affected?	
	What are the internal and external factors affecting the FFECN project's ability to deliver a midterm impact? How WFP Nepal exercises to mitigate these challenges?	What were the internal and external factors affecting the project's ability to deliver impact? How WFP Nepal worked out to mitigate these challenges?	
	How are the intermediate effects of the project among direct beneficiaries (students, teachers, cook) and indirect beneficiaries (parents, community) of the FFECN project?	How was the impact of the project among direct beneficiaries (students, teachers, cook) and indirect beneficiaries (parents, community) of the FFECN project?	
	How effective were the project interventions in changing cultural taboos in the community related	How effective were the project interventions in changing cultural taboos in the community related to	

	to girl's education, menstruation and hygiene, caste discrimination, and early marriage"	girl's education, menstruation and hygiene, caste discrimination, and early marriage"	
Sustainability	To what extent the programme is sustainable in the following areas: a strategy for sustainability; sound policy alignment; stable funding and budgeting; quality programme design; institutional arrangements; local production and sourcing; partnership and coordination; community participation, equity, and ownership?	To what extent the programme was sustainable in the following areas: a strategy for sustainability; sound policy alignment; stable funding and budgeting; quality programme design; institutional arrangements; local production and sourcing; partnership and coordination; community participation, equity, and ownership?	Quantitative surveys, Key stakeholder focus groups, Secondary Data Review
	How has the Nepal government progressed towards developing a nationally owned school feeding programme?	How had the Nepal government progressed toward developing a nationally owned school feeding programme?	
	To what degree the local communities (PTAs, farmers groups, etc.) of Nepal are involved in and contributing towards the school feeding?	To what degree the local communities (PTAs, farmers groups, etc.) of Nepal were involved in and contributing towards the school feeding?	
	What needs are remaining to achieve a full handover to the Nepal government and implement a nationally owned school feeding programme?	What was the level of readiness of GoN to take full handover and implement a nationally owned school feeding programme?	
	What community-level government systems and management are required for the successful implementation and sustainability of school meal programs?	What community-level governance systems and management put in place/strengthened for the successful implementation and sustainability of school meal programs?	
	Has the intervention made any difference to gender relations (equality) in the medium or longer term?	Has the intervention made any difference to gender relations (equality) in the medium or longer term?	
	How are the operational and maintenance mechanisms developed for the sustainability of this programme?	How were the operational and maintenance mechanisms developed for the sustainability of this programme?	

Note: The research company will incorporate more questions to reflect lessons learned for the transition of School Feeding

Annex VIII Scenario plan for coping with the impact of Covid-19

Potential Scenarios for FY20 Nepal MGD baseline evaluation data collection regarding COVID-19 restrictions							
Scenarios	**Condition**	**Likelihood**	**Implications**				
			Time frame	**Field data collection**	**Human resources**	**Evaluation Quality**	**Additional Cost**
1. Schools open between Jun- July 2021	1. No travel restriction	Very unlikely	Delay	WFP's COVID-19 field data collection SOP will be used during the field data collection. While data collection will begin as planned, the timeline for completion will be longer than originally planned for using the COVID-19 field data collection SOP.	No implications for planned human resources. However, the research firm may need to spend slightly more time in the field, resulting in an increased number of days for field data collection due to COVID-19 (application of the SOP).	No compromise in evaluation methodology, tools and approaches.	No
	2. Travel restrictions preventing movement from one district to another	Likely	Delay	The CO will reschedule the field data collection and resume when the district to district travel restriction is lifted.	No significant changes for planned human resources.	No implication on the methodology, tools and approaches, but this will further delay the baseline processes and products.	No
	3. Travel restrictions preventing movement from one district to another, and travel restrictions for international flights	Likely	Delay	The CO will reschedule the field data collection and resume when the district to district travel restriction is lifted.	No significant changes for planned human resources. As the CO has contracted a Nepalese firm for the evaluations, the international flight restriction has no impact on the evaluation.	No implication on the methodology, tools and approaches, but this will further delay the baseline processes and products.	No

	4. Travel restrictions preventing movement from one province to another, and travel restrictions for international flights	Very likely	Delay	The CO will proceed with the initially planned time frame for data collection and evaluation.	The CO, in collaboration with the contracted evaluation firm, will prepare a separate team of local enumerators for two provinces to limit the travel to within the province only, complying with travel restrictions preventing movement between provinces but allowing movement within provinces. There will be some implications on data collection training due to restrictions on moving between provinces.	1. Advantages of face-to-face training/piloting and live interaction will be compromised as training will be remote. 2. Preparing a separate team of enumerators for different provinces will take more time and effort. 3. Survey management (coordination and oversight) of survey processes and data collection will be a bit complicated.	No
2. Schools remains closed until June/July 2021	5. Travel restriction continues through August 2021 and beyond.	Very Likely	Delay	CO will revise the evaluation timeline, inform all stakeholders involved and instruct the research firm to collect data once the Government of Nepal has lifted travel restriction and opened schools	No implication for planned human resources.	No implication on the methodology, tools, and approaches, but this will further delay the baseline processes and products.	No
	6. Travel restriction lifted.	Likely	Delay	CO will revise the evaluation timeline, inform all stakeholders involved and instruct the research firm to collect data once the Government of Nepal has lifted travel restriction and opened schools	No implication for planned human resources.	No implication on the methodology, tools and approaches, but this will further delay the baseline processes and products.	No

Annex IX: Membership of Internal Evaluation Committee and Evaluation Reference Group

Internal Evaluation Committee	Evaluation Reference Group
Led by the WFP Nepal Country Director, members include Head of Programme, Head of Vulnerability Analysis Unit and Emergency Preparedness Unit, Head of the intervention under evaluation - school meals programmes and Evaluation Manager - also representing monitoring and evaluation functions	Country Director of WFP Nepal, Regional Evaluation Officer, WFP OEV, WFP Nepal's field office representative, and external stakeholders such as representatives from MoEST, USDA, US Embassy and a representative of civil society agencies who is also the vice-president of the Community of Evaluators, South Asia.

Annex X: UNEG Norms and Standards

(separate attachment)

Annex XI: WFP Directive on Information Disclosure

(separate attachment)

Annex XII: Evaluation Schedule[15]

The following Gantt chart summarizes the timeline for baseline survey.:

	Deliverables	Feb 2021				March 2021				April 2021				May 2021				Jun 2021				July 2021				Aug 2021				Sep 2021				Oct 2021				Nov 2021				Dec 2021			
	WEEKS	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Planning and Preparation Phase (WFP)																																													
1	Assign roles/responsibilities																																												
2	Establish Evaluation Committee and Evaluation Reference Group																																												
3	Develop and Finalize Terms of Reference (TORs) and budget																																												
4	Publish the ToR																																												
5	Formation of Evaluation Panel and Review of																																												

[15] It is really uncertain that we will move as planned due to COVID-19. Even if it goes as planned, data collection period coincides with the monsoon, therefore it may impact data collection and the survey.

	Deliverables	Feb 2021				March 2021				April 2021				May 2021				Jun 2021				July 2021				Aug 2021				Sep 2021				Oct 2021				Nov 2021				Dec 2021			
	WEEKS	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
	Proposal/ Procure independent evaluation firm (WFP)																																											
6	Contract the Independent Firm																																											
Inception Phase																																												
1	Team Orientation																																											
2	Desk review																																											
3	Draft Inception Report																																											
4	Inception Workshop																																											
5	Quality assure draft inception report																																											
6	Circulate, finalize and approve the inception report **(D1)**																																											
Data collection phase																																												

	Deliverables	Feb 2021				March 2021				April 2021				May 2021				Jun 2021				July 2021				Aug 2021				Sep 2021				Oct 2021				Nov 2021				Dec 2021			
	WEEKS	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
1	Training to enumerators																																											
2	Prepare evaluation field work																																											
3	Conduct field work and preliminary analysis																																											
4	Present end of field work debriefing																																											
Data analysis and report phase																																												
1	Data analysis and report preparation																																											
2	Quality assure the draft evaluation report																																											
3	Circulate the draft evaluation report to stakeholders for feedback																																											
4	Finalize the evaluation report																																											

	Deliverables	Feb 2021				March 2021				April 2021				May 2021				Jun 2021				July 2021				Aug 2021				Sep 2021				Oct 2021				Nov 2021				Dec 2021			
	WEEKS	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
5	Submission of final Evaluation Report																																										

Annex XIII: UNEG ethical guideline

(separate attachment)

Annex XIV: Acronyms

BLS	Baseline study
CO	Country Office
DEQAS	Decentralized Evaluation Quality Assurance System
EB	Executive Board
EC	Evaluation Committee
EGRA	Early Grade Reading Assessment
EQAS	Evaluation Quality Assurance System
ERG	Evaluation Reference Group
EL	End line
FAD	Food and Agriculture Department
FFEP	Food for Education Programme
GEEW	Gender Equality and Women's Empowerment
HQ	Headquarter
IDS	Integrated Development Society
LEDPG	Local Education Development Partner Group
MoALD	Ministry of Land Management, Cooperation and Poverty Alleviation
MoEST	Ministry of Education Science and Technology
MoHP	Ministry of Health and Population
MoLMCPA	Ministry of Land Management, Cooperation and Poverty Alleviation
MT	Midterm
MUAN	Municipal Association of Nepal
NARMIN	National Association of Rural Municipalities in Nepal
NPC	National Planning Commission
NSMP	National School Meals Programme
OEV	Office of Evaluation
PMP	Performance Monitoring Plan
RB	Regional Berau
ToR	Terms of Reference
UN	United Nation
UNCT	United Nation's Country Team
UNDSS	UN Department of Safety and Security
UNEG	United Nations Evaluation Group
USDA	United States Department of Agriculture
WFP	World Food Programme