

Decentralized Evaluation Quality Assurance System (DEQAS)

Management Response from WFP [Nepal] to the recommendations of the decentralized evaluation of [USDA McGovern Dole Food for Education Program in Nepal – End line Evaluation] in [Nepal] from [2014] to [2017]

This template provides a suggested structure and guidance on content for the management response to decentralized evaluation recommendations

Rec. #	Recommendation <i>[as per evaluation report]</i>	Management Response <i>[Is recommendation Accepted, partially accepted or not accepted? If partially accepted or not accepted, provide a brief response]</i>	Actions to be taken <i>[Briefly state what actions will be taken to address the recommendation]</i>	Action By <i>[WFP Country Office, WFP Regional Bureau, WFP Headquarters, External Stakeholders (UN Agency, Government body, Donor)]</i>	Implementation timeframe <i>[Month, Year]</i>	Status <i>[Not started/In progress/On hold/ Complete]</i>
1	Enhanced focus on training of teachers on new teaching methods (phonetic teaching) along with provision of teaching aid. Refresher trainings for teachers to be made essential for teachers.	Accepted	This has been already initiated and activities like refresher training, expansion of digital learning have been embedded in cooperating partners plan for 2019 and beyond.	WFP country office	Start: 2019 End: 2020	Complete

			This approach has been embedded in partners workplan in 2019 and 2020.			
2	The primary objective of the programme is to provide school meals. While the objective has been fulfilled to an extent and coverage, other program components EGRA, DL, WASH etc. have scattered coverage. Thus, along with SMP at least one of the other program components (EGRA) should increase its coverage so that a comprehensive assessment can be made of its contribution towards improved improving learning outcomes.	Partially accepted The project is designed in a way to cover at least 50% of SMP schools by other complementary activities. In this regard, WASH component is there in all 2003 SMP schools whereas EGR program is there in 1040 schools.	It will be done after end line evaluation result when we can see the contribution of EGR component in improving the learning outcome of the children (main aim of the program). Based on results, we will not only integrate it in WFP supported program, will advocate further with government for its integration in government supported SMP districts. This has been well captured and inbuilt in new McGD FY20 Cycle. WASH and EGR will be there in	WFP country office	Start: 2019 End: February 2021	Complete

			districts with universal coverage. Out of 6 districts-4 with WFP support and 2 with government support.			
3	Awareness about WASH behaviours have increased amongst students, parents and teachers. Moving from knowledge to practice, availability of WASH facility at school- Functional toilets, soap for handwashing and availability of water at school is a priority.	Accepted	Based on WASH survey report done in 2017, hardware component has been already included in addition to behavior change communication in FLA 2018/2019. Due to resource constraints to address all these requirements, WFP will further lobby with Local Government for their support in WASH infrastructure support. With the advocacy effort of WFP and its implementing partners, LG has already started allocating funds for	WFP country office	Start: Jan 2019 End: 2021	Complete

			WASH facilities renovations and construction, as per the requirement of schools.			
4	Age and gender appropriate nutrition chart (defining quantity of food to be provided to each student) should be prepared and implemented.	Accepted	<p>It will be address by the endorsement of National school meal program guideline nutritional standard and age appropriate portion size will be well reflected in the same.</p> <p>The School Meals Standard and Facilitation Guideline in Community Schools 2076 was 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 the</p>	WFP country Office / RBB	Start: 2019 End: 2020	Complete

			school meals in the country.			
5	FMC/SMC should encourage participation of women, people from marginalized communities. Accountability activities such as school meal monitoring and observation report cards can be prepared to enhance community ownership. Performance incentives can be provided to members.	Partially Accepted FMC/SMC guideline has the provision that 50% of the members should be female and at least two of them should be in leadership position. We have CFM for accountability. Providing performance incentive through project is not sustainable	With the endorsement of new program guideline, SMP will be the responsibility of SMC instead of separate FMC. We will facilitate to revise the guideline and ToR of SMC with the incorporation of inclusion criteria for its inclusive membership. In addition, WFP will pilot accountability tools (MDCA) in existing government's structural setting from 2020. The FFEP team with the technical support by the WFP's MRE team will track all process monitoring related indicators using this platform to ensure these	WFP country office	Start: 2019 End: 2021	In progress

			<p>provisions are implemented effectively.</p> <p>Guideline has been endorsed in 2019. Process monitoring data also shows that there is an increasing trend in female participation in SMC/FMC. MRE team is working on accountability measures/tools for the national school meals program district in addition to the regular Complain Feedback Mechanism.</p>			
6	<p>Small-scale pilots can be initiated wherein cooking materials for school meals is cultivated within the region rather than importing from outside. This can be done by identifying food abundant regions in Nepal or by investing in irrigation facilities and potential farm lands.</p>	<p>Partially Accepted</p> <p>Pilot has been already completed and, in its scale, up phase.</p>	<p>After piloted in two districts in partnership with Partnership for Child Development (PCD), it has been expanded in additional six districts. Similarly, WFP is looking for the programmatic cohesion by bringing</p>	<p>WFP country office</p>	<p>Start: 2019</p> <p>End: February 2021</p>	<p>Complete</p>

			<p>several programme together in same geographic location to complement beneficiaries reach through lifecycle approach. eg climate change adaptation program, MCHN program and HGSF program in Jumla.</p> <p>HGSF approach has been inbuilt on livelihood project where farmers can get schools as a market for their produce sell.</p> <p>Pilots of the home-grown school feeding approach have been tested in different contexts across the country to create a better understanding of its strengths and identify weaknesses to inform future implementation in Nepal. These have</p>			
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			been documented in both English and Nepali to provide further technical guidance to the Government to use as best practices, as well as to scale up the home-grown school feeding model in the NSMP.			
7	Government capacity can be built around logistical management as a priority focus. This will be crucial to run the SMP operations smoothly once WFP graduates	Partially accepted For the food-based modality, capacity strengthening through various logistic warehouse management training is ongoing. However, government is scaling up cash based SMP in country. For which different implementation	Need to develop different capacity strengthening activities in line with government scale up plan. WFP will design and deliver different capacity strengthening program in line with new national SMP guideline WFP is supporting the government of Nepal for training roll out based on the newly endorsed SMP guideline. Logistic/supply chain	WFP country	Start: July 2019 End: February 2021	Complete

		modalities are yet to be fixed and will plan capacity building activities accordingly.	management chapter has been well embedded in this guideline. As per the new guideline which imbedded logistic management module, WFP supported government for the training roll out in 23 districts in 2020 and will start again (which was halted due to COVID-19) to complete all 77 districts by the end of June 2021.			
8	FMCs and SMC can be relevant platform to engage people facing multiple marginalization. It can be a longer-term agenda (given the structural nature of the issue) and may require change in SMP operation policies. Some of the activities that can be undertaken are community sessions/workshops involving the village head and other men and women. Community events like plays, group discussions with parents and gender related exercises in the school to increase awareness. Although the results framework charts the activities, it needs to strengthened to achieve better results.	Accepted	Rapid GESI assessment on the School Meals Programme to better understand GESI and protection challenges, concerns and/or issues that are related to our programme implementation is ongoing. WFP plans to devise a GESI strategy and theory of	WFP country office	Start: May 2019 End: 2021	In Progress

			<p>change on school meals activities based on recommendations.</p> <p>Based on the findings from the rapid GESI assessment, WFP is working on a need based GESI training package. This new approach on GESI will be delivered in the project area after mid-2020.</p> <p>Due to COVID-19, this program has been halted and will start working on this again from March 2021 to organize and complete all by the end of 2021.</p>			
9	The cooks should be compensated well and avenues to channelize financial resources needs to be identified. These can come from untied fund repository or in collaboration with MoE or DEO.	Accepted	As of new federal structures, school activities are under the responsibility of local government. Local government has started topping up on the current salary	WFP country office	Start: 2019 End: 2021	In progress

			<p>in many instances. WFP will continue advocating for this.</p> <p>It is a continuous process. Most of the LG have already started allocating funds for cook's salary.</p> <p>Through FY20 McGD Cycle, WFP will support LG to establish their own guiding document which will reflect their contribution for SMP on top of grant through federal government. This will solve this issue in some extent.</p>			
10	WFP and GoN should have dialogue around program sustainability after WFP graduation/transition. This would require sharing WFP graduation plans as well as handholding of GoN on sourcing funds from alternate funders/donors.	Accepted	WFP has signed five years operational agreement with MoEST for the program implementation. Transitioning plan for the program is part of	WFP country office	Start:2019 End: February 2021	Complete

			<p>this agreement. Government has already allocated fund for the program transition in two districts. WFP is providing technical support to strengthen capacity of all three tiers of government for quality program implementation</p> <p>After the successful handover of program in 2 out of 11 MGD districts, the government and WFP are working for transitioning 2 more districts from July 2020.</p> <p>From the current FY 2020/21, government already scaled its program in 70 districts including 2 more from MGD districts. WFP has a clear plan to</p>			
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			complete handover of remaining 7 districts in phase wise manner by July 2024.			
11	School Infrastructure Development Programme should invest at restorations of classroom and classroom resource so to create an enabling environment for learning. One of the pre-requisites to improving learning outcomes.	Partially accepted (as it is not directly under the scope of project, it is agreed that it contributes to overall achievement of the program goal)	Local government will be sensitized for this Local Government has already initiated contributing with funds for classroom improvements including learning materials.	WFP country office	Start: Jan 2019 End:2020	Complete
12	Given the status of learning outcome at this stage, DL can only be a helping hand to learning, both to teachers as well as students (means to an end). It needs to have just the basics (phonetics, poems and songs, pictorials) to make the learning process smoother.	Partially accepted (this evaluation has not created sufficient evidence to come to this conclusion, as such WFP is doing a separate study to explore the contribution of DL in improving literacy outcome of children)	The action will be guided by the findings of this study The Government has already decided to scale up ICT in Education. Additionally, ICT in education thematic working group (TWG) have been formed under the education SSDP. It is one of the priority areas for the	WFP country office	Start: Jan 2019 End: 2020	Complete

			<p>government. WFP is supporting the government for the production of digital learning materials, based on guidelines on school curriculum for distribution in all schools that have computer laboratory and digital technology. Digital resources have been customized to meet the literacy skills of children.</p>			
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