

Mid-Term Evaluation of USDA McGOVERN-DOLE INTERNA- TIONAL FOOD FOR EDUCATION AND CHILD NUTRITION PROGRAMME IN NEPAL from 2020 to 2024



Decentralized Evaluation Terms of Reference

WFP Nepal

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1. Background

1. These Terms of Reference (TOR) were prepared by WFP Nepal Country Office (CO) 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 Midterm Evaluation as approved in the Evaluation Plan; secondly, it provides key information to stakeholders about the proposed evaluation; and thirdly, it provides key information to the Evaluation Team and to specify expectations during the various phases of the evaluation.

1.1. INTRODUCTION

2. These ToR are for the Midterm Evaluation of the United States Department of Agriculture (USDA) McGovern-Dole International Food for Education and Child Nutrition (FFECN) Programme Grant Fiscal Year 2020 (NP02.02. 021.SMP1) implemented in six selected districts of province 6 (Karnali) and Province 7 (Sudurpaschim). This evaluation is commissioned by WFP Nepal CO and will cover the period from July 2022 to March 2023.
3. The World Food Programme (WFP) has been supporting the Government of Nepal's (GoN) initiative to improve and increase children's access to quality education through the School Meals Programme (SMP) since 1974. In close coordination with Ministry of Education Science and Technology (MoEST), GoN, the WFP is managing McGovern-Dole FFECN programme funded by the USDA McGovern-Dole under the FY20 grant cycle. The McGovern-Dole FY20 programme covering the period of November 2020 to October 2024 is the fourth consecutive cycle following FY12-14, FY14-16, and FY18-21. The FY20 McGovern-Dole programme aims to achieve three key results: i) improved literacy of school-age children, ii) increased use of health and dietary practices, and iii) improved effectiveness of food assistance through local and regional procurement.
4. A baseline study was done in 2021 which focused on collecting key programme indicators as a basis for assessing the current situation.
5. The mid-term evaluation will provide an evidence-based, independent assessment of the performance of the operation and associated school feeding interventions so that WFP Nepal and its project partners can adjust the course as necessary for the remainder of the project term.
6. **Geographic scope of the evaluation subject:** The FY 20 grant cycle is implemented over the period of 2020 to 2024 in selected food insecure rural and urban municipalities of 6 districts across Provinces 6 and 7 i.e Jajarkot, Doti, Achham, Bajura, Bajhang, and Darchula. As per the transition plan of the Nepal Government, Jajarkot and Doti Districts have been transitioned from WFP in-kind modality to the government's cash-based modality during this phase of programming, effective from July 2022. The MTE will therefore also cover the transition districts, including the other four districts.

District	Activity
Bajhang	<ul style="list-style-type: none"> - Food Distribution - Promote Improved Nutrition: Sustainable Transition to Home-Grown School Meals(HGSF) - Provide Improved Literacy+School Health and Nutrition Package (SHN) - Support Improved Safe Food Preparation and Storage - Capacity Building - Supporting Transition through Local and Provincial Capacitation and technical assistance on regular monitoring of the McGD under the NSMP.
Darchula	<ul style="list-style-type: none"> - Food Distribution - Promote Improved Nutrition: Sustainable Transition to Home-Grown School Meals - Support Improved Safe Food Preparation and Storage - Improved Literacy

	<ul style="list-style-type: none"> - School Health and Nutrition Package - Capacity Building - Supporting Transition through Local and Provincial Capacitation and technical assistance on regular monitoring of the McGD under the NSMP.
Bajura	<ul style="list-style-type: none"> - Food Distribution - Promote Improved Nutrition: Sustainable Transition to Home-Grown School Meals - Improved Literacy - School Health and Nutrition Package - Capacity Building - Supporting Transition through Local and Provincial Capacitation and technical assistance on regular monitoring of the McGD under the NSMP
Achham	<ul style="list-style-type: none"> - Food Distribution - Promote Improved Nutrition: Sustainable Transition to Home-Grown School Meals - School Health and Nutrition Package - Capacity Building - Supporting Transition through Local and Provincial Capacitation and technical assistance on regular monitoring of the McGD under the NSMP.
Doti	<ul style="list-style-type: none"> - Food Distribution - Promote Improved Nutrition: Sustainable Transition to Home-Grown School Meals - Capacity Building - Supporting Transition through Local and Provincial Capacitation and technical assistance on regular monitoring of the McGD under the NSMP.
Jajarkot	<ul style="list-style-type: none"> - Food Distribution - Promote Improved Nutrition: Sustainable Transition to Home-Grown School Meals - Capacity Building - Supporting Transition through Local and Provincial Capacitation and technical assistance on regular monitoring of the McGD under the NSMP.

Please refer to the map in Annex 1.

7. **Planned outputs of the project:** 241,621 students (113,715 boys and 172,512 girls) from 2,297 schools in six project districts are the beneficiaries of the program. Besides, the Government of Nepal, the local community, schools, farmers' groups, and local cooperatives are the intermediaries of the program.
8. Gender/inclusion/human rights will also be focused on the MTE. The focus on these issues are further explained below.

1.2. CONTEXT

9. Despite years of several initiatives undertaken by the GoN and development partners, to reduce poverty and promote economic growth, Nepal remains one of the world's poorest countries ranking 142 out of 189 countries on the 2019¹ Human Development Index (HDI). According to the multidimensional poverty index published by GoN in 2018², approximately 28.6% of the population lived in multi-dimensional poverty³. The most striking figure is that 95% of them are rural and thus the key physical location of intervention by WFP in this programme. Large geographical disparities are evident across the province in poverty incidence, with Karnali and Sudurpashchim Province being poorer than the rest of the country⁴.
10. Nepal has diverse social identities based on caste, ethnicity, culture, religion, class, gender, disability, etc. It is often argued that empowerment or oppression within a social group is a result of not one such identity but of multiple ones⁵. 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

¹ United Nations Development Programme (UNDP), Human Development Report, 2020

² 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.

³ NPC 2018. Nepal Multidimensional Poverty Index. https://www.npc.gov.np/images/category/Nepal_MPI.pdf

⁴ Provincial Poverty in Nepal, <https://doi.org/10.3126/pragya.v7il.35170>

⁵ Chaulagain, R., & Pathak, L. (2021). Exploring Intersectionality: Theoretical Concept and Potential Methodological Efficacy in the Context of Nepal. *Molung Educational Frontier*, 11, 148-168.

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. While the government has always expressed its commitment towards the SDGs at the national and international levels, it has also realized that the goals will not be achieved without the same level of commitment and integration at the provincial and local levels.

11. School Mid-day Meals Standard and Facilitation Guidebook for Community School, 2076 has held the local government responsible for the implementation and management of mid-day meals in schools, including monitoring and evaluation. However, System Approach for Better Education Results – School Feeding (SABER-SF), Nepal, 2020 reported that the overall status of monitoring, reporting, and evaluation of school feeding in Nepal is still at an emerging stage., implying the need for M&E capacity building of the local government for a meaningful transition of the programme.
12. WFP has started putting its efforts to build the capacity of the MoEST to better provide service delivery in school meal, literacy outcome, and monitoring and evaluate the performance regularly in the federal system. WFP is currently expanding its support to federal, provincial, and local governments (LGs) to mitigate the existing challenges to provide education during the transition to federalism and to increase their capacity to ensure inclusive and equitable quality education for all. WFP will support the establishment of a monitoring and evaluation system that integrates all government tiers. WFP will work to strengthen institutional and policy environments by action plan based on the SABER results.
13. **Education:** Despite significant development in SDG 4, inclusive and quality education, some issues need attention. Access to quality education is inequitable and often depends on factors such as gender, socio-economic status, ethnicity, geographical location, caste, and disability status⁶. Children from ethnic minorities, girls, Dalit, and Muslim children tend to have poorer learning outcomes⁷. A 2014, USAID-supported nationally representative Early Grade Reading Assessment (EGRA) found that 34% of second graders and 19% of third graders could not read a single word of Nepali. Students in the Terai had both the lowest mean oral reading fluency score and the highest zero scores compared to other regions of Nepal and were, on average, reading 12 correct words per minute fewer than students in the Kathmandu Valley. Moreover, students who reported speaking Nepali at home performed better than students speaking another first language. This assessment demonstrated the dire need for a National Early Grade Reading Program to improve the reading skills of Nepali students.⁸
14. Similarly, the Baseline Study (BLS) of McGovern Dole FY17 revealed that 23% of the third graders could not read a single work of Nepali while 30% of them could not answer any of the questions correctly⁹. Nepal's linguistic, geographical, and socio-economic diversity also affects schools' ability to provide quality education services for all students. The nationally representative EGRA also revealed that students who reported speaking Nepali at home performed better than students speaking another first language¹Error! Bookmark not defined.
15. **Nutrition and Food Security:** SDG 2 aims to end hunger, achieve food security and improved nutrition, and promote sustainable agriculture. Despite hopes that the world would emerge from the COVID-19 pandemic in 2021 and food security would begin to improve, world hunger rose further in 2021. The increase in global hunger in 2021 reflects exacerbated inequalities across and within countries due to an unequal pattern of economic recovery among countries and unrecovered income losses among those most affected by the COVID-19 pandemic. After remaining relatively unchanged since 2015, the prevalence of undernourishment jumped from 8.0 to 9.3 percent from 2019 to 2020 and rose at a slower pace in 2021 to 9.8 percent. Between 702 and 828 million people were affected by hunger in 2021. The number

⁶ UNICEF. Education Data. Nepal. <https://www.unicef.org/nepal/education>.

⁷ Ministry of Education, WFP and Mastercard (2018) National School Meals Programme in Nepal Cost-Benefit Analysis; UNICEF Nepal (2019) Invest in Every Child.

⁸ USAID's Early Grade Reading Programme in Nepal, <https://www.usaid.gov/nepal/fact-sheets/usaid-early-grade-reading-program-egrp-nepal>

⁹ USDA McGovern Dole Food for Education Programme in Nepal, 2018-2021, baseline study report

has grown by about 150 million since the outbreak of the COVID-19 pandemic – 103 million more people between 2019 and 2020 and 46 million more in 2021.

16. **Agriculture/Smallholder Farmers:** Target 2.3 of SDG 2 aims to double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, and family farmers by 2030. In Nepal, Smallholder Farmers (SHF) are spread throughout the vast countryside, often remote and hard to access. According to Food and Agriculture, SHF accounts for roughly 70% of the food produced in Nepal. There are approximately 4 million farming households, and according to international standards set by the World Bank, nearly 95% of them are SHF that hold less than two hectares of land. On average, 77% of the land is cultivated for agricultural production¹⁰.
17. A WFP Nepal country office study of its programmes established that in the six programme districts, at the very least, 17% of households need to travel more than three 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 insecure¹¹. While smallholder farming is one of the main means of income for most working-age adults, there continues to be a need to provide support on establishing income-generating opportunities to most households, and ultimately SHF. 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 purchases¹².
18. **Water, Sanitation, and Hygiene:** SDG 6 seeks to ensure the availability and sustainable management of water and sanitation for all. The situation surrounding WaSH in Nepal, while steadily improving, remains an area with room for improvement¹³. School-level surveys that were done in 2018 and 2019, highlighted the unequal availability of WaSH facilities between the four districts targeted for WaSH interventions (Achham, Bajura, Bajhang, and Darchula). Access to menstrual hygiene and sanitary items is still limited. Sanitary pad disposal facilities within latrines were found in 14.4 percent (Achham), 12.7 percent (Bajura), 12.6 percent (Darchula), and 5.1 percent (Bajhang) of schools¹⁴.
19. **Gender Analysis:** With a Gender Inequality Index (GII) value of 0.452, Nepal ranks 110 out of 162 countries in the 2019 index, gender inequality, and discrimination still plague the country¹⁵. In Nepal, 33.5% of parliamentary seats are held by women¹⁶ which is more than the global average (25.5%)¹⁶. For every 100,000 live births, 186 women die from pregnancy-related causes; and the adolescent birth rate is 65.1 birth per 1,000 women of ages 15-19. Female participation in the labour market is 82.8% compared to 85.1 for men¹⁶. Ending discrimination against women and girls, elimination of violence against women and girls, women's participation in the labour force, representation of women in public life and managerial positions, and women's access to economic resources, are priority indicators in the context of Nepal. While gender empowerment measures show improvement, inequality in wages continues. There has been little progress in reducing violence against women and children. No decline is noted in child marriages. The participation of women in the labour force remains much lower than that of men. There has been significant progress in women's representation in elected positions – from the national parliament to local governments and in public service decision-making. There has also been an improvement in women's participation in private sector decision-making. There has been a rise in women entrepreneurs and one-third of women had secured

¹⁰ Government of Nepal, National Planning Commission, Central Bureau of Statistics. National Sample Census of Agriculture 2011/12.

¹¹ WFP Nepal Vulnerability Assessment Mapping, 2020.

¹² 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.

¹³ School Sector Development Plan, FY2016/17-2022/23 (BS 2073-2080). Government of Nepal, Ministry of Education, Science and Technology. March 2020.

¹⁴ Water, Sanitation, and Hygiene School-level Survey carried out by the Government of Nepal, WFP and IDS in 10 selected districts in provinces 5, 6, and 7

¹⁵ Human Development Report 2020, Briefing note for countries on the 2020 Human Development Report, Nepal, <http://hdr.undp.org/sites/default/files/Country-Profiles/NPL.pdf>

¹⁶ Inter-Parliamentary Union. 2021. Women in Parliament in 2020. <https://www.ipu.org/women-in-parliament-2020>

ownership of property. On gender equality, the legal framework has favoured women, but equality remains more elusive within the household in the workplace.¹⁷

20. **Government Programmes and Policies:** To address these interrelated challenges, the GoN 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 2016-2023¹⁸ have been established to ensure Nepal is no longer considered a Least-Developed Country (LDC) by 2022.
21. The 2015 constitution enshrines the right to food, which is further reiterated in the 2018 Right to Food and Food Sovereignty Act that ensures food security, freedom from hunger, and adequate nutrition. The 2018 Free and Compulsory Basic Education Act states that “*No child will be hungry*” signaling that health and nutrition is important issue within the education system. These two instruments provide the overarching policy framework for the National School Meals Programme (NSMP), which has gradually grown in reach and stability. In addition, the Constitution of Nepal, 2015 enshrines equal rights for women, the poor, the vulnerable, and people from various social groups.
22. **Development Assistance in Nepal:** Development assistance in Nepal provides crucial support and remains important to address Nepal’s national development priorities, including the graduation from LDC status to the achievement of the SDGs. In FY 2018/19, Nepal received 1,733 million USD as the total development assistance. Most Official Development Assistance (ODA) was provided as loans (60%), followed by grants (27%) and technical assistance (13%). Project support continued to be the most used modality. The sectors receiving the highest level of disbursement were education, peace and reconstruction, local development, and financial reform making up 54% of the total ODA disbursements¹⁹.
23. **National School Meal Programme (NSMP):** Under the leadership of the Ministry of Education, Science, and Technology (MoEST), the WFP-supported School Meals Programme aims to reduce hunger, improve student attendance and improve health and dietary practices in primary schools and pre-schools.
24. **School Feeding Needs:** As defined by the World Bank, “School Meals Programme (SMP) is targeted social safety nets that provide both educational and health benefits to the most vulnerable children, thereby increasing enrolment rates, reducing absenteeism, and improving food security at the household level”²⁰ The most direct and immediate benefits of SMP are ending/addressing short-term hunger of school children and enhanced enrolment and reduced absenteeism rates amongst children. Studies have reported that SMP is one of the few education interventions that show a positive impact on both **school participation** (enrolment, attendance, completion) and **learning** (scores on cognitive, language, and mathematics tests)²¹ addition to the food security and nutritional benefits, multiple analyses of the School Feeding approach have repeatedly shown that quality education, combined with a guaranteed package of health and nutrition interventions at school, such as school feeding, can contribute to child and adolescent development and build human capital²².
25. **Programme description:** Building on the success of the MGD FY17, WFP has put together a comprehensive integrated package of services that will benefit pre-primary and primary school children covering all schools in the six districts of two provinces, which is delivered through a solid partnership with World Education, Integrated Development Society, and Mercy Corps, who bring expertise to complement WFP’s strengths and track record.

¹⁷ UNDP-NP-SDG-Progress-Report.pdf

¹⁸ <https://www.globalpartnership.org/content/nepal-school-sector-development-plan-2016-2023>

¹⁹ Development Cooperation Report, Annual Report 2019, Ministry of Finance, Government of Nepal

²⁰ Bundy, Donald; Burbano, Carmen; Grosh, Margaret; Gelli, Aulo; Jukes, Matthew; Drake, Lesley. World Bank. 2009. Rethinking School Feeding Social Safety Nets, Child Development, and the Education Sector.

<https://openknowledge.worldbank.org/handle/10986/2634>

²¹ 3IE (2016). The impact of education programmes on learning and school participation in low- and middle-income countries. Systematic Review Summary 7

²² Nutrition interventions and their educational and nutrition outcomes for pre-school and primary school-age children in developing countries: a systematic review and meta-analysis, the McGovern-Dole International Food for Education and Child Nutrition Program

26. The MGD FY20 is a part of Activity 3, in WFP Nepal's country programme and aims to provide gender and nutrition-sensitive school meals and health package in chronically food-insecure areas and strengthen the government's capacity to integrate the NSMP into the National Social Protection Framework. A baseline study was done in 2021 which focused on collecting key programme indicators as a basis for assessing the current situation. The mid-term evaluation will provide an evidence-based, independent assessment of the performance of the operation and associated school feeding interventions so that WFP Nepal and its project partners can adjust the course as necessary for the remainder of the project term. These six districts will be gradually transitioned to government owned NSMP according to the transition plan. As such, two districts (Doti and Jajarkot) transitioned from WFP and USDA's in kind food modality into the Government supported cash-based school meals programme (with WFP now covering four districts).
27. **COVID-19 pandemic:** The pandemic has undoubtedly had a severe impact on education systems and school feeding programmes worldwide including Nepal. The COVID-19 pandemic and the subsequent school closure have significantly impacted students access to learning in Nepal, it also nudged the GoN to expand its cash-based SMP to all 77 districts in Nepal by 2024 and acknowledge that school meals are a strategic way to attract out of school children, especially as vulnerability increases. Further, to minimize the impact of COVID-19, WFP is supporting the GoN's response to the pandemic in Nepal by focusing on strengthening and expanding social protection programmes to address poverty, food insecurity, and malnutrition; sustaining food production, trade, distribution, and consumption; supporting national health systems through improved supply chains, data collection and targeted nutrition services for the most vulnerable; and providing alternatives to school feeding where educational activities have been suspended in the wake of the pandemic.
28. Due to the Covid-19 pandemic, there was a big implication for 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 through telephone survey during the mid-term evaluation of the FY17 McGovern-Dole project. 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 the collection of quality information.
29. There can be a potential risk of exposure to the COVID-19 virus for all stakeholders involved in the Mid-term Evaluation study, including the evaluation field staff. And there might be 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 evaluation activities should not threaten public health and the evaluation team should follow any local laws related and restrictions related to the pandemic (recognizing these may vary by region or change frequently).

2. Reasons for the evaluation

2.1. RATIONALE

30. The evaluation is being commissioned for the following reasons:

- The MTE is part of the contractual obligations between USDA and WFP. The MTE is part of the series of evaluations required by USDA during the project life span (a baseline study, a mid-term evaluation, and a final evaluation).
- As the programme has already passed its mid-point, it is timely to assess the progress made in implementation by comparing the mid-term results with the baseline and receiving guidance on the programme implementation.
- This evaluation will critically and objectively review the progress of implementation to generate recommendations that will strengthen project implementation and inform future project design.
- 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.
- **The special study** will be nested in MTE. At baseline, it explored the factors contributing to the literacy achievement of school-age children other than school meals and standard academic curriculum. At MT evaluation, it will assess the progress on action taken on the recommendation generated by the special study during baseline. A special study explores the factors consistently affecting students learning and estimating its magnitude of effect in province seven. The evidence generated will be used to develop actionable items to inform the literacy program of USDA and recommend policy-makers to design contextual evidence-based learning approaches.
- Therefore, WFP Nepal Country Office is commissioning this mid-term evaluation of the USDA McGovern Dole FY 20 school feeding project in Nepal to evaluate the performance of project operations and associated interventions for accountability, to track the progress of achievements during the mid-point of project implementation and adjust it if required, and to inform future interventions of the current award and future awards.

2.2. OBJECTIVES

31. 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 USDA McGovern-Dole-supported International Food for Education and Child Nutrition Programme. A comparative analysis of the midline evaluation results with baseline and activity targets will help to determine the progress made by the project so far.

Learning – The evaluation will determine the reasons why certain results occurred or not, to draw lessons, and 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 MTE will explore more about sustainability and the impact of the government's programme from the two transitioned district which have been transferred over to the government during this programme period.

32. The major evaluation results will be disaggregated by gender, age, caste/ethnicity, and disability as well as by Nepali and non-Nepali speaking students (who uses Nepali as a second language) for early-grade reading components. This evidence will provide insight on how the school meals activity is affecting

women, men, girls, and boys along with other disadvantaged groups. The MTE will assess the effectiveness of the beneficiaries' complaints and feedback mechanism (Namaste WFP) that will generate learnings on the level of access to information (who is included, what people will receive, length of assistance) by beneficiaries and WFP's response to beneficiary feedback.

33. The MTE will also make recommendations on what is needed to strengthen and improve project implementation and monitoring, including the technical assistance components for example improving SMP policy frameworks and pilots on home-grown school feeding on the cash-based and government-funded SMP, for the remaining period.

2.3. STAKEHOLDER ANALYSIS

34. The evaluation will seek the views of, and be useful to, a broad range of WFP internal and external stakeholders. A number of stakeholders will be asked to play a role in the evaluation process in light of their expected interest in the results of the evaluation and relative power to influence the results of the programme being evaluated. **Annex 2**, provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the inception phase.
35. Accountability to affected populations is tied to WFP commitments to include beneficiaries as key stakeholders in WFP work. WFP is committed to ensuring gender equality, equity, and inclusion in the evaluation process, with participation and consultation in the evaluation of women, men, boys, and girls from different groups (including persons with disabilities, the elderly, and persons with other diversities such as ethnic and linguistic). Please refer to **Annex 2** for Preliminary stakeholder analysis.

3. Subject of the evaluation

3.1. SUBJECT OF THE EVALUATION

36. Evaluation subject: Midterm activity evaluation of USDA McGovern Dole International FFEEN Programme FY20 (July 2022 to March 2023). A special study will be nested. A special study explores the factors consistently affecting students learning and estimating its magnitude of effect in province seven. At MT evaluation, it will assess the progress on action taken on the recommendation generated by the special study during baseline. The evaluation team should prepare a separate report of this study. 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.
37. For the proposed MTE, the Evaluation Team is expected to use the same WFP decentralized evaluation approach used during the baseline to critically review and assess the progress made by the USDA McGovern-Dole International Food for Education and Child Nutrition Programme, FY-20 grant cycle.
38. **Geographic scope of the evaluation subject:** The FY 20 grant cycle is implemented over the period of 2020 to 2024 in selected food insecure rural and urban municipalities of 6 districts across Sudhuraschim and Karnali provinces i.e Jajarkot, Doti, Achham, Bajura, Bajhang, and Darchula. As per the transition plan of the Nepal Government, Jajarkot and Doti Districts have been transitioned from WFP in-kind modality to the government's cash-based modality during this phase of programming, effective from July 2022. The MTE will therefore also cover the transition districts, including the other four districts. MTR will cover all six districts from the last cycle. **Please refer to the map in Annex 1.** The special study will be limited to program districts of province 7.
39. **Relevant dates:** The project was expected to be implemented for four years: from November 2020 to October 2024, however due to delay in baseline survey because of COVID related restrictions, the project field level implementation began on July 2022 (the school feeding started as planned and without delays, other Project components were delayed to July 2022) . Therefore, the survey will cover the period of July 2022 to March 2023 and will assess the progress made in implementation by comparing the mid-term results with the baseline and receiving guidance on the programme implementation. The FY20 schools previously received school feeding through the McGovern-Dole FY17 project; however, this evaluation will focus on the results achieved as a result of the FY20 project.

40. **Planned outputs:** 241621 students (113715 boys and 172512 girls) from 2297 schools in six project districts are the beneficiaries of the program. Besides, the Government of Nepal, the local community, schools, farmers' groups, and local cooperatives are the intermediaries of the program. **Table 2** below shows the number of school children planned to be reached through the programme.

Table 2: Number of school children planned to be reached through the programme²³(For a map refer Annex 1)

District	Municipality	Ward	Schools	Boys	Girls	Total	Remarks
Doti	9	65	424	19,657	23,318	42,975	Transitioned: from WFP in-kind modality to the government cash-based modality from July 2022.
Jajarkot	7	77	458	21,534	24,395	45,929	
Bajhang	12	89	447	19,921	24,095	44,016	Will transitioned from WFP in-kind modality to the government cash-based modality from 2023 July
Darchula	9	61	344	10,821	11,869	22,690	
Achham	10	91	549	26,834	31,336	58,170	Will transitioned from WFP in-kind modality to the government cash-based modality from 2024 July
Bajura	9	69	250	12,693	15,148	27,841	
Total	56	452	2462	111,460	130,161	241,621	

41. **Planned outcomes in design:** During the four-year implementation period, the programme plans to achieve the three strategic outcomes of the McGovern-Dole programme, MGD SO1: Improved literacy of school-age children, MGD SO2: Increased use of health and dietary practices and Local Regional Procurement (LRP) SO1: Improved Effectiveness of Food Assistance Through Local and Regional Procurement. The LRP SO1 is new in FY20. The midterm evaluation should assess the outcome indicators' value. The list of outcome indicators is detailed in PMP (**Annex 10**)
42. **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: Provide an Integrated Package of School Health and Nutrition Interventions

Activity 3: Promoting Improved Literacy MATTERS

Activity 4: Promote Improved Nutrition: Sustainable Transition to Home-Grown School Meals

Activity 5: Support Improved Safe Food Preparation and Storage

Activity 6: Capacity Building - Supporting Transition through Local and Provincial Capacitation and technical assistance on regular monitoring of the McGD under the NSMP.

²³ This figure has changed, inclusion of grade 6 students and new Resettlement plan

43. Out of these, **Activity 2:** Provide an Integrated Package of School Health and Nutrition Interventions is implemented only in four districts viz. Achham, Bajhang, Bajura, and Darchula while **Activity 3:** Promoting Improved Literacy MATTERS is implemented in three districts only i.e. Darchula, Bajhang, and Bajura. Similarly, activity 4 and 6 is implemented across all the six districts. according to the transition plan as shown in table 3. These component phases out at the end of the programme, to transition to the LG according to the transition plan.

Table 3: Transition Plan

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

44. These six districts will be gradually transitioned to government owned NSMP according to the transition plan. As such, two districts (Doti and Jajarkot) transitioned from WFP and USDA's in kind food modality into the Government supported cash-based school meals programme (with WFP now covering four districts). Table 3 outlines the districts to be handed over annually. **Table 4** provides detailed information on the districts by activities.

45. Food, Home Grown School Feeding (HGSF) and Local Regional Procurement (LRP) are implemented across six districts, and Literacy and School Health and Nutrition (SHN) activities are implemented in selected three and four districts respectively.

46. **Main partners:** Government of Nepal and implementing partners. 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.

47. **Resources:** The program budget is roughly USD 25 million.

48. **Other relevant preceding/concurrent activities/interventions:** The government of Nepal has scaled up cased based school meal program to the remaining 71 districts of Nepal where selected 524 districts from province 6 and 7 among 71 used to have WFP assisted SMP that been transitioned during FY17 cycle. In addition, government of Nepal.

49. **Amendments to initial design (i.e. extension in time, programme increase, technical adjustments):** The Government announced the scale-up of the national school meals programme to cover all students from ECD to grade 6 (previously programme coverage was only up to grade 5) starting from July 2022. It has also formally requested WFP to do the same in the four districts supported by the McGovern-Dole programme as of July 2022. With pre-approval from USDA, WFP scaled up its coverage to grade 6, increasing its beneficiaries by 20,000. Due to delay in baseline survey due to COVID related causes, the full intervention started only in July 2022. ²⁵In collaboration with the Ministry of Education, Science and Technology and cooperating partners, WFP distributed 1,331 MT of food as take-home rations (THR) in April 2022 as school were closed unexpectedly due to local election. Through this distribution, WFP reached 242,660 children (118,678 boys and 123,982 girls) in six food insecure districts of Karnali and Sudur Paschim Provinces.

50. **Results Framework:** The outcomes in the Results Framework are used to measure the achievements of the programme. The Results Framework provides detailed and systematic linkages of the overarching

²⁴ Baitadi, Dadeldhura, Rukum East, Rukum West and Dailekh

²⁵ With some delays as a result of COVID-related restrictions, the start of other activities, including capacity development for local governments, were also affected due to the delay of the baseline survey. Despite the delays, WFP proactively engaged in discussions with USDA to develop a plan to mitigate education and nutritional losses of children in programme schools. With approval from USDA, WFP planned for the distributions of take-home rations.

programme objectives and planned activities. The PMP detailing the indicators of the programme, including targets, is attached in **Annex 10**. The baseline survey findings were used to revise the annual and life of project targets in consultation with programme team and cooperating partners. 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 the Theory of Change. Please refer to RF and reconstructed theory of change developed during baseline in **Annex 8 and Annex 9** for details. The program Results Framework is attached in **Annex 8**.

51. The MGD FY20 aims to achieve the MGD SO1 and MGD SO2 with similar higher-level outcome results and foundational results as in FY17. The key objective of the MGD FY20 is to improve the literacy of school-age children through the two interrelated strategic outcomes (SOs). These two SOs are interrelated because increase use of health and dietary practices leads to improved literacy of school children via improved school attendance, one of the SO1 Intermediate Results. Increased use of health and dietary practices improves student attendance (and therefore literacy) via reduced health-related absences.
52. The only addition to the MGD FY20 is Activity 5: Promote improved nutrition: sustainable transition to homegrown school meals contributing to improved effectiveness of food assistance through local and regional procurement (LRP SO1). The purpose of this component is to build the capacity of LGs and schools to procure foods independently and sustainably and ensure the menu is properly diversified for improved nutrition.
53. **Gender Dimensions of the Intervention:** The WFP School Feeding Policy (2013), WFP School Feeding Strategy (2020), and Gender Policy for 2015-2020 lay emphasis on recognizing and including specific needs of young girls, ethnic and religious minorities, and children with disabilities. To promote inclusion and equity in education, WFP has integrated gender components in the MGD FY20. In Activity 2, school staff involved in cooking and delivering school meals is trained to avoid any gender or disability-related prejudice/discrimination. In Activity 3, to address the gender-related barriers to attending schools, the project will allocate USDA resources to ensure that the LG is setting up annual funds to continue establishing latrines with separate toilets for boys and girls, coordinate with local health facility for weekly iron and folic acid tablet supplementation for school adolescent girls, increase awareness about menstrual health and hygiene and ensure government-supplied sanitary pads are available for adolescent girls and female teachers as planned and endorsed by the GoN. Activity 5 has made the provision to encourage female farmers and farmers cooperatives led by, or including many female farmers, to participate in the supply chain. Hence, the current survey would focus on drawing a larger gender analysis for MGD FY20.
54. The ET will ensure that gender equality and women's empowerment (GEWE) is integrated into the evaluation process where relevant, for which specific data on gender, disability, ethnicity, and socio-economic status will be collected. Based on evidence collected, the MTE should provide insights on how the MGD FY20 has included women, men, girls, boys, with disabilities and marginalized groups. The findings will be presented as per the disaggregation requirements in the PMP. Thus, the MTE should use GEWE as an integral lens to assess the inclusion dimensions of the subject evaluated. ET should implement special considerations to protect girls and women while conducting the evaluation. For example, using enumerators of the same gender, conducting gender-specific focus groups if necessary, conducting interviews in a comfortable environment.
55. **Previous evaluations** of the WFP Nepal McGovern-Dole programme have generated recommendations for WFP's attention. For example, FY 20 Baseline recommended an enhanced focus on capacity building of teachers on new techniques and teaching methods along with the provision of teaching aids. The MTE 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 final report of the baseline survey is publicly available in USAID DEC Clearing House ²⁶ and [WFP webpage](#).
56. Similarly, WFP Nepal McGovern-Dole programme FY 17 final evaluation results/recommendations were used for designing the FY 20 cycle. Based on the learning from the baseline, midline, and end-line

²⁶ <https://www.wfp.org/publications/nepal-usda-mcgovern-dole-international-food-education-and-child-nutrition-programme>

evaluation of FY 17, a special study was designed and executed for further investigation on why the ERGA results were not that good despite all the efforts/inputs by the project and government.

3.2. SCOPE OF THE EVALUATION

57. **Timeframe:** The MTE will cover the period from the start McGovern Dole full operation from July 2022 to the data collection of the midterm evaluation, planned for May 2023. The MTE will assess the progress made in implementation by comparing the mid-term results with the baseline and receiving guidance on the programme implementation.
58. **Geographic Boundaries:** The MTE will cover all six programme districts including the districts that have been transitioned to the government's cash-based modality in July 2022.
59. **Components:** The MTE will cover the USDA McGovern-Dole FY-20 cycle, including all activities and processes related to its formulation, implementation, resourcing, monitoring, evaluation, and reporting relevant to answer the evaluation questions. This evaluation, commissioned by the WFP Nepal Country Office, is expected to provide an evidence-based, independent assessment of performance of the operation so that WFP and programme partners can adjust the course as necessary for the remaining programme period and inform any future programme design.
60. The evaluation should also assess the results of the project against the established baseline values. They will be assessed against the evaluation criteria of coherence, relevance, effectiveness and efficiency, impact, and sustainability as well as adequacy, transparency, and timeliness. The MTR will also assess the GoN monitoring capacity, gap and scope of improvements.
61. A key requirement for the evaluation is to ensure that Gender Equality and Women Empowerment (GEWE) 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 evaluation should analyse how wider inclusion objectives, human rights issues and GEWE mainstreaming principles were included in the intervention design, and whether the evaluation subject has been guided by WFP and system-wide objectives on GEWE.

4. Evaluation approach, methodology and ethical considerations

4.1. EVALUATION QUESTIONS AND CRITERIA

62. 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**. Therefore, WFP aim to assess the project through these six evaluation criteria. This will help maximize the resources used for the evaluation and broader utilization.
63. The evaluation should analyse how gender, equity, and wider inclusion objectives and GEWE mainstreaming principles were included in the intervention design, and whether the evaluation subject has been guided by WFP and system-wide objectives on GEWE. The gender, equity, and wider inclusion dimensions should be integrated into all evaluation criteria as appropriate. **Annex 11** maps out the key evaluation questions and data sources for the respective evaluation criteria. The evaluation questions will be further developed and tailored by the evaluation team in a detailed evaluation matrix during the inception phase. Collectively, the questions aimed at highlighting the key lessons and performance of the programme which could inform future strategic and operational decisions. The MT evaluations will also aim to generate evidence for the following learning agenda of the Mc-Govern International FFECN Programme:
- What community-level, sub-national (including government) 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?
64. The inception report of the mid-term evaluation will set out the detailed evaluation questions that the evaluation will address and specify how the Learning Agenda research questions will be addressed.

4.2. EVALUATION APPROACH AND METHODOLOGY

65. The methodology will be designed by the evaluation team during the inception phase. It should:
- Employ the relevant evaluation criteria above
 - Apply an evaluation matrix geared towards addressing the key evaluation questions taking into account the data availability challenges, the budget and timing constraints
 - Follow the same WFP decentralized evaluation approach used during the baseline study while incorporating the feedback and lessons learned from the baseline study.
 - Ensure through the use of mixed methods that women, girls, men, and boys from different stakeholder groups participate and that their different voices are heard and used
66. A non-experimental design is proposed for mid-term that compares the before and after the intervention, scenarios to assess the temporal changes.
67. Should follow the same methodology used during baseline study while incorporating the feedback and lessons learned from baseline study. The sample size will be calculated using a 95% confidence level, 5% margin of error, prevalence rate of 50%, and non-response rate 15%. The students sampled in each school will adopt a similar approach as the baseline. The MTE adopts the same panel of schools identified during the baseline. (Please refer to **Annex 4**, table 1 for the baseline sample school)
68. The methodology chosen should demonstrate attention to impartiality and reduction of bias by relying on mixed methods (quantitative, qualitative, participatory, etc.) and different primary and secondary data sources that are systematically triangulated (documents from different sources; a range of stakeholder groups, including beneficiaries; direct observation in different locations; across evaluators; across

methods, etc.). It will take into account any challenges to data availability, validity, or reliability, as well as any budget and timing constraints. The evaluation questions, lines of inquiry, indicators, data sources, and data collection methods will be brought together in an evaluation matrix, which will form the basis of the sampling approach and data collection and analysis instruments (desk review, interview, and observation guides, survey questionnaires, etc.).

69. The methodology should be sensitive in terms of GEWE, equity and inclusion, indicating how the perspectives and voices of diverse groups (men and women, boys, girls, the elderly, people living with disabilities and other marginalized groups) will be sought and taken into account. The methodology should ensure that data collected is disaggregated by sex, age; and caste/ethnicity; an explanation should be provided if this is not possible. The Evaluation Team must have a clear and detailed plan for collecting data from women and men in gender-responsive ways from the start of the evaluation design.
70. National EGRA tool and other structured questionnaires used during baseline survey incorporating the lessons learnt will mainly be used as the quantitative tools. KIIs, Focus Group FGDs, secondary data review, and observation checklists including the classroom observation checklist will be the major qualitative tools. Organizational Performance Tool (OPI) will be used to assess the performance of Local Government in managing the home-grown school feeding programme. KII and FGD will be done with a range of stakeholders at the federal, provincial, district, local level, and school/community. The participants for the OPI workshop, KII AND FGD's will be selected in consultation with programme unit, sub-office, and field coordinators. The qualitative sample should adhere to the baseline survey. The same, or similar, number of FGDs and KIIs should be conducted, individuals should be selected to participate following a similar process, and the themes included should align with baseline.
71. The data collection tools will be GEWE sensitive and will help examine gender and equity aspects of the programme and aspects about different socio-economic status, castes/ethnicities, and disabled groups.
72. The evaluation findings, conclusions, and recommendations must reflect GESI analysis, and the report should provide lessons/ challenges/ recommendations for conducting GESI responsive evaluations in the future. The findings should include a discussion on intended and unintended effects of the intervention on gender equality and equity dimensions. Necessary expertise and care should be utilized by the Evaluation Team.
73. **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 assess 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 assess improvements.
74. The study protocol detailing the methodology will be developed by the research company using the same approach used during the Baseline Study in close consultation with WFP. *Please refer to this link to access the Baseline Special Study Report*²⁷.
75. The special 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, WFP explored the factors affecting the literacy rate and for midline and end line will track the actions taken to modify the programme based on the evidence generated by the baseline. The study will be nested 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.
76. The following mechanisms is in place to ensure the independence and impartiality of the evaluation:

²⁷<https://dec.usaid.gov/dec/content/Detail.aspx?vID=47&ctID=ODVhZjk4NWQzM2YyMi00YjRmLT-kxNjktZTcxMjM2NDByYy&rID=NjA3MDUy>

- WFP Decentralized Evaluation Quality Assurance System (DEQAS) is aligned with the UNEG norms and standards, the application of which will contribute to enhance further the quality, independence, credibility and utility of the evaluation;
- nominating the Evaluation Manager in line with WFP guidelines
- setting up an Evaluation Committee and an Evaluation Reference Group;
- ensuring that the evaluation is conducted by qualified independent consultants who sign the Pledge of Ethical Conduct and confidentiality agreement;
- ensuring that the required information is provided to the evaluation team;
- and discussing with CO staff the implications of impartiality and independence principles
- The evaluation team will need to expand on the methodology presented in the ToR and develop a detailed evaluation matrix in the inception report.

4.3. EVALUABILITY ASSESSMENT

77. Evaluability is the extent to which an activity or a programme 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 where the M&E plan, result frameworks, and theory of change are analysed and established, which will eventually be deepened and expanded upon by the evaluation team in each inception package relating to deliverables.
78. 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.
79. There can be numerous limitations and risks in implementing this evaluation. Potential limitation includes the quality of secondary data, availability of stakeholders for interviews. These limitations will be mitigated as much as possible by timely communication with the relevant units at the time of the evaluation process.

Data Availability

80. 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 but are not limited to -
 - Project proposal of USDA McGovern-Dole International Programme
 - Report of the baseline study and midterm and end line evaluation FY 17
 - Report of Baseline study FY 20
 - Special study report FY20
 - Process and outcome monitoring reports (FY 17)
 - GoN monitoring capacity assessment report
 - Short Message Service (SMS) based monitoring process, tool findings and lessons learnt
 - 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
81. 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 in section 4.3.
 - systematically check the accuracy, consistency, and validity of collected data and information and acknowledge any limitations/caveats in concluding using the data.
 82. Ensure that sampling and data collection tools and methods are gender-sensitive and that the voices of women, girls, men, and boys from different groups are sufficiently heard and used.
 83. During the inception phase, the evaluation team will be expected to perform an in-depth evaluability assessment and critically assess data availability, quality, and gaps expanding on the information provided in Section 4.3. This assessment will inform the data collection and the choice of evaluation methods. The evaluation team will need to systematically check the accuracy, consistency, and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data during the reporting phase. The ET should list the measures to mitigate the limitations they identify during the inception phase. They should identify the key ethical issues, risks, and safeguards that will be undertaken at different stages of the MTE.

4.4. ETHICAL CONSIDERATIONS

84. The evaluation must conform to [UNEG ethical guidelines for evaluation](#). Accordingly, the selected evaluation firm is responsible for safeguarding and ensuring ethics at all stages of the evaluation process. This includes, but is not limited to, ensuring informed consent, protecting privacy, confidentiality, and anonymity of respondents, ensuring cultural sensitivity, respecting the autonomy of respondents, ensuring fair recruitment of participants (including women and socially excluded groups), and ensuring that the evaluation results do no harm respondents or their communities.
85. The evaluation firm will be responsible for managing any potential ethical risks and issues and must put in place, in consultation with the evaluation manager, processes, and systems to identify, report and resolve any ethical issues that might arise during the implementation of the evaluation. Ethical approvals and reviews by relevant national and institutional review boards must be sought where required.
86. The team and evaluation manager will not have been involved in the design, implementation, or monitoring of the USDA McGovern Dole International Food for Education and Child Nutrition Project nor have any other potential or perceived conflicts of interest. All members of the evaluation team will abide by the [2020 UNEG Ethical Guidelines](#), including the Pledge of Ethical Conduct as well as the WFP technical note on gender. The evaluation team and individuals who participate directly in the evaluation at the time of issuance of the purchase order are expected to sign a confidentiality agreement and a commitment to ethical conduct. These templates will be provided by the country office when signing the contract. The evaluation team must show flexibility in line with the developmental evaluation approach and potential disruption to planned methodology due to unanticipated risks like pandemic (COVID, Dengue), flood, landslides. Data collection tools must be designed to be culturally (and age) appropriate. Where possible, attention should be given to ensuring the representation of ethnic minorities and groups living in remote areas. The design of data collection tools should be culturally appropriate and not create distress for respondents. The inception report should consider protocols for the collection of sensitive information. Data collection visits must be planned in collaboration with the relevant stakeholders and organized at the appropriate time and place to minimize risk or inconvenience to respondents.
87. Training on data collection must include research ethics, particularly how to ensure that i) all participants are fully informed of the nature and purpose of the evaluation and their involvement, and ii) they are protected from contracting COVID-19 during this evaluation. Only participants who have given informed written or verbal consent should be involved in the evaluation.

4.5. QUALITY ASSURANCE

88. The WFP evaluation quality assurance system sets out processes with steps for quality assurance and templates for evaluation products based on a set of [Quality Assurance Checklists](#). The quality assurance will be systematically applied during this evaluation and relevant documents will be provided to the

evaluation team. This includes checklists for feedback on the quality of each of the evaluation products. The relevant checklist will be applied at each stage, to ensure the quality of the evaluation process and outputs.

89. The WFP Decentralized Evaluation Quality Assurance System (DEQAS) is based on the United Nations Ethical Guidelines (UNEG) Norms and standards and good practices of the international evaluation community and aims to ensure that the evaluation process and products confirm best practices. This quality assurance process does not interfere with the views or independence of the evaluation team but ensures that the report provides credible evidence and analysis in a clear and convincing way and draws its conclusions on that basis.
90. 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.
91. The evaluation team will ensure the quality of data (validity, consistency, and accuracy) throughout the analytical and reporting phases. In the context of potential COVID-19 impacts on the evaluation process, the approach to Quality Assurance will seek to support changes to the data collection approach or focus to ensure the findings are made based on credible evidence.
92. To enhance the quality and credibility of decentralized evaluations, an outsourced quality support (QS) service directly managed by the WFP Office of Evaluation reviews the draft ToR, the draft inception, and the evaluation reports, and provides a systematic assessment of their quality from an evaluation perspective, along with recommendations.
93. The evaluation manager will share the assessment and recommendations from the quality support service with the team leader, who will address the recommendations when finalizing the inception and evaluation reports. To ensure transparency and credibility of the process in line with the [UNEG norms and standards](#), a rationale should be provided for comments that the team does not take into account when finalizing the report.
94. The evaluation team will be required to ensure the quality of data (reliability, consistency, and accuracy) throughout the data collection, synthesis, analysis, and reporting phases.
95. The evaluation team should be assured of the accessibility of all relevant documentation within the provisions of the directive on the disclosure of information. This is available in the [WFP Directive CP2010/001](#) on information disclosure.
96. WFP expects that all deliverables from the evaluation team are subject to a thorough quality assurance review by the evaluation firm in line with the WFP evaluation quality assurance system prior to submission of the deliverables to WFP. All final evaluation reports will be subject to a post hoc quality assessment (PHQA) by an independent entity through a process that is managed by the Office of Evaluation. The overall PHQA results will be published on the WFP website alongside the evaluation report.

5. Organization of the evaluation

5.1. PHASES AND DELIVERABLES

97. The evaluation will proceed through the following phases as supported by the [DEQAS Process Guide](#)



98. The evaluation will proceed through these key five phases. The evaluation schedule (**Annex 3**) provides a detailed breakdown of the proposed timeline for each phase including the deliverables.

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

100. **Preparatory phase:** This includes the finalisation of the TOR including external quality assurance, the recruitment of the evaluation team, and the formation of the evaluation committee. This phase is expected to be completed by January 2023.

101. **Inception phase:** The evaluation team is responsible for conducting a comprehensive desk review of available data. He/she should inform the Evaluation Manager about any information gaps to be addressed. The evaluation team should suggest revisions to the TOR if needed and prepare a draft inception report by April 2023 detailing the methodology and plan for the evaluation field mission.

102. This phase aims to prepare the evaluation team by ensuring that it has a good grasp of the expectations for the 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, 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 (following Decentralized Evaluation Template) must be submitted to the CO for approval (*the Evaluation team have to incorporate the feedback from the different units such as ; WFP Nepal Country Units, Regional Beuro Bangkok office, School Based Programme team, Decentralize Evaluation Quality Assurance, Evaluation Reference Group and USDA*)
- ✓ 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 will be present.

Deliverable

- ✓ *Data collection tools*
- ✓ *Data analysis plan*
- ✓ *Inception Report including work plan, quality assurance plan and evaluation schedule*
- ✓ *Training schedule and training report*
- ✓ *Detail information about the enumerators and supervisors*
- ✓ *Field survey guide*
- ✓ *Inception workshop minute*

103. **Data collection phase:** The evaluation team will conduct field-level data collection expected to take place during Mid May 2023-Mid June 2023. The evaluation team will communicate regularly with the Evaluation Manager and the respective units from WFP to prepare for the mission, including site visits, meetings with internal and external stakeholders, and a debriefing session at the WFP Nepal CO at end of the mission to present preliminary findings.

Deliverable

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

104. **Data analysis and reporting:** The evaluation is expected to produce a presentation towards the end of the data collection visit that explains the evaluation and main findings. The evaluation team should submit the draft reports (i.e evaluation report and special study report) by Mid-July 2023. The Evaluation is also expected to deliver a final evaluation report by July 2023 based on the draft version feedback received following completion of the quality assurance protocol as mentioned above in the Inception phase section. The evaluation team shall make every possible effort to meet these given timelines. **Two pages evaluation briefs need to be prepared containing** key messages, main findings, conclusions, and recommendations in English and Nepali language. The evaluation report must be Personally identifiable Information (PII) free and compliant with section 508 guidelines for accessibility. Also, a **PowerPoint presentation needs to be developed** describing the methodology adopted and highlighting the major findings. The evaluation team should lead and be part of different workshops related to the specific evaluation organized by WFP.

105. **Dissemination and follow-up:** A results dissemination workshop will be organized by the evaluation team in federal and provincial level inviting all relevant stakeholders. The evaluation team will submit 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.

Deliverable

- ✓ *Dessination Meeting Minute*

106. Within 10 weeks following delivery of the final report, WFP Nepal CO will be responsible to prepare their management response, to be made publicly available along with the report on WFP's external website. A Communication and Learning Plan and Template will be developed by the evaluation team and Country Office Manager outlining the channels for distribution and the timeline for the products that will be disseminated.

107. **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. The evaluation team also needs to submit the raw data set with WFP.

108. **Table 4** presents the structure of the main phases of the evaluation, along with the deliverables and deadlines for each phase. **Annex 3 presents a more detailed timeline.**

Table 4: Main phases of the evaluation

Main phases	Indicative timeline	Tasks and deliverables	Responsible
1. Preparation	January 2023- March 2023	Prepare stakeholder matrix and consult stakeholders Establish ERG Identify evaluation objectives and questions	Evaluation manager

		<p>Draft, quality assure and approve final Terms of Reference</p> <p>Select and Contract evaluation team</p> <p>Collect signed Pledge of Ethics and confidentiality agreement</p> <p>Prepare document library</p> <p>Prepare communication and learning plan</p>	
2. Inception	April 2023- Mid May 2023	<p>Conduct team orientation</p> <p>Undertake desk review</p> <p>Hold inception meetings and interviews with stakeholders</p> <p>Draft, quality assure and approve Inception report</p> <p>Develop Data Analysis Plan</p> <p>Inception Workshop</p>	<p>Evaluation Team</p> <p>WFP team</p>
3. Data collection	Mid May 2023- Mid June 2023	<p>Training to data collectors</p> <p>Prepare fieldwork/schedule field visits</p> <p>Conduct field work and preliminary analysis</p> <p>Hold end of mission debriefing</p>	<p>Evaluation team</p> <p>WFP team</p>
4. Reporting	Mid June 2023- August 2023	<p>Data analysis and report drafting</p> <p>Comments process</p> <p>Workshop</p> <p>Evaluation report/Special Study Report</p> <p>Evaluation Brief</p>	<p>Evaluation Team</p> <p>WFP team</p>
5. Dissemination and follow-up	August 2023	<p>Management response</p> <p>Dissemination of the evaluation report</p> <p>PowerPoint-Presentation</p>	<p>Evaluation Team</p> <p>WFP team</p>

5.2. EVALUATION TEAM COMPOSITION²⁸

109. The evaluation team will conduct the proposed studies and evaluations under the direction of the Evaluation Manager. The evaluation team will comprise of a team leader and other team members as necessary to ensure a complementary mix of expertise in terms of different types of knowledge and experience relevant to the evaluation: institutional, thematic area, contextual (for example, country context), methodological, project management, communication. The team leader will have strong evaluation skills and experience as well as leadership skills in managing the evaluation and the team.

110. To the extent possible, the evaluation will be conducted by a gender-balanced and geographically and culturally diverse team with appropriate skills to assess the gender dimensions of the subject as specified in the scope, approach, and methodology sections of the ToR.

²⁸ CV's of core team members should be shared along with the proposal

111. The team will be multi-disciplinary and include members who, together, include an appropriate balance of technical expertise and practical knowledge in the following areas:
- Institutional capacity development (with a focus on handover process, strengthening government capacity in school feeding, cost-efficiency analysis, supply chain management, and logistics)
 - Education particularly literacy specialist
 - School feeding/homegrown/school health and nutrition activities
 - Good knowledge of gender, equity, protection and wider inclusion issues in the Nepal context
 - Adequate experience and expert knowledge in carrying out complex evaluations and baseline study
112. All team members should have strong analytical and communication skills, evaluation experience with a track record of written work on similar assignments, and familiarity with project districts.
113. Team members will: i) contribute to the methodology in their area of expertise based on a document review; ii) conduct field work; iii) participate in team meetings and meetings with stakeholders; and iv) contribute to the drafting and revision of the evaluation products in their technical area(s). The evaluation team should make sure the evaluation products such as inception report, evaluation report, special study report, evaluation briefs are copy edited.
114. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with the WFP evaluation manager. The team will be hired following an agreement with WFP on its composition.

5.3. ROLES AND RESPONSIBILITIES

115. The WFP Nepal Country (**Director or Deputy Director**) will take responsibility to:
- Assign an evaluation manager for the evaluation
 - Compose the internal evaluation committee and the evaluation reference group
 - Approve the final ToR, inception, and evaluation reports
 - Approve the evaluation team selection
 - Ensure the independence and impartiality of the evaluation at all stages, including the establishment of an evaluation committee and a reference group
 - Participate in discussions with the evaluation team on the evaluation design and the evaluation subject, its performance, and results with the evaluation manager and the evaluation team
 - Organize 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.
116. **The Evaluation Manager will:**
- Manage the evaluation process through all phases including drafting these TOR.
 - identifying the evaluation team;
 - preparing and managing the budget;
 - setting up the evaluation committee and evaluation reference group;
 - Ensure quality assurance mechanisms are operational and effectively used.
 - Consolidate and share comments on draft inception, and evaluation reports with the evaluation team.
 - Ensure expected use of quality assurance mechanisms (checklists, quality support).

- Ensure the evaluation team has access to all documentation and information necessary for the evaluation;
 - facilitate the team's contacts with local stakeholders;
 - set up meetings and field visits;
 - provide logistic support to the fieldwork, and arrange for interpretation when required
 - Organise security briefings for the evaluation team and provide any security materials as required.
 - conducting the first level quality assurance of the evaluation products
117. An internal **evaluation committee** is formed to help ensure the independence and impartiality of the evaluation. **Annexes 5 and 6** provide further information on the composition of the evaluation committee.
118. **An evaluation reference group (ERG)** is formed as an advisory body with representation from key internal and external stakeholders for the evaluation. Refer to **Annex 6** where the list of members is mentioned. The evaluation reference group members will review and comment on the draft evaluation products and act as key informants to contribute to the relevance, impartiality, and credibility of the evaluation by offering a range of viewpoints and ensuring a transparent process.
119. **The regional bureau** will take responsibility to:
- Advise the evaluation manager and provide support to the evaluation process where appropriate
 - Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as required
 - Provide comments on the draft ToR, inception, and evaluation reports
 - Support the preparation of a management response to the evaluation and track the implementation of the recommendations.
120. While the Regional Evaluation Officer Stuart Coupe/Mari Honjo will perform most of the above responsibilities, other RB relevant technical staff may participate in the evaluation reference group and/or comment on evaluation products as appropriate.
121. **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.
122. The **Office of Evaluation (OEV)**. OEV is responsible for overseeing WFP decentralized evaluation function, defining evaluation norms and standards, managing the outsourced quality support service, publishing as well submitting the final evaluation report to the PHQA. OEV also ensures a help desk function and advises the Regional Evaluation Officer, the Evaluation Manager and Evaluation teams when required. Internal and external stakeholders and/or the evaluators are encouraged to reach out to the regional evaluation officer and the Office of Evaluation helpdesk (wfp.decentralizedevaluation@wfp.org) in case of potential impartiality breaches or non-adherence to UNEG ethical guidelines.
123. **Other Stakeholders (National Government including relevant ministries, implementing partners / NGOs, and partner UN agencies)** will be consulted while identifying the evaluation objectives and questions, developing Terms of Reference, inception meetings, reviewing draft inception and evaluation report.
124. Also, the involvement of groups, especially the programme beneficiaries will be considered. 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 cooperative members, and community members from different groups disaggregated by male and female will be determined, and their respective perspectives will be sought in the evaluation.

5.4. SECURITY CONSIDERATIONS

125. **Security clearance** where required is to be obtained from WFP Nepal Country Office

- As an “independent supplier” of evaluation services to WFP, the research company will be responsible for ensuring the security of the evaluation team (for both male and female), and adequate arrangements for evacuation for medical or situational reasons. However, to avoid any security incidents, the evaluation team will ensure that the WFP country office registers the team members with the security officer on arrival in the country and arranges a security briefing for them to gain an understanding of the security situation on the ground. The evaluation team must observe applicable United Nations Department of Safety and Security rules including taking security training (BSAFE & SSAFE), curfews (when applicable) and attending in-country briefings.
- The evaluation team should follow government COVID-19 protocols in terms of travel, face-to-face meetings, beneficiary consultations, and COVID-19 tests.
- The evaluation team should describe any risks foreseen for the execution of the evaluation and mitigation measures. 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

5.5. COMMUNICATION

126. To ensure a smooth and efficient process and enhance the learning from this evaluation, the evaluation team should emphasize transparent and open communication with key stakeholders in all phases. These will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders. The evaluation team is encouraged to meet with as many internal and external stakeholders on-site as the evaluation mission timing and schedule allow and facilitate a debrief to present preliminary findings at the end of the mission.

127. The evaluation firm will make arrangements for translators if required for fieldwork.

128. Data collection tools and written consent forms should be translated into the local language if required.

129. Based on the stakeholder analysis, the communication and knowledge management plan (**in Annex 7**) identifies the users of the evaluation to involve in the process and to whom the report should be disseminated. The communication and knowledge management plan indicates how findings including gender, equity, and wider inclusion issues will be disseminated and how stakeholders interested in or affected by, gender, equity, and wider inclusion issues will be engaged.

130. As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available. It is important that evaluation reports are accessible to a wide audience, thereby contributing to the credibility of WFP – through transparent reporting – and the use of evaluation. Following the approval of the final evaluation report, the evaluation report and executive summary will be disseminated by the WFP CO among Government, UN donors, and partners. The report will also be shared on the USDA website.

5.6. PROPOSAL/BUDGET

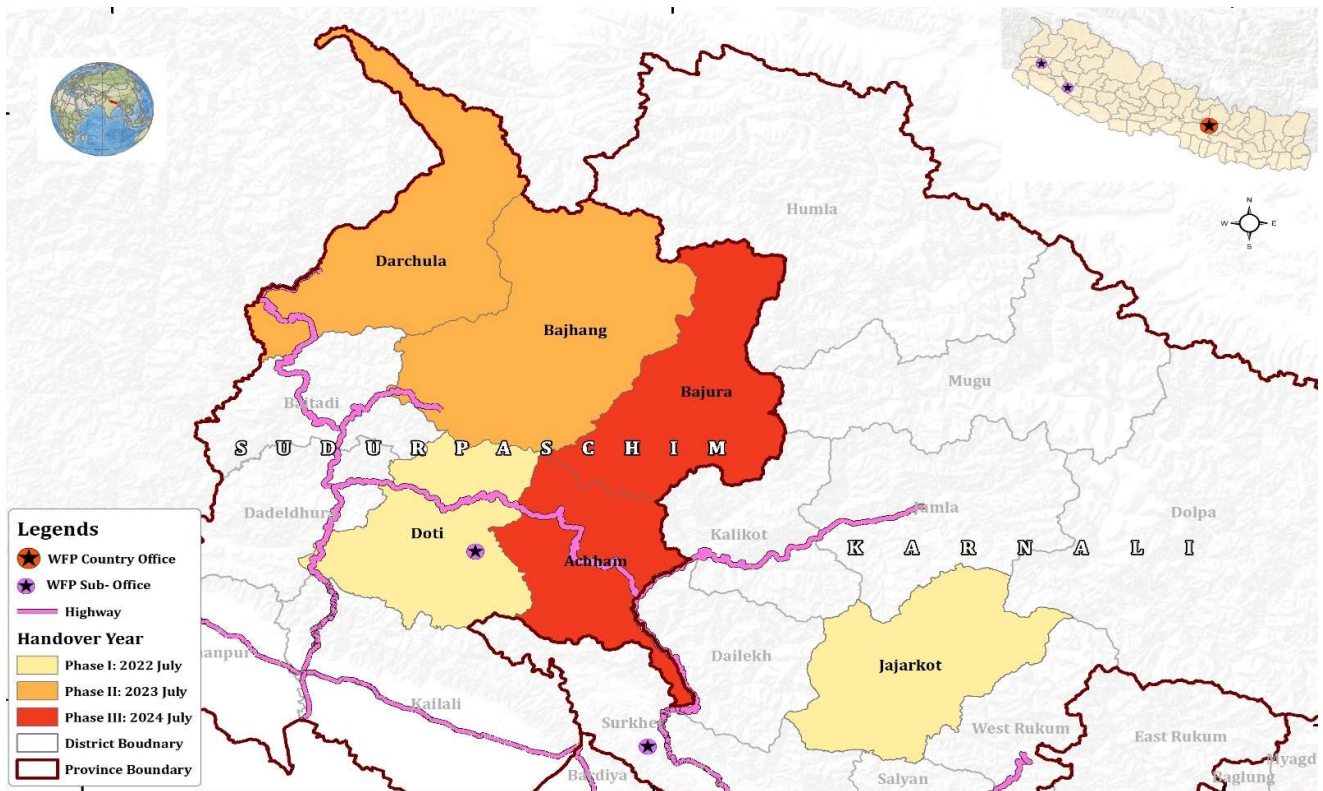
131. The evaluation firm should follow the budget template shared by WFP to submit the financial proposal.

132. Travel, subsistence, and other direct expenses will be accounted for in the proposed budget.

Queries should be sent to procurement through InTend portal as mentioned in the RFP document

Annexes

Annex 1: Map of WFP McGovern-Dole School Feeding Intervention Target District



Annex 2: Preliminary stakeholder analysis

Stakeholders	Interest and involvement in the evaluation
INTERNAL STAKEHOLDERS	
WFP Country Office (CO) Nepal	Key informant and primary stakeholder - 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. The country office will be involved in using evaluation findings for programme implementation and/or in deciding on the next programme and partnerships. Disaggregated evaluation results and their analysis will serve WFP interventions to be more responsive to gender equality and inclusive in the future.
WFP field offices in [Dhangadi and Surkhet]	Key informant and primary stakeholder - Responsible for day-to-day programme implementation. The field offices liaise with stakeholders at decentralized levels and has direct beneficiary contact. It will be affected by the outcome of the evaluation.
WFP Regional Bureau (RB) Bangkok	Key informant and primary stakeholder: 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. The regional bureau will be involved in the planning of the next programme, thus it is expected to use the evaluation findings to provide strategic guidance, programme support, and oversight.
WFP HQ school Bases Programme (SBP) MEAL	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.
WFP Office of Evaluation (OEV)	Primary stakeholder – 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. It may use the evaluation findings, as appropriate, to feed into centralized evaluations, evaluation syntheses or other learning products.

WFP Executive Board (EB)	Primary stakeholder: the Executive Board provides final oversight of WFP programmes and guidance to programmes. 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 [disaggregate them by target group]	Key informants and primary/secondary ²⁹stakeholders ³⁰- 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 cooperative members, 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 [disaggregate it by Federal, Provincial/local level /ministry, district level]	Key informants and primary stakeholder 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. The provincial, district, and local level government institutions play a key role at the implementation level.
UN Country Team (UNCT)	Primary/secondary stakeholder 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)	Key informants and primary stakeholder - WFP's implementing partners - Integrated Development Society (IDS), World Education Inc., and Mercy Corps

²⁹ Primary stakeholders: those include people who will be making decisions on the basis of the evaluation findings, for example WFP CO who may decide to scale up or down an intervention based on the evaluation results; or a donor which may decide to allocate resources. Primary stakeholders also include people who will benefit or be adversely affected by the evaluation findings, including targeted communities

³⁰ Secondary stakeholders: those include entities/people who might be interested in the evaluation but are not expected to make decisions based on the findings nor to be directly affected by the evaluation results.

Nepal's implementing partners)	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. They will be involved in using evaluation findings for programme implementation.
USDA International Food Assistance Division (IFAD)	Primary stakeholders 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. They have an interest in knowing whether their funds have been spent efficiently and if WFP work has been effective and contributed to their own strategies and programmes.
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 Education Sector Plan (SESP) supporting the Government of Nepal's education sector plan and programmes.
Others	A wide range of actors, such as local suppliers, farmers, cooperative groups, school administrators, school management committees, and local communities are involved in the provision of school meals and are expected to benefit from some of the capacity development activities. National and international research companies are also involved in periodic performance evaluation of the project and exchanging the knowledge and technologies.

Annex 3: Timeline

	Phases, deliverables, and timeline	Key dates
Phase 1 - Preparation (Mid-January 2023 to March 2023)		Up to 9 weeks
EM	Desk review, draft ToR, and quality assurance (QA) by EM and REO using ToR QC	(2 weeks)
EM	Share draft ToR with quality support service (DEQS) and organize follow-up call with DEQS	(3 days)
EM	Review draft ToR based on DEQS and REO feedback and share with ERG	(3 days)
EM	Start identification of evaluation team	1 day
ERG	Review and comment on draft ToR	(2 weeks)
EM	Review draft ToR based on comments received and submit final ToR to EC Chair	(1 week)
EC Chair	Approve the final ToR and share with ERG and key stakeholders	(1 week)
EM	Assess evaluation proposals and recommends team selection	(3 days)
EM	Evaluation team recruitment/contracting	(2 weeks)
EC Chair	Approve evaluation team selection and recruitment of evaluation team	(1 week)
Phase 2 - Inception (April 2023 – Mid May 2023)		Up to 7-8 weeks
EM/TL	Brief core team	(1 day)
ET	Desk review of key documents	3 days
	Inception mission in the country (if applicable)	(1 week)
ET	Draft inception report	(1 week)
EM	Quality assurance of draft IR by EM and REO using QC, share draft IR with quality support service (DEQS) and organize follow-up call with DEQS	(2 week)
ET	Review draft IR based on feedback received by DEQS, EM and REO	(2 week)
EM	Share revised IR with ERG	
ERG	Review and comment on draft IR	(10 days)
EM	Consolidate comments	
ET	Review draft IR based on feedback received and submit final revised IR	(1 week)
EM	Review final IR and submit to the evaluation committee for approval	
EC Chair	Approve final IR and share with ERG for information	(1 week)
Phase 3 – Data collection (Mid May 2023 -Mid June 2023)		Up to 3 weeks
EC Chair/ EM	Brief the evaluation team at CO	(1 day)
ET	Data collection	(3 weeks)
ET	In-country debriefing (s)	(1 day)
Phase 4 – Reporting (Mid June 2023-August 2023)		Up to 11-15 weeks
ET	Draft evaluation report	(4 weeks)

EM	Quality assurance of draft ER by EM and REO using the QC, share draft ER with quality support service (DEQS) and organize follow-up call with DEQS	(2 week)
ET	Review and submit draft ER based on feedback received by DEQS, EM, and REO	(1 week)
EM	Circulate draft ER for review and comments to ERG, RB, and other stakeholders	
ERG	Review and comment on draft ER	(2 weeks)
EM	Consolidate comments received	
ET	Review draft ER based on feedback received and submit final revised ER	(2 weeks)
EM	Review final revised ER and submit it to the evaluation committee	
EM	Share the report to USDA review and comments	
ET	Response to comments and finalization report with the approval of USDA	
EC Chair	Approve final evaluation report and share with key stakeholders for information	
Phase 5 - Dissemination and follow-up (August 2023)		Up to 4 weeks
EC Chair	Prepare management response	(4 weeks)
EM	Share final evaluation report and management response with the REO and OEV for publication and participate in end-of-evaluation lessons learned call	

Annex 4: Baseline study sample

Table 1: Sample school

Districts	Total Schools	Required Sample Schools
Doti	388	56
Jajarkot	403	58
Bajhang	446	64
Darchula	342	49
Achham	484	69
Bajura	234	34
Total	2,297	330

Table 2: Qualitative Data Collection Method, Levels and Type of Study Participants

S.N.	Beneficiaries /stakeholders	Data collection method	Key information sought
Quantitative Method			
1.	Grade three students	EGR assessment	Literacy performance of early, grade students
2.	Students grade 4-8	Observation/Semi-structured interview	Health and hygiene knowledge and practices, awareness about the importance of SMP.
3.	Early grade Nepali language teacher		Use of new and quality teaching techniques and tools
4.	Farmer groups/cooperatives		Whether farmers are applying improved management practices and technologies because of USDA assistance
5.	Head Teacher		Overall school-level information and use of new and quality techniques and tools

6.	SHN focal teacher	Semi-structured interview	School health and nutrition-related information
7.	Cook		Safe food preparation and storage practices
8.	Parents		Household-level background information and their perception about the SMP
9.	Storekeeper		Knowledge and practice related to storing of foods, warehouse management
Qualitative Method			
10.	Adolescent girls	FGD	Perception of SMP, facilitators, and barriers of girls' education in the community, knowledge, and practice on personal hygiene including menstrual hygiene and sanitation
11.	Parents/Communities		Parents' perception about the overall SMP, its benefits, and their engagement
12.	Government officials	KII	GoN's perspectives on the relevance, coherence, and sustainability aspects of the programme and the current situation of the education.
13.	Municipalities	Workshop with the municipal officials for OPI	Performance of the municipalities in managing the HGSF programme
14.	School Management Committees	KII	Awareness about SMP and complementary activities, perceived benefits, their engagement in monitoring school activities, gaps, experiences, and the challenges
15.	Implementing partners		Significance and challenges of the program implementation

16.	WFP officials at the central level		Objectives and working modalities of the programme, coordination, and collaboration with the NGOs and all three tiers of the government
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Annex 5: Role and Composition of the Evaluation Committee

Purpose and role: The purpose of the evaluation committee (EC) is to ensure a credible, transparent, impartial, and quality evaluation in accordance with WFP evaluation policy. It will achieve this by supporting the evaluation manager in making decisions, reviewing draft deliverables (ToR, inception report and evaluation report), and submitting them for approval by the Country Director/Deputy Country Director (CD/DCD) who will be the chair of the committee.

Composition: The evaluation committee will be composed of the following staff:

- The Country Director or Deputy Country Director (Chair of the Evaluation Committee)
- Evaluation manager (Evaluation Committee Secretariat)
- Head of Programme or programme officer(s) directly in charge of the subject(s) of evaluation
- Regional evaluation officer (REO)
- Country office monitoring and evaluation (M&E) officer (if different from the evaluation manager)
- Country office procurement officer (if the evaluation is contracted to a firm)
- Other staff considered useful for this process.

Annex 6: Role and Composition of the Evaluation Reference Group

Purpose and role: The evaluation reference group (ERG) is an advisory group providing advice and feedback to the evaluation manager and the evaluation team at key moments during the evaluation process. It is established during the preparatory stage of the evaluation and is mandatory for all decentralized evaluations.

The overall purpose of the evaluation reference group is to contribute to the credibility, utility and impartiality of the evaluation. For this purpose, its composition and role are guided by the following principles:

- **Transparency:** Keeping relevant stakeholders engaged and informed during key steps ensures transparency throughout the evaluation process
- **Ownership and Use:** Stakeholders' participation enhances ownership of the evaluation process and products, which in turn may impact its use
- **Accuracy:** Feedback from stakeholders at key steps of the preparatory, data collection and reporting phases contributes to the accuracy of the facts and figures reported in the evaluation and its analysis.

Members are expected to review and comment on draft evaluation deliverables and share relevant insights at key consultation points of the evaluation process.

The main roles of the evaluation reference group are as follows:

- Review and comment on the draft ToR
- Suggest key references and data sources in their area of expertise
- Participate in face-to-face or virtual briefings to the evaluation team during the inception phase and/or evaluation phase
- Review and comment on the draft inception report
- Participate in field debriefings (optional)
- Review and comment on the draft evaluation report and related annexes, with a particular focus on a,) factual errors and/or omissions that could invalidate the findings or change the conclusions; b) issues of political sensitivity that need to be refined in the way they are addressed or in the language used; c) recommendations
- Participate in learning workshops to validate findings and discuss recommendations (if planned)
- Provide guidance on suggested communications products to disseminate learning from the evaluation.

Composition

Members of IEC and ERG

Country office
<p>Core members:</p> <ul style="list-style-type: none">• Country Director or Deputy Country Director (Chair)• Evaluation Manager (secretary or delegated chair)• Head of Programme• Head of M&E (if different from EM)• Head of Supply Chain Unit• Other CO staff with relevant expertise e.g., nutrition, resilience, gender, school feeding, partnerships• Area/Field Office Representative(s)• Government, NGOs, and donor partner(s) (with knowledge of the intervention and ideally an M&E profile)
Regional bureau
<p>Core members:</p> <ul style="list-style-type: none">• Regional Evaluation Officer• Regional Monitoring Advisor• A member of the Regional Programme Unit• Regional Gender Adviser <p>Other possible complementary members as relevant to the evaluation subject:</p> <ul style="list-style-type: none">• Regional Supply Chain Officer• Regional Head of VAM and/or Monitoring• Regional Emergency Preparedness & Response Unit Officer• Regional Humanitarian Adviser (or Protection Adviser)• Senior Regional Nutrition Adviser• Regional School Feeding Officer• Regional Partnerships Officer• Regional Programme Officers (cash-based transfers/social protection/resilience and livelihoods)• Regional HR Officer• Regional Risk Management Officer
Headquarters
<ul style="list-style-type: none">• School Based Programme (SBP) MEAL

Annex 7: Communication and Knowledge Management Plan

External Communication Plan

<i>When</i> <i>Evaluation phase</i>	<i>What-</i> <i>Communication product/ information</i>	<i>To whom-</i> <i>Target group or individuals / position (e.g. country office staff, technical staff etc)</i>	<i>What level</i> <i>Organizational level of communication (e.g. strategic, operational, field etc.)</i>	<i>From whom</i> <i>Lead commissioning office staff with name/position (e.g. Country Office Director, evaluation manager etc)</i>	<i>How (in what way)</i> <i>Communication means (e.g. meeting, interaction, written report, email, etc.)</i>	<i>Why-Purpose of communication</i> <i>(e.g. solicit comments, seek approval, share findings for organizational learning)</i>
Planning	Tentative time and scope of evaluation	Country Office staff	Programme staff	EM	During the annual performance planning session	To ensure evaluation is reflected in work plans for the office as well as PACE for involved staff including the evaluation manager
Preparation/ TOR	Draft TOR	Key stakeholders through the Evaluation Reference Group, Country Office management, and programme staff	Management and programme teams	Evaluation manager on behalf of the evaluation committee	Email	To get comments
	Final TOR	Key stakeholders through the Evaluation Reference Group, Country Office management and programme staff	Management and programme teams Procurement/HR officer	EM	Email	-Inform the relevant staff of the overall plan for the evaluation, including critical dates and milestones. -informs the support staff on the selected option for the contracting team
Inception	Draft Inception report	Key stakeholders through the Evaluation Reference	Management and programme teams	Evaluation manager on	Email	To get comments and validation of findings

		Group		behalf of the evaluation committee		
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When <i>Evaluation phase</i>	What- <i>Communication product/information</i>	To whom- <i>Target group or individuals/position (e.g. country office staff, technical staff, etc)</i>	What level <i>Organizational level of communication (e.g. strategic, operational, field, etc.)</i>	From whom <i>Lead commissioning office staff with name/position (e.g. Country Office Director, evaluation manager, etc)</i>	How (in what way) <i>Communication means (e.g. meeting, interaction, written report, email, etc.)</i>	Why-Purpose of communication <i>(e.g. solicit comments, seek approval, share findings for organizational learning)</i>
		Country Office management and programme staff				
	Final Inception Report	Key stakeholders through the Evaluation Reference Group Country Office management and programme staff -relevant support staff	Management and programme teams Procurement/Admin/HR staff	Evaluation manager	Email	Inform the relevant staff of the detailed plan for the evaluation, including critical dates and milestones; sites to be visited; stakeholders to be engaged, etc. -informs the support staff (especially administration) of required logistical support

Data collection	Debriefing power-point	Country office management and programme staff	Management and operation/technical levels	EM in coordination with Evaluation Team leader	Email	Allow reflection on the preliminary findings before the scheduled debriefing.
Data Analysis and Reporting	Draft Evaluation report	Key stakeholders through the Evaluation reference Group Country Office management and programme staff	Management and technical levels	Evaluation manager, on behalf of the evaluation committee	Email	Request for comments on the draft report
	Final evaluation Report	Key stakeholders through the Evaluation reference Group Country	All levels -Users of WFPgo	Evaluation manager on behalf of the evaluation committee	Email	Informing internal stakeholders of the final main product from the evaluation
		office management and programme, and other staff -Global WFP				-Making the report available publicly
Dissemination & Follow-up	Draft Management Response to the evaluation recommendations	CO Programme and M&E staff Senior Regional	Management and technical level, depending on subject of evaluation	Evaluation manager, on behalf of the evaluation committee	Email Virtual sessions	Communicate the suggested actions on recommendations and elicit comments

		Programme Advisers				Discuss the country office's action to address the evaluation recommendations
	Final management Response	-Staff in the country office -Global WFP	- All levels -Users of WFPgo	Evaluation manager	Email, plus shared folders Posting report and MR on WFPgo	-Ensure that all relevant staff are informed on the commitments made on taking actions -Make MR accessible across WFP

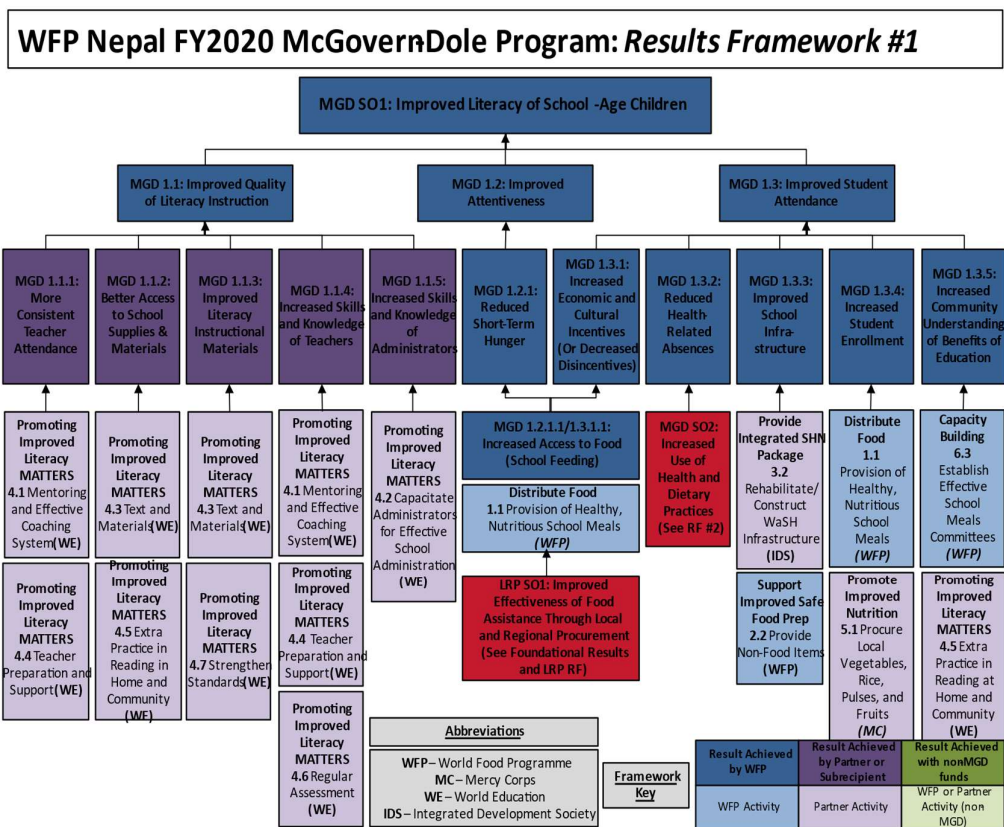
External Communication Plan

When <i>Evaluation on phase plus monthly/year</i>	What <i>Communication product (e.g. TOR, inception report, Final Report etc)</i>	To whom- <i>Target organization or individuals/position (e.g. NGO partner, head of government ministry, donor representative)</i>	What level <i>Organizational level of communication (e.g. strategic, operational, field, etc.)</i>	From whom <i>Lead commissioning office staff with name/position (e.g. Country Office Director, evaluation manager)</i>	How <i>Communication means (e.g. meeting, interaction, etc.)</i>	Why <i>Purpose of communication (e.g. solicit comments, share findings for accountability)</i>
Planning	Tentative time and scope of evaluation	Government counterparts, NGO partner, UN agency partners, donors	Strategic + Operational	-Head of Country office	Email and during a regular coordination meeting	To confirm the intention to learn/account for results for the subject

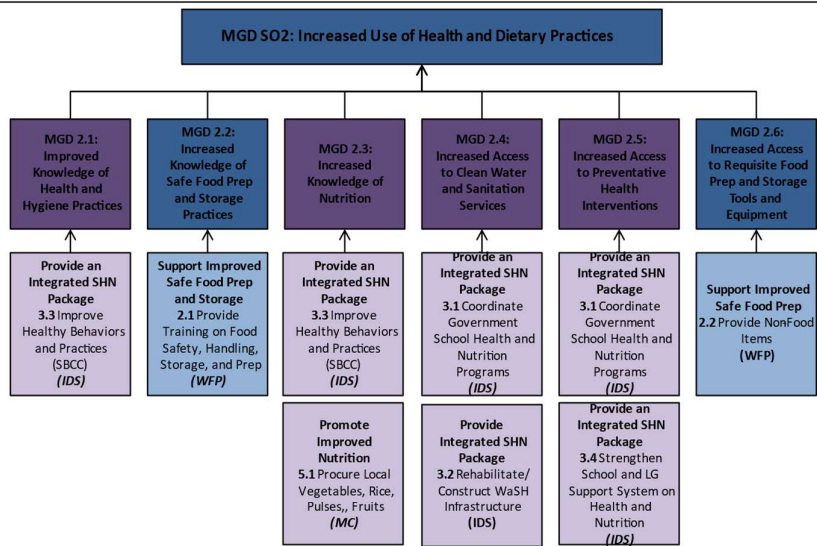
Preparation	Draft TOR	Key stakeholders Through the Evaluation reference Group; and directly to stakeholders not represented in the ERG	Operational/ Technical	Evaluation manager	Email;	To seek review and comments on TOR
	Final TOR	Key stakeholders Through the Evaluation reference Group; and/or directly	Strategic + Operational/ Technical	Evaluation Manager	Email;	Informing stakeholders of the overall plan, purpose, scope, and timing of the evaluation; and their role
Inception	Draft Inception report	Key stakeholders through the Evaluation reference Group;	Operational/ technical	Evaluation manager	Email and discussions	To seek review and comments on the draft Inception report
	Final Inception Report	Key stakeholders through the Evaluation reference Group;	Strategic + Operational/ Technical	Head of Country Office	Email; plus discussions during scheduled coordination meetings as appropriate	Informing stakeholders of the detailed plan of the evaluation; and their role including when they will be engaged
Data collection and analysis debrief	Debriefing power-point	Key stakeholders through the Evaluation reference Group;	Technical/ operational	Evaluation manager	Email	Invite the stakeholders to the external debriefing meeting, to discuss the preliminary findings

Reporting	Draft Evaluation report	Key stakeholders through the Evaluation reference Group;	management and technical levels	Evaluation manager, on behalf of the evaluation committee	Email	Request for comments on the draft report
	Final evaluation Report	-Key stakeholders through the Evaluation reference Group; -General public	All levels -Users of WFP.org -Users of partners' websites	-Evaluation manager; plus the head of the subject being evaluated	Email -Posting report on WFP.org -Posting on partners' websites	Informing all key stakeholders of the final main product from the evaluation -Making the report available publicly
Dissemination & Follow-up	Draft Management Response to the evaluation recommendation.	-Key stakeholders through the Evaluation Reference Group;	Management and technical level, depending on the subject of evaluation and their responsibility in taking the action	Evaluation manager, on behalf of the evaluation committee	-Email, -and/or an organized face-to-face session	- communicate the suggested actions on recommendations and elicit comments, especially on actions required by external stakeholders
	Final Management response	-General public	-Users of WFP.org	Evaluation manager -Focal point at the partner	-Posting report on WFP.org	-Making the MR available publicly
			-Users of partners' websites	organizations	-Posting on partners' websites	

Annex 8: Result Framework



WFP Nepal FY2020 McGovernDole Program: Results Framework #2

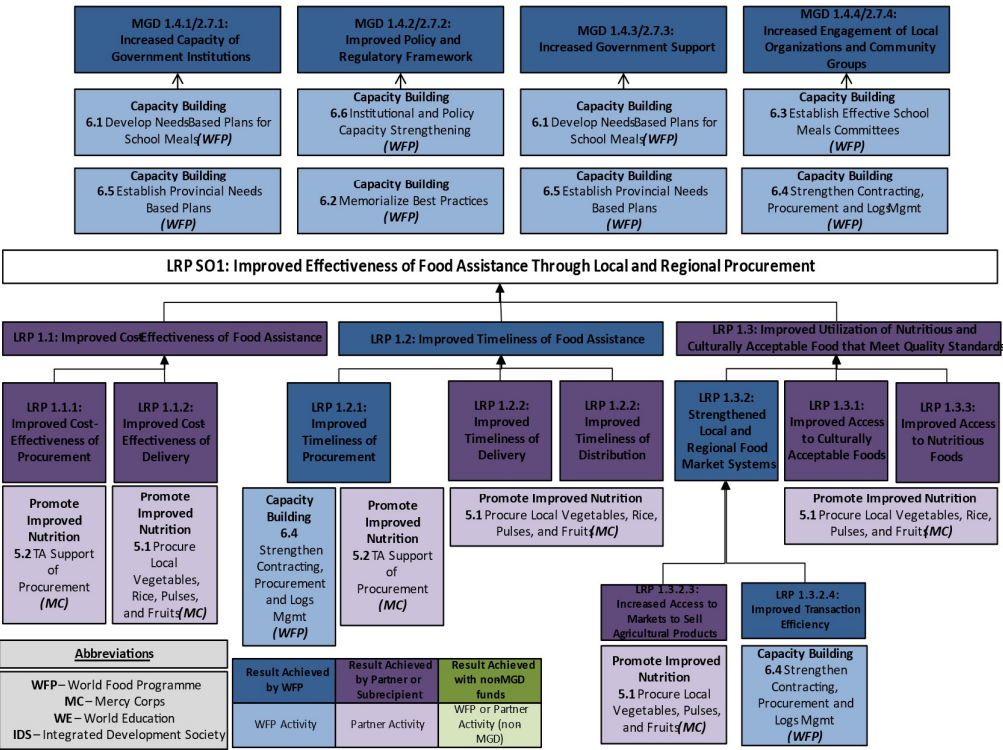


Abbreviations
WFP – World Food Programme
MC – Mercy Corps
WE – World Education
IDS – Integrated Development Society

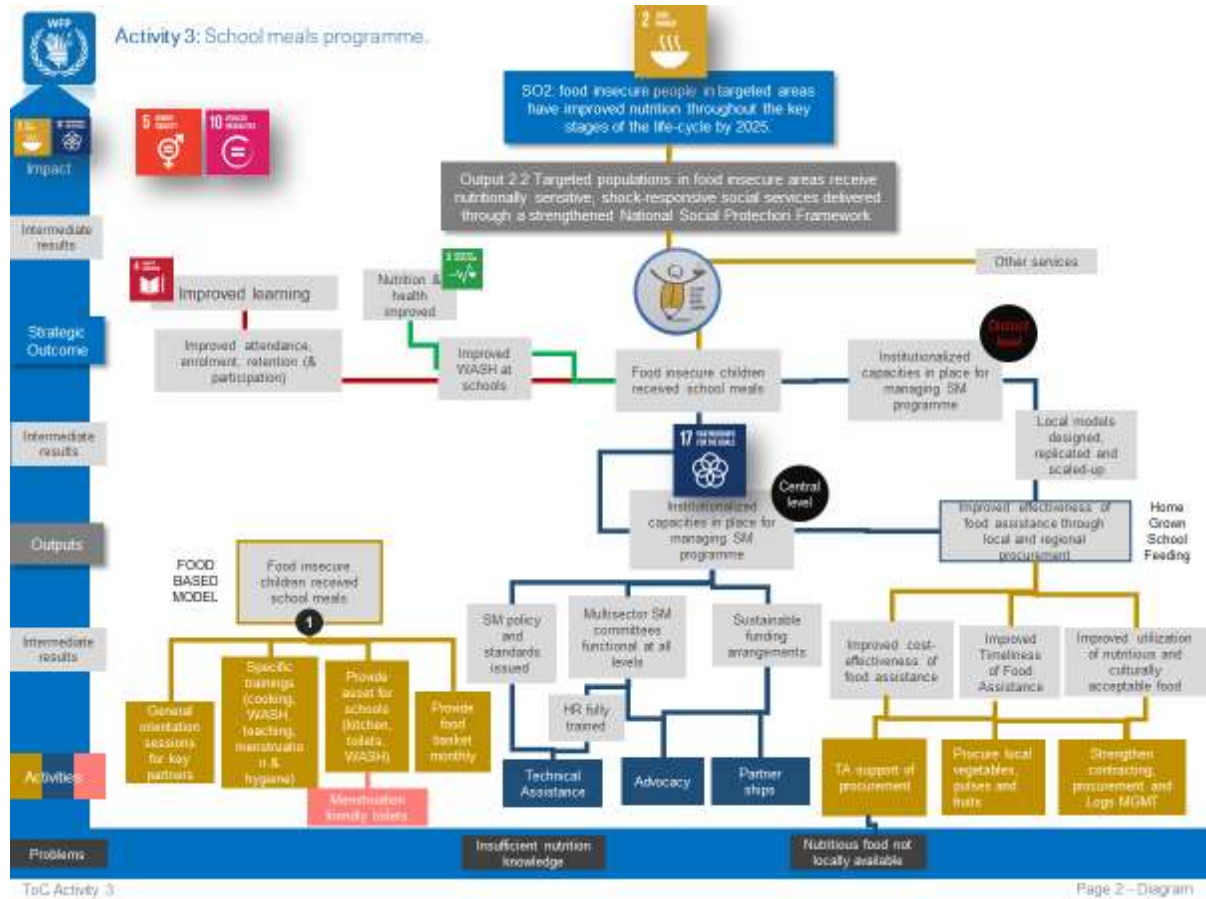
Framework Key

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

WFP Nepal FY2020 McGovernDole Program Foundational Results and LRP Results



Annex 9: Reconstructed Theory of Change



Annex 10: Performance Monitoring Plan for International McGovern-Dole FFECN programme

(separate attachment)

Annex 11: Evaluation Criteria and Questions³¹

Evaluation Criteria	Key Questions – Mid-term Evaluation	Data Source
Coherence	<ol style="list-style-type: none"> 1. How do the McGovern-Dole project and its specific components complement the already existing efforts and programs of the GoN and/or other organizations working in the region? <ol style="list-style-type: none"> 1.1. To what extent the McGovern-Dole intervention is adding value without duplicating the efforts of other projects in the education sector in Nepal? 1.2. How was the McGovern-Dole project synergetic with other WFP operations and with what other actors were doing to contribute to WFP's overriding educational objectives in Nepal? 2. 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? 3. How well is the project aligned with the Nepal government's education and school feeding policies and strategies? 	Quantitative surveys, Key stakeholder focus groups, Secondary Data Review
Relevance	<ol style="list-style-type: none"> 1. 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? 2. To what extent are the WFP-supported school feeding activities aligned with the government-led national school meals programme? E.g. do objectives/modalities/targeting/food basket align? [if not, is there a plan/approach envisaged to ensure institutionalization and sustainability?] 3. How well the programme is designed to address the Gender Equality Disability and Social Inclusion (GEDSI) issues in the Nepalese context? 	Secondary data/document review, qualitative data collected through this evaluation
Effectiveness	<ol style="list-style-type: none"> 1. How effective school meal operation (all components) is with regards to results (output, outcome, and impact) achieved by the project at this stage? 2. Were (are) the outputs and outcomes for men, women, boys, girls, and other relevant socio-economic categories achieved (likely to be achieved)? <ol style="list-style-type: none"> 2.1. Why or why not results were achieved? 2.2. why results may have differed across groups of people? 3. Is the project on track to reach the set targets? <ol style="list-style-type: none"> 3.1. If yes, what are the best practices that contribute to it? 3.2. If not, what are the challenges and mitigation measures? 3.3. How effective the programme was for the vulnerable groups like ; marginalized, minority group, elderly and differently able group? 	Quantitative surveys, Key informant interviews, focus groups, review Monitoring reports, and COMET, partners reports

³¹ The inception report of the mid-term evaluation will set out the detailed evaluation questions that the evaluation will address and specify how the Learning Agenda research questions will be addressed.

	4. What additional measures/adjustments to the project design, if any, should be undertaken to enhance effectiveness of the intervention?	
	5. How might the government program implement particularly effective or efficient aspects of the McGovern-Dole project?	
	6. How did effectiveness/efficiency/impact change after government handover?	
	7. How effective is the capacity strengthening work to build national capacity in school feeding? What evidence is there of progress?	
	8. What is the impact of COVID-19 pandemic/other crises on anticipated project outcomes with specific reference to impact of COVID 19 on school children's return to school and contribution to achievement of project outcomes? What alternatives has WFP proposed in these circumstances and how much traction do they have?	
Efficiency	1. How is the efficiency of the programme, in terms of transfer cost, cost per beneficiary, logistics, procurement process and timeliness of delivery at this stage? 1.1. Which components are inefficient or how efficiencies can be improved?	Financial report and COMET, expenditure analysis
	2. How are the processes, systems, analysis, and tools been put in place to support the McGovern-Dole design, implementation, monitoring & evaluation, and reporting, including the specific arrangements (e.g. third-party monitoring to complement WFP Nepal field monitoring)?	
	3. How efficient is WFP's approach to strengthening national capacity in school feeding? Has WFP been able to timely mobilize the required skills/personnel/technical support to be able to provide the right support to national actors (at technical, management and advocacy levels)?	
	4. How efficient is WFP approach to strengthening local and regional food market system?	
Impact	1. Have there been any unintended outcomes, either positive or negative? What are they? What are the areas that the result directly affected?	Special study reports, Quantitative surveys, groups, Monitoring reports
	2. What are the intermediate effects of the project among direct beneficiaries (students, teachers, cooks) and indirect beneficiaries (parents, community) and different marginalized groups of the McGovern-Dole project? 2.1. Has the intervention made any difference to gender relations (equality) in the medium or long term?	
	3. How effective were the project interventions in changing cultural taboos in the community related to girl's education, menstruation and hygiene, caste discrimination, and early marriage"	
	4. Are local communities fully involved in and contributing toward school feeding?	
Sustainability	1. To what extent has WFP's capacity strengthening work resulted in a sustainable programme 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

	1.1. How has the Nepal government progressed towards developing a nationally owned school feeding programme?	
	2. To what extent has the WFP SF implementation model been adapted to align with the national school feeding model in preparation for handover?	
	3. To what degree the local communities (PTAs, farmers groups, etc.) of Nepal are involved in and contributing towards the school feeding?	
	4. How are the operational and maintenance mechanisms developed for the sustainability of this programme and what are the key gaps and priority areas for ensuring sustainability of School Feeding moving forward?	

Annex 12: 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
ELE	End line Evaluation
FAD	Food and Agriculture Department
FFEP	Food for Education Programme
GEEW	Gender Equality and Women's Empowerment
GPI	Gender Parity Index
HGSF	Home Grown School Feeding
HQ	Headquarter
IDS	Integrated Development Society
LEDPG	Local Education Development Partner Group
LRP	Local Regional Procurement
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
MTE	Midterm Evaluation
MUAN	Municipal Association of Nepal
NARMIN	National Association of Rural Municipalities in Nepal
NPC	National Planning Commission
NSMP	National School Meals Programme
ODA	Official Development Assistance
OEV	Office of Evaluation
PMP	Performance Monitoring Plan
RB	Regional Berau
SHN	School Health and Nutrition
SDGs	Sustainable Development Goals
THR	Take Home Ration
ToR	Terms of Reference

UN	United Nation
UNCT	United Nation's Country Team
UNDP	United Nation Development Programme
UNDSS	UN Department of Safety and Security
UNEG	United Nations Evaluation Group
USDA	United States Department of Agriculture
WaSH	Water Sanitation and Hygiene
WFP	World Food Programme