

BASELINE STUDY OF USDA McGOV- ERN-DOLE INTERNATIONAL FOOD FOR EDUCATION AND CHILD NUTRITION PROGRAMME IN NEPAL from 2024 to 2028



Decentralized Evaluation Terms of Reference

WFP Nepal

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1. Background

1. These Terms of Reference (TOR) were prepared by the WFP Nepal Country Office (CO) based upon an initial document review and consultation with stakeholders and following a standard template. The purpose of these terms of reference is to provide key information to stakeholders about the baseline and special studies, to guide the evaluation team, and to specify expectations during the various phases of the studies.

1.1. INTRODUCTION

2. These Terms of Reference (ToR) are for the baseline study (BLS) and a special study, of the United States Department of Agriculture (USDA) McGovern-Dole International Food for Education and Child Nutrition Programme to be implemented in three selected districts of Sudur Paschim province (i.e Bajhang, Bajura, Darchula) during the period from July 2024 to July 2028.
3. The World Food Programme (WFP) has been supporting the Government of Nepal's (GoN) initiative to improve and increase children's access to and improve quality education through the School Meals Programme (SMP) since 1974. In close coordination with the Ministry of Education Science and Technology (MoEST), GoN, the WFP is managing the McGovern-Dole programme funded by the United States Department of Agriculture (USDA) under the Fiscal Year (FY) 23 McGovern-Dole grant cycle. The McGovern-Dole FY23 McGovern-Dole programme covering the period of July 2024 to July 2028 is the fifth consecutive cycle following FY12-14, FY14-17, FY17-20, and FY20-24. This is going to be the last McGovern-Dole award for Nepal, that the phase will focus on capacity strengthening and that all the McGovern-Dole schools will be handed to the government by the end of this phase.
4. From 2024 to 2028, WFP will provide ongoing support for school meals in Nepal, directly targeting 132,878 school children in three districts of the Sudur Pashchim Province and will enhance the government's efforts to provide national coverage of school meals for all public-school children up to grade 8. Children will continue to receive direct assistance until the fourth year of the project. This will involve combining program delivery with technical capacity-strengthening support at federal, provincial, and district, levels.
5. The project will build on the successes gained since the start of McGovern-Dole support in 2009, with a sustainable model that includes imported commodities supplemented by local procurement of nutritious and locally available fresh products for uninterrupted and affordable school meals across the country, contributing to the strategic objective, Improved Effectiveness of Food Assistance through Local and Regional Procurement (LRP SO1). In Coordination with the United States Agency for International Development (USAID) Education office will continue to improve learning outcomes of school-aged children through literacy interventions, including the national early-grade reading programme to meet the strategic objective, Improved Literacy of School-Age Children (McGovern-Dole SO1). The project will also improve school-level water, sanitation, and hygiene, and promote intersectoral collaboration to improve knowledge and practices in nutrition for sustained impact after McGovern-Dole support ends, achieving the strategic objective, Increased Use of Health, Nutrition, and Dietary Practices (McGovern-Dole SO2). The Results Framework chapter contains a detailed description of how project activities will contribute to results and strategic objectives.
6. This fifth award cycle FY23 will be used to sustain and smooth graduation of the ongoing intervention in three remote mountain districts where the government's cash-to-schools local procurement model is challenged by capacity constraints and unreliable commodity supply chains. The project will be stress-tested through the transfer of school feeding programme implementation from WFP to the government's national programme mid-way through the award cycle. All McGovern-Dole schools will be transitioned to government ownership by the end of the project. this means that this project will need to ensure those three districts are ready for handover and that the government capacity/ programme is strong enough to take on those last districts/schools. As part of capacity strengthening, WFP support ensures those schools are familiar with the NSMP model and ready to implement it. This project will address the capacity gaps and challenges in supply chains for sustainable school meals in Nepal.

7. The BLS also include a sperate Special Study on Government Monitoring Capacity Needs Assessment and Gaps Analysis. Based on the findings, a standard monitoring capacity strengthening strategy and manuals will be developed and delivered to the government. Building on the government’s Education Management Information System (EMIS), WFP will facilitate the development of a real-time monitoring system that will ensure daily reporting on the number of students fed by the National School Feeding Programme, the type of menu followed, and the reason for any feeding plan adjustments. Another gap analysis will be conducted towards the end of the cycle, in 2028, to assess the progress of WFP’s contributions and explore learning for further development.
8. In 2020, with McGovern-Dole support, the government and WFP carried out a SABER analysis of the national school feeding policy framework and systems, to identify impediments to the full transition of school feeding, and to plan responsive capacity building activities and a transition road map. It assessed the status of monitoring, reporting, and evaluation system and practices for school feeding. It reported the overall status of monitoring, reporting, and evaluation of school feeding in Nepal is at the emerging stage, even though some cases are ahead of the emerging stage (availability of monitoring system and tools). It is highlighting gaps in government monitoring capacities. These include the need to design robust and uniform real-time monitoring systems at the local and provincial levels and their regular implementation.
9. As part of the ongoing FY20 McGovern-Dole project, WFP delivered basic monitoring training to the local governments of the Achham and Bajura districts of Sudur Pashchim Province. The training conducted in 2022 and 2023 also served as a light-touch assessment of the existing gaps in understanding and practice of monitoring tools, systems and proportion of resources assigned for monitoring and evidence development in government systems. Furthermore, the government's eagerness to engage in capacity-strengthening programs was identified as a key finding from the gap assessment conducted in June 2022 before the designing of the training.

10. **Table 1: Main Changes on McGD FY23**

FY 20 Cycle	FY 23 Cycle
1. Implemented in 6 districts i.e Doti, Jajarkot, Achham, Bajura, Bhajhang, and Darchula	1. Will be implemented in 3 districts i.e Darchula, Bhajhang and Bajura
2. Coverage: Universal (100% schools, Early Childhood Development (ECD) to Grade 6 students from all the six district)	2. Coverage: Universal (100% schools, Early Childhood Development (ECD) to Grade 8 from all the three districts)
3. Food basket (hybrid procurement)	3. Food basket (hybrid procurement)
- USDA: Vegetable oil (3years), Fortified Rice and Lentil	- USDA: Fortified Rice and Vegetable oil (3years)
- Local purchase: Rice, Lentil, and fresh vegetables	- Local purchase: Rice, Lentil, and fresh vegetables
- WFP Nepal: Salt	- WFP Nepal: Salt
4. Government Entity: Food for Education Project (FFEP) Unit ¹	4. Government Entity: Municipality
5. Food transfer from WFP: up to FDP	5. Food transfer from WFP: up to municipality
6. Graduation Plan: 3 districts by the end of the project	6. Graduation plan: full handover to government in 2028
7. Complementary Activities: School Health and Nutrition (SHN)+Early Grade Reading (EGR)+Roll out Hone Grown School Feeding (HGSF) approach +LRP	7. Complementary Activities: School Health and Nutrition (SHN)+Early Grade Reading (EGR)+Roll out Hone Grown School Feeding (HGSF) approach +LRP

¹ In the FY20 cycle, food was transferred to a food distribution point/warehouse with support from MoEST FFEP's national and local level staff. However, in the new cycle, distribution will take place directly at the local -municipal level.

11. A Baseline study (BLS) will provide a pre-project situational analysis, setting initial values for project outcome indicators. It will be used to refine the evaluation questions used for Mid-term and Endline Evaluation.
12. **Geographic scope of the study subject:** The FY 23 grant cycle is implemented throughout 2024 to 2028 in the last WFP-assisted districts (Bajhang, Bajura, Darchula) in Sudur Pashchim Province.

Please refer to the map in Annex 1.

13. **Planned outputs of the project:** 132,878 pre-primary and primary school children from ECD to Grade 8 in 1,057 schools are the beneficiaries of the programme. Besides, the Government of Nepal, the local community, schools, farmers' groups, and local cooperatives are the participants of the program.
14. Coverage of school and students categorized by gender and geographical location are provided in **Annex 3**.
15. Gender/inclusion/human rights will also be focused during the study.

1.2. GENERAL CONTEXT

16. Despite various efforts by the Government of Nepal (GoN) and development partners, Nepal remains one of the world's poorest countries, ranking 143 of 191 countries on the Human Development Index, and 17.4 percent are multidimensionally poor.² According to the *Economic Survey 2022/23*, 15.1% of Nepal's population is under the poverty line — which means these populations live below \$1.90 purchasing power parity/day. When we take multidimensionality (various deprivations experienced by poor people in their daily lives) into account, measured by the *Multidimensional Poverty Index (MPI)*, 17.4% of Nepalis are multidimensionally poor — under five million persons. Large geographical disparities are evident across the province in poverty incidence, with Karnali and Sudurpashchim Province being poorer than the rest of the country.³
17. 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 governments](#) (including six metropolises, 11 sub-metropolises, 276 municipalities, and 460 rural municipalities). Under this federal governance system, the local level government has been provided with the authority for planning, financing, and delivery of basic education (a year of pre-primary, followed by Grades 1 through 8), secondary education (Grades 9 through 12), and non-formal education programmes. The federal structure in the governance system will bridge the gap between different layers of government, schools, and the community and allow for improved accountability, better-informed curriculum development, promotion of mother tongue-based instruction, and effective education service delivery. While the government has always expressed its commitment and put increased number of resources and effort for better result to 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.
18. The School Mid-day Meals Standard and Facilitation Guidebook for Community Schools (2076 B.S./2019 A.D) designates the local government with the responsibility of implementing and managing mid-day meals, along with monitoring and evaluation. Nevertheless, the 2020 System Approach for Better Education Results – School Feeding (SABER-SF) report highlights an emerging stage in monitoring, reporting, and evaluation of school feeding in Nepal. This suggests a crucial need for capacity building in monitoring and evaluation within the local government for a successful transition of the programme. Some of the key gaps identified by the SABER-SF school feeding activities are:
 - *Standard monitoring systems and tools for the local level are limited. Although EMIS is a good system for Education in general, it does not capture various school meals related activities.*
 - *Under cash SMP (which constitutes 95 percent of school feeding in Nepal and is a sustainable programme for the future), local governments regularly collect student attendance-related data before*

² Multidimensional Poverty Analysis: Analysis Towards Action 2021

³ Provincial Poverty in Nepal, <https://doi.org/10.3126/pragya.v7i1.35170>

disbursing school feeding funds. Some local governments monitor the programme by through specific tools, which may differ among local levels.

- *Health and nutrition and agriculture-related indicators (outcome and output) are yet to be collected.*
 - *There is limited technical capacity in designing monitoring tools and systems and in analysing the data at the local level, in particular for the cash-based programme.*
 - *There is a lack of institutional arrangements and mandates for performance assessment.*
19. WFP has started putting its efforts into building the capacity of the MoEST to better provide service delivery in school meals and literacy outcomes and monitoring 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 providing 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 system that integrates all government tiers. WFP will work to strengthen institutional and policy environments through an action plan based on the SABER results.
20. **Education:** Nepal's constitution has treasured the right to education as one of the fundamental rights of Nepalese citizens. The literacy rate of the country's total population aged five years and above is 76.2% in 2021, with male and female literacy of 83.6% and 69.4%, respectively⁴. The literacy rate of Karnali and Sudurpashchim provinces in 2021 was 76.1% (male 83.3%; female 69.4%) and 76.2% (85.5% and 68.1%), respectively⁵. Nearly one-fifth (28.7%) of the literate population of the country had completed primary education (male 28.8%; female 28.6%), with 21.5% in Karnali (male 21.7%; female 21.3%) and 21.4% Sudurpashchim province (male 21.7% and female 21.0%). Nepal has made impressive gains in education access and gender parity across all levels.
21. A 2014 USAID-supported nationally representative Early Grade Reading Assessment (EGRA) found that 34% of second and 19% of third graders could not read a single word of Nepali.⁶ Students in the Terai Regions had the lowest mean oral reading fluency score and the highest zero scores compared to other regions of Nepal. Moreover, students who reported speaking Nepali at home performed better than students speaking another first language. Similarly, the Baseline Study (BLS) of McGovern Dole FY17 revealed that 23% of the third graders from the programme districts of Provinces 5 and 6 could not read a single word of Nepali while 30% of them could not answer any of the listening and reading comprehension questions correctly.⁷ Nepal's linguistic, geographical, and socio-economic diversity also affects schools' ability to provide quality education services for all students. The nationally representative EGRA results also revealed that students who reported speaking Nepali at home performed better than students speaking another first language.
22. **Nutrition and Food Security:** SDG 2 aims to end hunger, achieve food security and improved nutrition, and promote sustainable agriculture. Nepal has a score of 19.1⁸ in the Global Hunger Index and falls under the moderate category in which substantially come down from 36.8 in 2000. The prevalence of food insecure population is more prevalent in rural areas⁹ and mountain and hilly zones compared to terai¹⁰. Although the prevalence of underweight, stunting, and wasting among children under five years of age has decreased significantly, malnutrition rates are still high as stunting for children below age five is 31.5% (male-32.8% and female-30%), underweight is 24.3% (male-24.8% and female-23.7%), and wasting is 12% (male-13.5% and female-10.4%). Karnali Province has the highest proportion of stunted, wasted, and underweight children followed by Sudurpashchim province. MICS 2019 also reported a negative relationship between underweight and stunting and the household

⁴ NSO. (2023). National Population and Housing Census 2021 (National Report). National Statistics Office, (NSO), Office of Prime Minister and Council of Minister, GoN

⁵ *ibid*

⁶ USAID's Early Grade Reading Programme in Nepal, <https://www.usaid.gov/nepal/fact-sheets/usaid-early-grade-reading>

⁷ USDA McGovern Dole Food for Education Programme in Nepal, 2018-2021, baseline study report

⁸ <https://www.globalhungerindex.org/nepal.html>

⁹ Nepal Demographic and Health Survey 2016. Ministry of Health, Kathmandu, Nepal

¹⁰ SDGs and food insecurity in karnali: Results from food insecurity experience scale. Ministry of Agriculture and Livestock Development, Central bureau of Statistics, World Food Programme and Food and Agriculture Organization, 2018

wealth quintile, with a gradual decline across quintiles. There is markedly less stunting and underweight among the richest quintile compared to other wealth quintiles¹¹.

23. **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 the Food and Agriculture Organization, 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 SHFs that hold less than two hectares of land. On average, 77% of the land is cultivated for agricultural production.¹²
24. Vulnerability Assessment Mapping conducted by WFP CO in 2020, revealed significant challenges in accessibility to markets within the six FY20 program districts. According to the assessment, a minimum of 17% of households in these districts are required to travel more than three hours to reach the nearest 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, 75% of households are food insecure.¹³ 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. A multi-country study shows Nepalese smallholder families allocate 26% of their budget to food purchases.¹⁴
25. **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 improvement¹⁵. School-level surveys that were done in 2018 and 2019, highlighted the unequal availability of WaSH facilities in Bajura, Bajhang, and Darchula. Access to menstrual hygiene and sanitary items is still limited. Sanitary pad disposal facilities within latrines were found in 12.7 percent (Bajura), 12.6 percent (Darchula), and 5.1 percent (Bajhang) of schools.¹⁶
26. **Gender Analysis:** Children from marginalized caste/ethnic groups and the poorest families are more likely to be out of school, as are girls. The gender gap widens at lower secondary age when 10.4 percent of girls (versus 7.7 percent of boys) are out of school, and 52.2 percent of those out-of-school girls are expected to never go to school (compared to 32.7 percent of the out-of-school boys).¹⁷ 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 country.¹⁸ In Nepal, 33.5% of parliamentary seats are held by women which is more than the global average (25.5%)¹⁹. For every 100,000 live births, 186 women die from pregnancy-related causes; and the adolescent birth rate is 65.1 births per 1,000 women of ages 15-19. Female participation in the labor market is 82.8% compared to 85.1 for men. Ending discrimination against women and girls, elimination of violence against women and girls, women's participation in the labor 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. Cases of child marriages has been declining. The women's labour force participation rate remains much lower than that of men. There has been significant progress in

¹¹ Nepal Multiple Indicator Cluster Survey 2019

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

¹³ WFP Nepal Vulnerability Assessment Mapping, 2020.

¹⁴ Lowder, S.K., Sánchez, M.V. & Bertini, R. (2019). Farms, family farms, farmland distribution and farm labour: What do we know today? FAO Agricultural Development Economics Working Paper 19-08. Rome, FAO

¹⁵ School Sector Development Plan, FY2016/17-2022/23 (BS 2073-2080). Government of Nepal, Ministry of Education, Science and Technology. March 2020.

¹⁶ 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

¹⁷ <https://www.unicef.org/media/66856/file/EdStrategy-2019-2030-CountrySolution-Nepal.pdf>

¹⁸ 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>

¹⁹ Inter-Parliamentary Union. 2021. Women in Parliament in 2020. <https://www.ipu.org/women-in-parliament-2020>

women's representation in elected positions – from the national parliament to local governments and in public service decision-making. There has also been improvement in women's participation in private sector decision-making (NEC, 2018). There has been a rise in women entrepreneurs and one third of women had secured ownership of property. The legal framework for gender equality has favoured women, but equality remains more elusive in the workplace.²⁰

27. The Constitution of Nepal provides a clear and comprehensive framework to end all forms of discrimination and inequality. It strictly prohibits violence and discrimination against women and girls. It is strongly anchored in internationally recognized human rights.²¹ This study aims to examine the gender-specific effects of the intervention, investigating how it influences individuals across various demographic groups.
28. **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 2016-2023.²² have been established. In 2019, Nepal is set to graduate from the Least-Developed Country category in 2026.²³
29. The 2015 constitution enshrines the right to food, which is further reiterated in the 2018 Right to Food and Food Act which 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.
30. Nepal has been making remarkable attempts to expedite the implementation of the SDGs through open, transparent, and strengthened global partnerships. The government is pursuing its efforts towards reaching Goal 2 through various programs, such as the Nepal Health Sector Strategy Action Plan (2016-2022), The Nepal Water Supply, Sanitation and Hygiene Sector Development Plan, 2016-2030, and the Food and Nutrition Security Plan of Action (2014-2024). The government implemented the first phase and is now executing the second phase MSNP to improve maternal, adolescent, and child nutrition through various interventions. Apart from this, the Food Management and Trading Company Ltd. also supply foodstuff to remote districts.²⁴
31. **National School Meal Programme (NSMP):** National School Meals Programme (NSMP) is one of the largest educational sector programmes of the GoN, reaching almost 2.9 million school children across 77 districts. Currently, two models are being implemented, namely cash based and food-based models. Cash-based model is being implemented in 74 districts, where Centre of Education Human Resource Development (CEHRD) of the Ministry of Education, Science and Technology (MoEST) releases fund to the local governments to manage mid-day meals in the community schools for the students from early childhood development (ECD) to grade 6. And the food-based model is implemented in 3 districts where World Food Programme (WFP) has been supporting the Government of Nepal (GoN) to implement the school meals programme (SMP).
32. 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 and pre-primary schools. The Nepal Government, in support of WFP, initiated the first phase of the School Feeding Program (SFP) from 2002 to 2006.
33. **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

²⁰ U NPC. (2020). Nepal's Sustainable Development Goals Progress Assessment Report 2016–2019, National Planning Commission (NPC), Nepal.

²¹ <https://mowcsc.gov.np/downloadfiles/0Cz7iCOxqikldQNpREjhO2pbqXilaQlz4BhM5scc-1625557539.pdf>

²² <https://www.globalpartnership.org/content/nepal-school-sector-development-plan-2016-2023>

²³ Pandey, G. 2022. Nepal graduation from LDC group: Implications for international trade and development cooperation

²⁴ https://sustainabledevelopment.un.org/content/documents/26541VNR_2020_Nepal_Report.pdf

increasing enrolment rates, reducing absenteeism, and improving food security at the household level”²⁵ 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).²⁶ In 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 capital.²⁷

34. In 1974, the World Food Programme (WFP) initiated its first school meals operation in Nepal. A significant milestone occurred in 1996 when the government introduced its in-kind focused Food for Education Program. This marked the establishment of a new institutional framework for school feeding and marked the beginning of the shift toward national leadership. Between 1996 and 2008, WFP was tasked with administering all in-kind school meal programs, and during this period, the government increasingly prioritized national capacity building, planning, and expansion into districts with the lowest food security, health, nutrition, and education indicators. In 2008, the government initiated a cash-based school feeding program with WFP support, The introduction of the McGovern-Dole program in 2009 played a crucial role in integrating school meals across various sectors. This allowed WFP to collaborate with the Ministry of Education, Science, and Technology to connect school meals with local agriculture, further enhancing the effectiveness of the program.²⁸
35. **Development Assistance in Nepal:** Development assistance in Nepal provides crucial support and remains important to address Nepal's national development priorities, including graduation from LDC status and achieving the SDGs. In FY 2020/2021, Nepal received development assistance of US\$ 1684.7 million, of which loans account for 67%, followed by grants (22%) and technical assistance (11%). In FY 2020/2021, the largest disbursement in the energy sector reached US\$ 297.43 million or 17.7% of total disbursement. This was followed by the road sector (15.0%), health sector (13.2%), education sector (13.0%), and reconstruction sector (8.47%).²⁹
36. **Programme description:** Building on the success of the McGovern-Dole FY20, WFP has put together a comprehensive integrated package of education, health and nutrition services that will benefit pre-primary and primary school children covering all schools in the three districts of Sudurpashim 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.
37. WFP will provide ongoing support to 132, 878 schoolchildren in three districts of SudurPashchim Province with kind-based food, boosting government efforts to cover all public-school children up to grade 8 (in the previous cycle it was up to grade 6 only). The project combines program delivery with technical capacity strengthening at all levels. In FY23, it will sustain interventions in three remote mountain districts facing capacity and supply chain challenges. All McGovern-Dole supported school meal programme will transition to full government ownership by the end of this project cycle.
38. Building on successes since 2009, the FY 23 project adopts a sustainable model, including local procurement of highly nutritious, locally available fresh products. This ensures uninterrupted and affordable school meals across the country, aligning with the strategic objective of Improved Effectiveness of Food Assistance through Local and Regional Procurement (LRP SO1). The project continues to coordinate with the United States Agency for International Development (USAID) Education office to enhance learning

²⁵ 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>

²⁶ 3IE (2016). The impact of education programmes on learning and school participation in low- and middle-income countries. Systematic Review Summary 7

²⁷ 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

²⁸ WFP FY23 Project proposal

²⁹ MoF. (2021). Development Cooperation Report 2020/21, Ministry of Finance, GoN.

outcomes through literacy interventions, including the national early-grade reading program, contributing to the strategic objective of Improved Literacy of School-Age Children (McGovern-Dole SO1). Additionally, the FY23 project aims to improve school-level water, sanitation, and hygiene and fosters inter-sectoral collaboration to enhance knowledge and practices in nutrition for sustained impact beyond McGovern-Dole support, achieving the strategic objective of Increased Use of Health, Nutrition, and Dietary Practices (McGovern-Dole SO2).

39. **Unforeseen risk:** Covid-19 pandemic has undoubtedly had a severe impact on education systems and school feeding programmes worldwide including Nepal. 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.
40. The COVID-19 pandemic had a significant impact on WFP's program implementation in between 2019-2022. As the situation worsened, the government-imposed travel restrictions, for FY17 mid-term evaluations among other WFP activities leading to a shift in the methodology from in-person data collection to remote telephone surveys. However, drawing from past lessons learned, it's apparent that the remote data collection approach may not be suitable, as it has inherent limitations and could compromise the quality of information collected.
41. Unforeseen risks, such as pandemics, natural disasters, or political instability, may pose challenges to all stakeholders participating in the baseline study, including the study field staff. To address these potential limitations, adjustments to the timeframe will be made wherever possible to mitigate their impact. The evaluation team should demonstrate adaptability in alignment with the study approach.

2. Reasons for the study

2.1. RATIONALE

42. The study is being commissioned for the following reasons:
 - The BLS is part of the contractual obligations between USDA and WFP.
 - This BLS provides situational analysis before the project begins and establishes baseline values for project standard and custom outcome indicators which will help to define targets to be achieved through the project period. **(For the list of indicators Please refer to Annex 9 -Performance Monitoring Plan)**
 - Special study: The purpose of this study is to develop a standard monitoring capacity strengthening strategy and manuals for the government for NSMP programme at the national level. Leveraging the government's Education Management Information System (EMIS), This study aims at exploring options of practical, cost effective, more regular, systematic and a real-time monitoring system in close collaboration with the Ministry of Education at all level and other education partners which will strengthen reporting on daily student attendance, daily feeding Mid-Day Meal (MDM), food menu used, and feeding plan adjustments.
 - As a utilization-focused study, the results of studies will inform better planning design and monitoring of school feeding strategies and benefit all relevant government ministries that implement and contribute towards the national school meals programme. This includes the Ministry of Education, Science and Technology, the provincial government, and the respective local governments, among others.

- The evaluation series³⁰ has two mutually reinforcing objectives:
 - Accountability:** The evaluation will report on the performance and results of the McGovern-Dole FY23 project by assessing whether targeted beneficiaries have received expected services, and activities will meet or have met their stated goals and objectives
 - Learning:** The evaluation series will determine the reasons why certain results occurred or not, and draw lessons, derive good practices and pointers for learning. They will provide evidence-based findings to inform operational and strategic decision-making.
- The baseline is the first component of an evaluation series, which will include Baseline, Mid-term and Endline. The evaluation series will have the accountability and learning objectives.
- The evaluation results will be used by the Nepal country office, other country offices within and outside the region, regional bureau, as well as key headquarters divisions for learning purposes. This will serve to inform the relevance and design of WFP support to national programmes. Externally, the evidence generated by the evaluation will benefit USDA and other key education sector donors and development partners, government project partners, including beneficiaries, and stakeholders in Nepal.

2.2. OBJECTIVES

43. Baseline Study

- Establish baseline data for standard and custom outcome/output indicators in line with the approved Performance Monitoring Plan (PMP) of the McGD FY 23' cycle. It will be utilized for continuous monitoring of project activities and measuring performance indicators for set outcomes.

Table 2- List of indicators

Indicator Number	Types	Indicator
MGD Standard 1	Outcome	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text
MGD Standard 2	Outcome	Average student attendance rate in USDA supported classrooms/schools
MGD Standard 4	Outcome	Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance
MGD Standard 6	Outcome	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance
MGD Standard 9	Outcome	Number of students enrolled in school receiving USDA assistance
MGD Standard 10	Outcome / Output	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance
MGD Standard 19	Outcome	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance

³⁰ The evaluation series for FY23 cycle consists of a baseline (2024), midterm (planned for 2025) and end line evaluation (2028).

MGD Standard 20	Outcome	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance
MGD Standard 27	Outcome	Number of schools using an improved water source
MGD Standard 28	Outcome	Number of schools with improved sanitation facilities
MGD Standard 29	Output	Number of students receiving deworming medication(s)
MGD Custom 1	Outcome	Average retention rate/ ate of students
MGD Custom 2	Outcome	Percent of school age children with good personal hygiene.
MGD Custom 3	Outcome	Percentage of parents having school going children aware about the benefits of nutrition
MGD Custom 4	Outcome	Percentage of school age children meeting Minimum diet diversity (MDD)
MCG Custom 5	Output	Number of adolescent girls aged 10-19 years receiving biannual weekly Iron Folic Acid supplementation
MGD Custom 6	Output	Number of schools conducting at least one annual health screening
MGD Custom 8	Outcome	Number of LGs using the Enhancing School Meals Monitoring System aligned with IEMIS
MGD Custom 9	Output	Number of LGs monitoring IEMIS indicators related to SMP
LRP Standard 12	Outcome	Number of individuals in the agriculture system who have applied improved management practices or technologies with USDA assistance
LRP Custom 2	Output	Number of school age children receiving school meal on all school days
LRP Custom 3	output	Number of schools receiving commodities procured locally
LRP Custom 4	Outcome	Percent of commodities procured that meet quality standards (fresh products procured)
LRP Custom 5	Output	Average number of school days per month on which fortified or at least 4 food groups are served (based on proposal/activity plans)

(Please refer to Annex 9 for detailed list of indicators)

- Provide a situational analysis before the project begins, and the context necessary for the midterm and final evaluations to assess the project's coherence, relevance, effectiveness, efficiency, sustainability, and impact.
 - The baseline report will determine the relevance of the evaluation questions, selected USDA Learning Agenda questions, and indicators to Nepal's school feeding strategy and specific school feeding concerns.
 - BLS will be used to refine the evaluation questions for the midterm and end line.
44. The BLS will also aim to generate evidence for the following McGovern-Dole learning agenda questions. The project aims to facilitate the shift to a nationally managed school feeding program and guarantee the longevity and efficacy of the activities and achievements. The study will primarily address three questions from the Learning Agenda, which relate to the governance and institutionalization of the school meals programme.

- What are the key institutions and governance structures required to effectively deliver, implement, and sustain school meal interventions? What relationship structures among these institutions yield the most successful and effective school meal programmes?
 - What are the most successful policies affecting the success of school meal programmes? What are the necessary conditions for these policies to be implemented and to be effective?
 - What types of incentives (and in which contexts) are the most effective at securing local or national government investment in school meal programmes? What are the barriers and challenges in securing investment?
45. Although the research questions in the Learning Agenda will be considered in all evaluation criteria, the primary focus of the investigation will be on the effectiveness and sustainability of the Foundational Results. Specifically, the evaluation will scrutinize the achievement of three outcomes: i) enhancement of government institutions' capacity, ii) enhancement of policy and regulatory framework, and iii) an increase in government financial support. The assessment will utilize quantitative methods to measure the extent of progress in these three areas, complemented by qualitative and participatory techniques to delve deeper into the factors that facilitated or impeded the attainment of these outcomes.
46. **Special study:** This special study will initiate a comprehensive analysis on existing monitoring and reporting practices, tools, online and offline platforms and capacity under the MOEST at different level (provincial and local level) for the NSMP programme-building needs and gap analysis. This will inform the development of standard monitoring capacity-strengthening strategies and manuals, which will complement GON to strengthen existing monitoring system in place/practice. Building on the government's Education Management Information System, WFP will facilitate the development of a real-time monitoring system that will ensure daily reporting on the number of students attended on the specific day, number of students fed, the type of menu followed, and the reason if the MDM was not fed, and the reason in case of feeding plan adjustments. In 2028, a subsequent gap analysis will be conducted to assess progress and identify opportunities for further development.
47. During the inception phase, the evaluation team should engage in discussions with key stakeholders to further clarify the learning objective of the overall evaluation series and will describe the clarified objectives in the inception report.

2.3. STAKEHOLDER ANALYSIS

48. The BLS and Special Study 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 process in light of their expected interest in the results of the study and relative power to influence the results of the programme being surveyed.
49. 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 study process, with participation and consultation in the study 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). The report will analyse on the inclusion and exclusion status in detail and propose way forward for improvement.
50. **Key stakeholders:**
- Government of Nepal
 - Implementing partners
 - Beneficiaries
 - WFP Country Office (CO) Nepal
 - WFP field office
 - WFP Regional Bureau (RB) Bangkok
 - HQ School Based Programme (SBP) MEAL
 - WFP Office of Evaluation (OEV)

- WFP Executive Board (EB)
- UN Country Team (UNCT)

51. **Annex 2** provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the inception phase.

3. Subject of the Study

3.1. SUBJECT OF THE STUDY

52. **Subject:** Baseline study of USDA McGovern Dole International Programme FY23 (2024 to 2028).
53. **A separate special study** will be nested for comprehensive analysis on Government monitoring capacity building needs and gap analysis.
54. For the proposed BLS, the Evaluation Team is expected to use the WFP decentralized evaluation approach to critically review and assess the current situation against all performance indicators and project goal and objective of the USDA McGovern-Dole International Food for Education and Child Nutrition Programme, FY-23 grant cycle.
55. **Geographic scope of the study subject:** The FY 23 grant cycle is implemented from 2024 to 2028 in three districts across Sudhuraschim provinces i.e, Bajura, Bajhang, and Darchula. **Please refer to the map in Annex 1.**
56. **Relevant dates:** The project is expected to be implemented for four years: from 2024 to 2028. The evaluations will cover the entire period of implementation of the programme timeline.
- *BLS: 2024*
 - *MTE: 2026*
 - *ELE: 2028*
 - *Special Study: 2024 and 2028*
57. **Planned outputs:** 132,878 pre-primary and primary school children in 1,057 schools from ECD to grade 8 are the beneficiaries of the programme. Besides, the Government of Nepal, the local community, schools, farmers' groups, and local cooperatives are the intermediaries of the programme.
58. **Planned outcomes:** The project will build on the successes gained since the start of McGovern-Dole support in 2009, with a sustainable model that includes local procurement of highly nutritious and locally available fresh products for uninterrupted and affordable school meals across the country, contributing to the strategic objective, Improved Effectiveness of Food Assistance through Local and Regional Procurement (LRP SO1). Coordination with the United States Agency for International Development (USAID) Education office will continue to improve learning outcomes of school-aged children through literacy interventions, including the national early-grade reading programme to meet the strategic objective, Improved Literacy of School-Age Children (McGovern-Dole SO1). The project will also improve school-level water, sanitation, and hygiene, and promote intersectoral collaboration to improve knowledge and practices in nutrition for sustained impact after McGovern-Dole support ends, achieving the final strategic objective, Increased Use of Health, Nutrition, and Dietary Practices (McGovern-Dole SO2). The project's main goal is to ensure that schools can be transitioned effectively to the government's national program. WFP plays a role by supporting specific technical assistance to the Government of Nepal. This assistance is aimed at strengthening their capacity, improving their policy framework, and supporting their program for school feeding.
59. The Evaluation team (ET) will be required to gather data on the outcome indicators listed in the Project Management Plan (PMP) in **(Annex 9)**
60. **Key activities:** In the FY23 cycle, WFP has continued the holistic approach to programming with interventions grouped into 12 major activities:

Table 3: Key activities ³¹

Activity 1: Provide Culturally Acceptable School Meals including LRP
Activity 2: Strengthen Relevant National Institutions to Manage a Quality National Programme
Activity 3: Provide Technical Assistance to National and sub-National Governments to Increase Funding for National Programme
Activity 4: Provide Technical Assistance to Contextualize Policies, Programmes, and Procedures to Meet Local Needs
Activity 5: Building capacity for planning, procurement and provision of literacy instructional material
Activity 6: Strengthen Capacity and Coordination of Local Education System and School Administrators
Activity 7: Strengthen Teacher Professional Development System
Activity 8: Support Sub-National Government to Build and Rehabilitate Kitchen, Hand Washing Stations, and Water Points
Activity 9: Support to deliver National School Health and Nutrition Package
Activity 10: Support Improved Safe Food Preparation and Storage
Activity 11 – Strengthen the Capacity of Local Governments and Actors on Health, Hygiene, Nutrition, and Food Safety through SBCC interventions
Activity 12 – Establish Improved Local Supply Chain Mechanism for HGSP

61. All 12 activities are uniformly implemented across the three districts.
62. These three districts will be transitioned to government owned NSMP according to the transition plan in the 4th year of the project.
63. **Main partners:** Government of Nepal and implementing partners (World Education, Mercy Crops and IDS). Please refer to **Annex 10** for partner's details.
64. **Resources:** The program budget is roughly USD 33 million.
65. **Results Framework:** The outcomes in the Results Framework are used to measure the achievements of the programme. The PMP detailing the indicators of the programme, including targets, is attached in **Annex 9**. The program Results Framework is attached in **Annex 8**.
66. **Gender Dimensions of the Intervention:** WFP envisions a world with zero hunger where everyone has equal opportunities, equal access to resources, and an equal voice in the decisions that shape their lives, including as individuals within households, communities, and societies. This policy lays out WFP's strategic direction for gender equality and women's empowerment and defines the necessary changes and entry points for further mainstreaming gender in WFP's work.³²
67. The WFP School Feeding Policy (2013), WFP School Feeding Strategy (2020), and Gender Policy for 2015-2020 lay emphasis on recognizing and including the 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 McGovern-Dole FY23. The project focus on implements a gender sensitive and inclusive SBCC strategy. This means that the communication and awareness-raising activities will be designed to consider the specific needs and perspectives of both men and women. It should also ensure that the materials and channels used are accessible and culturally appropriate for the target groups. It seeks to promote positive change in various aspects of the community, with a particular emphasis on the empowerment of women in agriculture and the holistic development of boys and girls.
68. The ET will ensure that gender equality and women's empowerment (GEWE) are integrated into the study process where relevant, for which specific data on gender, disability, ethnicity, and socio-economic status will be collected. Based on the evidence collected, the study should provide insights on how the

³¹ Activity wise narrative is shared along with the ToR

³² <https://www.wfp.org/publications/wfp-gender-policy-2022>

McGovern Dole FY23 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 study should use GEWE as an integral lens to assess the inclusion dimensions of the subject evaluated.

69. **Previous evaluations** of the WFP Nepal McGovern-Dole programme have generated recommendations for WFP's attention. Some of the recommendations were to Expand the monitoring capacity strengthening activities, putting in place a system for creating linkages between the schools and cooperatives/farmers' groups among others. The ET therefore should assess whether these recommendations have been appropriately actioned in the current phase. The evaluation team will highlight the limitations of the study in the inception as well as in the study report. The previous evaluation reports were all published websites³³.
70. The current cycle aims to strengthen local education structures, aligning with the findings of a special study conducted by WFP as part of the McGovern-Dole FY20 baseline study. This study identified language as a significant barrier to literacy instruction and provided recommendations, emphasizing the importance of promoting the use of the mother tongue in classrooms to enhance children's literacy skills.

3.2. SCOPE OF THE STUDY

71. **Timeframe:** The project is expected to be implemented for four years: from 2024 to 2028. The baseline survey and special study will be undertaken through an independent research company and managed by the WFP Nepal Country Office in 2024.
72. **Geographic Boundaries:** Coverage is universal across all three districts of Sudhuraschim provinces i.e., Bajura, Bajhang, and Darchula.
73. **Components:** WFP will manage this study based on WFP and USDA monitoring and evaluation policies. This survey is expected to provide a situational analysis before the FY23' project cycle begins.
74. A key requirement for the study is to ensure that Gender Equality and Women Empowerment (GEWE) is integrated into the whole study process and that specific data on gender is collected during the survey (e.g., data collected on, and from both 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 study should analyze how wider inclusion objectives, human rights issues, and GEWE mainstreaming principles were included in the intervention design, and whether the study subject has been guided by WFP and system-wide objectives on GEWE. ET should implement special considerations to protect girls and women while conducting the study. For example, using enumerators of the same gender, conducting gender-specific focus groups if necessary, and conducting interviews in a comfortable environment.
75. The study will cover all activities implemented through the McGovern Dole funding. The inception period will establish and confirm appropriate sampling frames, sampling strategy, and survey instruments for the baseline and special study. The baseline will focus on collecting the latest values for all indicators before the commencement of the activities. For those indicators whose source is secondary (from monitoring data, government, or other partners), the baseline will use the latest available figures. The evaluation team should refer to the Performance Monitoring Plan (PMP) for more information on the McGovern-Dole programme's indicators to be informed by the baseline.

³³ https://dec.usaid.gov/dec/content/Detail_Presto.aspx?vID=47&ctID=ODVhZjk4NWQtM2YyMi00YjRmLT-kxNjktZTcxMjM2NDNmY2Uy&rID=NjA3MDUy

4. Study approach, methodology, and ethical considerations

4.1. SURVEY QUESTIONS AND CRITERIA

76. The baseline study will examine the current situation with regard to the performance indicators. The study proposed herein will use the Organisation for Economic Co-operation and Development (OECD) Development Assistance Committee (DAC) standard evaluation criteria. For FY23 baseline study, the important criteria would be **Relevance**,³⁴ **Coherence**, and **Sustainability**.

77. The BLS provide a situational analysis before the FY 23' programme begins and sets the benchmarks necessary for the midterm and final evaluations to assess the programme's coherence, relevance, effectiveness, efficiency, sustainability, and impact. Despite being in the baseline phase, DAC criteria remain applicable in this context because this is the fifth cycle of the programme running in these areas.

78. **Table 4: Preliminary Key Evaluation Questions for this programme cycle³⁵:**

Criteria	Key Questions for Baseline Study
Relevance	<ul style="list-style-type: none"> • What is the quality of the project design, mainly in terms of beneficiary targeting and ability to reach the right people with the right type of assistance? (Consider specific needs of beneficiaries (Students, Parents, and Government officials) at different levels – (school, community, government) officials. • How did the HGSF approach contribute to the relevant needs of targeted beneficiaries, including girls, different ethnic groups, students who speak different languages, small holder framers' beneficiaries in the most remote areas, etc.? • To what extent do the project objectives and design respond to the host government's, plans, policies, and priorities for establishing a strong real-time program cycle management mechanism of SMP at the local and provincial levels? • To what extent did the project objectives and design respond to Nepal's UNSDCF, plans, and priorities? • To what extent does the WFP's capacity strengthening work with Government's efforts towards national ownership of the school feeding programme against the five SABER-SF policy goals? • To what extent has the design of WFP capacity strengthening been based on needs assessments/analysis of the national capacity across all five SABER-SF policy goals?
Coherence	<ul style="list-style-type: none"> • Is the project aligned with the national government and donor's education and school feeding policies and strategies? • At which level did the project address the interlinkages with the intervention of the host government, as well as the complementarity, harmonization, and coordination with other development partners working in the education sector in the country? • To what extent is the project aligned with the Nepal United Nations Sustainable Development Cooperation Framework (UNSDFC) programme design and aligned to contribute to the UNSDFC? Is the project coherent with international development agendas and priorities? – Sustainable Development Goals
Sustainability	<ul style="list-style-type: none"> • To what extent the programme is sustainable in the following areas: a strategy for sustainability; sound policy alignment; stable funding and budgeting; quality programme design; institutional arrangements; local production and sourcing; partnership and coordination; community participation, equity, and ownership? <ul style="list-style-type: none"> - How did the local governance structure of Nepal contribute to this project? Could there have been a more proactive role of the federal government to ensure maximization of results?

³⁴ The baseline report should not make any comment on the effectiveness or efficiency of the current or previous awards. Instead, it should define the starting point for the indicators and context which will be used to measure effectiveness and efficiency at midterm and endline.

³⁵ Please note that a more detailed set of evaluation questions is included in Annex 11.

	<ul style="list-style-type: none"> To what extent has the package of capacity-strengthening activities within the WFP-supported programme been institutionalized into the Government's policies, strategies, systems, and implementation arrangements so that they are more likely to be sustainable beyond WFP's support (within all five policy goals)? <ul style="list-style-type: none"> Is the government convinced of the benefits of school feeding and committed to implement and manage a national school feeding programme? Does the government contribute financially to school feeding? Policy Goal 3: To what extent do school and governance and coordination structures have the capacity to implement a national school feeding programme? What needs to be improved? Policy Goal 4: Is there a national school feeding programme (or design for one)? What are the key gaps and priority areas to improve its quality and/or coverage? Is there an M&E system for the national programme? Policy Goal 5: Are communities and other non-state actors engaged with school feeding? To what extent are local communities fully involved in and contributing towards school feeding and education activities? What are the barriers and enablers in this regard? <ul style="list-style-type: none"> What needs remain in terms of ensuring the sustainability of activities and achievements of the project? To what extent is the program sustainable in the following areas? (<i>Strategy for sustainability; Sound policy alignment; Stable funding and budgeting; Quality program design; Institutional arrangements; Local production and sourcing; Partnership and coordination</i>) What types of incentives (and in which contexts) are the most effective at securing local or national government investment in school meal programmes? <ul style="list-style-type: none"> What are the barriers and challenges in securing investment?
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Key question for Mid-term and Endline evaluations

Effectiveness	<ul style="list-style-type: none"> Have the interventions including capacity strengthening produced the anticipated results and outcomes? were the set targets achieved? <ul style="list-style-type: none"> Were there any programmatic adjustments carried out to meet the set target? To what extent did the project contribute to the achievement of outcomes specifically among girls and women, people with disabilities, and marginalized populations? Is the project on track to achieve the desired results related to improved literacy through SHN interventions and local capacity-building activities? How effective was the capacity strengthening work to build national capacity in school feeding? Does it include work across the five SABER-SF policy goals? What evidence is there of progress?
Efficiency	<ul style="list-style-type: none"> To what extent was the project successful in delivering results with resources at hand? (<i>Funds – plan vs. expenditure; Human Resource investment; Timeliness of activities and achievements/ changes</i>) How efficient is the supply chain mechanism at the local and regional level for a smooth home-grown school meal program in the region? <ul style="list-style-type: none"> What was the most efficient method for ensuring food safety within the school meal program taking into consideration the different systems of national, regional, local, and community governance? 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, project management, and advocacy levels)?
Impact	<ul style="list-style-type: none"> To what extent can the changes visible in intervention areas as a result of the project? (<i>Impact of school meals on literacy; Impact on nutrition outcomes; Economic impact on small-holder farmers/ community members</i>) <ul style="list-style-type: none"> What were the gender-specific effects? Did the interventions influence girls, boys, men, and women differently? What internal and external factors are likely to affect the project's achievement of intended results? Have there been any unintended outcomes, either positive or negative? (<i>School; Community; Government</i>) What progress has the Government made toward developing and implementing a nationally owned school feeding programme?
Lessons learned	<ul style="list-style-type: none"> What are the best practices related to home-grown school feeding that can be replicated by the government in other parts of the country?

	<ul style="list-style-type: none"> • What are the key steps taken over the life of all the McGovern-Dole projects in Nepal to make handover possible? • How did the local governance structure of Nepal contribute to this project? Could there have been a more proactive role of the federal government to ensure maximization of results? • What are the new initiatives and dimensions built into this phase of the programme learning from the past cycle?
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79. The study should analyse how gender, equity, and wider inclusion objectives and GEWE mainstreaming principles were included in the intervention design, and whether the study 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 questions and data sources for the respective evaluation criteria.

80. The inception report will set out the detailed questions that the study will address and specify how the Learning Agenda research questions will be addressed.

4.2. STUDY APPROACH AND METHODOLOGY

81. The methodology will be further detailed and designed by the evaluation team during the inception phase. It should:

- Employ the relevant criteria.
- Apply a study matrix geared towards addressing the key questions taking into account the data availability challenges, and timing constraints.
- Follow the WFP decentralized evaluation approach during the study/evaluation process while incorporating the feedback and lessons learned from the study/evaluation.
- 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.
- ET should interrogate the theory of change building upon the programme theory of changes, annex: and analyze the project's contribution to the specific results.

82. A non-experimental design ³⁶ will be used for the evaluation series, which will compare the pre-and-post-intervention scenarios to assess the temporal changes at midterm and end-line. A mixed-method approach with both quantitative and qualitative analysis including a review of secondary data and on-site observation will be employed.

83. The sample size of the school will be calculated using a simple random sampling i.e 95% confidence level and, a 5% margin of error. (Should reach all the 30 municipalities of the programme district).

84. 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 consider any challenges to data availability, validity, or reliability, as well as any budget and timing constraints. The study questions, lines of inquiry, indicators, data sources, and data collection methods will be brought together in a study/evaluation matrix, which will form the basis of the sampling approach and data collection and analysis instruments (desk review, interview, school, classroom and community level observation, case stories guide, survey questionnaires, record review, etc.). The Evaluation Team must develop a clear and detailed plan for gender-sensitive data collection, encompassing women and men, girls and boys. Additionally, the plan should incorporate considerations for diverse

³⁶ As with previous cycles, the evaluation approach for the FY23 project cycle will adopt a mixed methods non-experimental design. WFP proposes to use the same set of design and methodology for baseline, mid-term, and final evaluation in order to make the results entirely comparable for all three different point of time of the project implementation. A non-experimental design will be applied for baseline survey, mid-term and end line evaluation where the before and after intervention scenarios are compared in order to assess the temporal changes.

groups, including people with disabilities and marginalized communities, in an equity-sensitive manner before the commencement of fieldwork.

85. National EGRA tool and other structured questionnaires used during the study incorporating the lessons learned will mainly be used as the quantitative tools. Key Informant Interviews (KIIs,) Focus Group Discussions (FGDs), secondary data review, and observation checklists including the classroom observation checklist will be the major qualitative tools. KII and FGD will be done with a range of stakeholders at the federal, provincial, district, and local levels, and school/community. The participants for KII and FGDs will be selected in consultation with WFP. WFP will provide support to the research team in coordinating the level of consultation at the provincial and federal levels.
86. The data collection tools will be GEWE sensitive and will help examine gender and equity aspects of the program and aspects about different socio-economic status/groups, castes/ethnicities, and disabled groups.
87. The study findings, conclusions, and recommendations must reflect Gender Equity and Social Inclusion (GESI) analysis, and the report should provide lessons/ challenges/ recommendations for conducting GESI-responsive studies/evaluations in the future. The findings should include a discussion on the intended and unintended effects of the intervention on gender equality and equity dimensions. Necessary expertise and care should be utilized by the Evaluation Team.
88. **The following mechanisms are in place to ensure the independence and impartiality of the study:**
 - WFP Decentralized Evaluation Quality Assurance System (DEQAS)³⁷ is aligned with the UNEG norms and standards, the application of which will contribute to enhancing 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
89. **Special study:** The special study – government’s Monitoring capacity needs assessment and gap analysis – will also be undertaken using a mixed-methods approach, involving both quantitative as well as qualitative assessments. The quantitative component will comprise surveys with primary beneficiaries including school-based stakeholders. In addition, qualitative consultations will be conducted using various methods such as Focus Group Discussions, Key Informant Interviews, and case stories. The observation of the data management system for monitoring purposes will take place at the provincial, municipal, and school levels. These consultations will involve key stakeholders, including the school management committee, local government representatives, community members, and farmers' groups, among others. The study will assess the Monitoring capacity needs and gaps at both individual as well as institutional levels. For instance, individual-level assessment of needs and gaps will highlight the need for skills-base, theoretical and practical know-hows of M&E, and data analysis skills, among others. Likewise, institutional-level assessment will outline gaps relevant to policies, systems, practices, tools, and institutional capacities. The study protocol detailing the methodology will be developed during the inception phase in close consultation with WFP. **Key questions are presented below:**³⁸
 - What is the status of M&E activities?
 - What is the capacity in M&E functional areas? At different level
 - What are the organization's M&E objectives and expectations?
 - Is there a monitoring plan?
 - Who is responsible for monitoring school activities locally, especially the mid-day meals program?
 - What tools/guidelines/SOPs are used for school monitoring?

³⁷ [DEQAS Process Guide](#)

³⁸ The detailed methodology and questions that will be planned during the inception phase.

- How is data collected, managed, and processed?
 - Are reports prepared using monitoring findings? If so, how frequently?
 - Are monitoring findings used to formulate local government plans? Can you provide an example?
 - What suggestions do you have to strengthen the monitoring system within your LG?
 - How is the Monitoring resources (fund and human resources) planned, prioritized and utilized?
- The evaluation team should develop a matrix during the inception phase to organize key questions by individual/institutional level and/or type of stakeholder

4.3. EVALUABILITY ASSESSMENT

90. Evaluability is the extent to which this 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 developed and established, which will eventually be deepened and expanded upon by the evaluation team in each inception package relating to deliverables.
91. The evaluation team shall critically assess data availability and consider evaluability limitations in its choice of study 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 measures required to include gender empowerment and gender equality dimensions.
92. There can be numerous limitations and risks in implementing this study. Potential limitation includes the quality and availability of secondary data and, the 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 study process.

Data Availability

93. 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
 - Evaluation Report of FY20 Cycle
 - Special study report FY20
 - Process and outcome monitoring reports (FY 17)
 - GoN monitoring capacity assessment report.
 - Midday Meals Monitoring Platform monitoring process, tool findings, and lessons learned.
 - 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
94. 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.
95. 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.

96. 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 study 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 concluding 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 study.

4.4. ETHICAL CONSIDERATIONS

97. The study 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 study process. This includes but is not limited to, ensuring informed consent, protecting the 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 study results do not harm respondents or their communities. When engaging in conversations with children or minors, it's crucial to be considerate of their age and attention span, ensuring that the interaction is appropriately timed and doesn't extend for a long period.
98. 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 study. Ethical approvals and reviews by relevant national and institutional review boards must be sought where required.
99. 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 study 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 evaluation approach and potential disruption to planned methodology due to unanticipated risks like pandemic (COVID, Dengue), floods, snowfalls, and 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.
100. 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 study and their involvement, and ii) necessary precautions are ensured in order to protect them from contracting COVID-19 and other transmittable diseases during this study. Only participants who have given informed written or verbal consent should be involved in the study.

4.5. QUALITY ASSURANCE

101. 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 study and relevant documents will be provided to the evaluation team. This includes checklists for feedback on the quality of each of the study products. The relevant checklist will be applied at each stage, to ensure the quality of the study process and outputs.
102. 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 clearly and convincingly and draws its conclusions on that basis.

103. The WFP evaluation manager will be responsible for ensuring that the study progresses as per the [DEQAS Process Guide](#) and for conducting rigorous quality control of the study products ahead of their finalization. The deliverables must adhere to the accessibility standards outlined in the US government Section 508 for accessibility and must be free of personally identifiable information (PII) to uphold privacy and compliance with data protection regulations.
104. The evaluation team will ensure the quality of data (validity, consistency, and accuracy) throughout the analytical and reporting phases. To ensure the effectiveness and credibility of the study, enumerators and supervisors must possess a background that is directly relevant to the subject matter of the study. This background may encompass a combination of prior experience in similar evaluations and appropriate academic qualifications. Their prior experience equips them with the necessary skills and knowledge to conduct data collection effectively. Furthermore, to maintain the integrity of the study process, it is crucial to have dedicated individuals responsible for quality control coordination within the evaluation team. 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 report, and the evaluation reports, and provides a systematic assessment of their quality from a study perspective, along with recommendations.
105. 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 report and final 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.
106. The evaluation team will require to ensure the quality of data (reliability, consistency, and accuracy) throughout the data collection, synthesis, analysis, and reporting phases.
107. The evaluation team should do data Management through WFP data –based system (MODA) with the technical support from WFP data experts.
108. 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.
109. 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 before submission of the deliverables to WFP. All final 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 report.

5. Organization of the study

5.1. PHASES AND DELIVERABLES

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



111. The study will proceed through these key five phases. The study schedule (**Annex 4**) provides a detailed breakdown of the proposed timeline for each phase including the deliverables.
112. A summary of the deliverables and deadlines for each phase is included below:

113. **Preparatory phase:** This includes the finalization 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 February 2024.
114. **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 prepare a draft inception report by March 2024 detailing the methodology and plan for the field mission.
115. This phase aims to prepare the evaluation team by ensuring that it has a good grasp of the expectations, for the study, the intended uses of the study, 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 study 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 study 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 the Decentralized Evaluation Template) must be submitted to the CO for approval (*the Evaluation team has to incorporate the feedback from the different units such as; WFP Nepal Country Units, Regional Bureau 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 (Baseline study and Special Study)*
- ✓ *Inception Report including work plan, comprehensive sets of evaluation tools (both quantitative and qualitative) and evaluation schedule.*
 - ✓ *Training schedule and training report*
 - ✓ *Field survey guide*
 - ✓ *Data analysis plan-a roadmap outlining how the data will be organized, analyzed, and the way results will be presented.*
 - ✓ *Inception workshop minute*
116. **Data collection phase:** The evaluation team will conduct field-level data collection during Mid-April 2024-Mid-May. 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 share the field level insight and findings.
- Deliverable*
- ✓ *An exit debriefing presentation of key observations from the field (PowerPoint presentation)*
117. **Data analysis and reporting:** The evaluation team is expected to create a presentation summarizing the study and emphasizing key findings at the conclusion of the data collection visit. They should also share preliminary recommendations during this presentation. This would allow the users to provide feedback/validation at an early stage. The evaluation team should submit the draft reports within the timeline. The Evaluation team is also expected to deliver a final baseline report and special study report by June 2024 following the 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. The final baseline report should include the performance indicator values as an annex. The evaluation team will prepare **Two pager briefs of both the baseline study and special study, in Nepali and English containing** key messages, main findings, conclusions, and recommendations in addition to the detailed reports. The evaluation report must be free of Personally identifiable Information (PII) and

compliant with section 508 guidelines³⁹ 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/meetings related to the evaluation organized by WFP.

118. **Dissemination and follow-up:** A results dissemination workshop will be organized by the evaluation team at the federal and provincial levels inviting all relevant stakeholders. The evaluation team will submit the final report and all raw and analysed data sets to WFP. WFP will share the electronic version of the report with all concerned.
119. Within 8 weeks following the delivery of the final report, WFP Nepal CO will be responsible for preparing 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 Evaluation Manager outlining the channels for distribution and the timeline for the products that will be disseminated.
120. **Notes on the deliverables:** 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 standards, is evidence-based, and is 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 is required to provide responses to stakeholder comments, including those from USDA and DEQS, within the comment’s matrix. They must prioritize copy editing for all products, including the inception report, baseline report, special study report, and evaluation briefs.
121. The evaluation team also needs to submit the data set to WFP in a format that protects the privacy of respondents.
122. Table 5 presents the structure of the main phases of the study, along with the deliverables and deadlines for each phase. **Annex 4** presents a more detailed timeline.

Table 5: Summary timeline – key evaluation			
Main phases	Indicative time-line	Tasks and deliverables	Responsible
1. Preparation phase	October 2023-February 2024	Preparation of ToR Selection of the evaluation team & contracting Document review	Evaluation manager (WFP-MRE team)
2. Inception	March 2024	Conduct team orientation. Undertake desk review. Hold inception meetings and interviews with stakeholders. Draft Inception Report Final Inception Report (Comment matrix responses) Develop Data Analysis Plan	Evaluation team (Research company) WFP MRE Team

³⁹ <https://www.section508.gov/>

		Piloting and adjust data collection tools. Prepare fieldwork/schedule field visits. Prepare fieldwork/schedule field visits. Inception Workshop	
3. Data collection	April 2024	Training to data collectors Fieldwork Hold end of mission debriefing	Evaluation team (Research company) WFP Team
4. Reporting	May-June 2024	Data analysis and report drafting Draft Reports Final Reports (Comment Matrix with responses) Final Baseline report and 2 pager Brief Final Special Study Report and 2 pager Brief	Evaluation team WFP Team
5. Dissemination and follow-up	After the final reports gets approved by USDA	Management Response Dissemination workshop PowerPoint-Presentation	Evaluation team (Research team) WFP team

5.2. EVALUATION TEAM COMPOSITION⁴⁰

123. The evaluation team will conduct the proposed studies under the supervision of the Evaluation Manager.

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

124. To the extent possible, the study 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.

125. 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 (EGR)
- School feeding/homegrown/school health and nutrition activities
- gender equality and social inclusion (GESI) expert

⁴⁰ CV's of core team members should be shared along with the proposal.

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

126. 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.
127. Team members will: i) contribute to the methodology in their area of expertise based on a document review; ii) conduct fieldwork; iii) participate in team meetings and meetings with stakeholders; and iv) contribute to the drafting and revision of the evaluation products in their technical area(s). The evaluation team should make sure the study/evaluation products such as inception reports, Final evaluation reports, special study reports, and briefs are copy-edited.
128. The evaluation team will conduct the study/evaluation under the close guidance 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.
129. The CVs of core team members should be included and shared along with the proposal. In line with the predefined criteria for team members during the evaluation firm selection, the preferred approach is to retain the initially proposed team members throughout the study process. However, should the need for a team member replacement arise due to unforeseen circumstances or unavailability, a substitute with a matching CV, expertise, and background will be sought. The replacement team member must demonstrate expertise and qualifications closely aligned with the subject matter under study and meet the specified criteria.

5.3. ROLES AND RESPONSIBILITIES

130. The **Evaluation Team** is responsible for responding to all communication from the WFP Evaluation Manager in a timely manner. They are also responsible for revising deliverables and responding to stakeholder comments within the comment's matrix following deadlines agreed upon by the Evaluation Team and WFP. The expected rounds of revision for each deliverable are as follows:
 - a. Baseline and special study reports:
 - i. Revised report and comment matrix responses in response to Regional Evaluation Unit and Evaluation Manager feedback (first round of comments)
 - ii. Revised report and comment matrix responses in response to DEQS feedback (second round of comments)
 - iii. Revised report and comment matrix responses in response to ERG feedback (third round of comments)
 - iv. Revised report and response to address any feedback that was not adequately addressed in previous revisions (as needed). The EM will review the ET's responses to ERG, DEQS, REU, and EM comments in a combined comment matrix and may request the ET to make additional edits if any comments were not adequately addressed.
 - v. Revision and comment matrix responses in response to USDA feedback (fourth round of comments)
 - vi. Revision and response to address any feedback from USDA that was not adequately addressed in previous revisions.
 - b. Inception reports and data collection tools and data analysis plan.
 - c. Revised inception report/tools and comment matrix responses in response to Regional Evaluation Unit and Evaluation Manager feedback (first round of comments)
 - i. Revised inception report and comment matrix responses in response to DEQS feedback (second round of comments)
 - ii. Revised inception report/tools and comment matrix responses in response to ERG feedback (third round of comments)

- iii. Final revision of inception report/tools and response to address any feedback that was not adequately addressed in previous revisions (as needed). The EM will review the ET's responses to ERG, DEQS, REU, and EM comments in a combined comment matrix and may request the ET to make additional edits if any comments were not adequately addressed. After the final revision, the edited version will be shared with USDA for their approval.

131. The WFP Nepal Country (**Director, as a chair of the evaluation reference group or Deputy Director**) will take responsibility to:

- Assign an evaluation manager for the study/evaluation.
- Compose the internal evaluation committee and the evaluation reference group.
- Approve the final ToR, inception, and study/evaluation reports.
- Approve the evaluation team selection.
- Ensure the independence and impartiality of the study/evaluation at all stages, including the establishment of an evaluation committee and a reference group.
- Participate in discussions with the evaluation team on the study/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.

132. **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 the 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.
- supporting the preparation of the field mission by setting 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.
- the evaluation manager will be the main interlocutor between the team, represented by the team leader/the firm's focal point, and WFP counterparts to ensure a smooth implementation process.

133. An internal **evaluation committee** is formed to help ensure the independence and impartiality of the evaluation. **Annex 5** provide further information on the composition of the evaluation committee.

134. **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.

135. **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 reports.
- Support the preparation of a management response to the evaluation and track the implementation of the recommendations.

136. While the Regional Evaluation Officers 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.
137. **Relevant WFP Headquarters divisions including the school-Based Programmes (SBP)** will take responsibility to:
- Discuss WFP strategies, policies, or systems in their area of responsibility and subject of evaluation.
 - The SBP evaluation officer will provide feedback on the ToR, inception reports, baseline reports, and evaluation reports, reviewing deliverables for quality and adherence to USDA requirements. Comment on the TOR, inception, and reports, as required.
138. 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 the 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.
139. **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, and reviewing draft inception and evaluation reports.
140. **United States Department of Agriculture (USDA)** will be involved in the evaluation throughout all phases. Relevant staff members of USDA (Program Analyst and M&E Lead) review and approve the Evaluation Plan, Terms of Reference, and Evaluation Reports, serve as a member of the Evaluation Reference Group and participate in stakeholder meetings as needed. They may be interviewed as key informants and participate in the presentation of the study findings.
141. The **WFP Partnerships Officer - Washington Office (WAS)** will work closely with the WFP CO, SBP Evaluation Officer, RB, and OEV to ensure smooth communication and submission of key study deliverables to USDA, according to project timelines. The Partnerships Officer will review deliverables for adherence to USDA policy, facilitate communication with USDA, and coordinate with USDA to seek feedback of TORs and reports.
142. 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

143. **Security clearance** where required is to be obtained from the 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 males and females), 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.
 - In addition to general security measures, it is imperative to implement specific provisions to ensure the safety of all members in the field, with a particular focus on female participants. These measures are designed to create a secure environment that addresses the unique safety considerations for women involved in the study.

- Also, the evaluation team should follow government COVID-19 protocols in terms of travel, face-to-face meetings, beneficiary consultations, and COVID-19 tests.

5.5. COMMUNICATION⁴¹

144. To ensure a smooth and efficient process and enhance the learning from this study, 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 field mission timing and schedule allow and facilitate a debrief to present preliminary findings at the end of the mission.
145. The evaluation firm will make arrangements for translators if required for fieldwork.
146. Data collection tools and written consent forms should be translated into the local language if required.
147. Based on the stakeholder analysis, the communication and knowledge management plan (**in Annex 7**) identifies the users of the study to be involved 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.
148. As part of the international standards for study, WFP requires that reports be made publicly available on the USDA website and presented in the English language. Reports must be accessible to a wide audience, thereby contributing to the credibility of WFP – through transparent reporting – and the use of study. Following the approval of the final report, the study report and executive summary will be disseminated by the WFP CO among Government, UN donors, and partners.

5.6. PROPOSAL/BUDGET

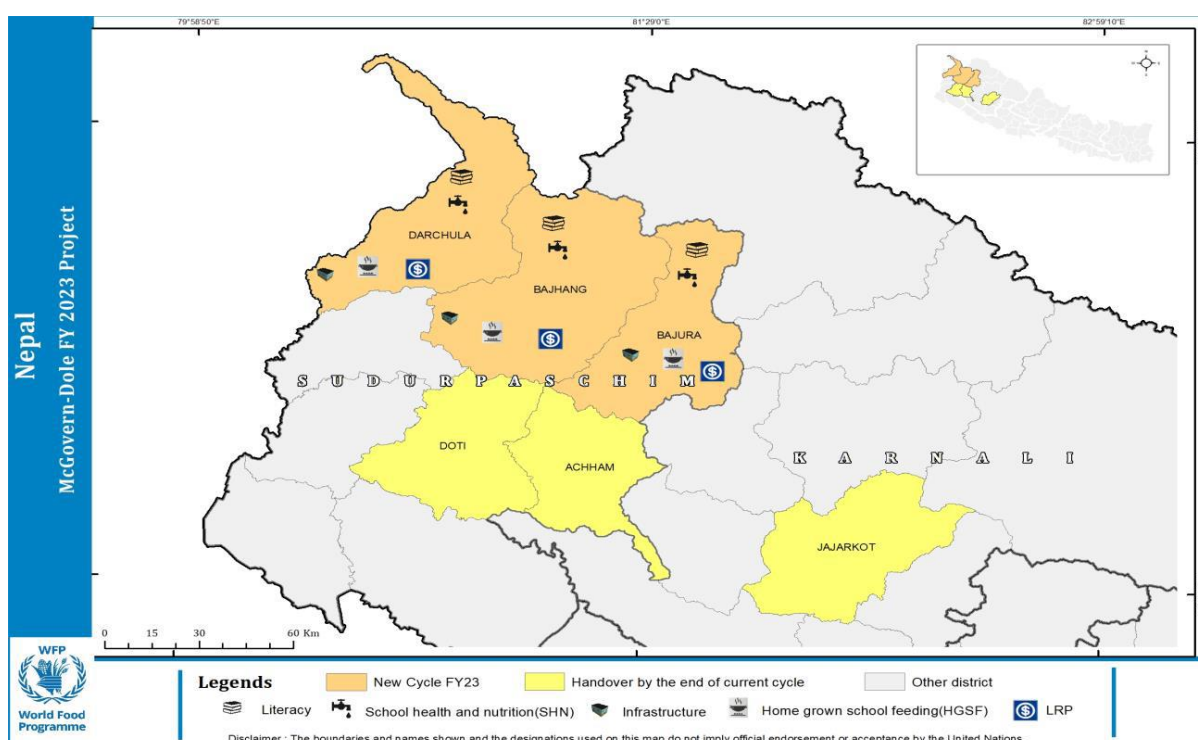
149. As part of the proposal submission process, the evaluation firm is to adhere to the technical and financial (budget) template provided by WFP.
150. Both the financial and technical proposals should be shared as separate documents.
151. Travel, subsistence, and other direct expenses will be accounted for in the proposed budget.
152. WFP may conduct reference checks and interviews with selected team members.

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

⁴¹ Note: There might be some minor changes in the ToR

Annexes

Annex 1: Map of WFP McGovern-Dole School Feeding Intervention Target District⁴²



⁴² FY20 project had covered 6 districts and three of them were already transitioned to the national ownership. The FY23 project made some changes will continue to cover the remaining three districts.

Annex 2: Preliminary stakeholder analysis

Stakeholders	Interest and involvement in the study/evaluation
INTERNAL STAKEHOLDERS	
WFP Country Office (CO) Nepal	<p>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 study/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 study/evaluation findings for programme implementation and/or in deciding on the next programme and partnerships. Disaggregated study/evaluation results and their analysis will serve WFP interventions to be more responsive to gender equality and inclusive in the future.</p> <p>The baseline study will be utilized for continuous monitoring of project activities and measuring performance indicators for set outcomes. It provides a situational analysis before project commencement, confirming the entire evaluation design prepared during the inception period. The baseline is, therefore, critical in informing project implementation and providing the context necessary for the midterm and final evaluations.</p>
WFP field office in [Dhangadi]	<p>The key informant and primary stakeholder - Responsible for day-to-day programme implementation. The field offices liaise with stakeholders at decentralized levels and have direct beneficiary contact. It will be affected by the outcome of the study/evaluation.</p>
WFP Regional Bureau (RB) Bangkok	<p>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 study/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 study/evaluation findings to provide strategic guidance, programme support, and oversight.</p>
WFP HQ school Bases Programme (SBP) MEAL	<p>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 study/evaluations, as many may have relevance beyond the geographical area of focus.</p>
WFP Office of Evaluation (OEV)	<p>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.</p>
WFP Executive Board (EB)	<p>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 study will not be presented to the Board, but its</p>

	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 ⁴³stakeholders ⁴⁴ - 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 study. The study should explore the perceived benefits of the program and the 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 stakeholders The Government has a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonized with the actions 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 the Center for Education and Human Resource Development (CEHRD). The Ministry of Health and Population's (MoHP) Family Welfare Division 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. WFP focuses on the handover process, by strengthening government capacity in school feeding. Special Study on Government Monitoring Capacity Needs Assessment and Gaps Analysis will help to develop a standard monitoring capacity strengthening strategy and manuals to be delivered to the government. 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 Nepal's implementing partners)	Key informants and primary stakeholder - WFP's implementing partners -Integrated Development Society (IDS), World Education Inc., and Mercy Corps implement the Integrated Package of School Health and Nutrition Interventions, Literacy and Promote Improved Nutrition: Sustainable Transition to Home-Grown School Meals respectively for the McGovern-Dole FY23 grant cycle, at the same time, having their interventions. They will be keen to know the findings of the study; the results directly reflecting the efficacy of their work and through that, opening opportunities for continued collaboration. The results of the study might therefore affect future implementation modalities, strategic orientations, and partnerships. They will be involved in using study findings for programme implementation.

⁴³ Primary stakeholders: those include people who will be making decisions based on 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.

⁴⁴ 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.

USDA Food Assistance Division (FAD)	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 strategies and programmes.
Local Education Development Partner Group (LEDPG)	The LEDPG includes the 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 and would be interested in these studies/ evaluations.
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 evaluations of the project and exchanging knowledge and technologies.

Annex 3: WFP Coverage under McGD-schools and students, disaggregated by grade and gender.

District	Municipality	EDP Location	#of schools	Number of Students								
				Pre. Primary (ECD)			Primary (Grade 1-5)			L. Secondary (Grade 6)		
				Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Bajhang	Bithadchir R M	Deulekh	33	346	449	795	1452	1537	2989	283	280	563
	Bungal M	Jhapa	84	485	467	952	3216	3720	6936	434	469	903
	Chabispalthivera RM	Byashi	37	336	345	681	979	1178	2157	173	209	382
	Durgathali RM	Chaudhari	28	181	174	355	671	907	1578	119	171	290
	Jayprithivi M	Chainpur	46	343	296	639	1383	1630	3013	233	248	481
	Kedarsyue RM	Deura	56	718	654	1372	1685	1893	3578	389	383	772
	Khaptadchhanna RM	Pasalbagar	38	246	216	462	931	1008	1939	160	197	357
	Masta RM	Bhatekhola	34	354	374	728	1156	1346	2502	229	243	472
	Saipal RM	Kanda	9	139	148	287	269	304	573	38	48	86
	Surma RM	Daulichaur	21	277	303	580	1042	1172	2214	110	112	222
	Talkot RM	Talkot	30	361	386	747	890	982	1872	166	172	338
Thalara RM	Pikhetchaur	47	455	397	852	996	1115	2111	185	180	365	
	Total		463	4241	4209	8450	14670	16792	31462	2519	2712	5231
Bajura	Badimalika M	Martadi	25	243	262	505	872	1031	1903	229	211	440
	Budiganga M	Falasin	29	327	337	664	1190	1503	2693	195	212	407
	Budinanda M	Kolti	31	372	408	780	1262	1494	2756	214	241	455
	Gamu RM	Ghatmuna	26	207	215	422	564	654	1218	99	143	242
	Himali RM	Kawadi	22	215	231	446	748	929	1677	143	154	297
	Jaganath RM	Juddi	19	294	303	597	631	813	1444	105	106	211

	Khaptad Chhededaha RM	Dogadi	31	296	276	572	1570	1698	3268	276	327	603
	Swamikartik RM	Suijiula	27	364	324	688	853	1022	1875	136	162	298
	Tribeni M	Toli	41	467	551	1018	1378	1585	2963	263	267	530
	Total		251	2785	2907	5692	9068	10729	19797	1660	1823	3483
Dar-chula	Apihimal RM	Makarigad	23	168	118	286	381	388	769	55	77	132
	Byas RM	Sunsera	25	202	225	427	466	568	1034	115	93	208
	Duhu RM	Dhari	19	160	191	351	372	474	846	107	117	224
	Lekham RM	Ritha- chaupata	47	161	163	324	857	779	1636	157	138	295
	Mahakali M	Khalanga	47	365	316	681	933	963	1896	279	242	521
	Malikarjun RM	Shankarpur	42	224	220	444	772	769	1541	146	173	319
	Marma RM	Latinath	46	303	258	561	1130	1246	2376	231	218	449
	Naugad RM	Hoparigad	43	219	224	443	1297	1316	2613	242	247	489
	Sailyashikhar M	Gokuleshwor	51	419	417	836	1513	1514	3027	297	275	572
	Total		343	2221	2132	4353	7721	8017	15738	1629	1580	3209
	Grand Total		1,057	9,247	9,248	18,495	31,459	35,538	66,997	5,808	6,115	11,923

Annex 4: Timeline

	Phases, deliverables, and timeline	Key dates
Phase 1 - Preparation		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 the evaluation team	1 day
ERG	Review and comment on the 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 it with ERG and key stakeholders	(1 week)
EM	Assess proposals and recommend team selection	(3 days)
EM	Evaluation team recruitment/contracting	(2 weeks)
EC Chair	Approve evaluation team selection and recruitment of the evaluation team	(1 week)
Phase 2 - Inception		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 the 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		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		Up to 11-15 weeks
ET	Draft study 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 the 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 the final revised ER and submit it to the evaluation committee	
EM	Share the report to USDA review and comments	(3weeks)
ET	Response to comments and finalization report with the approval of USDA	
EC Chair	Approve final report and share with key stakeholders for information	
Phase 5 - Dissemination and follow-up		Up to 4 weeks
EC Chair	Prepare management response	(4 weeks)
EM	Share final report and management response with the REO and OEV for publication and participate in end-of-study lessons learned call	

Study Timeline

#	Phases, Deliverables, and Timeline	February 2024				March 2024				April 2024				May 2024				June 2024			
Weeks		W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4
Inception Phase																					
1.	Desk review			■	■																
2.	Draft Inception Report				■	■	■														
3.	Quality assures draft inception report							■	■												
4.	Inception Workshop									■											
5.	Finalize the inception report									■											
Data Collection Phase																					
1.	Training to enumerators										■	■									
2.	Prepare fieldwork											■									
3.	Conduct field work and preliminary analysis											■	■	■							
4.	Present end of fieldwork debriefing														■						
Reporting Phase																					
1.	Data analysis and report preparation														■	■	■	■			
2.	Quality assures the draft report																	■	■	■	
3.	Finalize the report																				■

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 following 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 were 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

Proposed 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) Monitoring, Evaluation, Research and Learning (MERL)

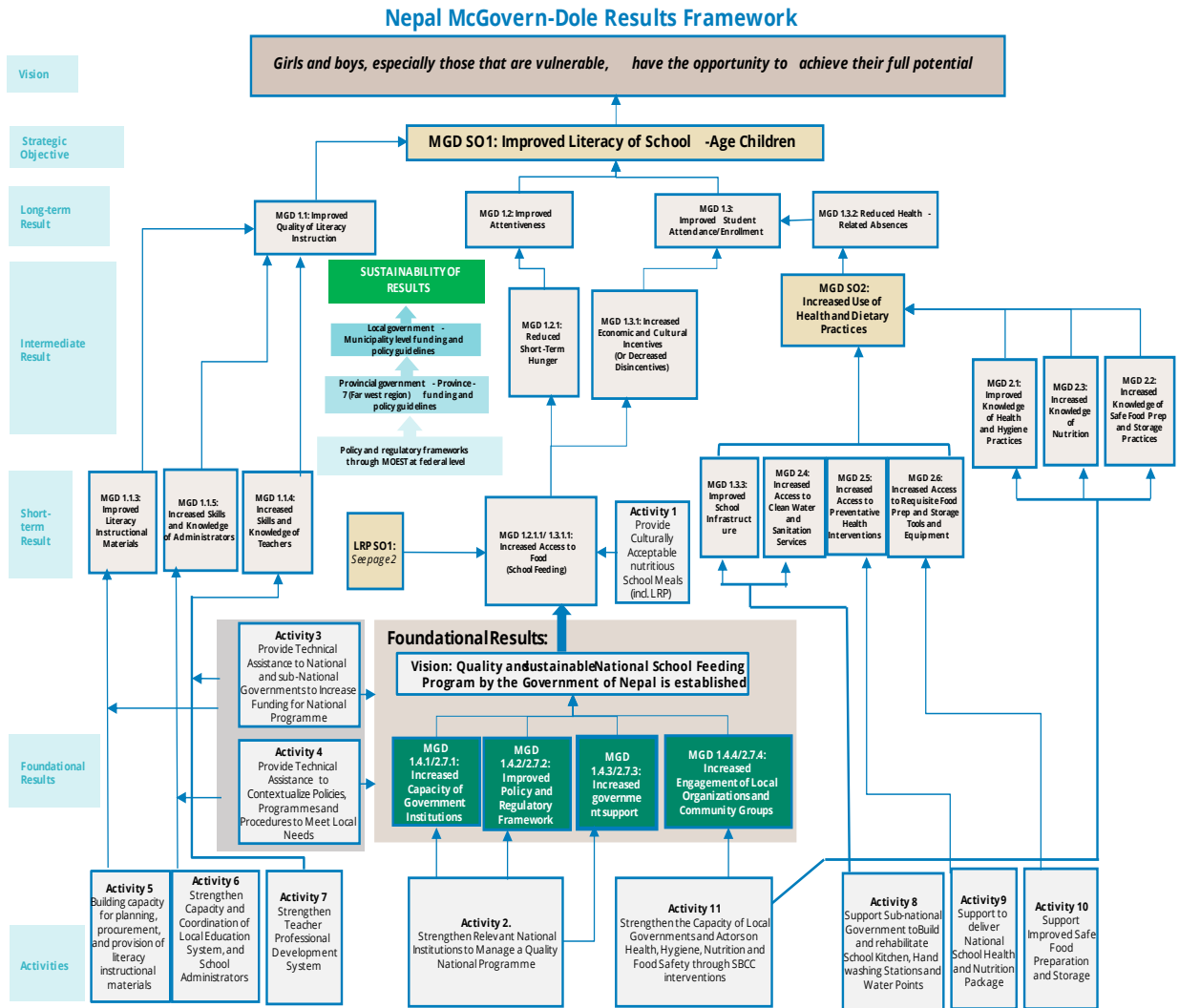
Annex 7: Communication and Knowledge Management Plan

When Evaluation phase	What Product	To whom Target audience	From whom Creator lead	How Communication channel	Why Communication purpose
Preparation	Draft TOR	Evaluation Reference Group	Evaluation manager	Email: ERG meeting if required	To request review of and comments on TOR
	Final TOR	Evaluation Reference Group; WFP Management; Evaluation community; WFP employees	Evaluation manager	Email; WFPgo; WFP.org	To inform of the final or agreed upon overall plan, purpose, scope and timing of the evaluation
Inception	Draft Inception report	Evaluation Reference Group	Evaluation manager	Email	To request review of and comments on IR
	Final Inception Report	Evaluation Reference Group; WFP employees; WFP evaluation cadre	Evaluation manager	Email; WFPgo	To inform key stakeholders of the detailed plan for the evaluation, including critical dates and milestones, sites to be visited, stakeholders to be engaged etc.
Data collection	Debriefing power-point	Commissioning office management and programme staff; Evaluation Reference Group	Team leader (may be sent to EM who then forwards to the relevant staff)	Meeting	To invite key stakeholders to discuss the preliminary findings
Reporting	Draft Evaluation report	Evaluation Reference Group	Evaluation manager	Email	To request review of and comments on ER
	Validation workshop power-point and visual thinking ⁴⁵	Commissioning office management and programme staff; Evaluation Reference Group; partners	Evaluation manager and Team Leader	Meeting	To discuss preliminary conclusions and recommendations
	Final Evaluation report	Evaluation Reference Group; WFP Management; donors and partners; Evaluation community; WFP employees; general public	Evaluation manager	Email; WFPgo; WFP.org; Evaluation Network platforms (e.g. UNEG, ALNAP)	To inform key stakeholders of the final main product from the evaluation and make the report available publicly
Dissemination & Follow-up	Draft Management Response	Evaluation Reference Group; CO Programme staff; CO M&E staff; Senior Regional Programme Adviser	Evaluation manager	Email and/or a webinar	To discuss the commissioning office's actions to address the evaluation recommendations and elicit comments

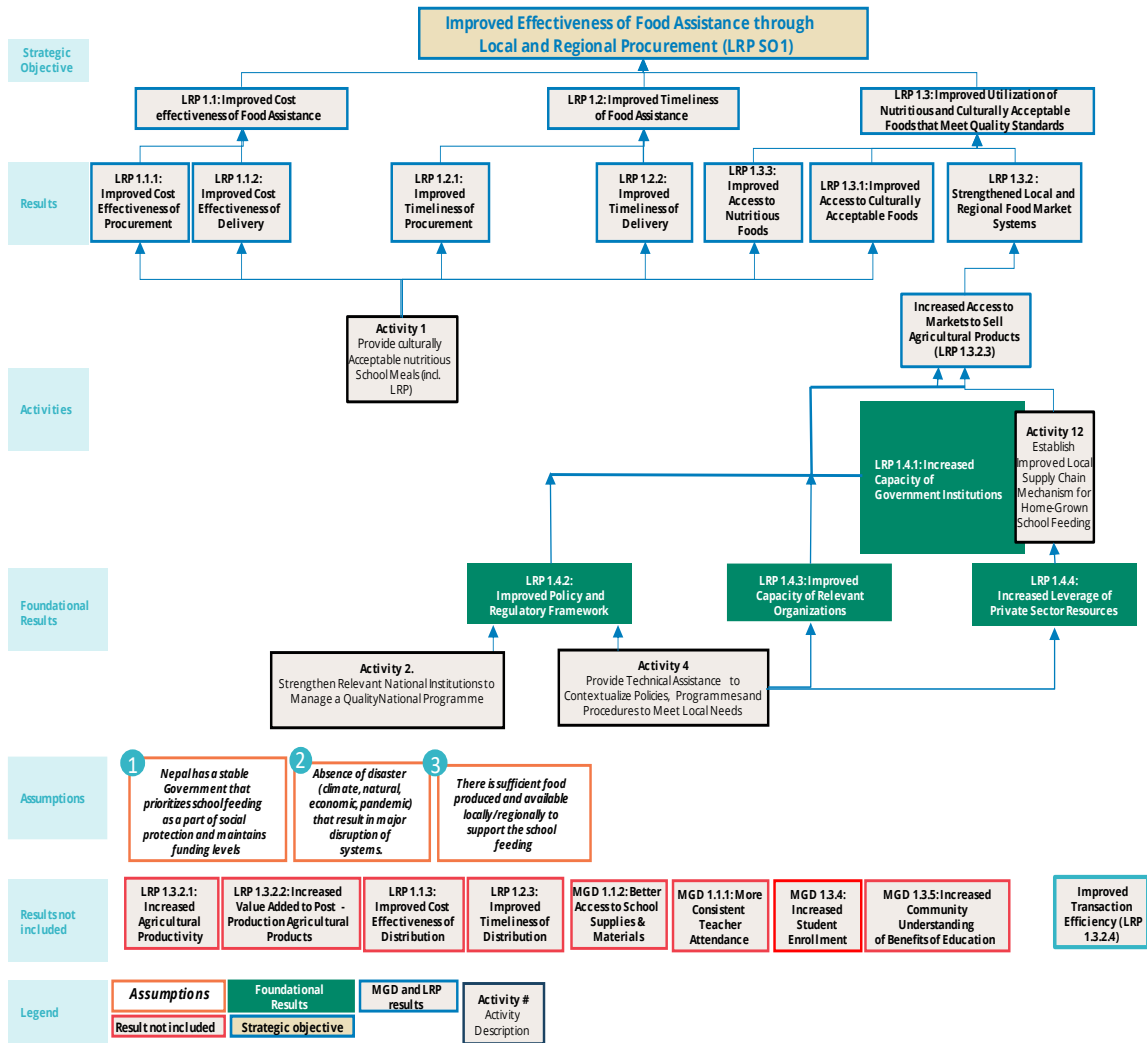
⁴⁵ See WFP visual thinking evaluation workshop video from Sri Lanka CO on climate change DE ([here](#) and [here](#)).

When Evaluation phase	What Product	To whom Target audience	From whom Creator lead	How Communication channel	Why Communication purpose
	Final Management Response	Evaluation Reference Group; WFP Management; WFP employees; general public	Evaluation manager	Email; WFPgo; WFP.org;	To ensure that all relevant staff are informed of the commitments made on taking actions and make the Management Response publicly available
Dissemination & Follow-up (Associated Content)	Infographics, posters & data visualisation	Donors and partners; Evaluation community; National decision-makers; Affected populations, beneficiaries and communities; General public	Evaluation Team; OEV/RB/CO Communications/ KM unit	WFP.org, WFPgo; Evaluation Network platforms (e.g. UNEG, ALNAP); Newsletter; business card fo event; radio programmes; theater/drama, town-hall meetings; exhibition space	To disseminate evaluation findings
	Video				
	Blog, lessons learned papers, tailored briefs, summaries of findings		Evaluation manager		

Annex 8: Result Framework



Nepal McGovern-Dole Results Framework



Annex 9: Performance Monitoring Plan for International McGovern-Dole FFECN programme ⁴⁶

(Separate attachment)

Annex 10: Partners Details

Activity No.	Name of Activity	Responsible Agency
Activity 1	Provide Culturally Acceptable School Meals including LRP	WFP, Mercy Corps
Activity 2	Strengthen Relevant National Institutions to Manage a Quality National Programme	WFP
Activity 3	Provide Technical Assistance to National and sub-National Governments to Increase Funding for National Programme	WFP
Activity 4	Provide Technical Assistance to Contextualize Policies, Programmes and Procedures to Meet Local Needs	WFP
Activity 5	Building capacity for planning, procurement and provision of literacy instructional material	JSI Research & Training Institute, Inc./World Education
Activity 6	Strengthen Capacity and Coordination of Local Education System and School Administrators	JSI Research & Training Institute, Inc./World Education
Activity 7	Strengthen Teacher Professional Development System	JSI Research & Training Institute, Inc./World Education
Activity 8	Support Sub-National Government to Build and Rehabilitate Kitchen, Hand Washing Stations and Water Points	IDS Nepal
Activity 9	Support to deliver National School Health and Nutrition Package	IDS Nepal
Activity 10	Support Improved Safe Food Preparation and Storage	WFP
Activity 11	Strengthen the Capacity of Local Governments and Actors on Health, Hygiene, Nutrition and Food Safety through SBCC interventions	WFP, JSI Research & Training Institute, Inc./World Education, IDS, Mercy Corps
Activity 12	Establish Improved Local Supply Chain Mechanism for HGSF	Mercy Corps

⁴⁶The attached PMP is a preliminary version, and there may be some changes made to the target.

Annex 11: Evaluation Criteria and Questions⁴⁷

Evaluation Criteria	Key Questions-Midterm/Endline Evaluation	Data Source/Method
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/added value without duplicating the efforts of other projects in the education sector in Nepal? 1.2. How were/is 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. To what extent is the project aligned with the Nepal United Nations Sustainable Development Cooperation Framework (UNSDFC) programme design and aligned to contribute to the UNSDFC? Is the project coherent with international development agendas and priorities? – Sustainable Development Goals 	Quantitative surveys, Key stakeholder focus groups, Secondary Data Review
Relevance	<ol style="list-style-type: none"> 1. What is the quality of the project design, mainly in terms of beneficiary targeting and ability to reach the right people with the right type of assistance? (Consider specific needs of beneficiaries (Students, Parents and Government officials) at different levels – (school, community, government) officials. 2. To what extent the project's strategy and plan is/was relevant to the need of beneficiaries, men, women, boys, and girls in the Nepalese context? 3. 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?] 4. To what extent did the project objectives and design respond to Nepal's UNSDCF, plans, and priorities? 	Secondary data/document review, qualitative data collected through this evaluation
	<ol style="list-style-type: none"> 5. To what extent does the WFP's capacity strengthening work with Government's efforts towards national ownership of the school feeding programme against the five SABER-SF policy goals? 	

⁴⁷ 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.

	6. To what extent has the design of WFP capacity strengthening been based on needs assessments/analysis of the national capacity across all five SABER-SF policy goals?	
Effectiveness	1. How effective school meal operation (all components) is/was with regards to results (output, outcome, and impact) achieved by the project at this stage?	Quantitative surveys, Key informant interviews, focus groups, review Monitoring reports, and COMET, partners reports
	2. Were (are) the outputs and outcomes for men, women, boys, girls, and other relevant socio-economic categories achieved (likely to be achieved)? 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? 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?	
	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. To what extent was the project successful in delivering results with resources at hand? (<i>Funds – plan vs. expenditure; Human Resource investment; Timeliness of activities and achievements/ changes</i>) 1.1. Which components are inefficient or how efficiencies can be improved?	Financial report and COMET, expenditure analysis
	2. How efficient is the supply chain mechanism at the local and regional level for a smooth home-grown school meal program in the region? 2.1. What was the most efficient method for ensuring food safety within the school meal program taking into consideration the different systems of national, regional, local, and community governance?	
	3. How are/were 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)?	
	4. How efficient is WFP's approach to strengthening national capacity in school feeding? Has WFP been able to timely	

	<p>mobilize the required skills/personnel/technical support to be able to provide the right support to national actors (at technical, management and advocacy levels)?</p>	
Impact	<p>1. To what extent can the changes visible in intervention areas as a result of the project? (<i>Impact of school meals on literacy; Impact on nutrition outcomes; Economic impact on smallholder farmers/ community members</i>)</p> <p>1.1. What were the gender-specific effects? Did the interventions influence girls, boys, men, and women differently?</p> <p>1.2. What internal and external factors are likely to affect the project's achievement of intended results?</p> <p>1.3. Have/had there been any unintended outcomes, either positive or negative? What are they? What are the areas that the result directly affected?</p>	Quantitative surveys, groups, Monitoring reports
	<p>2. 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"?</p>	
	<p>3. Are local communities fully involved in and contributing toward school feeding?</p>	
Sustainability	<p>1. To what extent the programme is sustainable in the following areas: a strategy for sustainability; sound policy alignment; stable funding and budgeting; quality programme design; institutional arrangements; local production and sourcing; partnership and coordination; community participation, equity, and ownership?</p> <p>1.1. How did the local governance structure of Nepal contribute to this project? Could there have been a more proactive role of the federal government to ensure maximization of results?</p>	Quantitative surveys, Key stakeholder focus groups, Secondary Data Review
	<p>2. To what extent has the package of capacity-strengthening activities within the WFP-supported programme been institutionalized into the Government's policies, strategies, systems, and implementation arrangements so that they are more likely to be sustainable beyond WFP's support (within all five policy goals)?</p> <p>2.1. Is the government convinced of the benefits of school feeding and committed to implement and manage a national school feeding programme?</p> <p>2.2. Does the government contribute financially to school feeding?</p> <p>2.3. Policy Goal 3: To what extent do school and governance and coordination structures have the capacity to implement a national school feeding programme? What needs to be improved?</p> <p>2.4. Policy Goal 4: Is there a national school feeding programme (or design for one?) What are the key gaps and priority areas to improve its quality and/or coverage? Is there an M&E system for the national programme?</p> <p>2.5. Policy Goal 5: Are communities and other non-state actors engaged with school feeding?</p>	
	<p>3. How has/had the Nepal government progressed towards developing a nationally owned school feeding programme?</p>	

	<p>4. To what extent has the WFP SF implementation model been adapted to align with the national school feeding model in preparation for handover?</p> <p>5. To what extent are local communities fully involved in and contributing towards school feeding and education activities? What are the barriers and enablers in this regard?</p> <p>5.1. What needs remain in terms of ensuring the sustainability of activities and achievements of the project?</p> <p>6. 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?</p> <p>6.1. To what extent is the program sustainable in the following areas? (<i>Strategy for sustainability; Sound policy alignment; Stable funding and budgeting; Quality program design; Institutional arrangements; Local production and sourcing; Partnership and coordination</i>)</p> <p>6.2. What types of incentives (and in which contexts) are the most effective at securing local or national government investment in school meal programmes?</p> <p>7. Has the intervention made any difference to gender relations in the medium or longer term?</p>	
Lessons learned	<p>1. What are the best practices related to home-grown school feeding that can be replicated by the government in other parts of the country?</p> <p>2. What are the key steps taken over the life of all the McGovern-Dole projects in Nepal to make handover possible?</p> <p>3. How did the local governance structure of Nepal contribute to this project? Could there have been a more proactive role of the federal government to ensure maximization of results?</p> <p>4. What are the new initiatives and dimensions inbuilt in this phase of the programme learning from the past cycle?</p>	Qualitative and Quantitative surveys

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 Bureau
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