

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



World Food
Programme

SAVING
LIVES
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LIVES

Decentralized Evaluation Terms of Reference

WFP Nepal

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1. Background

1. The Terms of Reference (TOR) were prepared by WFP Nepal Country Office (CO) through document review and stakeholder consultation, adhering to WFP's Decentralised Evaluation standard template. The TOR serves three main purposes: firstly, it establishes the contextual analysis and connects it with the evaluation subject, detailing WFP's implementation plan for the Endline Evaluation; secondly, it informs stakeholders about the evaluation approach, methodology, and intended use; and thirdly, it provides the Evaluation Team with essential information regarding the evaluation process and its standards.

1.1. INTRODUCTION

2. These ToR are for the Endline Evaluation of the United States Department of Agriculture (USDA) McGovern-Dole International Food for Education and Child Nutrition (FFECN) Programme Grant Fiscal Year 2020 (NP02.02. 021.SMP1) implemented in six selected districts of province 6 (Karnali) and Province 7 (Sudurpashchim). This is an activity evaluation commissioned by WFP Nepal CO and will cover the period from November 2020 to March 2025.
3. The World Food Programme (WFP) has been supporting the Government of Nepal's (GoN) initiative to improve and increase children's access to quality education through the School Meals Programme (SMP) since 1974. In close coordination with Ministry of Education Science and Technology (MoEST), GoN, the WFP is managing McGovern-Dole programme funded by the USDA McGovern-Dole under the FY20 grant cycle. The McGovern-Dole FY20 programme (US\$25,000,000) covering the period of November 2020 to March 2025 is the fourth consecutive cycle following FY12-14, FY14-17, and FY17-20. The FY20 McGovern-Dole programme aims to achieve three key results: i) improved literacy of school-age children, ii) increased use of health and dietary practices, and iii) improved effectiveness of food assistance through local and regional procurement.
4. A baseline study was done in 2021 which focused on collecting key programme indicators as a basis for assessing the current situation. The mid-term evaluation was started in 2023 and the evaluation report is being finalised currently. The ELE is planned for January 2024 to March 2025.
5. **Geographic scope of the evaluation subject:** The FY 20 grant cycle is implemented in selected food insecure rural and urban municipalities of 6 districts across Provinces 6 and 7 i.e Jajarkot, Doti, Achham, Bajura, Bajhang, and Darchula. As per the transition plan of the Nepal Government, Jajarkot, Doti (effective from July 2022) and Achham (effective from July 2023) Districts have been transitioned from WFP in-kind modality to the government's cash-based modality during this phase of programming. The ELE will therefore also cover the transition districts, including the other three districts. **Please refer to the map in Annex 1.**
6. **Planned outputs of the project:** The number of schools increased from 2297 in BLS to 2462 in the MTE. 241,621 students (113,715 boys and 127,906 girls) from schools in six project districts are the beneficiaries of the program. Besides, the Government of Nepal, the local community, schools, farmers' groups, and local cooperatives are the intermediaries of the program. Gender/inclusion/human rights will also be focused on the ELE.

1.2. CONTEXT

7. 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.¹ 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 into account, measured by the *Multidimensional Poverty Index (MPI)*, 17.4% of Nepalis are multidimensionally poor (*various deprivations experienced by poor people in their daily lives*) — under five million persons, says the National Planning Commission 2021

¹ Multidimensional Poverty Analysis: Analysis Towards Action 2021

report. Large geographical disparities are evident across the province in poverty incidence, with Karnali and Sudurpashchim Province being poorer than the rest of the country².

8. 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](#) government (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.
9. 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.
10. 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.
11. **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%, respectively³. 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%), respectively⁴. 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.
12. 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.⁵ Students in the Terai Region 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.
13. Similarly, the Baseline study of FY20 conducted in six districts of Province 6 (Jajarkot) and 7 (Doti, Bhangang, Darchula, Achham and Bajura) revealed the average correct response in the reading comprehension was 1.5 out of five, and more than two-fifths (42%) scored zero indicating that they could not correctly respond to a single comprehension question.
14. **Nutrition and Food Security:** SDG 2 aims to end hunger, achieve food security and improved nutrition, and promote sustainable agriculture. In the 2023 Global Hunger Index, Nepal ranks 69th out of the 125

² Provincial Poverty in Nepal, <https://doi.org/10.3126/pragya.v7i1.35170>

³ NSO. (2023). National Population and Housing Census 2021 (National Report). National Statistics Office, (NSO), Office of Prime Minister and Council of Minister, GoN

⁴ ibid

⁵ USAID's Early Grade Reading Programme in Nepal, <https://www.usaid.gov/nepal/fact-sheets/usaid-early-grade-reading->

countries. With a score of 15.0 in the 2023 Global Hunger Index, Nepal has a level of hunger that is moderate⁶. Insecurity was highest in Karnali Province, with 36% of the rural population in this province facing moderate or severe food insecurity. The prevalence of stunting and underweight among children under age 5 decreased markedly between 1996 and 2022, from 57% to 25% and from 42% to 19%, respectively. At the same time, wasting declined from 15% in 1996 to 8% in 2022. The proportion of children who are overweight has remained steady at 1% since 1996⁷.

15. **Agriculture/Smallholder Farmers:** Target 2.3 of SDG 2 aims to double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, and family farmers by 2030. In Nepal, Smallholder Farmers (SHF) are spread throughout the vast countryside, often remote and hard to access. According to Food and Agriculture, SHF accounts for roughly 70% of the food produced in Nepal. There are approximately 4 million farming households, and according to international standards set by the World Bank, nearly 95% of them are SHF that hold less than two hectares of land. On average, 77% of the land is cultivated for agricultural production⁸.
16. Vulnerability Assessment Mapping conducted by WFP Country Office 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 need to travel more than three hours to reach a nearby market. Of the districts, Bajhang, Bajura, and Darchula have at least 29% of households that are 3+ hours from the closest market. In these three districts, 61%-75% of households are food insecure⁹. 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 own production, and based on estimated market values, it makes up 33% of the family budget. According to a multi-country study, Nepalese smallholder families allocate 26% of their entire budget to food purchases¹⁰.
17. **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 improvement¹¹. School-level surveys that were done in 2018 and 2019, highlighted the unequal availability of WaSH facilities (such as proper drinking water, toilet and hand-washing stations) in the four districts targeted for WaSH interventions (Achham, Bajura, Bajhang, and Darchula). Access to menstrual hygiene and sanitary items is still limited. Sanitary pad disposal facilities within latrines were found in 14.4 percent (Achham), 12.7 percent (Bajura), 12.6 percent (Darchula), and 5.1 percent (Bajhang) of schools¹².
18. **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 schoolboys)¹³. 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 country¹⁴.
19. The FY20 Mid-term evaluation conducted in Mid-2023 emphasized the project's success in ensuring equal opportunities for students across diverse castes, particularly in food distribution. Notably, activities such as School Health and Nutrition (SHN) initiatives and literacy improvements were identified as

⁶ <https://www.globalhungerindex.org/nepal.html>

⁷ Nepal Demographic and Health Survey 2022. Ministry of Health, Kathmandu, Nepal

⁸ Government of Nepal, National Planning Commission, Central Bureau of Statistics. National Sample Census of Agriculture 2011/12.

⁹ WFP Nepal Vulnerability Assessment Mapping, 2020.

¹⁰ The economic lives of smallholder farmers; An analysis based on household data from nine countries. George Rapsomanikis, Food and Agriculture Organization of the United Nations, 2015.

¹¹ School Sector Development Plan, FY2016/17-2022/23 (BS 2073-2080). Government of Nepal, Ministry of Education, Science and Technology. March 2020.

¹² 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.

¹³ <https://www.unicef.org/media/66856/file/EdStrategy-2019-2030-CountrySolution-Nepal.pdf>

¹⁴ 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>

contributors to advancements in girls' education. The situation of girls is better in intervention schools regarding access to deworming medicines, good hygienic behaviour, hand washing behavior and health-related absenteeism at schools. Health related absenteeism is lower among girls in SHN districts compared to non-SHN districts, revealing high contribution of the project. The evaluation further highlighted positive impacts, including a reduction in menstrual stigma, caste discrimination, and instances of early marriages. Additionally, the Home-Grown School Feeding (HGSF) component played a significant role in the economic empowerment of women farmers. However, a gender disparity was observed in the in-kind-based school feeding program, with more girls benefiting. This trend is attributed to the rural practice of sending girls to community schools and boys to institutional/private schools.

20. **Government Programmes and Policies:** To address these interrelated challenges, the GoN has put in place a solid policy framework since 2015. Comprehensive, multi-sectoral policies including the agricultural development strategy 2015-2035, the national action plan for zero hunger 2016-2025, the multi-sector nutrition plan 2018-2022, and the School Sector Development Plan 2016-2023¹⁵ have been established. In 2019, Nepal is set to graduate from the Least-Developed Country category in 2026.¹⁶
21. The 2015 constitution enshrines the right to food, which is further reiterated in the 2018 Right to Food and Food Sovereignty 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.
22. **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%).¹⁷
23. **School Meal Programme (SMP):** Under the leadership of the Ministry of Education, Science, and Technology (MoEST), the WFP-supported School Meals Programme aims to reduce hunger, improve student attendance, and improve health and dietary practices in primary schools and pre-schools.
24. **School Feeding Needs:** As defined by the World Bank, "School Meals Programme (SMP) is targeted social safety nets that provide both educational and health benefits to the most vulnerable children, thereby increasing enrolment rates, reducing absenteeism, and improving food security at the household level"¹⁸ 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)¹⁹ 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 capital²⁰.

¹⁵ <https://www.globalpartnership.org/content/nepal-school-sector-development-plan-2016-2023>

¹⁶ Pandey, G. 2022. Nepal graduation from LDC group: Implications for international trade and development cooperation

¹⁷ MoF. (2021). Development Cooperation Report 2020/21, Ministry of Finance, GoN.

¹⁸ 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>

¹⁹ 3IE (2016). The impact of education programmes on learning and school participation in low- and middle-income countries. Systematic Review Summary 7

²⁰ 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

25. **Programme description:** Building on the success of the McGovern-Dole (MGD) FY17, WFP has put together a comprehensive integrated package of services that will benefit pre-primary and primary school children covering all schools in the six districts of two provinces, which is delivered through a solid partnership with World Education, Integrated Development Society, and Mercy Corps, who bring expertise to complement WFP's strengths and track record.
26. The MGD FY20 is a part of Activity 3, in WFP Nepal's country programme and aims to provide gender and nutrition-sensitive school meals and health package in chronically food-insecure areas and strengthen the government's capacity to integrate the NSMP into the National Social Protection Framework. A baseline study was done in 2021 which focused on collecting key programme indicators as a basis for assessing the current situation. The mid-term evaluation provided an evidence-based, independent assessment of the performance of the operation and associated school feeding interventions so that WFP Nepal and its project partners can adjust the course as necessary for the remainder of the project term. An ELE will provide an evidence-based performance of the project to evaluate the project's success, ensure accountability, document learning/best practices, and generate lessons learned. These six districts will be gradually transitioned to government owned SMP according to the transition plan. As such, three districts (Doti, Achham and Jajarkot) transitioned from WFP and USDA's in-kind food modality into the Government supported cash-based school meals programme (with WFP now covering three districts).
27. **Unforeseen risk:** Unforeseen risks, such as pandemics, natural disasters, or political instability, may pose challenges to all stakeholders participating in the endline evaluation including the study field staff. To address these potential limitations, adjustments 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 evaluation

2.1. RATIONALE

28. The evaluation is being commissioned for the following reasons:
 - The Endline Evaluation (ELE) is part of the contractual obligations between USDA and WFP. The ELE is part of the series of evaluations required by USDA during the FY20 McGovern-Dole project life span (a baseline study, a mid-term evaluation, and a final i.e endline evaluation).
 - An ELE provides an evidence-based performance of the project to evaluate the project's success, ensure accountability, document learning/best practices, and generate lessons learned. Specifically, the ELE will: (1) review the project's relevance, effectiveness, efficiency, coherence, impact and sustainability; (2) collect performance indicator data for outcomes envisioned by the project; (3) assess whether or not the project has succeeded in achieving USDA's two strategic objectives; (4) investigate the project's overall impact; and (5) identify meaningful lessons learned that host government, WFP, USDA, and relevant stakeholders can apply to future programming.
 - **A separate special study** will be nested in the ELE. At baseline, it explored the factors contributing to the literacy achievement of school-age children other than school meals and standard academic curriculum. *Please refer to this link to access the Baseline Special Study Report²¹* At mid-term (MT), it assessed the literacy performance of student who completed grade 2 and identified factors that influence performance beyond school meals and teaching practices. It focused on understanding of the school environment, teachers, households, and child-related factors and provided recommendations for policy influence and lobbying to improve literacy outcomes of early-grade students.
 - As part of the endline evaluation, a dedicated special study titled "Analyzing Best Practices and Lessons Learned: A Study of the McGovern-Dole School Feeding Programme FY20 cycle." will be undertaken to assess the best practices and extract valuable lessons from the FY20 cycle of the project. The upcoming special study will thoroughly examine the practices and insights drawn from the 2020

²¹<https://dec.usaid.gov/dec/content/Detail.aspx?vID=47&ctID=ODVhZjk4NWQzM2YyMi00YjRmLT-kxNjktZTcxMjM2NDhmY2Uy&rID=NjA3MDUy>

cycle of the McGovern-Dole School Feeding Programme to inform WFP's transition plan and areas of improvement focusing on:

- Best practices and areas for improvement covering each programmatic components, i.e., LRP & HGSP modalities, SHN and Literacy
 - Commentaries around good governance principles and practices incorporating schools and local governments.
 - WFP's and government's attempt towards improved ownership, and sustainability of SMP through a range of activities including, but not limited to following sub-themes –
 - Capacity building (programmatic + M&E)
 - Scalability of Mid-Day Monitoring platform in McGovern-Dole districts, based on learnings.
- Through this comprehensive analysis, the study aims to understand the most effective strategies and lessons learned from the 2020 cycle, contributing to the continuous improvement and refinement of the McGovern-Dole School Feeding Programme. This will be a separate study that will be prepared in addition to the main evaluation report.

During the inception phase, there are opportunities to consider and integrate additional factors beyond those initially identified.

2.2. OBJECTIVES

29. WFP evaluations serve the dual and mutually reinforcing objectives of accountability and learning. WFP Nepal Country Office is commissioning this endline evaluation of the USDA McGovern Dole FY 20 school feeding project in Nepal to evaluate the performance of project operations and associated interventions for accountability and learning.
30. **Accountability** – The evaluation will assess and report on the performance and results of the USDA McGovern-Dole supported Programme. A comparative analysis of the ELE results with baseline and mid-term and activity targets will help to determine the progress made by the project so far. This evaluation will carry out by an independent Evaluation Team (ET) that will critically and objectively review the progress of implementation with an eye to generating recommendations that will inform and strengthen future project design.
31. **Learning** – The evaluation will determine the reasons why certain results occurred or not, to draw lessons, derive best practices and pointers for learning. It will provide evidence-based findings for future planning and adjustment of activities and implementation procedures for reaching targets within the set time frame. These evidence-based lessons will be used for Nepal Government including other stakeholder to evaluate how well the programme initiative aligns with existing government policies, identifying areas for improvement or adjustments operational and strategic decision-making. Findings will be widely disseminated, and lessons will be incorporated into relevant lesson sharing and utilisation mechanisms..
32. Within the context of ELE, it is essential to recognize the importance of learning components. With the upcoming FY23 cycle, the learning component, particularly focused on transition, remains important and deserving of attention. The ELE will serve as a crucial opportunity to delve into the learnings derived from the FY20 cycle. Amidst this focus on learning, it remains crucial to underscore the pivotal role of accountability. Accountability to the affected population is key to WFP's commitment to include beneficiaries as key stakeholders.
33. The evaluation results will be disaggregated by District, gender, age, caste/ethnicity, and disability as well as by Nepali and non-Nepali speaking students (who uses Nepali as a second language) for early-grade reading components. It is expected that the evidence will provide insight on how the school meals activity is affecting women, men, girls, and boys along with other disadvantaged groups using gender, inclusion and human rights lens. The ELE will assess the effectiveness of the beneficiaries' complaints and feedback mechanism (Namaste WFP) that will generate learnings on the level of access to information (who is included, what people will receive, length of assistance) by beneficiaries and WFP's response to beneficiary feedback. The evaluation team is required to articulate and compare the outcomes of the baseline, midline, and endline assessments distinctly within the report.

2.3. STAKEHOLDER ANALYSIS

34. The evaluation will seek the views of, and be useful to, a broad range of WFP internal and external stakeholders. A number of stakeholders will play a role in the evaluation process in light of their expected interest in the results of the evaluation and relative power to influence the results of the programme being evaluated. **Annex 2** provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the inception phase.
35. Please refer to **Annex 2** for Preliminary stakeholder analysis.

3. Subject of the evaluation

3.1. SUBJECT OF THE EVALUATION

36. **Evaluation subject:** USDA McGovern Dole International Food for Education and Child Nutrition Programme FY20-Endline Evaluation covering the period from January 2024 to March 2025.
37. During the endline evaluation, a specialized study will be conducted to assess the project's best practices and lessons learned from the FY20 cycle. This separate study report will be prepared in addition to the main evaluation report.
38. For the proposed ELE, the Evaluation Team is expected to use the WFP decentralized evaluation approach used during the baseline and midterm to critically review and assess the progress made by the USDA McGovern-Dole, FY-20 grant cycle.
39. The ELE should follow the same methodology and panel of schools used during baseline and mid-term study- while incorporating the feedback and lessons learned from baseline survey and midterm evaluation.
40. **Geographic scope of the evaluation subject:** The FY 20 grant cycle is implemented over the period of 2020 to 2025 in selected food insecure rural and urban municipalities of 6 districts across Sudhuraschim and Karnali provinces i.e Jajarkot, Doti, Achham, Bajura, Bajhang, and Darchula. In alignment with the Nepal Government's transition plan, two districts, Jajarkot and Doti, successfully transitioned from the WFP's in-kind modality to the government's cash-based modality in 2022. Additionally, Achham completed its transition in 2023. The ELE will therefore also cover the transition districts, including the three districts where WFP still implements school feeding (six districts in total). **Please refer to the map in Annex 1.**
41. The special study will cover in all six districts (both the transition and non-transition)
42. **Relevant dates:** The project was expected to be implemented for four years: from November 2020 to October 2024, however due to delay in baseline survey because of COVID related restrictions, the project implementation began in July 2022 (the school feeding started as planned and without delays, other Project components were delayed to July 2022).
43. **Planned outputs:** 241,621 students (111,460 boys and 130,161 girls) from 2462 schools in six project districts are the beneficiaries of the program. Besides, the Government of Nepal, the local community, schools, farmers' groups, and local cooperatives are the intermediaries of the program. **Table 2** below shows the number of school children planned to be reached through the programme.

Table 2: Number of school children planned to be reached through the programme ²²(For a map refer Annex 1)

Province	District	Municipality	Ward	Schools	Boys	Girls	Total	Remarks
Karnali Province-6	Doti	9	65	424	19,657	23,318	42,975	Transitioned: from WFP in-kind modality to the government cash-based modality from July 2022.
	Jajarkot	7	77	458	21,534	24,395	45,929	
Sudurpaschim Province -7	Achham	10	91	539	26,834	31,336	58,170	Transitioned from WFP in-kind modality to the government cash-based modality from July 2023
	Bajhang	12	89	447	19,921	24,095	44,016	Will continued in McGovern-Dole New Cycle i.e., FY 2024-2028
	Darchula	9	61	344	10,821	11,869	22,690	
	Bajura	9	69	250	12,693	15,148	27,841	
	Total	56	452	2462	111,460	130,161	241,621	

44. **Planned outcomes in design:** During the four-year implementation period, the programme plans to achieve the three strategic outcomes of the McGovern-Dole programme, MGD SO1: Improved literacy of school-age children, MGD SO2: Increased use of health and dietary practices and Local Regional Procurement (LRP) SO1: Improved Effectiveness of Food Assistance Through Local and Regional Procurement. The LRP SO1 is newly introduced in FY20. The ELE should assess the outcome indicators' value. The list of outcome indicators is detailed in PMP (**Annex 11**)

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

Activity 1: Food Distribution

Activity 2: Support Improved Safe Food Preparation, Handling, and Storage

Activity 3: Provide an Integrated Package of School Health and Nutrition (SHN) Interventions

Activity 4: Promoting Improved Literacy MATTERS

Activity 5: Promote Improved Nutrition: Sustainable Transition to Home-Grown School Meals (HGSM)

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

²² This figure has changed, inclusion of grade 6 students and new Resettlement plan.

46. Out of these (See Annex 3), Activity 3: Provide an Integrated Package of School Health and Nutrition Interventions is implemented only in four districts viz. Achham, Bajhang, Bajura, and Darchula while Activity 4: Promoting Improved Literacy Matters is implemented in three districts only i.e., Darchula, Bajhang, and Bajura. Similarly, activity 5 and 6 is implemented across the six districts (as per the transition plan as shown in table 3). These component phases out at the end of the programme, to transition to the LG according to the transition plan. In the upcoming Fiscal Year 2023, the McGovern-Dole cycle will persist, providing continued support and coverage for Bajura, Darchula, and Bajhang districts.

Table 3: Transition Plan

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

47. As such, three districts (Doti, Achham and Jajarkot) transitioned from WFP and USDA's in-kind food modality into the Government supported cash-based school meals programme (with WFP now covering three districts). Table 3 outlines the districts to be handed over annually. Annex 3 provides detailed information on the districts by activities.

48. **Main partners:** Government of Nepal and its coordination Units and implementing partners (World Education, Mercy Corps and IDS).

49. **Resources:** The program budget is roughly USD 25 million funded by USDA.

Year	Budget (Million US\$)	Expense (Million US\$)
2021	10.9	5.5
2022	7.8	8.3
2023	5.1	4.1
2024	1.2	-
Total	25.0	17.9

50. **Other relevant preceding/concurrent activities/interventions:** The government of Nepal has scaled up cashed based school meal program to the remaining 71 districts of Nepal where selected 5²³ districts from province 6 and 7 among 71 used to have WFP assisted SMP that been transitioned during FY17 cycle. And, Doti, Achham, Jajarkoti has been transitioned during FY 20 cycle.

51. **Amendments to initial design (i.e., extension in time, programme increase, technical adjustments):** The Government announced the scale-up of the national school meals programme to cover all students from ECD to grade 6 (previously programme coverage was only up to grade 5) starting from July 2022. With pre-approval from USDA, WFP scaled up its coverage to grade 6, increasing its beneficiaries by 20,000. Due to delay in baseline survey due to COVID related causes, the intervention started only in July 2022.

52. In collaboration with the Ministry of Education, Science and Technology and cooperating partners, WFP distributed 1,331 MT of food as take-home rations (THR) in April 2022 as school were closed unexpectedly due to local election. Through this distribution, WFP reached 242,660 children (118,678 boys and 123,982 girls) in six food insecure districts of Karnali and SudurPaschim Provinces.

53. **Results Framework:** The outcomes in the Results Framework are used to measure the achievements of the programme. The Results Framework provides detailed and systematic linkages of the overarching programme objectives and planned activities. The PMP detailing the indicators of the programme, including targets, is attached in Annex 9. The baseline survey findings were used to revise the annual and

²³ Baitadi, Dadeldhura, Rukum East, Rukum West and Dailekh

life of project targets in consultation with programme team and cooperating partners. From the learning of FY 17, the Results Framework of FY 20 is more comprehensive, all the results in the Results Framework are captured through indicators (standard and custom) to show the cause-and-effect relationship of the intervention based on the Theory of Change. Please refer to program Results Framework and reconstructed theory of change developed during baseline in **Annex 9 and Annex 10** respectively for details.

54. The MGD FY20 aims to achieve the MGD SO1 and MGD SO2 with similar higher-level outcome results and foundational results as in FY17. The key objective of the MGD FY20 is to improve the literacy of school-age children through the two interrelated strategic outcomes (SOs). These two SOs are interrelated because increase use of health and dietary practices leads to improved literacy of school children via improved school attendance, one of the SO1 Intermediate Results. Increased use of health and dietary practices improves student attendance (and therefore literacy) via reduced health-related absences.
55. The only addition to the MGD FY20 is Activity 5: Promote improved nutrition: sustainable transition to homegrown school meals contributing to improved effectiveness of food assistance through local and regional procurement (LRP SO1). The purpose of this component is to build the capacity of LGs and schools to procure foods independently and sustainably and ensure the menu is properly diversified for improved nutrition.
56. **Gender Dimensions of the Intervention:** The WFP School Feeding Policy (2013), WFP School Feeding Strategy (2020), and Gender Policy for 2015-2020 lay emphasis on recognizing and including specific needs of young girls, ethnic and religious minorities, and children with disabilities. To promote inclusion and equity in education, WFP has integrated gender components in the MGD FY20. In Activity 2, school staff involved in cooking and delivering school meals is trained to avoid any gender or disability-related prejudice/discrimination. In Activity 3, to address the gender-related barriers to attending schools, the project will allocate USDA resources to ensure that the LG is setting up annual funds to continue establishing latrines with separate toilets for boys and girls, coordinate with local health facility for weekly iron and folic acid tablet supplementation for school adolescent girls, increase awareness about menstrual health and hygiene and ensure government-supplied sanitary pads are available for adolescent girls and female teachers as planned and endorsed by the GoN. Activity 5 has made the provision to encourage female farmers and farmers cooperatives led by, or including many female farmers, to participate in the supply chain. Hence, the current survey would focus on drawing a larger gender analysis for MGD FY20.
57. The ET should ensure that gender equality and women's empowerment (GEWE) is integrated into the evaluation process where relevant, for which specific data on gender, disability, ethnicity, and socio-economic status will be collected. Based on evidence collected, the ELE should provide insights on how the MGD FY20 has included women, men, girls, boys, with disabilities²⁴ and marginalized groups. Thus, the ELE should use GEWE as an integral lens to assess the inclusion dimensions of the subject evaluated. ET should implement special considerations to protect girls and women while conducting the evaluation. For example, using enumerators of the same gender, conducting gender-specific focus groups if necessary, conducting interviews in a comfortable environment.
58. **Previous evaluations** of the WFP Nepal McGovern-Dole programme have generated recommendations for WFP's attention. For example, FY 20 mid-term recommended to strengthened linkages between LGs, Schools, and Farmers Organizations for effective implementation of the HGSA approach. The ELE will also, therefore, assess whether these recommendations have been appropriately actioned in the current phase. The final report of the baseline survey is publicly available in USAID DEC Clearing House ²⁵ and [WFP webpage](https://www.wfp.org/publications/nepal-usda-mcgovern-dole-international-food-education-and-child-nutrition-programme). The approved copy of Mid-term evaluation report will also be made available to the evaluation team.

²⁴ <https://docs.wfp.org/api/documents/WFP-0000145794/download/>

²⁵ <https://www.wfp.org/publications/nepal-usda-mcgovern-dole-international-food-education-and-child-nutrition-programme>

3.2. SCOPE OF THE EVALUATION

59. **Timeframe:** The ELE will cover the period from the start McGovern Dole full operation from July 2022 to 2025. The Endline Evaluation and special study will be undertaken through an independent research company and managed by the WFP Nepal Country Office in 2024 and 2025.
60. **Geographic Boundaries:** The ELE will cover all six programme districts including the districts that have been transitioned to the government's cash-based modality in July 2022 and July 2023.
61. **Components:** The ELE will cover the USDA McGovern-Dole FY-20 cycle, including all activities and processes related to its formulation. The evaluation will not only gauge the project's performance but also ensure accountability throughout its duration. It aims to document learning and best practices while generating valuable lessons learned. The evaluation process spans various stages, including implementation, re-sourcing, monitoring, and reporting. These stages are integral to addressing the evaluation questions effectively. The primary goal of this evaluation is to furnish evidence-based information. This information will be instrumental in tracking progress and identifying any gaps requiring attention in future program design.
62. The evidence-based lessons derived from the evaluation will serve as a valuable resource for the Nepal Government and other stakeholders. These lessons will be utilized to evaluate how well the program initiative aligns with existing government policies. Moreover, they will aid in identifying areas for improvement, adjustments in operational and strategic decision-making, and overall program enhancement. The findings from the evaluation will be widely disseminated to ensure broad accessibility. Furthermore, the lessons learned will be incorporated into relevant mechanisms for sharing and utilization. This dissemination and integration process aims to maximize the impact of the evaluation outcomes on future program initiatives and decision-making processes.
63. The evaluation should also assess the results of the project against the baseline and mid-term values. They will be assessed against the evaluation criteria of coherence, relevance, effectiveness, efficiency, impact, and sustainability as well as adequacy, transparency, and timeliness. The ELE will identify the GoN monitoring capacity, gap and scope of improvements.
64. A key requirement for the evaluation is to ensure that Gender Equality and Women Empowerment (GEWE) is integrated into the whole evaluation processes and that specific data on gender is collected during the data collection (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 evaluation should analyse how wider inclusion objectives, human rights issues and GEWE mainstreaming principles were included in the intervention design, and whether the evaluation subject has been guided by WFP and system-wide objectives on GEWE.

4. Evaluation approach, methodology and ethical considerations

4.1. EVALUATION QUESTIONS AND CRITERIA

65. The evaluations proposed herein will use the Organisation for Economic Co-operation and Development (OECD) Development Assistance Committee (DAC) standard evaluation criteria of **relevance, coherence, effectiveness, efficiency, impact, and sustainability**. Therefore, WFP aim to assess the project through these six evaluation criteria. This will help maximize the resources used for the evaluation and broader utilization.
66. The evaluation should analyse how gender, equity, and wider inclusion objectives and GEWE mainstreaming principles were included in the intervention design, and whether the evaluation subject has been guided by WFP and system-wide objectives on GEWE. The gender, equity, and wider inclusion dimensions should be integrated into all evaluation criteria as appropriate. **Annex 12** maps out the key evaluation questions and data sources for the respective evaluation criteria. The evaluation questions

will be further developed and tailored by the evaluation team in a detailed evaluation matrix during the inception phase. Collectively, the questions aimed at highlighting the key lessons and performance of the programme which could inform future strategic and operational decisions. The EL evaluation will also aim to generate evidence for the following learning agenda questions of the McGovern-Dole Programme:

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

67. The inception report of the endline evaluation will set out the detailed evaluation questions that the evaluation will address and specify how the Learning Agenda research questions will be addressed.

4.2. EVALUATION APPROACH AND METHODOLOGY

68. The methodology will be designed by the evaluation team during the inception phase. It should:

- Employ the relevant evaluation criteria above.
- Follow the same WFP decentralized evaluation approach used during the mid-term evaluation while incorporating the feedback and lessons learned from that evaluation.

69. A non-experimental design is proposed for the endline evaluation, aiming to compare the changes observed from the baseline and midpoint of the intervention to the end of the project.

70. The endline evaluation should adhere to the same methodology used during the mid-term evaluation, with a focus on incorporating the feedback and lessons learned from the mid-term evaluation. The sample size of school will be determined using a 95% confidence level, a 5% margin of error, a prevalence rate of 50%, and a non-response rate of 15%.

71. Furthermore, the approach for selecting students within each school for the endline study should mirror the methodology employed during the mid-term evaluation. The ELE will use the same panel of schools identified during the mid-term evaluation; please refer to **Annex 5** for details on the mid-term sample schools.

72. The endline evaluation should include a comparative analysis between transition schools and non-transition schools which will provide insights on the program's sustainability.

73. The methodology chosen should demonstrate attention to impartiality and unbiased by relying on mixed methods (quantitative, qualitative, participatory, case stories 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.). 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 to generate case stories on the programme activities, evaluation 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 groups, including people with disabilities and marginalized communities, in an equity-sensitive manner before the commencement of fieldwork.

74. The evaluation team is required to exhibit a high degree of adaptability, consistent with the principles of developmental evaluation. This includes the ability to respond effectively to unforeseen challenges that may disrupt the planned methodology, such as the occurrence of pandemics (e.g., COVID-19) or outbreaks of diseases like Dengue fever, as well as natural disasters like floods or landslides. In anticipation of such risks, it is essential that the data collection tools are thoughtfully crafted to ensure they are not only methodologically sound but also culturally sensitive and suitable for individuals of all age groups.

75. The National EGRA tool and other structured questionnaires used during mid-term evaluation incorporating the lessons learnt will mainly be used as the quantitative tools. Key Informant Interviews (KIIs), Focus Group Discussion (FGDs), secondary data review, and observation checklists including the classroom observation checklist will be the major qualitative tools. Organizational Performance Tool (OPI) will be used to assess the performance of Local Government in managing the home-grown school feeding programme. KII and FGD will be done with a range of stakeholders at the federal, provincial, district, local level, and school/community. The participants for the OPI workshop, KII and FGD's will be selected in consultation with programme unit, field-office, and field coordinators. **The qualitative and qualitative sample size in terms of number of consultations should adhere to the FY20 mid-term evaluation.**
76. The Evaluation Team must have a clear idea and detailed plan for collecting data from women and men in gender equity sensitive ways before fieldwork begins.
77. The evaluation findings, conclusions, and recommendations must reflect GESI analysis, and the report should provide lessons/ challenges/ recommendations for conducting GESI responsive evaluations in the future. The findings should include a discussion on intended and unintended effects of the intervention on gender equality and equity dimensions. Necessary expertise and care should be utilized by the Evaluation Team.
78. **Special study:** As part of the endline evaluation, a specialized study "Analyzing Best Practices and Lessons Learned: A Study of the McGovern-Dole School Feeding Programme FY20 cycle" will be carried out to evaluate the best practices and lessons learned from the FY20 cycle of the project that will guide WFP's transition plan and areas of enhancement. It will closely examine in crucial domains like:
- Best practices and areas for improvement covering each programmatic components, i.e., LRP & HGFS modalities, SHN and Literacy
 - Commentaries around good governance principles and practices incorporating schools and local governments.
 - WFP's and government's attempt towards improved ownership, and sustainability of SMP through a range of activities including, but not limited to following sub-themes –
 - Capacity building (programmatic + M&E)
 - Scalability of Mid-Day Monitoring platform in McGovern-Dole districts, based on learnings.
79. In addition to the main evaluation report, a separate study report will be prepared to provide a focused analysis of these aspects. A mixed-method Research Methodology will be used across programme districts and will bring stakeholders together to assess the achievement and lesson learned so far. The evaluation team should conduct a literature review to provide a basis for analyzing best practices within the selected sub-themes.
80. The study protocol detailing the methodology will be developed by the research company in close consultation with WFP. This study aims to use its findings to develop actionable items to inform the future intervention and recommend to the policymakers to design contextual evidence-based learning approaches.
81. **The following mechanisms are in place to ensure the independence and impartiality of the evaluation:**
- WFP Decentralized Evaluation Quality Assurance System (DEQAS) is aligned with the UNEG norms and standards, the application of which will contribute to enhance further the quality, independence, credibility, and utility of the evaluation.
 - nominating the Evaluation Manager in line with WFP guidelines
 - setting up an Evaluation Committee and an Evaluation Reference Group.
 - ensuring that the evaluation is conducted by qualified independent consultants who sign the Pledge of Ethical Conduct and confidentiality agreement.
 - ensuring that the required information is provided to the evaluation team.

- and discussing with CO staff the implications of impartiality and independence principles
- The evaluation team will need to expand on the methodology presented in the ToR and develop a detailed evaluation matrix in the inception report.

4.3. EVALUABILITY ASSESSMENT

82. Evaluability is the extent to which an activity or a programme can be evaluated reliably and credibly. A preliminary evaluability assessment will be done by the Country Office at the initial stage of the project cycle where the M&E plan, result frameworks, and theory of change are analysed and established, which will eventually be deepened and expanded upon by the evaluation team in each inception package relating to deliverables.
83. The evaluation team shall critically assess data availability and consider evaluability limitations in its choice of evaluation methods. In doing so, the team will also critically review the evaluability of the gender aspects of the programs, identify related challenges and mitigation measures and determine whether additional indicators are required to include gender empowerment and gender equality dimensions.
84. There can be numerous limitations and risks in implementing this evaluation. Potential limitation includes the quality of secondary data, availability of stakeholders for interviews. These limitations will be mitigated as much as possible by timely communication with the relevant units at the time of the evaluation process. In addressing quality concerns related to the validity, reliability, and comprehensiveness of the findings, a triangulation of qualitative and quantitative data is must. Understanding the local language may pose a challenge due to variations in dialects between evaluation participants and surveyors. For this the mitigation measures could be appointing and engaging enumerators who have prior experience in similar evaluation and possess a strong understanding of the local geography and context.
85. In addition to exploring best practices and lessons learned for the special study, the evaluation team should also place a significant focus on examining the feasibility and preparedness for evaluating these aspects within the context of the McGovern-Dole School Feeding Programme FY20 Cycle. This essential examination involves close examination of data availability, the suitability of data collection methods, and potential challenges that may arise during the evaluation process. This ensures that the team is well-equipped with the necessary resources and information required for a meaningful evaluation.

Data Availability

86. 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 including the result framework and evaluation plan.
 - Report of the baseline study and midterm and end line evaluation FY 17
 - Report of Baseline study FY 20
 - Special study report FY20
 - Report of Mid-term evaluation FY20
 - Process and outcome monitoring reports (FY 17)
 - GoN monitoring capacity assessment report.
 - SMS based monitoring process, tool findings and lessons learnt.
 - WFP Country Strategic Plan
 - National School Meal Programme Guideline
 - Multi-sector Nutrition Plan (2018-2022)
 - School Sector Development Plan (2016-2023)
 - DEQAS (Decentralised Evaluation Quality Assurance System) Process Guide

- USDA Monitoring and Evaluation Policy, February 2019
 - USDA Food Assistance Indicators and Definitions, February 2019
87. 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.
88. 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.

4.4. ETHICAL CONSIDERATIONS

89. The evaluation must conform to [UNEG ethical guidelines for evaluation](#). The selected evaluation firm must prioritize ethics throughout the evaluation process. This includes ensuring informed consent, protecting privacy, confidentiality, and anonymity, cultural sensitivity, respecting respondent autonomy, fair recruitment (including marginalized groups), and avoiding harm. Heightened awareness and sensitivity are required to safeguard interviewees' well-being, especially children, vulnerable groups, and parents, focusing on confidentiality and PSEAH protocols.
90. The evaluation firm will be responsible for managing any potential ethical risks and issues and must put in place, in consultation with the evaluation manager, processes, and systems to identify, report and resolve any ethical issues that might arise during the implementation of the evaluation. Ethical approvals and reviews by relevant national and institutional review boards must be sought where required.
91. The evaluation team must not have participated in the design, implementation, or monitoring of the USDA McGovern Dole International Food for Education and Child Nutrition Project. Additionally, they should not have any other potential or perceived conflicts of interest. All members of the evaluation team will abide by the [2020 UNEG Ethical Guidelines](#), including the Pledge of Ethical Conduct as well as the WFP technical note on gender. The evaluation team and individuals who participate directly in the evaluation at the time of issuance of the purchase order are expected to sign a confidentiality agreement and a commitment to ethical conduct. These templates will be provided by the country office when signing the contract. The evaluation team must show flexibility in line with the developmental evaluation approach and potential disruption to planned methodology due to unanticipated risks like pandemic (COVID, Dengue), flood, landslides. Data collection tools must be designed to be culturally (and age) appropriate. Where possible, attention should be given to ensuring the representation of ethnic minorities and groups living in remote areas. The design of data collection tools should be culturally appropriate and not create distress for respondents. The inception report should consider protocols for the collection of sensitive information. Data collection visits must be planned in collaboration with the relevant stakeholders and organized at the appropriate time and place to minimize risk or inconvenience to respondents.
92. Training on data collection must include research ethics, particularly how to ensure that i) all participants are fully informed of the nature and purpose of the evaluation and their involvement, and ii) they are protected from contracting COVID-19 during this evaluation. iii) Only participants who have given informed written or verbal consent should be involved in the evaluation. iv) While conducting the EGRA assessment or consultation with school children, it is essential to ensure that children are not subjected to undue pressure or prolonged periods against their will or preference.

4.5. QUALITY ASSURANCE

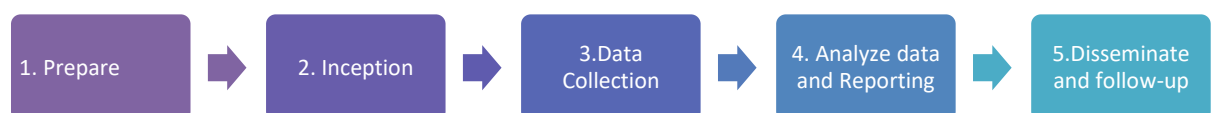
93. The WFP evaluation quality assurance system sets out processes with steps for quality assurance and templates for evaluation products based on a set of [Quality Assurance Checklists](#). The quality assurance will be systematically applied during this evaluation and relevant documents will be provided to the evaluation team. This includes checklists for feedback on the quality of each of the evaluation products. The relevant checklist will be applied at each stage, to ensure the quality of the evaluation process and outputs.

94. The WFP Decentralized Evaluation Quality Assurance System (DEQAS) is based on the United Nations Ethical Guidelines (UNEG) Norms and standards and good practices of the international evaluation community and aims to ensure that the evaluation process and products confirm best practices. This quality assurance process does not interfere with the views or independence of the evaluation team but ensures that the report provides credible evidence and analysis in a clear and convincing way and draws its conclusions on that basis.
95. The WFP evaluation manager will be responsible for ensuring that the evaluation progresses as per the [DEQAS Process Guide](#) and for conducting rigorous quality control of the evaluation products ahead of their finalization. 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.
96. The evaluation team will ensure the quality of data (validity, consistency, and accuracy) throughout the analytical and reporting phases. In the context of potential COVID-19 impacts on the evaluation process, the approach to Quality Assurance will seek to support changes to the data collection approach or focus to ensure the findings are made based on credible evidence.
97. To enhance the quality and credibility of decentralized evaluations, an outsourced quality support (QS) service directly managed by the WFP Office of Evaluation reviews the draft ToR, the draft inception, and the evaluation reports, and provides a systematic assessment of their quality from an evaluation perspective, along with recommendations.
98. The evaluation manager will share the assessment and recommendations from the quality support service with the team leader, who will address the recommendations when finalizing the inception and evaluation reports. To ensure transparency and credibility of the process in line with the [UNEG norms and standards](#), a rationale should be provided for comments that the team does not take into account when finalizing the report.
99. The evaluation team will be required to ensure the quality of data (reliability, consistency, and accuracy) throughout the data collection, synthesis, analysis, and reporting phases.
100. The evaluation team should do data Management through WFP data –based system (MODA) with the technical support from WFP data experts.
101. 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.
102. WFP expects that all deliverables from the evaluation team are subject to a thorough quality assurance review by the evaluation firm in line with the WFP evaluation quality assurance system prior to submission of the deliverables to WFP. All final evaluation reports will be subject to a post hoc quality assessment (PHQA) by an independent entity through a process that is managed by the Office of Evaluation. The overall PHQA results will be published on the WFP website alongside the evaluation report.

5. Organization of the evaluation

5.1. PHASES AND DELIVERABLES

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



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

106. **Preparatory phase:** This includes the finalisation of the TOR including external quality assurance, the recruitment of the evaluation team, and the formation of the evaluation committee. This phase is expected to be completed by Mid-June 2024.

107. **Inception phase:** The evaluation team is responsible for conducting a comprehensive desk review of available data. Any identified information gaps should be promptly communicated to the Evaluation Manager for necessary action. By July 2024, the team should also prepare an inception report outlining the methodology and field mission plan for the evaluation.

108. The purpose of this phase is to equip the evaluation team with a solid understanding of the evaluation's objectives and to establish a well-defined approach for its execution. The inception phase will encompass a comprehensive desk review of secondary data and initial engagement with key stakeholders. During this phase, the evaluation team will:

- ✓ confirm and define the evaluation questions and sub-questions.
- ✓ develop and thoroughly document the evaluation design (including how methods are mixed or combined), a sampling strategy, data collection tools, and instruments.
- ✓ Develop a Communication and Learning Plan by the evaluation team in close coordination with WFP outlining the channels for distribution and the timeline for the products that will be disseminated.
- ✓ submit a full evaluation matrix (that links methods and data collection strategy to each of the evaluation questions) to WFP as part of the inception report.
- ✓ submit tested and finalized data collection instruments in English and Nepali language.
- ✓ quality assured Inception Reports (following Decentralized Evaluation Template) must be submitted to the CO for approval (*the Evaluation team have to incorporate the feedback from the different units such as; WFP Nepal Country Units, Regional 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 (Endline Evaluation and Special Study)

- ✓ *Inception Report including work plan and evaluation schedule.*
- ✓ *Data analysis plan*
- ✓ *Inception workshop*
- ✓ *Inception workshop minute*

109. **Data collection phase:** The evaluation team is scheduled to carry out field-level data collection planning during August 2024 to September 2024. Throughout this phase, the team will maintain regular communication with the Evaluation Manager and coordinate with relevant units within WFP. This coordination will encompass activities such as field visits, meetings with both internal and external stakeholders, and a concluding debriefing session to present preliminary findings at the WFP Nepal Country Office.

Deliverable

- ✓ *Training schedule and training report*
- ✓ *Field survey guide*
- ✓ *Field level data collection*
- ✓ *An exit debriefing presentation of key observations from the field (PowerPoint presentation).*

Note: The Evaluation team are advised to include validation exercise after they have finalized all data analysis. This should be done before the evaluation team presents the draft report so the feedback/validation obtained could be incorporated in the report.

110. **Data analysis and reporting:** The evaluation team is expected to prepare a presentation at the stage of preliminary data analysis, providing an overview of the evaluation and its main findings. a PowerPoint presentation should be developed to outline the preliminary findings highlighting the methodology major findings.

- 111. Draft reports, including the evaluation report and special study report, should be submitted by October 2024. Subsequently, a final evaluation report is due by December 2024, incorporating feedback received during the quality assurance protocol conducted as part of the reporting phase.
- 112. Additionally, the evaluation team is responsible for preparing two-page evaluation briefs of evaluation report and special study report in both English and Nepali languages, containing a brief summary of their methodology/ design as well as key messages, main findings, conclusions, and recommendations.
- 113. These documents must adhere to Personally Identifiable Information (PII) regulations and comply with section 508 accessibility guidelines.

Deliverables

- ✓ *Data Analysis*
- ✓ *Validation exercise*
- ✓ *Draft Report and briefs*
- ✓ *Final Report and briefs*

- 114. **Dissemination and follow-up:** A results dissemination workshop will be organized by the evaluation team in federal and provincial level inviting all relevant stakeholders. The dissemination of evaluation results should employ evalu-vision approaches, emphasizing the importance of proper utilization of findings. The evaluation team will submit the final evaluation report and all raw and analysed data sets to WFP. WFP will share the electronic version of the evaluation report with all concerned.
- 115. The evaluation team is expected to lead and participate in various workshops related to the evaluation, as organized by WFP.
- 116. Within 10 weeks following delivery of the final report, WFP Nepal CO will be responsible to prepare their management response, to be made publicly available along with the report on WFP's external website.

Deliverables

- ✓ *PowerPoint presentation for Dissemination workshop*
- ✓ *Dissemination workshop minute*
- ✓ *Data set*

- 117. **Notes on the deliverables:** All reports will be produced in English and follow the WFP DEQAS templates. The evaluation team is expected to produce written work that meets WFP quality standard, evidence-based, and free of errors. The evaluation company is ultimately responsible for the timeliness and quality of the evaluation products. If the expected standards are not met, the evaluation company will, at its own expense, make the necessary amendments to bring the final evaluation products to the required quality level. The evaluation team also needs to submit the raw data set with WFP.
- 118. The reports must be free of personally identifiable information (PII) and must comply with Section 508 accessibility standards. Evaluation team is required to provide responses to stakeholder comments, including those from USDA and DEQS, within the comment's matrix.
- 119. The evaluation team must prioritize copy editing for all evaluation products, including the inception report, evaluation report, special study report, and evaluation briefs.

Table 5 presents the structure of the main phases of the evaluation, along with the deliverables and deadlines for each phase. **Annex 4 presents a more detailed timeline.**

Table 5: Main phases of the evaluation

Main phases	Indicative time-line	Tasks and deliverables (In detail)	Responsible
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1. Preparation	January 2024- Mid-June 2024	<ul style="list-style-type: none"> • Prepare stakeholder matrix and consult stakeholders. • Establish ERG • Identify evaluation objectives and questions. • Draft, quality assure and approve final Terms of Reference • Select and Contract evaluation team after USDA's approval of the ToR 	Evaluation manager
2. Inception	Mid-June 2024- July 2024	<ul style="list-style-type: none"> • 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 • Prepare fieldwork/schedule field visits. • Inception Workshop • Prepare Inception workshop meeting minute 	Evaluation Team (Research Company) WFP team
3. Data collection	August 2024- September 2024	<ul style="list-style-type: none"> • Training to data collectors • Conduct field work and preliminary analysis • Hold end of mission debriefing 	Evaluation team (Research Company) WFP team
4. Reporting	October 2024- December 2024	<ul style="list-style-type: none"> • Data analysis and report drafting • Draft Reports • Final Reports (Comment Matrix with responses) • Final Evaluation report and 2 pager Brief • Final Special Study Report and 2 pager Brief 	Evaluation Team (Research Company) WFP team
5. Dissemination and follow-up	After the final reports gets approved by USDA	<ul style="list-style-type: none"> • Management response • PowerPoint-Presentation • Dissemination of the evaluation report • Prepare Dissemination workshop meeting minute. 	Evaluation Team (Research Company) WFP team

5.2. EVALUATION TEAM COMPOSITION²⁶

120. The evaluation team will conduct the proposed studies and evaluations under the direction of the team leader in close communication and coordination with the WFP Evaluation Manager. The evaluation team will comprise of a team leader and other team members as necessary to ensure a complementary mix of expertise in terms of different types of knowledge and experience relevant to the evaluation: institutional, thematic area, contextual (for example, country context), methodological, project management, communication. The team leader will have strong evaluation skills and experience as well as leadership skills in managing the evaluation and the team.
121. To the extent possible, the evaluation will be conducted by a gender-balanced and geographically and culturally diverse team with appropriate skills to assess the gender dimensions of the subject as specified in the scope, approach, and methodology sections of the ToR.
122. The team will be multi-disciplinary and include members who, together, include an appropriate balance of technical expertise and practical knowledge in the following areas:
- Institutional capacity development (with a focus on handover process, strengthening government capacity in school feeding, cost-efficiency analysis, supply chain management, and logistics)
 - Education particularly literacy specialist
 - School feeding/homegrown
 - school health and nutrition activities
 - Extensive skill and knowledge of gender, equity, protection, and wider inclusion issues in the Nepal context
 - Adequate experience and expert knowledge in carrying out complex evaluations.
123. All team members should have strong analytical and communication skills, evaluation experience-use of mixed method with a track record of written work on similar assignments, and familiarity with project districts.
124. Team members will: i) contribute to the methodology in their area of expertise based on a document review; ii) conduct field work; iii) participate in team meetings and meetings with stakeholders; and iv) contribute to the drafting and revision of the evaluation products in their technical area(s). The evaluation team should make sure the evaluation products such as inception report, evaluation report, special study report, evaluation briefs are copy edited.
125. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with the WFP evaluation manager. The team will be hired following an agreement with WFP on its composition.
126. 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 evaluation 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

127. 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:

²⁶ CV's of core team members should be shared along with the proposal.

- a. Endline and special study reports:
 - i. Revised report and comment matrix responses in response to Regional Evaluation Unit and Evaluation Manager/WFP CO 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 report/tools and comment matrix responses in response to Regional Evaluation Unit and Evaluation Manager/WFP CO feedback (first round of comments)
 - i. Revised report and comment matrix responses in response to DEQS feedback (second round of comments)
 - ii. Revised report/tools and comment matrix responses in response to ERG feedback (third round of comments)
 - iii. Final revision of 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.

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

- Assign an evaluation manager for the evaluation.
- Compose the internal evaluation committee and the evaluation reference group.
- Approve the final ToR, inception, and evaluation reports.
- Approve the evaluation team selection.
- Ensure the independence and impartiality of the evaluation at all stages, including the establishment of an evaluation committee and a reference group.
- Participate in discussions with the evaluation team on the evaluation design and the evaluation subject, its performance, and results with the evaluation manager and the evaluation team.
- Organize and participate in two separate debriefings, one internal and one with external stakeholders.
- Oversee dissemination and follow-up processes, including the preparation of a management response to the evaluation recommendations.

129. **The Evaluation Manager will:**

- Manage the evaluation process through all phases including drafting these TOR.
- Identifying the evaluation team.
- Preparing and managing the budget.

- setting up the evaluation committee and evaluation reference group.
 - Ensure quality assurance mechanisms are operational and effectively used.
 - Consolidate and share comments on draft inception, and evaluation reports with the evaluation team.
 - Ensure expected use of quality assurance mechanisms (checklists, quality support).
 - Ensure the evaluation team has access to all documentation and information necessary for the evaluation.
 - facilitate the team's contacts with local stakeholders.
 - set up meetings and field visits.
 - provide logistic support to the fieldwork and arrange for interpretation when required.
 - Organise security briefings for the evaluation team and provide any security materials as required.
 - conducting the first level quality assurance of the evaluation products.
130. An internal **evaluation committee** is formed to help ensure the independence and impartiality of the evaluation. **Annexes 6 and 7** provide further information on the composition of the evaluation committee.
131. **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 4** 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.
132. **The regional bureau** will take responsibility to:
- Advise the evaluation manager and provide support to the evaluation process where appropriate.
 - Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as required.
 - Provide comments on the draft ToR, inception, and evaluation reports.
 - Support the preparation of a management response to the evaluation and track the implementation of the recommendations.
- While the Regional Evaluation Officer Stuart Coupe/Mari Honjo will perform most of the above responsibilities, other RB relevant technical staff may participate in the evaluation reference group and/or comment on evaluation products as appropriate.
133. **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.
 - Comment on the evaluation TOR, inception and evaluation reports, as required.
134. **United States Department of Agriculture (USDA)** serves in a capacity to review and approve the Terms of Reference (ToR) and the final report, following the completion of reviews by other stakeholders.
135. The **Office of Evaluation (OEV)**. OEV is responsible for overseeing WFP decentralized evaluation function, defining evaluation norms and standards, managing the outsourced quality support service, publishing as well submitting the final evaluation report to the PHQA. OEV also ensures a help desk function and advises the Regional Evaluation Officer, the Evaluation Manager and Evaluation teams when required. Internal and external stakeholders and/or the evaluators are encouraged to reach out to the regional evaluation officer and the Office of Evaluation helpdesk (wfp.decentralizedevaluation@wfp.org) in case of potential impartiality breaches or non-adherence to UNEG ethical guidelines.
136. 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.

137. **Other Stakeholders (National Government including relevant ministries, implementing partners / NGOs, and partner UN agencies)** will be consulted while identifying the evaluation objectives and questions, developing Terms of Reference, inception meetings, reviewing draft inception and evaluation report.

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 schoolboys and girls, their parents, teachers, farmers groups, cooks and cooperative members, and community members from different groups (marginalized and disable) disaggregated by male and female will be determined, and their respective perspectives will be sought in the evaluation.

5.4. SECURITY CONSIDERATIONS

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

- As an independent evaluation services provider for WFP, the research company ensures the security of the evaluation team, arranging evacuation for medical or situational reasons. The team registers with the WFP country office upon arrival for a security briefing, adhering to UN Department of Safety and Security rules including security training (BSAFE & SSAFE), curfews, and in-country briefing.
- 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.
- 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. COMMUNICATION²⁷

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

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

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

142. Based on the stakeholder analysis, the communication and knowledge management plan (**in Annex 8**) identifies the users of the evaluation to involve in the process and to whom the report should be disseminated. The communication and knowledge management plan indicates how findings including gender, equity, and wider inclusion issues will be disseminated and how stakeholders interested in or affected by, gender, equity, and wider inclusion issues will be engaged.

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

²⁷ Note: There might be some minor changes in the ToR

provincial levels, inviting all relevant stakeholders. Also, the dissemination of evaluation results will use evaluation approaches in community level emphasizing the importance of properly utilizing the findings.

5.6. PROPOSAL/BUDGET

144. As part of the proposal submission process, the evaluation firm to adhere to the technical and financial (budget) template provided by WFP.

145. Both the financial and technical proposals should be shared as separate documents.

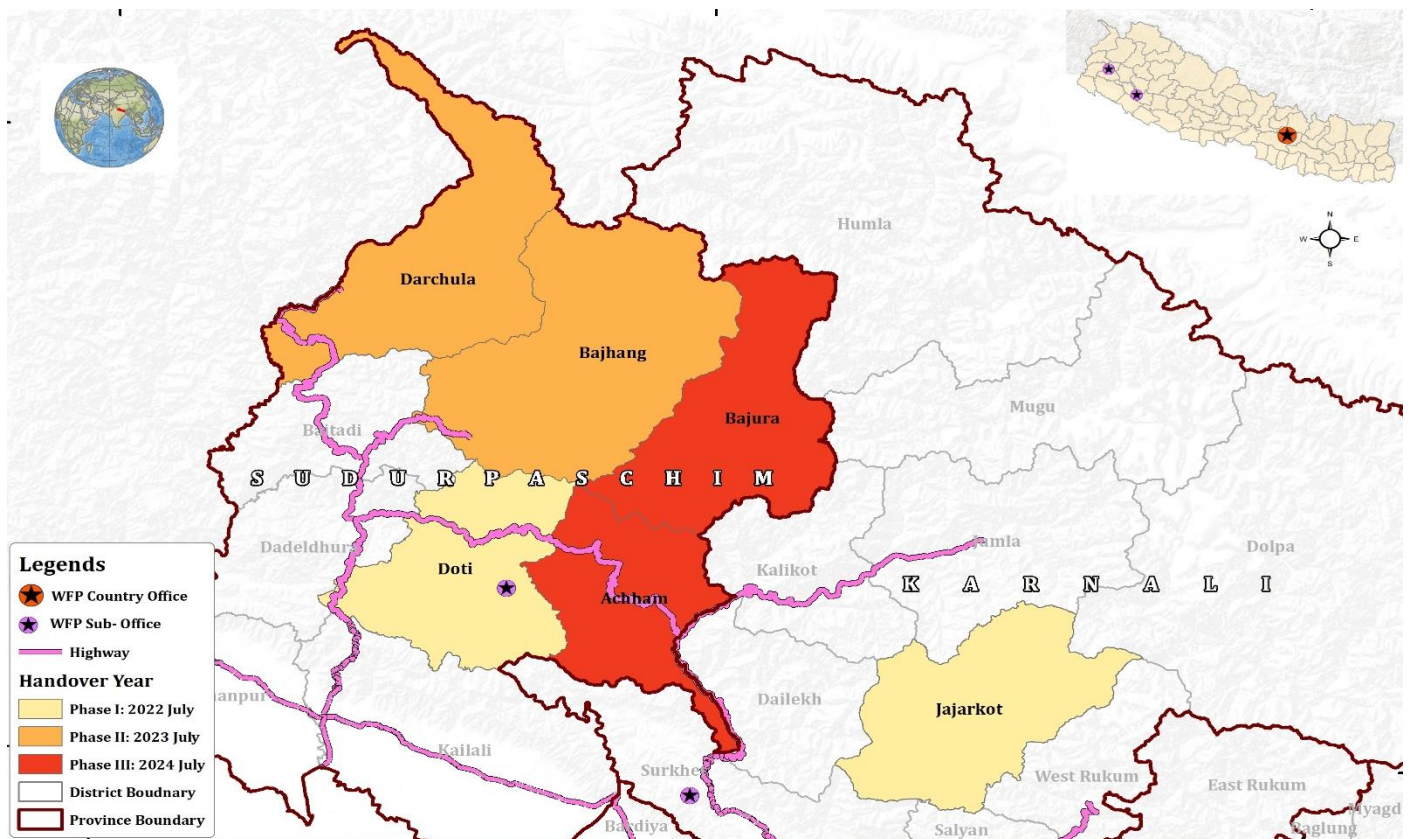
146. Travel, subsistence, and other direct expenses will be accounted for in the proposed budget.

147. 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.

Annexes

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



Annex 2: Preliminary stakeholder analysis

Stakeholders	Interest and involvement in the evaluation
INTERNAL STAKEHOLDERS	
WFP Country Office (CO) Nepal	<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 evaluation and an interest in learning from experience to inform decision-making. It is also called upon to account internally as well as to its beneficiaries and partners for the performance and results of its programmes. The country office will be involved in using evaluation findings for programme implementation and/or in deciding on the next programme and partnerships. Disaggregated evaluation results and their analysis will serve WFP interventions to be more responsive to gender equality and inclusive in the future.</p>
WFP field offices in [Dhangadi and Surkhet]	<p>Key informant and primary stakeholder - Responsible for day-to-day programme implementation. The field offices liaise with stakeholders at decentralized levels and has direct beneficiary contact. It will be affected by the outcome of the evaluation.</p> <p>Field offices will gain insights from the evaluation, allowing them to compare the results with their day-to-day activities on the ground. This evaluation will provide evidence-based findings for future planning and adjustment of activities and implementation procedures for reaching targets within the set time frame</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 evaluation findings to apply this learning to other country offices. The Regional Evaluation Officers support CO/RB management to ensure quality, credible and useful decentralized evaluations. The regional bureau will be involved in the planning of the next programme, thus it is expected to use the evaluation findings to provide strategic guidance, programme support, and oversight.</p>
WFP HQ school Bases Programme (SBP) MERL	<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 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 evaluation will not be presented to the Board, but its findings may feed into thematic and/or regional syntheses and corporate learning processes.</p>

EXTERNAL STAKEHOLDERS	
<p>Beneficiaries</p> <p>[disaggregate them by target group]</p>	<p>Key informants and primary/secondary ²⁸stakeholders ²⁹- As the ultimate recipients of food assistance, beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective. As such, the level of participation of school-boys and girls, their parents, teachers, farmers groups, cooks and cooperative members, and community members from different groups disaggregated by male and female will be determined, and their respective perspectives will be sought in the evaluation. The evaluation should explore the perceived benefits of the program and implications of its absence to various groups of beneficiaries disaggregated by gender.</p>
<p>Government of Nepal</p> <p>[disaggregate it by Federal, Provincial/local level /ministry, district level]</p>	<p>Key informants and primary stakeholder The Government has a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonized with the action of other partners, and meet the expected results. The Ministry of Education Science and Technology (MoEST) will have an interest in issues related to capacity development as the direct institutional beneficiary. The project is implemented under the aegis of Center for Education and Human Resource Development (CEHRD). The Food for Education Project (FFEP) is the main implementing partner. The Ministry of Health and Population's (MoHP) Family Welfare Division and Ministry of Agriculture and Livestock Development (MoALD), Ministry of Land Management, Cooperatives and Poverty Alleviation (MoLMCPA), Department of Food Technology and Quality Control, National Association of Rural Municipalities in Nepal (NARMIN), Municipal Association of Nepal (MUAN), and the National Planning Commission (NPC) are WFP's collaborative partners.</p> <p>The provincial, district, and local level government institutions play a key role at the implementation level.</p>
<p>UN Country Team (UNCT)</p>	<p>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.</p>
<p>Non-governmental organizations (WFP Nepal's implementing partners)</p>	<p>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 FY20 grant cycle, at the same time, having their interventions. They will be keen to know the findings of the evaluation; the results directly reflecting the efficacy of their work and through that, opening opportunities for continued collaboration. The results of the evaluation might therefore affect future implementation modalities, strategic orientations, and partnerships. They will be involved in using evaluation findings for programme implementation.</p>
<p>USDA International Food Assistance Division (FAD)</p>	<p>Primary stakeholders USDA has a specific interest in ensuring that operational performance reflects USDA standards and accountability requirements, as well as an interest in learning to inform changes in project strategy, results framework, and critical assumptions. They have an interest in knowing whether their funds have been spent efficiently and if WFP work has been effective and contributed to their own strategies and programmes.</p>

²⁸ Primary stakeholders: those include people who will be making decisions on the basis of the evaluation findings, for example WFP CO who may decide to scale up or down an intervention based on the evaluation results; or a donor which may decide to allocate resources. Primary stakeholders also include people who will benefit or be adversely affected by the evaluation findings, including targeted communities.

²⁹ 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.

Local Education Development Partner Group (LEDPG)	The LEDPG includes the United Nations Children’s Fund (UNICEF), United States Agency for International Development (USAID), Civil Society, and others under the School Education Sector Plan (SESP) supporting the Government of Nepal’s education sector plan and programmes.
Others	A wide range of actors, such as local suppliers, school administrators, school management committees, and local communities are involved in the provision of school meals and are expected to benefit from some of the capacity development activities. National and international research companies are also involved in periodic performance evaluation of the project and exchanging the knowledge and technologies.

Annex 3: Programme Activities and Coverage

Activity	Implementors	Partners	Districts	Objective
Activity 1: Food distribution	WFP	Government of Nepal, Ministry of Education, Science and Technology (MoEST)	All 6 districts	To increase enrolment, reduce dropout, alleviate short term hunger, improve student learning and concentration by providing on-site, hot school meals, and improve dietary diversity in combination with literacy activities
Activity 2: Support improved safe food preparation and storage	WFP	Ministry of Education, Science and Technology, Department of Food Technology and Quality Control (DFTQC) and Family Welfare Division (FWD)	All 6 districts	To promote food safety and increase understanding of handling, preparation, and storage of commodities
Activity 3: Provide an integrated school health and nutrition package	Integrated Development Society Nepal (IDS)	WFP, Government of Nepal: Ministry of Health and Population (MoHP)	Achham, Bajhang, Bajura and Darchula	Improve availability, access and use of School Health and Nutrition services; improve healthy school environment through access and use of water and sanitation services; improve healthy behaviors and habits; and strengthen support system, policy and implementation. Furthermore, to increase deworming coverage, increase access to safe water, WaSH facilities and improve healthy knowledge, attitudes and behaviors. These objectives align with and contribute to the strategic objectives of the U.S. Global Water Strategy: adopting key hygiene behaviors and increasing sustainable access to safe drinking water and sanitation services.
Activity 4: Promote improved literacy	World Education	Local NGO Partners, Palikas Education Units/Provincial Education Training Centers	Bajhang, Bajura and Darchula	To create a strong mentoring and support system for early grade teachers; to provide sufficient materials to effectively teach; to build capacity of local governments and provincial education training centers; to engage parents; to build capacity of teachers and parents to assess student learning; and to build capacity of local government to gather EGRA data.

<p>Activity 5: Promote improved nutrition: sustainable transition to home grown school meals</p>	<p>Mercy Corps</p>	<p>WFP, MoEST, 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)</p>	<p>All 6 districts</p>	<p>To build the capacity of local government and schools to procure foods independently and sustainably, and ensure the menu is properly diversified for improved nutrition.</p>
<p>Activity 6: Capacity building: supporting transition through local capacitation</p>	<p>WFP</p>	<p>MoEST, MoALD, Ministry of Federal Affairs and General Administration (MoFAGA), Ministry of Social Development at PG, MoLMCPA, DFTQC, NARMIN, MUAN</p>	<p>All 6 districts</p>	<p>To strengthen capacity across local, provincial, and national level, with varying levels of effort across each, focusing increasingly on the local level during this final cycle. To strengthen community, local, and district-level structures ability to manage and take on of education, nutrition, hygiene components, and management, and support the national school meals program. Furthermore, the activity seeks to strengthen the policy environment and government systems at district and provincial levels to manage and contextualize national policy to local need. Across all previous activities, there have been thematic components that focus on local-level capacity building, that will be carried out by the individual sub-recipients: IDS, World Education, and Mercy Corps.</p>

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 evaluation team	1 day
ERG	Review and comment on draft ToR	(2 weeks)
EM	Review draft ToR based on comments received and submit final ToR to EC Chair	(1 week)
EC Chair	Approve the final ToR and share with ERG and key stakeholders	(1 week)
EM	Assess evaluation proposals and recommends team selection	(3 days)
EM	Evaluation team recruitment/contracting	(2 weeks)
EC Chair	Approve evaluation team selection and recruitment of evaluation team	(1 week)
Phase 2 - Inception		Up to 7-8 weeks
EM/TL	Brief core team	(1 day)
ET	Desk review of key documents	3 days
	Inception mission in the country (if applicable)	(1 week)
ET	Draft inception report	(1 week)
EM	Quality assurance of draft IR by EM and REO using QC, share draft IR with quality support service (DEQS) and organize follow-up call with DEQS	(2 week)
ET	Review draft IR based on feedback received by DEQS, EM and REO	(2 week)
EM	Share revised IR with ERG	
ERG	Review and comment on draft IR	(10 days)
EM	Consolidate comments	
ET	Address any additional comments not addressed in previous rounds of review	2 days
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 evaluation report	(4 weeks)
EM	Quality assurance of draft ER by EM and REO using the QC, share draft ER with quality support service (DEQS) and organize follow-up call with DEQS	(2 week)
ET	Review and submit draft ER based on feedback received by DEQS, EM, and REO	(1 week)
EM	Circulate draft ER for review and comments to ERG, RB, and other stakeholders	

ERG	Review and comment on draft ER	(2 weeks)
EM	Consolidate comments received	
ET	Address any additional comments not addressed in previous rounds of review	2 days
ET	Review draft ER based on feedback received and submit final revised ER	(2 weeks)
EM	Review final revised ER and submit it to the evaluation committee	
EM	Share the report to USDA review and comments	
ET	Response to comments and finalization report with the approval of USDA	
EC Chair	Approve final evaluation report and share with key stakeholders for information	
Phase 5 - Dissemination and follow-up		Up to 4 weeks
EC Chair	Prepare management response	(4 weeks)
EM	Share final evaluation report and management response with the REO and OEV for publication and participate in end-of-evaluation lessons learned call	

Deliverables	May 2024				June 2024				July 2024				August 2024				September 2024				October 2024				November 2024				December 2024			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Preparation Phase																																
1.	Finalization of ToR and Contract the Independent firm after USDA's approval of the ToR																															
Inception Phase																																
1	Team Orientation and desk review																															
2	Draft Inception Report																															
3	Quality assures the draft evaluation report																															
4	Inception Workshop																															
Data Collection Phase																																
1	Training to enumerators																															
2	Conduct field work and preliminary analysis																															
3	Present end of field work debriefing																															

Annex 5: Mid-term study sample schools

Districts	Total Number of schools	Sample size
Jajarkot	458	62
Doti	424	58
Darchula	344	49
Bajhang	447	64
Bajura	250	34
Achham	539	75
Total	2462	342

Types of expected Participants

S.NO	Participants for Quantitative Consultation
1.	Students for EGRA assessment
2.	Student
3.	Parents
4.	Headteachers
5.	School Health and Nutrition Teachers
6.	Nepal Teacher
7.	Cook
8.	Farmers
9.	Storekeeper
10	Record Review
11	Classroom observation
12	School Observation
S.No	Participants for Qualitative Consultation
1	Adolescent girls
2	Parents/ Communities
3	Government officials (Local, Provincial and Federal level)
4	Municipalities (OPI workshop)
5	School Management Committees
6	Implementing partners
7	WFP officials at the central level

Annex 6: Role and Composition of the Evaluation Committee

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

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

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

Annex 7: Role and Composition of the Evaluation Reference Group

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

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

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

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

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

- Review and comment on the draft ToR.
- Suggest key references and data sources in their area of expertise.
- Participate in face-to-face or virtual briefings to the evaluation team during the inception phase and/or evaluation phase.
- Review and comment on the draft inception report
- Participate in field debriefings (optional)

- Review and comment on the draft evaluation report and related annexes, with a particular focus on a,) factual errors and/or omissions that could invalidate the findings or change the conclusions; b) issues of political sensitivity that need to be refined in the way they are addressed or in the language used; c) recommendations.
- Participate in learning workshops to validate findings and discuss recommendations (if planned)
- Provide guidance on suggested communications products to disseminate learning from the evaluation.

Composition

Members of IEC and ERG

External Members
Government, NGOs, and donor partner(s) (with knowledge of the intervention and ideally an M&E profile)
Internal Members
1. 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 <p>Area/Field Office Representative(s)</p>
1. 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 and Regional Risk Management Officer
2. Headquarters
<ul style="list-style-type: none"> • School Based Programme (SBP) Monitoring, Evaluation, Research and Learning (MERL)

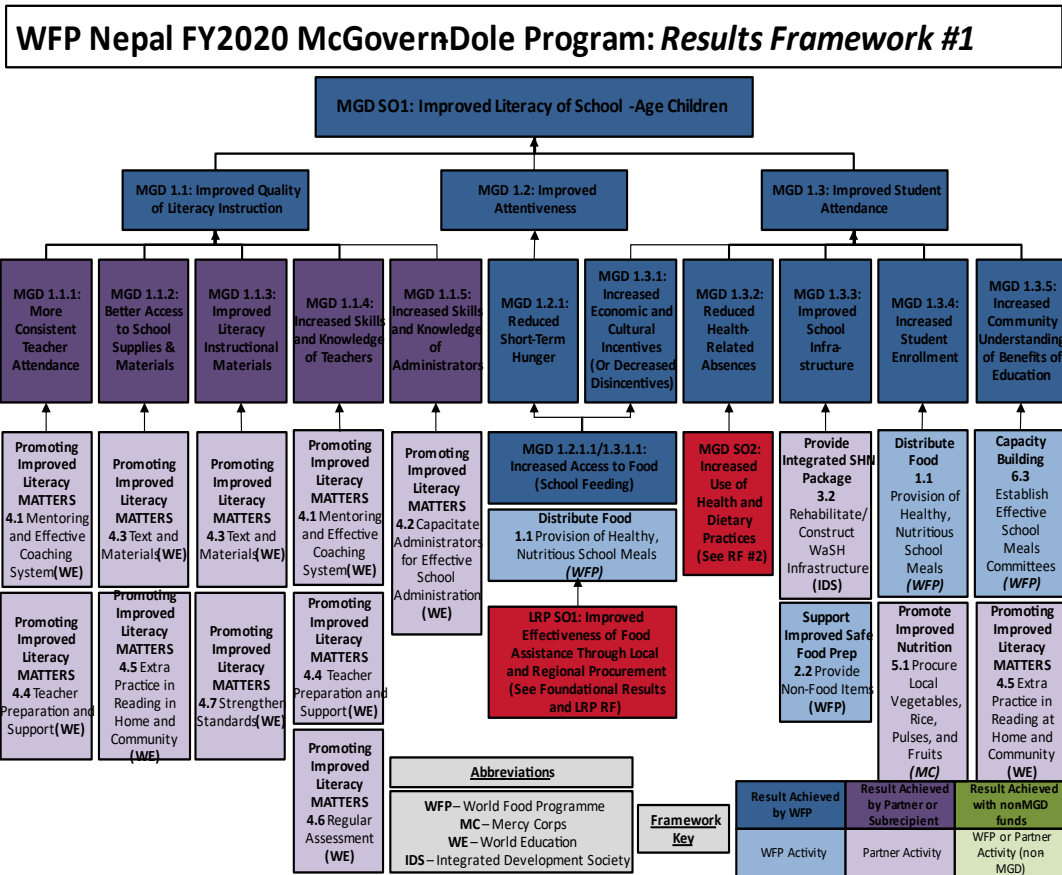
Annex 8: Communication and Knowledge Management Plan

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: WFP go	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 ³⁰	Commissioning office management and programme staff; Evaluation Reference Group; partners	Evaluation manager and Team Leader	Meeting/Workshop-Hybrid mode	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

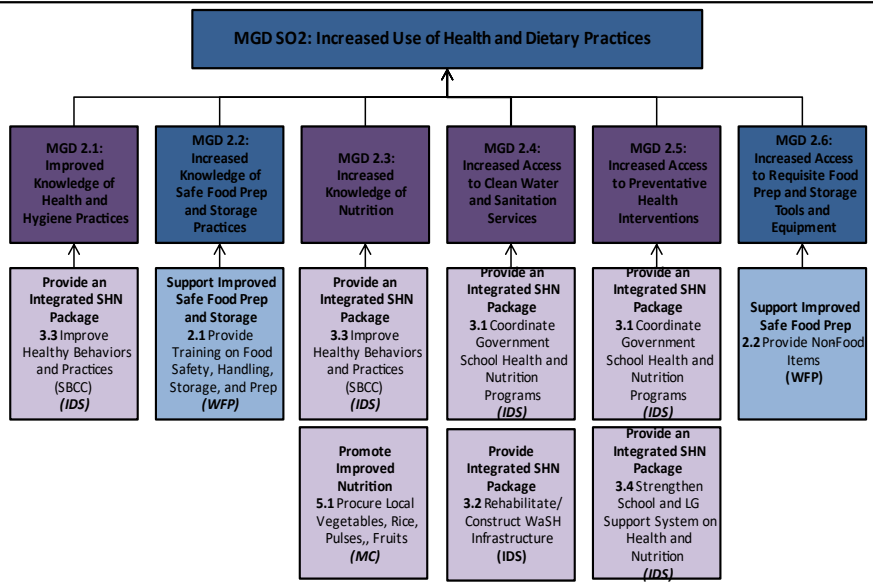
³⁰ See WFP visual thinking evaluation workshop video from Sri Lanka CO on climate change DE ([here](#) and [here](#)).

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 9: Result Framework



WFP Nepal FY2020 McGovernDole Program: Results Framework #2

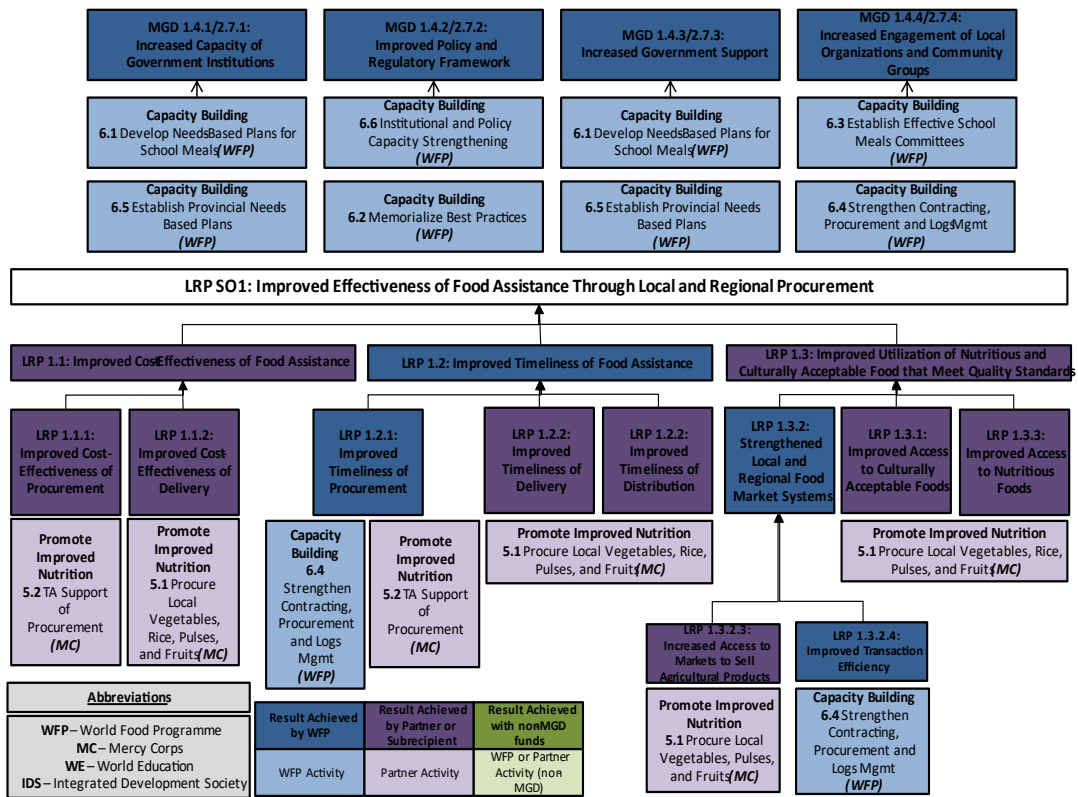


Abbreviations
WFP – World Food Programme
MC – Mercy Corps
WE – World Education
IDS – Integrated Development Society

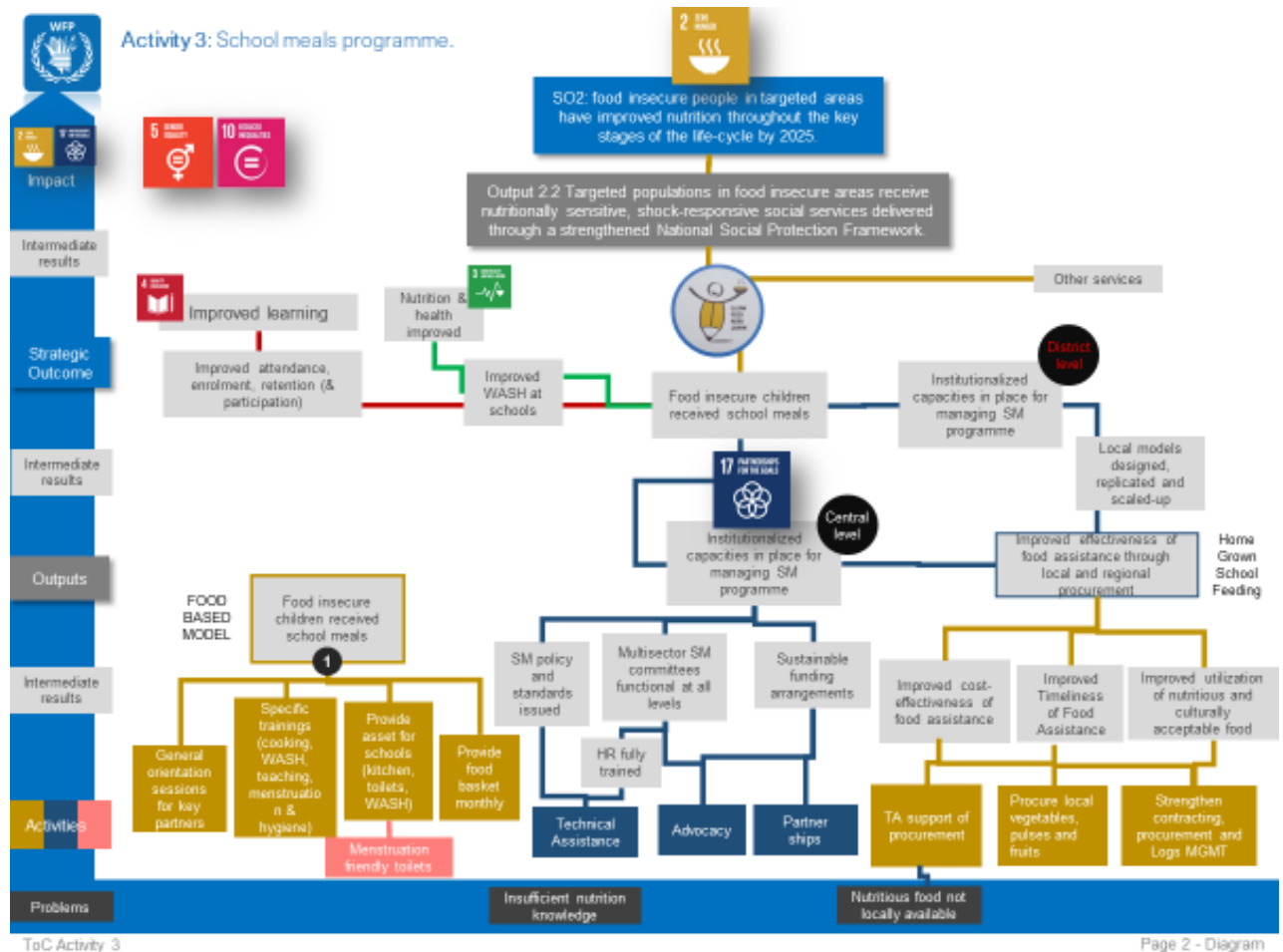
Framework Key

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

WFP Nepal FY2020 McGovernDole Program *Foundational Results and LRP Results*



Annex 10: Reconstructed Theory of Change



Annex 11: Performance Monitoring Plan for International McGovern-Dole FFECN programme

(Separate attachment)

Annex 12: Evaluation Criteria and Questions

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

Evaluation Criteria	Key Questions – Endline Evaluation	Data Source
Relevance	1. To what extent the project’s strategy and plan is relevant to the need of beneficiaries, men, women, boys, and girls in the Nepalese context?	Secondary data/document review, qualitative data collected through this evaluation
	2. To what extent are the WFP-supported school feeding activities aligned with the government-led national school meals programme? E.g. do objectives/modalities/targeting/food basket align? [if not, is there a plan/approach envisaged to ensure institutionalization and sustainability?]	
Coherence	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? 1.1. To what extent the McGovern-Dole intervention is adding value without duplicating the efforts of other projects in the education sector in Nepal? 1.2. How was the McGovern-Dole project synergetic with other WFP operations and with what other actors were doing to contribute to WFP’s overriding educational objectives in Nepal?	Quantitative surveys, Key stakeholder focus groups, Secondary Data Review
	2. To what extent was the intervention design and delivery in line with human rights principles and standards, including gender equality and women empowerment, Disability and Social Inclusion (GEDSI) issues in the Nepalese context?	
Effectiveness	1. How effective school meal operation (all components) is 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. To what extend the outputs and outcomes for men, women, boys, girls, and other relevant socio-economic categories achieved (likely to be achieved)? 2.1. What are the factors and reasons affecting the non/achievements of results and different group of people”? 2.2. Does the involvement of local traders and farmers/smallholders in the school feeding programme helped improve their livelihoods, and are these benefits the same across women and men and other marginalised groups? 2.3. To what extent did the intervention use school feeding as an entry point to promote gender equality? 2.4. Why results may have differed across groups of people?	

	<p>3. What additional measures/adjustments to the project design, if any, should be undertaken to enhance effectiveness of the intervention?</p>	
	<p>4. How can the government program incorporate especially effective or efficient elements from the McGovern-Dole project?</p> <p>4.1. How did effectiveness/efficiency/impact change after government handover?</p> <p>4.2. How effective is the capacity strengthening work to build national capacity in school feeding? What evidence is there of progress?</p>	
	<p>5. What is the impact of COVID-19 pandemic/other crises on anticipated project outcomes with specific reference to impact of COVID 19/or other shocks 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?</p>	
Efficiency	<p>1. How is the efficiency of the programme, in terms of transfer cost, cost per beneficiary, logistics, and timeliness of delivery at this stage?</p> <p>1.1. Which components are inefficient or how efficiencies can be improved?</p>	Financial report and expenditure analysis
	<p>2. How efficient is the programme in light of adaptations or changes in the design and contextual environment?</p>	
	<p>3. How are the processes, systems, analysis, and tools been put in place to support the McGovern-Dole design, implementation, monitoring & evaluation, and reporting, including the specific arrangements (e.g., third-party monitoring to complement WFP Nepal field monitoring)?</p>	
	<p>4. How efficient is WFP's approach to strengthening national capacity in school feeding? Has WFP been able to timely mobilize the required skills/personnel/technical support to be able to provide the right support to national actors (at technical, management and advocacy levels)?</p>	
Impact	<p>1. Have there been any unintended outcomes, either positive or negative? What are they? What are the areas that the result directly affected?</p>	Special study reports, Quantitative surveys, groups, Monitoring reports
	<p>2. What are the intermediate effects of the project among direct beneficiaries (students, teachers, cooks) and indirect beneficiaries (parents, community) and different marginalized groups of the McGovern-Dole project?</p>	
	<p>3. How effective were the project interventions in changing cultural taboos in the community related to girl's education, menstruation and hygiene, caste discrimination, and early marriage"?</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>	
Sustainability	<p>1. To what extent has WFP's capacity strengthening work resulted in a sustainable programme in the following areas: a strategy for sustainability; sound policy alignment; stable funding and budgeting; quality programme design; institutional arrangements; local production and sourcing; partnership and coordination; community participation, equity, and ownership?</p>	Quantitative surveys, Key stakeholder focus groups, Secondary Data Review

	1.1. How has the Nepal government progressed towards developing a nationally owned school feeding programme?	
	2. To what degree the local communities (PTAs, farmers groups, etc.) of Nepal are involved in and contributing towards the school feeding?	
	3. 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?	
	4. To what extent was WFP able to work with national institutions and partners to identify opportunities to address structural causes of gender inequality affecting school children?	

Annex 13: 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

Nepal Country Office

[Link to the website]

World Food Programme

Via Cesare Giulio Viola 68/70

00148 Rome, Italy

T +39 06 65131 **wfp.org**