

Evaluation of the McGovern-Dole Food for Education Project in Sindh, Pakistan (2025- 2030)



United States Department of Agriculture's (USDA)
McGovern-Dole International Food for Education and
Child Nutrition Program

Decentralized Evaluation Terms of Reference
WFP Pakistan

DE/PKCO/2026 (Baseline)
DE/PKCO/2028 (Midterm)
DE/PKCO/2030 (Endline)

January 2026

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1. Introduction

1. These terms of reference (TOR) were prepared by the World Food Programme (WFP) Pakistan Country Office (CO) based upon an initial document review and consultation with stakeholders and following a standard template. The purpose of this TOR is to provide key information to stakeholders about the evaluation, to guide the evaluation team and to specify expectations during the various phases of the evaluation.
2. These Terms of Reference (TOR) are to guide an evaluation process comprising three distinct evaluation exercises (baseline, midterm, and endline), with each exercise having multiple deliverables, including inception and evaluation reports. These activity evaluations, which will take place over a five-year period from December 2025 to December 2030, are commissioned by the WFP Pakistan CO. They will cover activities under the United States Department of Agriculture's (USDA) McGovern-Dole International Food for Education and Child Nutrition Program (McGovern-Dole project) in Sindh province, Pakistan which is implemented by WFP during fiscal years (FY) 2026-2030 under the award FFE-391-2025/003-00. The TOR covers three deliverables: a baseline, a midterm and an endline evaluation report for the USDA Fiscal Year (FY) 2025 McGovern-Dole project in Pakistan. All deliverables will preferably be undertaken in a single assignment/contract. The specific deliverables (timeframes mentioned are subject to change) are outlined in Table 1.

Table 1: Evaluation exercise for McGovern-Dole project in Pakistan

Evaluation exercises for USDA McGovern-Dole project	WFP Evaluation Number	ID	Date
Baseline Study	DE/PKCO/2025/039		January – June 2026
Midterm evaluation	DE/PKCO/2025/040		January – July 2028
Final (Endline) Evaluation	DE/PKCO/2029/002		January – June 2030

*Timeline may be subject to slight shift

3. This TOR was prepared by the WFP Pakistan Country Office based upon an initial document review. It outlines the evaluation requirements for the USDA McGovern-Dole (US\$40 million) award supporting implementation of a school meals program in 614 schools in Miar and Keamari districts of Karachi in Sindh province for the period 2026-2030. In addition, WFP will provide capacity strengthening support to the provincial government of Sindh. The TOR aims to 1) provide key learning themes, program scope, and other key information to guide the evaluation team on conducting the evaluations; and 2) to involve stakeholders early on, keeping them informed of progress, and providing opportunities for inputs to secure their support and commitment.

4. This evaluation will provide an evidence-based, independent assessment of the results of and learning from the McGovern-Dole supported activities, while also making it possible to quantify the outcomes of the project. Where feasible and applicable, it will also aim at providing meaningful learning to contribute to implement and sustain similar school feeding programmes in the country.

2. Reasons for the evaluation

2.1 Rationale

5. The Pakistan CO will be commissioning baseline study, midterm, and endline evaluations for the 2026-2030 USDA McGovern-Dole award (FFE-391-2025/003-00) for establishing school meals activities in two districts of rural Karachi in Sindh. The evaluation will cover the period from December 2025 to December 2030 and aims to assess the performance of the project and related activities critically and objectively at key milestones: prior to project commencement (baseline), midway to review progress (midterm) and immediately before project completion (endline). This will serve both accountability and learning purposes, while also meeting USDA requirements.

6. The evaluation will primarily be used to measure results and inform the McGovern-Dole school meals project implemented by WFP Pakistan. The lessons learned and insights gained from the project will be used to understand the effectiveness of the project in improving enrolment, attendance, literacy, health and nutrition of primary school students in government schools and will also enable WFP to strengthen implementation, document lessons learned and develop key operational procedures and guidelines along with the Sindh Education and Literacy Department to expand school meals across the province.

2.2 Objectives

7. Evaluations serve the dual and mutually reinforcing objectives of accountability and learning. While accountability shall remain as an important objective, the evaluations weigh the learning from this project. It will gather evidence to assess the extent to which WFP, in collaboration with its partners, is achieving the project's objectives and outcomes. Additionally, the findings will inform the implementation, adjustment and scale up of the project and contribute to strengthening the evidence base for USDA's learning agenda.

- **Accountability** – The evaluation will assess and report on the performance and results of the USDA McGovern-Dole activities throughout the project period. For accountability purposes, the evaluation will examine whether targeted beneficiaries have received the intended services, and whether the project is progressing as planned towards achieving their stated goals and objectives, in alignment with the result framework and underlying assumptions.
- **Learning** – The evaluation will assess whether implementation unfolded as planned, explore reasons why intended results occurred or did not occur and whether there were any unintended results (positive or negative). The evaluation will draw lessons, derive good practices and provide pointers for learning. It will also provide evidence-based findings to inform operational and strategic decision-making. Findings will be actively disseminated, and lessons will be incorporated into relevant lesson-sharing systems.

8. These evaluations emphasize USDA's interest in furthering the knowledge base within the school meals literature through the application of the following 'Learning Agenda' questions:

- In what ways do the combination of school meals and educational activities improve education and literacy of primary school students?
- What are the key institutions (i.e. international, national, provincial/district and local stakeholders) and governance structures required to effectively design, implement, and sustain school meals activities? What relationship structures among these institutions yield the most successful and effective school meals programs?

9. The Learning Agenda questions will be integrated into the evaluations through specific evaluation questions. The precise data collection methods and description how WFP contributes to answering these questions will be detailed in the Inception Report of the baseline, midterm evaluation and endline evaluation.

2.3 Key stakeholders

10. 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 considering their role in the design and implementation of the USDA McGovern-Dole school meals project, their interest in the results of the evaluation and relative power to influence the design, funding and implementation of the project being evaluated. Table 2 provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the inception phase. These stakeholders will be consulted during different stages of the evaluation i.e. baseline, mid-term and endline and will be asked to play a role in the evaluation process by sharing their interests, expectations, insights and perspectives. Some of these stakeholders will also be part of the evaluation reference group. Further details on evaluation reference group are provided in para 128 and annex 4.

11. WFP's internal and external stakeholders have interests in the processes and results of the evaluations, and some of the stakeholders will be asked to play a role in the evaluation process by sharing their interests, expectations, insights and perspectives.

12. Internally within WFP, the evaluation results will be used by the Pakistan CO, Asia and Pacific Regional Office (APARO), and WFP Washington D.C. Office, as well as key headquarters Divisions (Nutrition, School Meals and Social Protection Service, the Performance Management and Monitoring Division, and the Office of Evaluation among others) for learning purposes to utilize the evidence collected from the midterm evaluation for possible course correction and use the final evaluation results to enhance sustainability and to improve the future programming.

13. Externally, the learning from the evaluations will be an interest of Sindh government and non-government stakeholders including the School Education and Literacy Department (SELD), Health Department, Planning and Development Department, and Ministry of Federal Education and Training, Government of Pakistan, and USDA.

14. For accountability, USDA and key stakeholders will be informed about updates throughout the evaluation.

15. Accountability to affected populations is tied to WFP commitments to include beneficiaries as key stakeholders in WFP work. WFP is committed to ensuring parity of people involved in the evaluation process, with participation and consultation in the evaluation of women, men, boys and girls from different groups (including persons with disabilities, the elderly and other context-specific and demographic factors).

Table 2: Preliminary stakeholder analysis

Stakeholders	Interest and involvement in the evaluation
Internal (WFP) stakeholders	
WFP country office (CO) in Pakistan	Key informant and primary stakeholder - Responsible for the planning and implementation of WFP interventions at country level. The country office has 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 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. The evaluation findings will offer valuable evidence and insights to support capacity-building initiatives and advocacy efforts aimed at strengthening the National School Feeding Programme with the Government.
WFP Sindh Provincial Office	Key informant and primary stakeholder - Responsible for day-to-day project implementation. The field offices liaise with stakeholders at decentralized levels and have direct beneficiary contact. They will be affected by the outcome of the evaluation.
WFP Asia and the Pacific Regional Office (APARO)	Key informant and primary stakeholder - Responsible for both oversight of country offices and technical guidance and support, the regional office has an interest in an independent/impartial account of operational performance as well as in learning from the evaluation findings the extent to which the subject is contributing to overall regional priorities and where applicable to apply this learning to other country offices. The regional office will be involved in the planning of school feeding related programmes in the region, including the McGovern-Dole project in Pakistan, thus it is expected to use the evaluation findings to provide strategic guidance, programme support, and oversight. The regional evaluation team support country office/regional bureau to ensure quality, credible and useful decentralized evaluations (DEs).
WFP HQ divisions	Key informant and primary stakeholder - WFP headquarters divisions, such as the School Meals and Social Protection Service (PPGS) are responsible for issuing and overseeing the rollout of normative guidance on corporate programme themes, activities and modalities, as well as of 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. Relevant headquarters units should be consulted from the planning phase to ensure that key policy, strategic and programmatic considerations are understood from the onset of the evaluation. They may use the evaluation for wider organizational learning accountability as well as advocacy.
WFP Office of Evaluation (OEV)	Primary stakeholder – OEV has a stake in ensuring that DEs deliver quality, credible and useful evaluations respecting provisions for impartiality as well as roles and accountabilities of various DE stakeholders as identified in the evaluation policy. It may use the evaluation findings, as appropriate, to feed into centralized evaluations, evaluation syntheses or other learning products.
WFP Executive Board (EB)	Primary stakeholder – the Executive Board provides final oversight of WFP programmes and guidance to programmes. The WFP governing body has an interest in being informed about the effectiveness of WFP programmes. This evaluation will not be presented to the Executive Board, but its findings may feed into thematic and/or regional syntheses and corporate learning processes. It will contribute to evaluation coverage of WFP work which is reported to the EB through the annual evaluation report.
External stakeholders	

Beneficiaries	Key informants and primary stakeholders - 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 in the evaluation of women, men, boys and girls from different groups including schoolteachers, students, parents, school management committee members, local suppliers, and other groups will be determined, and their respective perspectives will be sought.
Government	Key informants and primary/Secondary 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. Issues related to capacity strengthening, handover and sustainability will be of particular interest. Specifically, the findings will be of direct interest to the School Education and Literacy Department (SELD), Health Department of Sindh, Planning and Development Department of Sindh, and Ministry of Federal Education and Training , Government of Pakistan. Other provincial governments will also be interested in learning and possibly replicating this approach in their provinces. Other government stakeholders include the Sindh Food Authority, Sindh Nutrition Department, and Ministry of Poverty Alleviation and Social Safety, and Ministry of National Food Security and Research at federal level
United Nations country team (UNCT)	Primary/Secondary stakeholder - The harmonized action of the UNCT should contribute to the realization of the government developmental objectives. It has therefore an interest in ensuring that WFP programmes are effective in contributing to the United Nations concerted efforts. Education stakeholders such as UNICEF will also benefit from the learning of this program.
Non-governmental organizations (NGOs)	Key informants and primary/secondary stakeholder - The two NGOs (Idara-e-Taleem-o-Aagahi - ITA and Secours Islamique France - SIF) are sub-recipients for the implementation of some activities. The results of the evaluation might affect future implementation modalities, strategic orientations and partnerships these partner organizations. They will be involved in using evaluation findings for programme implementation. Save the Children who is implementing a similar program with funding from USDA will also benefit from findings of this evaluation. Aga Khan University, as an academic institution, may also have interest in the evaluation given its engagement in research within the relevant sector.
USDA	Key stakeholder - USDA is the donor for the McGovern-Dole project, therefore, they should be kept informed throughout each step of the evaluation and consulted for feedback and approval of evaluation products according to the standards planned in the project to understand that, if their contribution is efficiently spent and achieving desired results. USDA Pakistan Agricultural Counselor and Agricultural Marketing Specialist also have an interest in leveraging lessons learned across the projects.
Other Donors and stakeholders for WFP school-based	Secondary stakeholders - Provincial governments, who have the responsibility for school meals in their regions will be interested in both the school meals preparation and delivery but also the policies and operating procedures for establishing similar programmes in their provinces. World Bank, Allah Wala Trust, and GAIN International

programmes	may also have an interest in the sector and, consequently, in the results of the evaluations.
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3. Context and subject of the evaluation

3.1 Context

16. **Overview:** Pakistan is the fifth most populous country in the world, with an estimated population of 251 million in 2024 and a territory of 881,913 km². It has four provinces (Punjab, Sindh, Khyber Pakhtunkhwa, and Balochistan), alongside other administrative territories like Islamabad Capital Territory, Gilgit-Baltistan, and Azad Jammu & Kashmir. About 61 percent of the population lives in rural areas¹, and agriculture remains a key source of livelihood.

17. Pakistan has great economic potential and is classified as a lower-middle-income country, with a GDP of approximately USD 371 billion in 2024,² and GDP per capita of \$1,710.³

18. Pakistan dramatically reduced poverty from 64.3 percent in 2001 to 21.9 percent in 2018—declining by 3 percentage points annually. However, this gain was eroded due to compounding crises such as COVID 19, economic instability, devastating floods, and record-high inflation.⁴ The national poverty rate is estimated at about 25 percent,⁵ while the Multidimensional Poverty Index (MPI) indicates that approximately 38 percent of people are multidimensionally poor.⁶ Pakistan's Human Development Index (HDI) has generally shown steady improvement since 1990. However, the HDI value for 2023 is 0.544, placing the country in the low human development category.

19. **Food Security and Nutrition:** Food and nutrition security remains an important development theme for Pakistan. The country ranks 106th out of 123 on the Global Hunger Index.⁷ Approximately 22 percent of the population (7.9 million people) are experiencing high levels of acute food insecurity, a situation influenced by high food prices, natural disasters, and reduced livelihood opportunities.⁸

20. Childhood nutrition challenges persist, with approximately 32.6 percent of girls and 34.5 percent of boys under five experiencing stunting,⁹ 17.7 percent are wasted, 28.9 percent are underweight. While more than half are anaemic and suffering from deficiencies in essential nutrients and vitamins such as iron, zinc, vitamin A and vitamin D, while 9.5 percent are overweight or obese.¹⁰

¹ World Bank. Data. 2024. <https://data.worldbank.org/indicator/SP.RUR.TOTL.ZS>

² World Bank. Data. 2024. <https://data.worldbank.org/indicator/NY.GDP.MKTP.CD?locations=PK>

³ International Monetary Fund. GDP per capita, current prices.

<https://www.imf.org/external/datamapper/NGDPDPC@WEO/OEMDC/ADVEC/WEOWORLD/KAZ/CHN/PAK>

⁴ World Bank. 2025. Reclaiming Momentum Towards Prosperity - Pakistan's Poverty, Equity, and Resilience Assessment

⁵ World Bank. October 2025. Fragile Gains, Enduring Challenges: Charting Pakistan's Path Out of Poverty

⁶ United nations Development Programme. Global Multidimensional Poverty Index 2024.

⁷ Global Hunger Index. 2025. <https://www.globalhungerindex.org/>

⁸ Ministry of National Health Services Regulations &Coordination Government of Pakistan. Pakistan Nutrition Cluster. December 2024. Pakistan Nutrition Sector Bulletin 2024

⁹ United Nations Children's Emergency Fund. Data Warehouse. Accessed on December 2025.

https://data.unicef.org/resources/data_explorer/unicef_f/?ag=UNICEF&df=GLOBAL_DATAFLOW&ver=1.0&dq=PAK.NT_AN_T_HAZ_NE2_MOD.&startPeriod=1970&endPeriod=2025

¹⁰ Ibid.

21. In Sindh - the second largest province by population - reports Pakistan's worst nutrition outcomes. The province of Sindh particularly has very high prevalence of malnourished children in its region. As per the National Nutrition Survey (NNS) 2018 report, 45.5 percent of children less than five years of age were stunted, 41.3 percent underweight and 5.2 percent were overweight. The prevalence of underweight children is highest in Sindh, while prevalence of overweight is lowest, as compared to other provinces of Pakistan.

22. **Social norms:** Structural and socio-cultural barriers continue to limit the mobility and opportunities of women and girls. Deeply rooted patriarchal norms and stereotypes contribute to ongoing discrimination and, in some cases, violence against women and girls.¹¹ The Government of Pakistan has taken important steps in recent years to address such issues, as pledged in the Constitution and through international commitments. Notably, a robust legislative and policy framework has been established in response.

23. **Education:** Pakistan faces significant challenges in education. According to the Pakistan Social and Living Standards Measurement (PSLM) survey, the gross enrolment rates increased 8 percentage points, from 60 percent in 2004-05 to 68 percent in 2019-20. However, despite overall increases in enrolment rates, Pakistan has among the highest number of out-of-school children (OOSC) in the world, as well as many children who have never been enrolled in school.

24. The gross enrolment rate of class 1-5 in Sindh province is 71 percent (78 percent for boys and 62 percent for girls). Disparities exist between urban and rural areas: in urban settings, the enrolment rate is 83 percent (86 percent for boys and 80 percent for girls), while in rural areas, it is 60 percent (71 percent for boys and 47 percent for girls).¹²

25. In terms of percentage of out-of-school children, 39 percent of school-age children are out-of-school. Balochistan (65 percent) has the highest percentage of out of school children as a proportion of its school-age children. In Sindh province, 44 percent of school-age children are out-of-school in total (39 percent for boys and 51 percent for girls), and the ratio varies from 29 percent in urban areas and 58 percent in rural areas.¹³

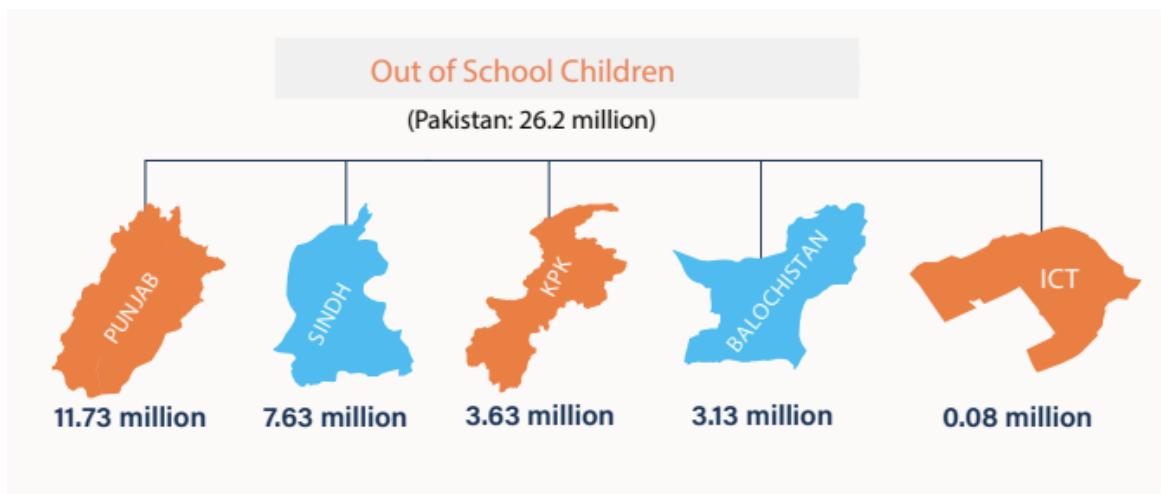
26. Recurring natural disasters, droughts and floods, have further devastated peri-urban slums, particularly in Karachi where there are about 5.6 million children within 5 to 16 years of age and out of those 32 percent are out of school (Figure 2).

¹¹ UNWOMEN. 2023. National Report on the Status of Women in Pakistan, 2023 a Summary

¹² Pakistan Bureau of Statistics. July 2021. Pakistan Social and Living Standard Measurement Survey (PSLM) 2019-2020

¹³ Pakistan Bureau of Statistics. July 2021. Pakistan Social and Living Standard Measurement Survey (PSLM) 2019-2020.

Figure 1: Province-wise break-up of out of school children in Pakistan¹⁴



27. Among students who enter school, the dropout rates remain high and learning progress is slow¹⁵. While the data vary across provinces, the education system continues to struggle to get children into school, keep them in school, and ensure that they achieve learning outcomes while in school.

28. National literacy rate of 10 years and older in Pakistan is 70 percent for male and 49 percent for female, while those in Sindh province is 68 percent for male and 47 percent for female.¹⁶

¹⁴ PES Highlights 2021-22 New.pdf

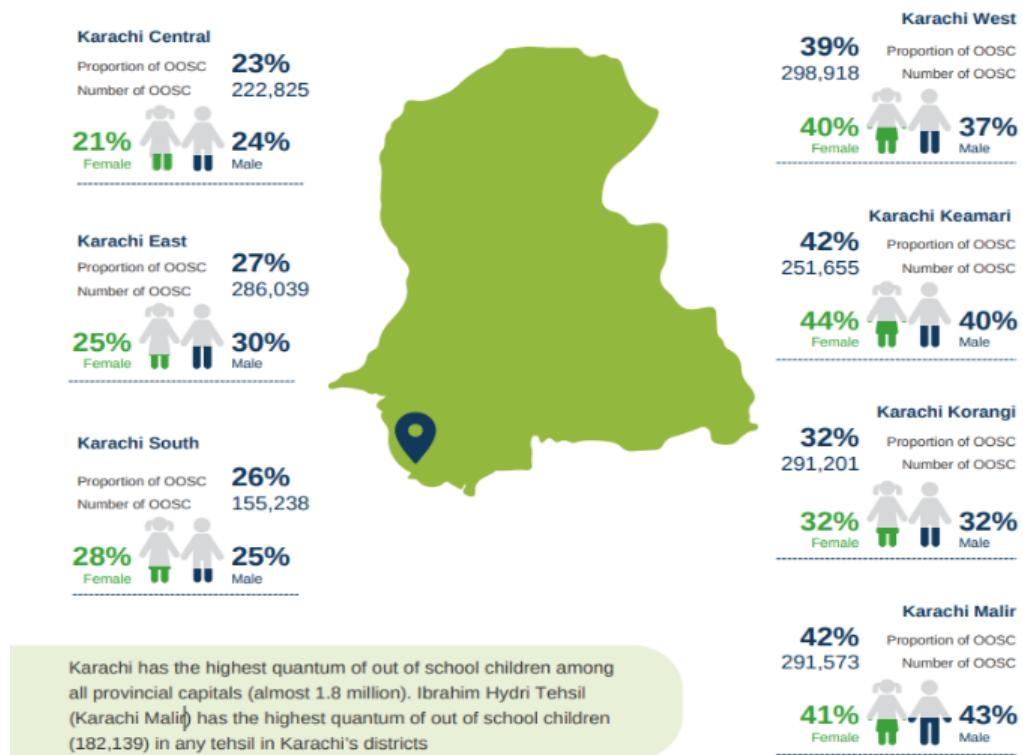
¹⁵ <https://documents1.worldbank.org/curated/en/099907205312429006/pdf/IDU141cd1e1516588142c119f741ba6fd510021d.pdf>

¹⁶ Pakistan Bureau of Statistics. July 2021. Pakistan Social and Living Standard Measurement Survey (PSLM) 2019-2020.

Figure 2: Out of school children in Karachi¹⁷

PROVINCIAL CAPITAL: KARACHI

Karachi is home to 31 tehsils across 7 districts with 5.6 million children within 5 to 16 years of age. 32% of them are out of school



29. **Government Initiatives:** The Government of Pakistan is fully aware of these challenges and is committed to prioritizing the education sector. Efforts are being made to bring out-of-school children into schools, improve the quality of education, and create a conducive learning environment, among other initiatives.

30. The National Consultation on School Meals (2022) acknowledged a great need for school meals in Pakistan, one of the largest countries without a national program.

31. In May 2024 Pakistan declared a National Education Emergency in response to widespread deficiencies in learning outcomes and the staggering reality of 26 million out-of-school children.¹⁸ This declaration sought to mark a pivotal shift - mobilizing new initiatives to improve both access to and the quality of education. This urgent intervention comes at a critical point in Pakistan's broader human capital development efforts. While national programs have recently gained traction, generating momentum for

¹⁷ Pak Alliance for Maths and Science. August 2024. The Missing Third of Pakistan: A tehsil wise analysis of out of school children https://mathsandscience.pk/wp-content/uploads/2024/09/The-Missing-Third-of-Pakistan_2924.pdf

¹⁸ Ministry of Federal Education and Professional Training, National Conference on Education Emergency, May 2024.

development, critical gaps persist – particularly in systems designed to benefit school-age children. Although Pakistan's Constitution guarantees free and compulsory education to all children ages 5 to 16, there is no national school meals programmes to improve health and nutrition of school-age children. The 2024 education emergency declaration further invigorated new efforts at national and provincial levels to address challenges facing school-age children.

32. **Progress towards Sustainable Development Goals (SDG):** Pakistan's Voluntary National Review 2022 demonstrates the country's strong commitment to advancing the Sustainable Development Goals. Between 2015 and 2020, Pakistan's SDG 2 Index Value rose from 27.47 to 62.92, reflecting progress in reducing stunting, malnourishment, and anemia among pregnant women. However, the average income of small-scale food producers has stagnated, and food insecurity remains a concern at 16% (2019–20). While undernourishment declined by four percentage points, regional challenges—such as small landholdings, lack of food monitoring, and rapid population growth—have limited the effectiveness of targeted interventions in some provinces.¹⁹

33. Pakistan's education sector has shown significant improvement in key indicators under SDG 4, with completion rates at 67% for primary, 47% for lower secondary, and 23% for upper secondary education. However, challenges remain, including a high proportion of out-of-school children (see above education section), low participation in pre-primary education, and persistent disparities in literacy and school attendance between urban and rural areas and between boys and girls. Efforts such as geo-tagging households through the Benazir Income Support Program are helping to identify and address barriers, but further progress is needed in early childhood education, teacher quality, and educational facilities, especially in rural and remote regions.²⁰

3.2 Subject of the evaluation

34. WFP Pakistan will be implementing a **5-year (2026 – 2030)** school meals project in Sindh province, with total funding of **US\$ 40 million** from the United States Department of Agriculture's (USDA) McGovern-Dole International Food for Education and Child Nutrition Program. The project aims to strengthen the provincial school feeding initiative through a comprehensive technical assistance strategy at local, district, and provincial levels. This will directly contribute to improve access to and quality of education, address health and nutrition needs of pre-primary and primary school children and provide opportunity to the provincial government to see how such initiatives can be adopted and scaled up using their own resources.

35. While it is not part of the McGovern-Dole project, WFP has been partnering in Balochistan province, in addition to the newly starting McGovern-Dole projects in Sindh province where WFP will directly implement school meal initiative in two districts namely Malir and Keamari in metropolitan area of Karachi and will provide strategic and technical support in different areas to sustain such initiatives with the objective of provincial led school meal programme. The details of different activities to be implemented is given below against table 6 against para 47.

36. WFP will deliver school meals in a phased manner 614 government pre-primary and primary schools in Malir and Keamari districts of metropolitan Karachi, reaching 100,000 children. The weekly menu will include wheat bread, rice, lentils, split peas, and fresh vegetables. The school meals will be complemented

¹⁹ Ministry for Planning Development and Special Initiatives. 2022. Pakistan's Voluntary National Review: Implementing Best Practices to Build Forward Better in the Decade of Action.

²⁰ Ministry for Planning Development and Special Initiatives. 2022. Pakistan's Voluntary National Review: Implementing Best Practices to Build Forward Better in the Decade of Action.

with literacy, nutrition and health, and WASH infrastructure and activities.

37. The project in Pakistan will focus on achieving the following objectives. These are aligned with McGovern-Dole standard objectives (SOs): **SO1**: Improved Literacy of School-Age Children, **SO2**: Improved Use of Health, Nutrition and Dietary Practices; and **LRP SO1**: Improved Effectiveness of Food Assistance through Local and Regional Procurement.

- Reduce short-term hunger and improve attentiveness, enrolment, and student attendance, especially for girls, through the provision of school meals;
- Improve literacy of school-age children and quality of education through teacher training and programming following the “Teaching at the Right Level” approach, early childhood education, and provision of literacy materials;
- Improve knowledge and use of health, nutrition, and dietary practices through training and improve access to essential water, sanitation, and hygiene (WASH) infrastructure in schools; and
- Prepare schools to continue school meals after USDA support ends through constructing and equipping central kitchens for school meals operations, establishing operational standards in consultation with the Government of Sindh, and strengthening the capacity of the Government of Sindh, Pakistan, to plan, finance, and manage school meals programming.

38. The proposed project's Theory of Change stipulates that if WFP successfully implements a school feeding program that is adaptable and scalable and simultaneously provides the Government of Sindh with targeted technical assistance to build its policy framework, management capacity, and financing structure for school-based initiatives, the Sindh government will be enabled to independently manage and oversee a sustainable and effective school feeding program.

39. As a result, schoolchildren in Sindh will benefit from improved literacy and quality of education (MGD SO1), increased adoption of positive health, nutrition, and dietary practices (MGD SO2), and continued access to nutritious school meals, strengthened by efficient local procurement systems (LRP SO1). The assumptions include the absence of large-scale natural disasters, no significant changes in the government, and continued community buy-in, among others. The Theory of Change and the intervention logic as well as the assumptions are presented in the form of the project result framework, which is attached in **Annex 7**. The planned outcome and outputs are reflected in the McGovern-Dole **Performance Monitoring Plan (PMP) – Performance Indicators** in **Annex 6**.

40. WFP will provide school meals prepared daily with USDA donated commodities and locally procured commodities starting in August/September 2026 for a total of five calendar years (ending in December 2030), covering 210 days each school year, aligned with the provincial education school year. WFP will provide the following ration:

- 2 days fortified wheat bread (naan, chapati, roti) with red beans and mixed vegetables.
- 2 days fortified wheat bread with chickpeas and mixed vegetables
- 1 day locally fortified rice with yellow split peas and mixed vegetables
- 1 day fortified wheat bread with yellow split peas and mixed vegetables.

41. The project target number for the schools are as follows.

Table 3: Target number of project schools and students

Target number of project schools and students	FY 2026 Target	FY 2027 Target	FY 2028 Target	FY 2029 Target	FY 2030 Target	Life of Project Target
# of Schools	100	200	400	614	614	614

# of school-age children receiving daily school meals	20,000	45,000	70,000	100,000	100,000	100,000
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42. The estimated quantity of commodities to be provided by USDA for the project is as follows:

Table 4: the estimated quantity of commodities to be provided

Commodity	Maximum Quantity (MT) - 2026	Maximum Quantity (MT) - 2027	Maximum Quantity (MT) - 2028	Maximum Quantity (MT) - 2029
Vegetable Oil	140	180	260	170
Split Yellow Peas	150	200	280	190
Small Red Beans	150	200	280	190
Hard Red Winter Wheat	910	1,230	1,750	1,150
Garbanzo Beans	150	200	280	190

43. The following types and quantities of commodities are expected to be procured locally or regionally by WFP in line with the agreement with USDA:

Table 5: List of commodities to be locally or regionally procured

Commodity	2026(MT)	2027 (MT)	2028 (MT)	2029 (MT)	2030 (MT)
LRP - Vegetables	51	331	515	735	483
LRP - Spices	2	14	22	32	21
LRP - Rice	24	158	245	350	230

44. The meal component will be complemented by an integrated package of education, nutrition and health activities to the targeted pre-primary and primary school children to improve literacy, health and nutrition outcomes. These activities will be implemented by sub-recipients ITA for literacy, and SIF for health, nutrition, and WASH.

45. WFP will partner with ITA to implement a set of literacy activities aiming to address persistent learning poverty among primary school children. Starting in year 2 of the project, ITA will organize annual learning camps targeting students who are significantly behind in literacy and numeracy and establish interactive libraries in schools.

46. To address gaps in WASH infrastructure in schools, WFP will partner with SIF to provide essential hygiene infrastructure - functioning handwashing stations, operational latrines, and at least one water cooler or filter - in each target school, and implement activities focused on improving knowledge, understanding, and use of best practices for handwashing and other hygiene practices.

47. The following is a brief summary of the key activities planned to achieve the above-mentioned objectives.

Table 6: Summary of key activities planned for the project

Activity 1	Provide School Meals
Metrics: 60,390,000 meals served (life of project); 100,000 students (life of project) Role of Partners and Sub-recipients: WFP in coordination with the Sindh Government.	

- Starting from August/September 2026 provision of daily school meal to approximately 20,000 children annually (100,000 over life of project).
- Selection of supplier through bidding process for supply of commodities and as backups for school expansion.
- Quality testing for the locally procured commodities through Food Safety Authority
- Establishment of a real-time logistic tracking system supported with reconciliation and oversight monitoring.
- Establishment of a waste segregation and disposal system in consultation with the Waste Management Authority.
- Regular test of cooked meals in coordination with the Food Safety Authority.

Activity 2	Building/Rehabilitation: Kitchens and Training: Food Preparation and Storage practices
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Metrics: 4 central kitchens; 400 staff

Role of Partners and Sub-recipients: WFP in consultation with the Sindh Government Food Regulatory Authority

- Construction of four central kitchens based on the kitchen plans used in the WFP Quetta school meals program to the peri-urban context of targeted districts. The Kitchens will feature dedicated washing, cooking, and food preparation areas as well as a cold storage space and a dry ration area.
- Procurement of necessary industrial tools, such as gas burners and roti makers, and non-food items such as pots, cooking utensils, and storage boxes (food garden materials).
- Regular inspection of Kitchens by Sindh Food Authority to ensure compliance with provincial hygiene guidelines.

Activity 3	Develop school health and nutrition program guidelines and improve processes
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Metrics: 5 guidelines developed, 1 SABER study, 1 Fortification study, 1 policy guideline, 4 consultations

Role of Partners and Sub-recipients: WFP in coordination with the Sindh Department of Education

- Development of frameworks, standards, and operational guidance to support the Government of Sindh to establish and implement a sustainable school meals program.
- Development of guidelines for the central kitchens in coordination with the Government of Sindh
- Development of guidelines for the local procurements for school meals in coordination with the Sindh Food Authority. Similar guidelines will be developed for school meal planning and preparation aligned with nutritional standards and the local context.
- Development of operational guidance for packaging, transportation, and delivery of school meals in collaboration with contracted service providers, including catering and transportation companies.
- Starting in year 2, WFP, in collaboration with the Government of Sindh and the World Bank, will conduct a Systems Approach for Better Education Results (SABER) assessment to evaluate existing policy, financial, and institutional capacity in the Government of Sindh and identify steps to transition school meals responsibility to the Government of Sindh.
- Development of a financing strategy through the School Meals Coalition's Sustainable Financing Initiative (SFI) and in coordination with Save the Children and Government of Sindh.
- Establishment of a School Meals Directorate in collaboration with the Government of Sindh for strengthening multisectoral coordination through representatives from relevant government departments.

- Consultations with the Government of Sindh to integrate school meals into national monitoring systems and joint monitoring visits of school meals activities to transition monitoring responsibilities to the Government of Sindh.
- WFP will conduct a special study on the impact of fortification on the micronutrient status of children in schools in partnership with the Aga Khan University (AKU), the Sindh Health Department, and other provincial nutrition actors.
- WFP will provide logistical and technical support to the Government of Sindh to draft and finalize a provincial school meals policy, including organizing consultations and reviewing draft policy documents. The policy will include a legally mandated framework for the provision of school meals, endorsed by the Government of Sindh, in alignment with recommendations from the SABER and Government of Sindh's education strategies.

Activity 4 Building/Rehabilitation: Wells and water stations/systems	
Metrics: 614 schools, 100,000 students	
Role of Partners and Sub-recipients: WFP will provide strategic guidance on the implementation of this activity with implementation by sub-recipient SIF in coordination with WFP and the Sindh Education and Literacy Department	
Activity 5 Training Teachers	
Metrics: 614 schools, 100,000 students, 1,842 teachers	
Role of Partners and Sub-recipients: WFP will provide strategic guidance on the implementation of this activity with implementation by sub-recipient ITA in coordination with the School Education and Literacy Department will focus to improve the quality of literacy instruction by developing and revising teaching materials and literacy and numeracy tools tailored for pre-primary education and training teachers to use Teaching at Right Level (TaRL) methods.	

- To support pre-primary education, development of necessary material to support effective classroom instruction, including multilingual learning materials (English, Urdu, Sindhi), activity books, worksheets, assessments, and guidelines for group games and learning.
- Development of tools to support classroom management, including diagnostic tests, pedagogical training manuals, lesson plans, and student tracking templates.
- For primary grades, conduct demonstrations on the improved literacy and numeracy teaching materials and Teaching at the Right Level methods for teachers at project schools. Subsequently training of teachers using the pedagogical tools, including diagnostic tests, to group students based on learning levels.
- WFP will provide master trainers with standardized training materials and session plans, who will in turn, deliver cascaded trainings on the materials and Teaching at the Right Level teaching methods to approximately 1,842 teachers and 614 school administrators at project schools.
- In primary grades, WFP will coordinate with master trainers and the School Education and Literacy Department to organize and facilitate annual 8-12 week learning camps during the school day.
- Advocacy with the School Education and Literacy Department to adopt TaRL methods into the provincial primary school curriculum and for the School Education and Literacy Department to provide ongoing mentoring and support to teachers and cluster supervisors.
- Organize sensitization sessions with school management committees, parent-teacher associations, and communities to share approaches parents can use to support their children to read at home and apply practices learned at the TaRL camps, including daily reading, counting exercises, and storytelling.

Activity 6	Establishment of libraries
<p>Metrics: 614 schools, 100,000 students, 3,000 community members</p> <p>Role of Partners and Sub-recipients: WFP will provide strategic guidance on the implementation of this activity with implementation by sub-recipient ITA in coordination with the School Education and Literacy Department</p> <ul style="list-style-type: none"> • Establish of libraries project schools to improve access to age-appropriate learning materials • Distribution of 4,090 age-appropriate books and learning kits related to literacy, vocabulary, science, technology, education, and math. WFP will distribute 25 tablets with the School Education and Literacy Department-approved online educational/library software for students to access digital books and interactive learning resources, providing skills for digital literacy and reducing the need for continuous physical book purchases. • Update tablets with new materials periodically to link reading materials to nutrition, WASH, and health messages. WFP will train school administrators on library management, including to ensure the functionality of devices and supervising online access for students. • Organize activities including reading challenges, book clubs, and author and storyteller visits to motivate and encourage students to read. WFP will use the libraries to offer resources and programs for parents and caregivers, such as seminars on reading at home to engage parents in children's education. • Establishment of approximately 30 mobile rickshaw interactive community outreach libraries to encourage students to read outside of the classroom. 	

48. The project will directly support the USDA McGovern-Dole Program's primary Strategic Objectives (SO): **McGovern-Dole SO1**, which focuses on improving literacy outcomes for school-age children, and **McGovern-Dole SO2**, which aims to increase the use of health, nutrition and dietary practices. Additionally, through Local and Regional Procurement (LRP), the project will contribute to **LRP SO1**, which seeks to improve the effectiveness of food assistance through local and regional procurement.

49. In addition to the project implemented by WFP, another McGovern-Dole project will be implemented by Save the Children in Sindh, Pakistan. Although both projects are working towards the same higher-level results and objectives, there are key distinctions across the two projects. Save the Children is implementing a 6-year project in three peri-urban/rural districts, namely Thatta, Sujawal, Tando Muhammad Khan. In contrast to WFP's project which is based on a centralized kitchen model, Save the Children is applying a community-based kitchens modality operated locally with cooks from the community. At the end of the project, the kitchens are planned to transition to the private sector or provincial government. Additionally, to hot school meals, the project uses take-home rations for cooks and children. Despite certain key differences, WFP and Save the Children are working collaboratively to maximize operational alignment and cost-efficiencies. On monitoring, evaluation and knowledge management, there are several concrete areas of collaboration both organizations have agreed to align. Those are outlined in annex 8.

4Evaluation scope, criteria and questions

50. Commissioned by the WFP Pakistan Country Office, the McGovern-Dole project includes a baseline study, a midterm evaluation, and a endline evaluation. These study and evaluations will assess all aspects of the project including all six activities and its processes, outputs, outcomes and impacts in the project's geographical target areas. The aim is to address the key evaluation questions and provide a comprehensive assessment of the project's overall performance.

51. These evaluations will assess output, outcome and impact of school meal component at the government primary schools of project implementation area- Malir and Keamari districts of Karachi. Also to understand the relevance, impact, effectiveness and sustainability of capacity strengthening initiatives, these evaluations will cover provincial government education institutions and other relevant stakeholders.

52. The evaluation will be undertaken by a single evaluation firm contracted based on these single Terms of Reference (ToR) that will set out the timelines and deliverables for the different phases of the evaluations and the key products (baseline study, midterm evaluation, and final evaluation).

53. The inception period will establish and confirm appropriate sampling frames, sampling strategy and survey instruments for the baseline, midterm, and final evaluations. Sampling protocols will be designed to ensure consistency across baseline, midterm and final evaluations.

54. **Baseline Study:** As this is a new project, the purpose of the baseline will mostly be to establish their baseline value for performance indicators, especially for the components being implemented by WFP's literacy partner and the WASH infrastructure improvement partner. It will collect and establish baseline values for all performance indicators in the Performance Monitoring Plan (PMP), including a measurement of the literacy status of children using the Early Grade Reading Assessment by grouping them through Teaching and the Right Level (TARL) assessment tool. Data will be collected from a representative sample of project schools as well as non-project schools (comparison group) to estimate the impact of the project during the final evaluation. The baseline value will serve as a benchmark for comparing conditions before and after the implementation of the project activities. It will also assess the appropriateness of the project's indicators, targets, and evaluation questions, ensuring their evaluability and relevance to the project's objectives. Additionally, the baseline study will provide a situation analysis for these impoverished peri-urban/urban areas, which are dynamic and often overlooked and understudied. Therefore, the baseline will be important for informing project implementation, especially around this unique context.

55. The baseline study will assess the following key aspects:

- What was the pre-project situation including the situation of boys, girls, men, women and other context-specific demographic groups for each relevant evaluation question under the criteria of relevance, coherence, effectiveness, efficiency, impact and sustainability impact?
- Are the project indicators and targets appropriate and effective in measuring and tracking the results, as outlined in the results framework?
- To what extent are the midterm and final evaluation questions relevant for assessing the project's success under each evaluation criterion?

56. **Midterm Evaluation:** will provide evidence-based, independent assessment of the performance of the McGovern-Dole project so that WFP and its project partners can adjust course as necessary for the remainder of the project term. Specifically, the midterm evaluation will (1) review the project's relevance, coherence, effectiveness and efficiency and sustainability, (2) collect performance indicator data for all performance indicators in the Performance Monitoring Plan (PMP), including strategic objectives and higher-level results, (3) assess whether the project is on track to meet the results and targets, (4) review the results frameworks and theory of change, and (5) identify any necessary mid-course corrections. Since food distribution will be implemented in a phased manner and expand to new project areas over time, the midterm evaluation will present an opportune time to assess project performance and progress thus far and allow for necessary corrections. The midterm evaluation will be conducted in January – June 2028 and will collect primary quantitative and qualitative data.

57. At midterm, the evaluation will primarily focus on target achievement, operational aspects of the project and whether it remains relevant; data will be collected only from project schools. The midterm evaluation's inception report will set out the detailed evaluation questions the evaluation will address and describe the detailed methodology used to answer these questions. The methodology will mirror that of the baseline study. If the evaluation team wishes to make adjustments to the methodology employed for the midterm, this should be clearly indicated and justified in the inception report and is dependent on WFP and USDA's review and approval.

58. **Final (Endline) Evaluation:** The objective of the final evaluation is to provide an evidence-based independent assessment of the performance of the school feeding program in terms of its overall success. Specifically, the final evaluation will: (1) review the project's relevance, coherence, effectiveness and efficiency, impact, and sustainability, (2) collect performance indicator data for all performance indicators in the Performance Monitoring Plan (PMP), including strategic objectives and higher-level results, (3) assess whether or not the project has succeeded in achieving McGovern-Dole's strategic objectives, (4) investigate the project's overall impact, and (5) identify meaningful lessons learned that WFP, USDA, and relevant stakeholders can apply to future programming. In particular, the final evaluation will examine the extent to which the project was successful with a particular focus on improved literacy, nutrition and health outcomes, and improved government capacity and local procurement.

59. The final evaluation data collection will include a comparison group to estimate the impact of the project towards achieving higher-level results, particularly learning outcomes, through a quasi-experimental evaluation design. The evaluation will measure and compare trends in literacy achievement from students in project (Melir and Keamari) and non-project schools in a neighbouring district with comparable socio-economic characteristics. A Systems Approach for Better Educational Results (SABER) exercise will be conducted with the provincial Government of Sindh to assess the progress made regarding capacity strengthening of government institutions and other stakeholders during the project timeline. The findings of this exercise will be incorporated into the final evaluation.

60. To address the learning objective, the evaluation will answer the following main questions: The evaluation will investigate the factors that contributed to the achievement or non-achievement of intended results, as well as examine any unintended outcomes, whether positive or negative. It will extract key lessons, identify successful practices, and offer recommendations for future learning and improvement. Furthermore, the evaluation will deliver evidence-based findings to guide operational and strategic decision-making, ensuring that insights are leveraged to enhance the program's performance.

61. To address the accountability objective, the evaluation will address the following key questions: The evaluation will assess whether targeted beneficiaries have received the intended services and whether the project is advancing as planned toward achieving their stated goals and objectives. It will also examine the

alignment of project progress with the **results frameworks (Annex 7)** and underlying assumptions, ensuring that implementation is on track and objectives are being met effectively.

62. The evaluation will apply the international evaluation criteria of impact, effectiveness, sustainability, relevance, efficiency, and coherence. The selected criteria are well aligned with criteria agreed for the McGovern-Dole project as set out in the approved evaluation plan²¹. The key evaluation questions are summarised in Table 4 and will be further developed and tailored by the evaluation team in a detailed evaluation matrix during the inception phase, covering all six activities of the project. Collectively, the questions aim at highlighting the key lessons (learning) and performance of the McGovern-Dole supported School Feeding Programme (accountability), with a view to informing future strategic and operational decisions.

Table 7: Evaluation questions and criteria

Focus Area	Key Questions – Baseline Study	Key Questions – Midterm and Final Evaluation	Data Source
Relevance	To what extent is the project design in line with the beneficiaries' needs and aligned with the national government's education, health, and school feeding policies and strategies at the time of design?	To what extent was the project implementation strategy suitable to reach the right people with the right type of assistance? If any, what were the strategic gaps?	Desk review, Focus Group Discussions, and key stakeholder interview (students, parents, teachers, education department staff etc.)
	To what extent are the activities/ measures planned as part of the project based on actual needs for a provincial school feeding program and province-led initiative against the five policy goals/pathways?	To what extent was the project relevant to the provincial government strategy and adapted to the evolving situation in relation to school feeding interventions in Pakistan? How did the children/parents/teachers perceive the relevance of school feeding activities in terms of addressing their needs? Do they perceive that the activities can promote education and literacy and are suitable for different demographic groups? Is there a difference in perception between boys and girls, men and women?	
Coherence	To what extent is the project designed to complement other initiatives and	To what extent has the project complemented other initiatives and activities in the area - by the government and other actors in Sindh?	Desk review, Focus Group Discussions, and

²¹ As of December 2025, the evaluation plan approval process is still ongoing.

Focus Area	Key Questions – Baseline Study	Key Questions – Midterm and Final Evaluation	Data Source
	activities in the area - by the government and other actors in Sindh?		key stakeholders interview
Effectiveness	What are the baseline values for each of the standard and custom indicators for the project?	<p>To what extent have these complementarities contributed to strengthening the project's relevance in Sindh province?</p> <p>To what extent were planned outputs, intermediate outcomes and results achieved? Were set targets achieved and all the project activities completed? Are there any different effects on boys/girls/men/women and other context-relevant demographic groups?</p> <p>What is the effect of the project on observed changes (disaggregated by sex, male/female) in aspects related to education, the use of health and nutrition practices, and capacity strengthening? What are the factors contributing to the different results?</p> <p>In what ways do the combination of school feeding and educational interventions improve education and literacy levels?</p> <p>What were the key features, components and (external) factors of the project that were crucial to the achievement or non-achievement of results?</p>	Desk review, quantitative and qualitative surveys, focus group discussions (student, teacher, education department staff and other relevant officials etc.
Efficiency		<p>Has WFP been able to mobilize the required skills/personnel/technical support to be able to provide the right support to relevant actors (at technical, project management and advocacy levels) in a timely manner?</p> <p>What was the efficiency of the project, in terms of costs of procurement and deliveries, timeliness of distribution, and costing of the project as well as the cost of food per child? To what extent did local procurement contribute to timely availability for distribution in the schools</p>	Desk review, key stakeholder interview (central kitchens staff, relevant government staffs of education department and other relevant officials etc.

Focus Area	Key Questions – Baseline Study	Key Questions – Midterm and Final Evaluation	Data Source
		<p>according to project requirements and local economy?</p> <p>What factors impacted the delivery process, including cost factors, WFP and partners' performance, and external factors?</p>	
Impact		<p>To what extent did literacy outcomes, health and dietary practices of beneficiary groups (by sex, male/female) improve?</p> <p>What are the intended and unintended positive and negative impacts of the project? How are these different for women and men, girls and boys?</p>	Quantitative and qualitative surveys, Key stakeholder interviews, focus groups (student, teachers and education and health department staff and other department officials etc.
Sustainability	To what extent is the package of activities designed to support the sustainability of the interventions?	<p>To what extent are the project's activities likely to support the sustainability of its interventions? What contributions has the project made toward sustainability of school feeding, and what challenges or gaps have limited this?</p> <p>To what extent has the provincial government adopted the best practices/lessons learned of the project in the provincial school feeding program?</p> <p>What systems are in place to support the financial sustainability of a provincial school feeding program? What aspects of the project have contributed to this? What are the shortcomings and main persisting gaps in achieving financial sustainability?</p>	Document review, qualitative surveys, Key stakeholder interview and focus group discussions (student, teacher, education department staff other department officials etc.

5 Methodological approach and ethical considerations

5.2 Evaluation approach

63. The evaluation methodology for the three exercises (baseline study, midterm evaluation and endline evaluation) will be designed in accordance with WFP Decentralized Evaluation Quality Assurance System (DEQAS) as well as USDA's Monitoring and Evaluation Policy. Based on the requirements described in the TOR, further analysis done at inception phase and consultations with key stakeholders, the evaluation team will formulate an appropriate evaluation design, sampling strategy, and methodological approach. It will be fully developed in an Inception Report during the inception phase of each exercise.

64. Should there be any changes from the terms of reference at the inception stage, Evaluation Team shall consult with WFP so that WFP will notify USDA in writing and await approval before proceeding.

65. The methodology will be designed by the evaluation team during the inception phase. Overall, the methodology for baseline, midterm and final evaluation should:

- Employ the evaluation criteria of relevance, coherence, effectiveness and efficiency, impact and sustainability;
- Demonstrate impartiality and lack of biases by relying on a cross-section of information sources (stakeholder groups, including beneficiaries, etc.). Systematic sampling procedure will be followed by ensuring impartiality in selecting field visit sites such as using random sampling;
- Be relevant for answering the evaluation questions along the relevant evaluation criteria in Table 7 above;
- Be summarised in an evaluation matrix geared towards addressing the key evaluation questions considering the data availability challenges. This should be carefully looked into during the inception phase to assess the evaluability, the budget and timing constraints;
- Ensure through the use of mixed methods and participatory approaches that women, girls, men, and boys from different stakeholder groups, including other context-relevant demographic groups participate and that their different voices are heard and their perspectives are incorporated into the evaluative outputs;

66. This specific purposes and objectives of each of the three evaluation exercises (baseline, midterm, final) are above in section above evaluation scope, criteria and questions (see paragraph 54 - 58).

67. The evaluation series is expected to adopt a **quasi-experimental, mixed methods approach** with quantitative and qualitative elements. Using the suggested 'difference-in-difference' design, the difference in status of indicators will be examined through a comparison of project schools, vis-a-vis non-project schools between baseline and endline.

68. Each of the three evaluation exercises (baseline study, midterm evaluation and final evaluation) is expected to employ both **quantitative and qualitative methods** and tools to collect data. Specific data collection methods are expected to include, but not limited to: a desk review, monitoring data review, quantitative survey, semi-structured interviews, focus group discussions and observation during field visits. The quantitative and qualitative methods will be identified and finalized during inception to ensure they answer appropriate evaluation questions.

69. The evaluation series will assess institutional capacity strengthening under the sustainability criterion, as reflected in the foundational results of the Results Framework (Annex 7). The evaluation team is expected to base its assessment on credible evidence and propose methodological approaches that ensure the generation of such evidence.

70. **The Quantitative methods** include **quantitative survey** that will collect data from a representative sample of primary schools randomly selected from the operational area, and from key stakeholders including teachers, head teachers, students, parents and records of the sampled schools. The sample size should be calculated at the project level.

71. **The quantitative survey** design, sampling frame and data collection methods will be informed by project coverage, context and the list of indicators as per the performance monitoring plan (**performance monitoring plan** – performance indicators are attached in Annex 6). The design will ensure meaningful comparisons in baseline study, midterm evaluation and final evaluation. The quantitative survey modules expect to include household and student questionnaires, school questionnaire (with teachers and school administrators), suppliers' assessment and **Early Grade Reading Assessment (EGRA)** and **Teaching and the Right Level (TARL)** assessment tool. The project outcome measurement for the McGovern-Dole project will remain unchanged.

72. For efficiency analysis the data sources will be project budgets, financial reports, procurement plans etc. In inception period, metrics will be introduced for assessing efficiency at midterm and endline evaluation stages, with potential use of cost-benefit analysis methods.

73. A quasi-experimental design with 'before and after' and a 'with and without' comparison will be adopted for the evaluation. As the first-ever school meals project, the selection of schools and their clustering is dependent on various factors relating to supply chain, food preparation and handling, and other considerations at government level. Therefore, assessing a definite attribution through randomization is not feasible under this project. Using the suggested 'difference-in-difference' design, the difference in status of indicators will be examined through a comparison of project schools, vis-a-vis non-project schools between baseline and endline. The non-project schools will be in a different urban district, having similar characteristics to the assisted schools, in terms of geographical areas, number of children in the school, condition of schools, and more.

74. Where feasible, the evaluation team will explore opportunities to align certain aspects of data collection tools and methodologies with those used by Save the Children, which is implementing a McGovern-Dole project in different locations within the province. Such alignment will be considered only if it enhances efficiency and supports methodological consistency for potential future meta-analysis, without compromising rigor. Any coordination will be discussed during the inception phase in consultation with WFP and relevant partners, ensuring that roles, responsibilities, and protocols are clearly defined prior to implementation.

75. **The sampling strategy** shall account for random sampling at school level considering the following parameters: i) number of schools: 614; ii) total beneficiaries: 100,000 (pre-)primary students, 1,842 teachers and 320 kitchen staff; iii) significance level: 0.05 (5 %), iv) expected effect size: 0.09 – 0.15 standard deviations. Based on those characteristics, WFP estimates a sample size of at least 100 schools per treatment arm (intervention and comparison) and 10 observations per school. Additionally, an extra 20% should be added to account for attrition and non-response. Those are indicative figures, subject to revision and proposal by the evaluation team.

76. The McGovern-Dole project intervention schools will be selected by the WFP in consultation with provincial government in geographical clusters based on pre-defined eligibility criteria. Hence, the sample intervention schools will be selected from them considering the representativeness and randomness to

ensure minimised bias.

77. The comparison school selection is expected from a nearby district with very similar socio-economic/demographic/cultural characteristics to the intervention school group, such as ethnicity, remoteness of the area, number of children in the school, wealth quintile and head of the household's level of education, but where no educational projects are taking place or planned. These groups (intervention and comparison groups) will then be matched based on pre-defined socio-economic characteristics which will be selected at baseline. Variables, such as socio-demographic factors, quality of implementation and other external factors, will be comprehensively and systematically reviewed using multiple data sources to explain the variation in results between sample groups. The analysis will further be enhanced by disaggregation of all relevant indicators by different disparities i.e., sex (male/female) and age or ethnicity to evaluate whether the project addresses the needs of different demographic groups.

78. To finalize the evaluation design at the inception stage other feasible and robust approach in the evaluation design will be explored, including the sampling strategy expect to make the meaningful analysis from an adequate size of representative samples. In the inception phase the necessary background analysis and liaison for the selection of the comparison school's area will also be discussed with the evaluation team.

79. **Qualitative methods** will be used to ensure triangulation and clarification of quantitative findings. Key informant interviews and/or focus group discussions can be planned to target the stakeholders including students, parents, schoolteachers and School Management Committee of the sample schools, traders, community members, relevant government officials, sub-recipient NGOs, donors, UN agencies, WFP staff, among others. Qualitative methods should also help understanding the project's possible different effects of on the needs of boys, girls, men, women and other demographic groups and to address issued identified. Hence, purposeful sampling is proposed for the qualitative data collection.

80. Data on each indicator of the **Performance Monitoring Plan (PMP)** (Annex 6) will also be collected. The information from Systems Approach for Better Education Results-School Feeding (SABER-SF) could be one of the sources to contribute to assess the PMP Results, being extensively triangulated with monitoring data, quantitative, qualitative primary data for an in-depth evaluation of the PMP Results.

81. The evaluations will consider, in consultation with the stakeholders, employing gaps and needs assessment workshops with the government stakeholders to assess the effect of WFP's technical assistance on the government's capacity to implement the school feeding programme.

82. Where feasible and appropriate, the evaluation team will explore opportunities for coordinating data collection schedule with Save the Children, particularly for key informant interviews (KIIs). Such collaboration will be considered when there is an overlap in identified stakeholders or when coordination with other evaluation teams can enhance efficiency, reduce respondent burden, and promote coherence in findings. During the inception phase, the evaluation team will liaise with WFP, Save the Children, and other relevant partners to assess the potential for improved coordination for data collection.

83. The methodology chosen should demonstrate attention to impartiality and reduction of bias by relying on mixed methods (quantitative, qualitative, participatory etc.) and different primary and secondary data sources that are systematically triangulated (documents from different sources; a range of stakeholder groups, including beneficiaries; direct observation in different locations; across evaluators; across methods etc.).

84. The methodology should be sensitive to and indicate how the perspectives and voices of men and women, boys, girls, the elderly, people living with disabilities and other groups will be sought and considered. The methodology should ensure that primary data collected is disaggregated by sex (male/female) and age and also possibly by different context-relevant demographic groups; an explanation should be provided if this is not possible.

85. Looking for explicit consideration of different context-relevant demographic groups in the data after fieldwork is too late; the evaluation team must have a clear and detailed plan for collecting data from women and men, girls and boys and other relevant demographic groups in sensitive ways before fieldwork begins.

86. The following mechanisms for independence and impartiality will be employed: the evaluation team will work independently in the design and implementation of the evaluation, final decisions on and approval of evaluation products will be made by the evaluation committee; and an evaluation reference group will review and provide feedback, in relation to data collection and the methodology.

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

88. The following potential risks likely to affect proposed approach have been identified:

- Identifying comparison schools with similar settings and educational facilities may prove challenging. Additionally, the comparison schools selected at the outset of the 5-year project may be influenced by similar interventions implemented during the project's duration, potentially compromising the validity of the comparison.
- Data collected through document reviews at the school level may not always be reliable and will require thorough verification to ensure its accuracy and authenticity. Major indicators data will be collected during quantitative data collection from sample schools to triangulate the data and mitigate the inaccuracy.
- Younger school students may have difficulty understanding some of the questions posed during the evaluation and the way they answer. The data collection tool will be prepared in the local languages including Urdu, Pashtu, Sindhi and Balochi etc. with easy words and enumerators will brief the student before starting interview.
- School students shall not be pulled out of ongoing classroom or other activities for data collection. Students will be interviewed before or at the end of class, in prior discussion with school administration and teachers.
- Recall bias may be considered.
- Language and culture are also barriers for the evaluation; hence, the evaluation team should be aware of and take pre-emptive action before going to the field. WFP security team will brief evaluation team about cultural practice in the specific areas. Also programme and field operations team will support to interpret the local dialects and social culture.
- Unforeseen political dynamics and events that may affect the interview and interaction with the government officials. The evaluation team will maintain a close coordination with WFP security for real-time risk assessment.
- Unforeseen social dynamics due to any unforeseen instability may affect the data collection planning.
- Possible turnover of WFP, Partner and government staff in the course of the project and consequence loss of institutional memory. WFP staff will maintain a share folder, where all relevant documents of this program will be stored.

89. The evaluation team will expand on the methodology presented above and develop a detailed evaluation matrix in the inception report. The indicators, targets, evaluation questions, methodology design, timeline and feasibility for the baseline survey will be reviewed during the inception period when the team conducts an assessment of how the evaluation questions will be answered based on the evaluation criteria and the evaluability. Where data quality challenges are anticipated, mitigation measures shall be considered to reinforce data credibility and validity. The inception report will lay out how the

chosen USDA Learning Agenda research questions will be addressed and other elements important for accountability and learning. Separate inception reports will be developed for the baseline study, midterm, and final evaluation.

90. The evaluation team is expected to share a clean dataset collected for the evaluations with the CO with a data note that explains the methodology.

5.3 Preliminary considerations on evaluability and methodological implications

91. Main source of data for evaluation will be primary data including surveys, interviews, observations as well as secondary sources such as relevant program and financial reports. The evaluation series will use a mixed-methods approach, linking analysis, including the baseline-endline survey, to a fully articulated theory of change. Sources of information available to the evaluation team include the following; some will be available at the baseline stage, while others are expected during the course of project implementation.

- USDA McGovern-Dole FY2025 –Work Plan- Approved.
- USDA McGovern-Dole FY2025 – Project Agreement – co-signed
- Performance Monitoring Plan (PMP)
- WFP Pakistan CO – Country Briefs
- WFP Pakistan Country Strategic Plan document (2023-2027)
- WFP Pakistan Annual Country Report
- Annual School Census Sindh 2023-2024
- WFP monitoring reports
- WFP financial report (to be consulted with the Country Office)
- Sub-recipient monitoring reports
- Semi-annual report – USDA McGovern-Dole FY2025.
- Market survey of Sindh
- National Nutrition Survey
- Progress reports of the Quetta school meals project. Declaration Advancing National Commitments in Pakistan ahead of the Global School Meals Summit
- School list used for targeting
- System Approach for Better Education Result (SABER) Sindh Report (year 2012)

92. Concerning the quality of data and information, the evaluation team should:

- Assess data availability and reliability as part of the inception phase expanding on the information provided. This assessment will inform the data collection.
- systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data.

93. The following potential challenges to the evaluability and data availability have been identified:

- Limited datasets and potentially different way of disaggregation of WFP monitoring data compared to the primary data collected for the evaluation series.
- Different timing of data collection may affect the results of collected data

- Due to large area coverage, security aspects and short school timing may impact data collection.
- Some data may be available only local language.
- Availability and quality of sex-disaggregated data

94. For field data collection planning and conduct, the evaluation team should pay attention to representativeness of the sample of schools to be visited, local languages spoken in different areas, delays in commencing fieldwork, limited actual observation of school meals in action in particular months e.g., month of Ramadan, difficulty reaching schools early enough to observe the morning meal, return of students and teachers from semester breaks, external events (public holidays, events, etc.) limited availability of interviewees at some schools and inconsistent information at various levels e.g., at school level and in the central education information management system etc.

95. During the inception phase, the evaluation team will be expected to critically assess data availability, quality and gaps expanding on the information provided above. Given that this is a new programme, there will likely be very little available information on some of the programme components. This assessment will inform the data collection and the choice of evaluation methods. The evaluation team will need to systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data during the reporting phase. In close coordination with the WFP Country Office, the evaluation team will develop a table outlining the data sources for each indicator to be measured, including whose responsibility it is to collect data for each indicator (e.g. evaluation team, WFP monitoring, etc.)

5.4 Ethical considerations

96. The evaluation must conform to [UNEG ethical guidelines for evaluation](#) (Integrity, Accountability, Respect, Beneficence²²). Accordingly, the evaluation team is responsible for safeguarding and ensuring ethics at all stages of the evaluation process. This includes, but is not limited to, ensuring informed consent, protecting privacy, confidentiality and anonymity of stakeholders (the evaluators have the obligation to safeguard sensitive information that stakeholders do not want to disclose to others), ensuring cultural sensitivity, respecting the autonomy of respondents, ensuring fair recruitment of participants (including women and socially excluded groups), ensuring appropriate and participatory representation and treatment of the various stakeholder groups in the evaluation process (and that sufficient resources and time are allocated for it), and ensuring that the evaluation results do no harm to respondents or their communities.

97. The evaluation team 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, while it was not required for the project thus far.

98. Should the evaluators uncover allegations of wrongdoing and misconduct in the implementation of a programme either by a WFP staff or a partner (including fraud, food diversions, misuse of WFP assets, harassment, sexual harassment, etc..), the evaluation team should report those allegations to WFP Office of Inspection and Investigation (OIGI) through WFP hotline (<http://www.wfphotline.ethicspoint.com>).²³ At the

²² Beneficence means striving to do good for people and planet while minimizing harms arising from evaluation as an intervention.

²³ For further information on how to apply the [UNEG norms and standards](#) in each step of the evaluation, the evaluation team can also consult the [Technical Note on Principles, Norms and Standards for evaluations](#).

same time, commission office management and the Regional Evaluation Unit should also be informed.

99. The commissioning office has ensured that the evaluation team and evaluation manager will not have been and/or are not currently involved in the design, implementation or financial management of the WFP school feeding projects, have no vested interest, nor have any other potential or perceived conflicts of interest.

100. **Conflicts of interest** are typically identified by a lack of independence or a lack of impartiality. These conflicts occur when a primary interest, such as the objectivity of an evaluation, could be influenced by a secondary interest, such as personal considerations or financial gains (UNEG 2020 Guidelines). There should be no official, professional, personal or financial relationships that might cause, or lead to a perception of bias in terms of what is evaluated, how the evaluation is designed and conducted, and the findings presented. A conflict of interest can also occur when, because of possibilities for future contracts, the evaluator's ability to provide an impartial analysis is compromised. Cases of upstream conflict of interest are those in which consultants could influence the analysis or recommendations so that they are consistent with findings previously stated by themselves. Cases of downstream conflict of interest are those in which evaluators could artificially create favourable conditions for consideration in future assignments (e.g. making recommendations for additional work with aim of being contracted to conduct that work). The potential for bias increases when an evaluator's work is solely focused on one agency. During the evaluation process, the evaluators are not allowed to have another contract with the evaluand/ unit subject to evaluation. To avoid conflicts of interest, particular care should be taken to ensure that independence and impartiality are maintained. A signed conflict of interest form will be included in the report.

101. All members of the evaluation team will abide by the [2020 UNEG Ethical Guidelines](#), including the Pledge of Ethical Conduct, the 2014 Guidelines on Integrating Human Rights in Evaluation as well as the related [WFP technical note](#). The evaluation team and individuals who participate directly in the evaluation at the time of issuance of the purchase order (or individual contracts) are expected to sign a confidentiality agreement and a commitment to ethical conduct.²⁴ These templates will be provided by the country office when signing the contract.

102. **Use of Artificial Intelligence (AI) technologies:** AI may only be used in the framework of this evaluation with prior written approval from the WFP Office of Evaluation (OEV). Upon receiving this approval, the evaluation team shall clearly and comprehensively disclose in the inception report, the intended utilization of AI tools in evaluation, including the purpose, scope and nature of the proposed AI usage.

103. The evaluation team shall uphold ethical standards and accuracy in the application of AI tools. This includes diligently checking the accuracy and reliability of AI-generated outputs and assuming full responsibility for its reliability and validity.

104. The evaluation team shall ensure that their use of AI technologies comply with relevant normative and ethical frameworks applicable to the use of AI in the United Nations system / WFP. These include but not limited to: the Digital & Technology Network Guidance on the Use of Generative AI Tools in the United Nations System, Principles for the Ethical Use of Artificial Intelligence in the United Nations System / WFP Global Data Strategy, UNEG Ethical Principles for Harnessing AI in United Nations Evaluations, WFP AI strategy (2025), WFP's Personal Data Protection and Privacy Framework, WFP's Interim AI Guidance10, and the Principles for Ethical Use of AI in the United Nations System. The evaluation team shall employ AI tools in a manner that upholds the principles of non-discrimination, fairness, transparency, and accountability and take appropriate measures to avoid the exclusion, disadvantage or harm of any group in connection with the use of AI

²⁴ If there are changes in the evaluation team or a sub-contracting for some of the planned evaluation activities, the confidentiality agreement and ethics pledge should also be signed by those additional members.

technologies.

105. The evaluation team shall ensure that any data used in connection with AI tools is handled in accordance with WFP data protection standards and confidentiality obligations. AI tools shall not be used in a manner that compromises the privacy or security of evaluation data.

5.5 Quality assurance

106. 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 quality for each of the evaluation products. The relevant checklist will be applied at each stage, to ensure the quality of the evaluation process and outputs.

107. The WFP Decentralized Evaluation Quality Assurance System (DEQAS) is based on the UNEG norms and standards and good practice of the international evaluation community and aims to ensure that the evaluation process and products conform to best practice. 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.

108. The WFP evaluation manager will be responsible for ensuring that the evaluation progresses as per the [DEQAS Process Guide](#) and for conducting a rigorous quality control of the evaluation products ahead of their finalization. There will be several rounds of reviews and feedback until draft deliverables are up to the expected quality. In addition to the quality reviews outlined in the DEQAS Process Guide, the McGovern-Dole evaluation reports and baseline study report will undergo a final review by USDA before approval.

109. To enhance the quality and credibility of DEs, a quality support (QS) service will be provided by the OEV reviewing the draft ToR, the draft inception and evaluation reports, and provides a systematic assessment of their quality from an evaluation perspective, along with recommendations.

110. 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](#),²⁵ a rationale should be provided for comments that the team does not take into account when finalizing the report.

111. 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.

112. The evaluation team should be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information [WFP Directive CP2010/001](#).

113. 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. In case evaluators are contracted directly as individuals, the team leader is responsible for thorough QA before submission of drafts.

114. 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

²⁵ [UNEG](#) Norm #7 states “*that transparency is an essential element that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability*”

published on the WFP website alongside the evaluation report.

6 Organization of the evaluation

6.2 Phases and deliverables

115. All phases (baseline, midterm and final) of the evaluation shall be conducted by the same evaluation firm, contingent upon satisfactory performance of previous evaluations under this Terms of Reference. The company will be contracted for the baseline and midterm on a test/probationary basis. Provided the company meets the standards during the baseline study, the Purchase Order (PO) will be increased and addendum issued to include the midterm evaluation, then based on the standard of the midterm evaluation, the PO will be increased for the final evaluation.

116. All final versions of USDA International Food Assistance evaluation reports (baseline, midline and final evaluation report) will be made publicly available. Evaluators shall provide a copy of the reports that is free of personally identifiable information (PII) and proprietary information. Final versions of reports ready for publication should be accessible to persons with disabilities following section 508 requirements. For guidance on creating documents accessible to persons with disabilities, please see the following resources:

- a. <https://www.section508.gov/create/documents>
- b. <https://www.section508.gov/create/pdfs>

117. Table 5 presents the structure of the main phases of the evaluation, along with the deliverables and deadlines for each phase. Annex 2 presents a more detailed timeline

Table 8: Summary timeline – key evaluation milestones²⁶

Main phases	Indicative timeline	Tasks and deliverables	Responsible
Preparation phase for overall evaluation	January 2026- February 2026	Preparation and approval of ToR Selection of the evaluation team & contracting	Evaluation manager
Baseline Study			
Inception	March 2026	Desk review of key project documents Inception mission Inception report Data collection instruments (as applicable)	Evaluation Team With support of CO Evaluation manager
Data collection	April – mid-May 2026	Fieldwork for quantitative data Fieldwork for qualitative data Exit debriefing	Evaluation Team Country Office

²⁶ Each school year period along with different national/religious events will be carefully factored in the final evaluation plan at each stage.

Reporting	Mid-May - June 2026	Data analysis and report drafting Validation of initial findings from data analysis Comments process Learning workshop Finalized Baseline Study report Findings presentation to USDA 2-3 page stand-alone brief for evaluation report describing the evaluation design, key findings and other relevant considerations	Evaluation Team ERG, Country Office Evaluation Team Evaluation Team
Dissemination and follow-up	July 2026	Management response Dissemination of the evaluation report	Country Office Country Office
Midterm Evaluation			
Inception phase for midterm evaluation	January - March 2028	Desk review of key project documents Inception mission Inception report Data collection instruments (as applicable)	Evaluation Team With support of CO Evaluation manager
Data collection	April – May 2028	Fieldwork for quantitative data Fieldwork for qualitative data Exit debriefing	Evaluation Team Country Office
Reporting	June – July 2028	Data analysis and report drafting Validation of initial findings from data analysis Comments process Learning workshop Finalized Midterm Evaluation report Findings presentation to USDA 2-3-page stand-alone brief for evaluation report describing the evaluation design, key findings and other relevant considerations	Evaluation Team ERG, Country Office Evaluation Team Evaluation Team
Dissemination and follow-up	August – September 2028	Management response Dissemination of the evaluation report	Country Office Country Office
Final/Endline Evaluation			
Inception phase for Final evaluation	January – February 2030	Desk review of key project documents Inception mission Inception report Data collection instruments (as applicable)	Evaluation Team With support of CO Evaluation manager
Data collection	March – April 2030	Fieldwork for quantitative data Fieldwork for qualitative data	Evaluation Team Country Office

		Exit debriefing	
Reporting	May – June 2023	Data analysis and report drafting Validation of initial findings from data analysis Comments process Learning workshop Finalized Final Evaluation report Findings presentation to USDA 2-3 page stand-alone brief for evaluation report describing the evaluation design, key findings and other relevant considerations	Evaluation Team ERG, Country Office Evaluation Team Evaluation Team
Dissemination and follow-up	July – August 2030	Management response Dissemination of the evaluation report	Country Office Country Office

6.3 Evaluation team composition

118. The evaluation team is expected to include 4-5 members, including the team leader, with a mix of national/regional and international evaluator(s) with relevant expertise. To the extent possible, the evaluation will be conducted by a geographically, culturally and linguistically balanced team who can effectively cover the areas of evaluation in Pakistan. The evaluation team should have good knowledge of cross-cutting issues affecting different demographic populations and, to the extent possible, power dynamics. It will have strong methodological competencies in designing feasible data collection and analysis as well as synthesis and reporting skills. At least one team member should have demonstrated recent experience with WFP evaluation. At least one team members should have relevant subject matter expertise. At least two members should have local language skills in Urdu or Sindhi. **The evaluation firm should clearly demonstrate how its work focus on developing local capacities and ownership for ensuring sustainability.** Moreover, it is expected that international LTA firm will engage national team members or partner with local firms for data collection.

Table 9: Summary of evaluation team and areas of expertise required

	Expertise required
Team Leadership (Senior level evaluator)	<p>MINIMUM REQUIREMENTS</p> <ul style="list-style-type: none"> – Excellent team management skills (coordination, planning, ability to resolve problems and deliver on time). – Strong experience in leading evaluations at the country level, such as evaluations of school-based programmes, particularly in the transition environment to national systems, including institutional capacity strengthening. – Experience with applying the evaluation methodologies including quasi-experimental methods, reconstruction, and use of theories of change in evaluations, if applicable, sampling and triangulation of information. – Strong presentation skills and excellent writing in English and synthesis skills. – Excellent interpersonal skills with respect to cultural differences and

Expertise required	
	<p>sensitivity to engage different groups of stakeholders.</p> <ul style="list-style-type: none"> – Experience facilitating in-person and hybrid meetings and workshops. – Experience in evaluations similar to this evaluation. – Expertise in one or more of the technical areas below. – School Feeding programme/project – Expertise in carrying out Early Grade Reading Assessment (EGRA) – tool or similar reading and learning assessment tool – Institutional capacity strengthening – Good knowledge on cross-cutting issues affecting different demographic populations and, to the extent possible, local and cultural power dynamics <p>DESIRABLE</p> <ul style="list-style-type: none"> – Familiarity with WFP programmes and modalities of intervention. – Good knowledge of country context proved by previous experience in the country. – Previous experience leading or conducting WFP evaluation(s).
Thematic expertise - Evaluator	<p>MINIMUM REQUIREMENTS</p> <ul style="list-style-type: none"> ▪ Fluency and excellent writing skills in English. ▪ National evaluators shall have excellent skills in Urdu and/or Sindhi language. ▪ Demonstrable analytical skills relevant to school meals and education ▪ Experience in Pakistan contexts. ▪ Prior experience in evaluating design, implementation, outputs, and outcomes in the following areas: <ul style="list-style-type: none"> – Experience and expert knowledge in carrying out complex evaluations and surveys – School feeding and education projects evaluation – Expertise in carrying out Early Grade Reading Assessment (EGRA) – tool or similar reading and learning assessment tool – Expertise on cross-cutting issues affecting different demographic populations – Food security and nutrition <p>DESIRABLE</p> <ul style="list-style-type: none"> ▪ Previous experience leading or conducting WFP evaluation(s). ▪ Experience in analyzing institutional capacity strengthening ▪ Experience in analyzing cost efficiency and effectiveness ▪ Good knowledge of country context proved by previous experience in the country. ▪ Administrative and logistical experience
Quality Assurer	<p>MINIMUM REQUIREMENTS</p> <ul style="list-style-type: none"> ▪ Experience in quality assurance of evaluations. <p>DESIRABLE</p>

Expertise required	
	<p>Familiarity with WFP programmes and modalities of intervention. Previous experience with WFP evaluation(s).</p>
Data Analyst	<p>MINIMUM REQUIREMENTS</p> <ul style="list-style-type: none"> ▪ Fluency and excellent writing skills in English. ▪ Experience and expert knowledge in carrying out data analysis for complex evaluations and surveys ▪ Demonstrable data management and analytical skills relevant to school feeding, education and food security project evaluations ▪ Experience to analyze quantitative and qualitative data. ▪ Prior experience in analyzing data for outputs and outcomes level indicators. ▪ Statistical data analysis skills to analyze data, collected by quasi-experimental methods as well as qualitative data with the skills to use relevant software. <p>DESIRABLE</p> <ul style="list-style-type: none"> ▪ Familiarity with WFP programmes and modalities of intervention ▪ Previous experience on data analysis of WFP evaluation(s) ▪ Experience in analyzing institutional capacity strengthening ▪ Experience in analyzing cost efficiency and effectiveness ▪ Good knowledge of country context proved by previous experience in the country. ▪ Administrative and logistical experience

119. The team leader will have expertise in some of the key competencies listed above as well as demonstrated experience in leading similar evaluations, including designing methodology; particular knowledge and expertise conducting quasi-experimental design, sampling and data collection tools. She/he will also have leadership, analytical and communication skills, including a track record of excellent English writing, synthesis and presentation skills. Her/his primary responsibilities will be: i) defining the evaluation approach and methodology; ii) guiding and managing the team; iii) leading the evaluation mission and representing the evaluation team; and iv) drafting and revising, as required, the inception report, the end of field work (i.e. exit) debriefing presentation and evaluation report in line with DEQAS.

120. 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).

121. Any changes in the composition of the evaluation team members once the contract is signed, must be approved by the evaluation manager in consultation with the Evaluation Committee. This includes locally recruited enumerators by local research firms, in case the contracted evaluation firm will conduct data collection through its local or consortium research partner for data collection. The evaluation service provider will in such circumstances provide the written justification together with the CV of the replacement/additional team member.

122. Prospective applicants should consider Pakistan's current visa policies in their planning and selection of the team members who will travel to the country, bearing in mind that WFP does not take any responsibility for obtaining visas beyond issuing of support letter.

123. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with the WFP Evaluation Manager (EM). The team will be hired following agreement with WFP on its composition.

6.4 Roles and responsibilities

124. The **Evaluation Team** is responsible for responding to all communications from the WFP Evaluation Manager in a timely manner. They are also responsible for revising deliverables and responding to stakeholder comments within the comments matrix in accordance with deadlines agreed upon by the Evaluation Team and WFP. The expected deliverables and rounds of revision for each deliverable are as follows:

- a. Baseline study, midterm evaluation, and final evaluation reports:
 - i. Revised report and comment matrix responses in response to Regional Evaluation Unit and Evaluation Manager feedback (first round of comments);
 - ii. Revised report and comment matrix responses in response to Quality Support for Decentralized Evaluations (DEQS) feedback (second round of comments);
 - iii. Revised report and comment matrix responses in response to Evaluation Reference Group (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, Regional Evaluation Technical Team (RETT), and EM comments in a combined comment matrix and may request the Evaluation Team (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.
 - vii. Virtual Presentation to USDA: Shortly after the respective report (baseline, midterm, final) has been submitted to USDA, the evaluation team will give a virtual presentation to USDA to summarize the findings of the evaluation and key learnings.
 - viii. 2-3 page stand-alone brief for each report (baseline, midterm, final) describing the evaluation design, key findings and other relevant considerations
- b. Inception reports and tools for baseline, midterm, and final:
 - i. Revised report/tools and comment matrix responses in response to Regional Evaluation Technical Team and Evaluation Manager feedback (first round of comments);
 - ii. Revised report and comment matrix responses in response to DEQS feedback (second round of comments);
 - iii. Revised report/tools and comment matrix responses in response to ERG feedback (third round of comments);
 - iv. 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.

125. The **WFP Pakistan Country Office management** (Country Director or Deputy Country Director) will take responsibility to:

- Assign an evaluation manager for the evaluation;
- Establish the internal evaluation committee (EC) and the evaluation reference group (ERG);
- Approve the final ToR, inception and evaluation reports;
- Approve the evaluation team selection;
- Ensure the independence and impartiality of the evaluation at all stages through EC and ERG;
- 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 debriefings with internal and external stakeholders;
- Oversee dissemination and follow-up processes, including the preparation of a management response to the evaluation recommendations.

126. The **WFP Evaluation Manager** manages the evaluation process through all phases including.

- Acting as the main interlocutor between the evaluation team, represented by the team leader, [if appropriate] the firm's evaluation manager, and WFP counterparts to ensure a smooth implementation process;
- Drafting this evaluation Terms of Reference in consultation with key stakeholders;
- Identifying and contracting the evaluation team and preparing and managing the evaluation budget;
- Preparing the terms of reference and schedule of engagement for the EC and ERG;
- Ensuring quality assurance mechanisms are operational and effectively used;
- Consolidating and sharing comments on draft inception and evaluation reports with the evaluation team;
- Ensuring that the team has access to all documentation and information necessary to the evaluation; facilitating the team's contacts with local stakeholders;
- Supporting the preparation of the field mission by setting up meetings and field visits, providing logistic support during the fieldwork and arranging for interpretation, if required;
- Organizing security briefings for the evaluation team and providing any materials as required;
- Ensuring EC and ERG are kept informed on progress, and escalating issues to the EC as appropriate;
- Conducting the first level quality assurance of the evaluation products;
- Submit all drafts to the REU for second level quality assurance before submission for approval.

127. An **internal Evaluation Committee (EC)** is formed to steer the evaluation process and ensure it is independent and impartial. The roles and responsibilities of the EC include overseeing the evaluation process, making key decisions and reviewing evaluation products. Annex 3 provides further information on the membership/composition of the evaluation committee and roles and responsibilities.

128. An **Evaluation Reference Group (ERG)** is formed as an advisory body with representation from key stakeholders. The evaluation reference group members will review and comment on the draft evaluation products and act as key informants in order to contribute to the relevance, impartiality and credibility of the evaluation by offering a range of viewpoints and ensuring a transparent process. Annex 4 provides more details on the composition and roles and responsibilities of the ERG.

129. The **regional office** will take responsibility to:

- Advise the evaluation manager and provide technical support to the evaluation throughout the process through the RETT (regional evaluation technical team);
- 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 from a subject-contents perspective;
- Provide second level quality assurance of all evaluation products through the regional evaluation unit before they are approved;
- Support the preparation of a management response to the evaluation and track the implementation of the recommendations.

130. While the Regional Evaluation Officer is focal person for this DE in APARO and will perform most of the above responsibilities, other regional office-relevant technical staff may participate in the ERG and/or comment on evaluation products as appropriate.

131. **Relevant WFP Headquarters divisions**, including the School Meals and Social Protection Service (PPGS) Division, 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.
- The PPGS evaluation officer will provide feedback on the TOR, inception reports, baseline report, and evaluation reports, reviewing deliverables for quality and adherence to USDA requirements.

132. **The Office of Evaluation (OEV)**; OEV is responsible for overseeing WFP DE function, defining evaluation norms and standards, managing the outsourced quality support service, publishing as well as submitting the final evaluation report to the PHQA. OEV also ensures a help desk function and advises the RETT, EM and Evaluation teams when required. Internal and external stakeholders and/or the evaluators are encouraged to reach out to the RETT and the Office of Evaluation helpdesk (wfp.decentralizedevaluation@wfp.org) in case of potential impartiality breaches or non-adherence to UNEG ethical guidelines or other risks to the credibility of the evaluation process.

133. **United States Department of Agriculture (USDA)** will be involved in the evaluation throughout all phases. Relevant staff members of USDA (Program Analyst and M&E Lead) review and approve the Evaluation Plan, Performance Measurement Plan (PMP), Terms of Reference, and Evaluation Reports, be invited to participate in the Evaluation Reference Group, participate in a findings presentation of each evaluation (baseline, midterm, final) by evaluation team, and participate in stakeholder meetings as needed. They may be interviewed as key informants and participate in the presentation of the evaluation findings.

134. 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 evaluation deliverables to USDA, according to project timelines. The Partnerships Officer will review evaluation deliverables for adherence to USDA policy, facilitate communication with USDA, and coordinate with USDA to seek feedback of TORs and evaluation reports.

6.5 Security considerations

135. **Security clearance** where required is to be obtained from UNDSS through WFP Pakistan CO.

136. As an “independent supplier” of evaluation services to WFP, the contracted firm will be responsible for ensuring the security of the evaluation team, and adequate arrangements for evacuation for medical or

situational reasons. However, to avoid any security incidents, the evaluation manager will ensure that the WFP country office registers the team members with the security officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground. They will receive a separate briefing from the security team in Karachi upon arrival. The evaluation team must observe applicable United Nations Department of Safety and Security rules and regulations including taking security training (BSAFE & SSAFE), curfews (when applicable) and attending in-country briefings. Evaluation Manager will coordinate with WFP Sindh Provincial Office admin and security teams to arrange accommodation, transport (even in field mission) which complies UN security standard during entire visit period for all members of evaluation team.

137. The evaluation team will have to obtain no objection certificate from the relevant government departments and follow standard security procedures while visiting schools.

6.6 Communication

138. To ensure a smooth and efficient evaluation process and enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders throughout the process. This will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders. The evaluation team will propose/explore communication/feedback channels to appropriate audiences (including affected populations as relevant) during the inception phase.

139. Should translators be required for fieldwork, the evaluation firm will make arrangements and include the cost in the budget proposal.

140. Based on the stakeholder analysis, the draft communication and knowledge management plan (in Annex 5) identifies the users of the evaluation to involve in the process and to whom the various products should be disseminated. The communication and knowledge management plan indicates how findings, including issues affecting various vulnerable populations, will be disseminated and how stakeholders interested in or affected by these issues, will be engaged.

141. As outlined in the previous sections, Evaluation Team is expected to coordinate and collaborate closely, where appropriate and feasible, with Save the Children and its evaluation team. Such collaboration may include, but is not limited to, sharing appropriately processed data, contributing to knowledge exchange for learning, and engaging in other communications as required in consultation with WFP.

142. As per norms and 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 will be published in English language in WFP internal and public websites

143. Evaluators shall provide a copy of the evaluation reports that is free of personally identifiable information (PII) and proprietary information. Final versions of evaluation reports ready for publication should be accessible to persons with disabilities. For guidance on creating documents accessible to persons with disabilities, please see the following resources: <https://www.section508.gov/create/documents>; <https://www.section508.gov/create/pdfs>

6.7 Proposal

144. The evaluation will be financed from the CO using the M&E budget allocation in the McGovern-Dole grant.

145. This TOR may be subject to some minor adjustments pending donor feedback.

146. The evaluation team conducting the baseline study will only be contracted for the midterm and final evaluations based upon satisfactory performance in previous exercises, as indicated in paragraph 115.

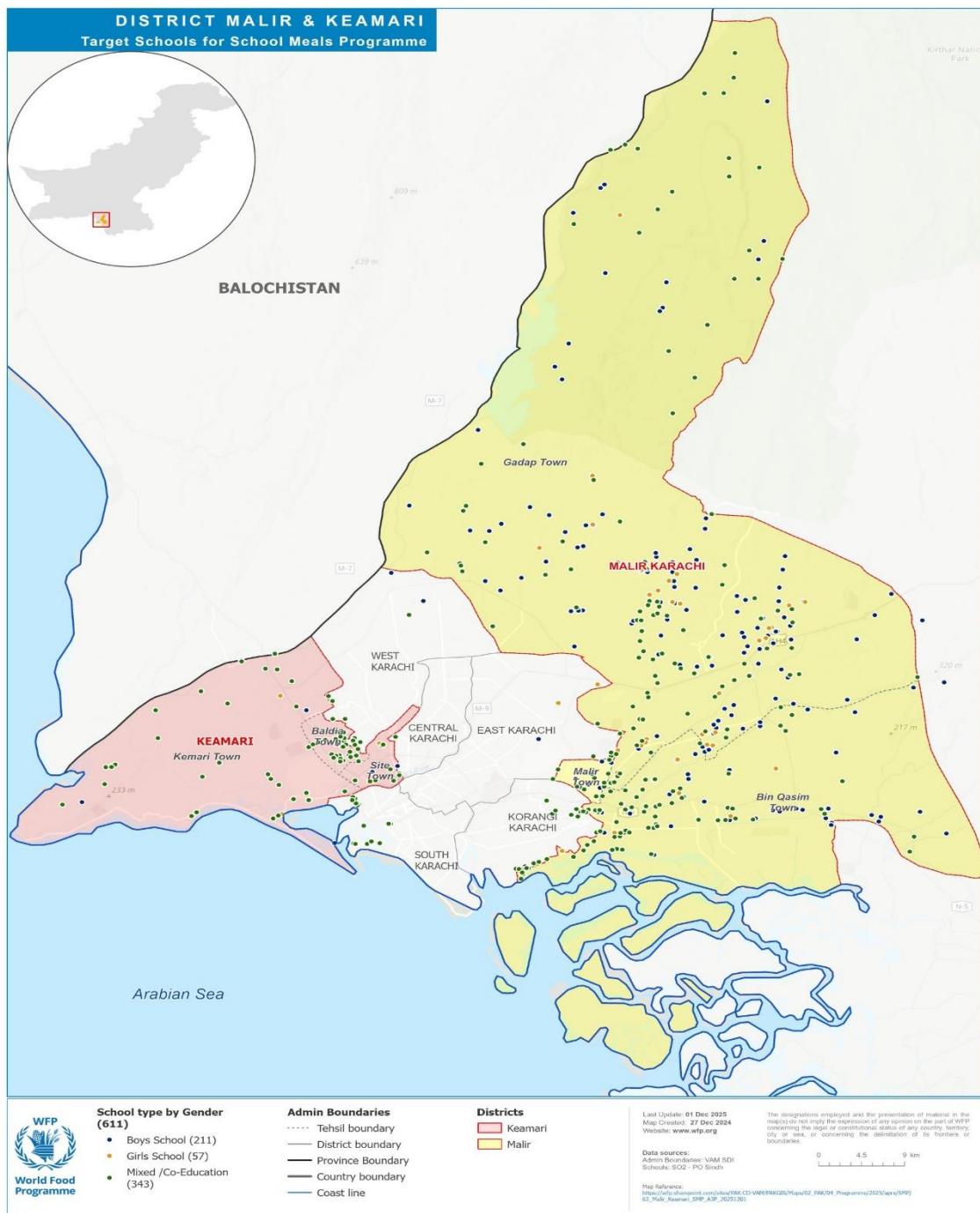
147. The offer will include a detailed budget for the evaluation using the provided template, including consultant fees, travel costs and other costs (interpreters, etc.). The budget should be submitted as excel file separate from the technical proposal document. For this evaluation, the evaluation service provider will:

- Include budget for travel for all relevant in-country data collection (both qualitative and quantitative);
- Hire and supervise all technical and administrative assistance required (including in-country);
- Follow the agreed rates for decentralized evaluations as provided for in the Long-Term Agreement (LTA) with WFP.

148. Following the technical and financial assessment, an improved offer could be requested by WFP to the preferred bid(s) to better respond to the TOR requirements. WFP may conduct reference checks and interviews with proposed team members as part of the decision-making process and selection. Once the offer is accepted by all parties, WFP will issue a purchase order for the baseline study deliverables. The purchase order will be increased to include the midterm evaluation deliverables upon satisfactory completion of the baseline study deliverables. Following the satisfactory completion of the midterm evaluation deliverables, the purchase order will further be amended to include the final evaluation.

149. Please send any queries to -----, Pakistan CO, at ----- in WFP Pakistan CO.

Annex 1. Map



Annex 2. Timeline

	Phases, deliverables and timeline	Level of effort	Total time required for the step
Phase 1 – Preparation (baseline, midterm, endline) (total duration: Recommended – 2.25 months; Average: 4.4 months)			
EM	Desk review, draft ToR and quality assure (QA) using ToR QC	(2 weeks)	(1 month)
REU	Quality assurance by REU		(1 week)
EM	Revise draft ToR based on feedback received	(3 days)	(1 week)
EM	Share draft ToR with quality support service (DEQS) and organize follow-up call with DEQS, if required	N/A	(1 week)
EM	Revise draft ToR based on DEQS and share with ERG	(3 days)	(1 week)
ERG	Review and comment on draft ToR	(1 day)	(2 weeks)
EM	Revise draft ToR based on comments received and submit final ToR to EC Chair	(3 days)	(1 week)
EM and WAS	Review draft ToR based on EC feedback and share with USDA (via WAS team)		(1 week)
USDA	Review and comment on draft ToR		(2 weeks)
EM and WAS	Update ToR and share with USDA for final approval (via WAS team)		(1 week)
EM	Start recruitment process	(0.5 day)	(0.5 day)
EC Chair and USDA	Approve the final ToR and share with ERG and key stakeholders	(0.5 day)	(1 week)
EM	Assess evaluation proposals/ Conduct interviews and recommend team selection	(2 days)	(1 week)
EC Chair	Approve evaluation team selection	(0.5 day)	(1 week)
EM	Evaluation team contracting and PO issuance	(1 day)	(3 weeks)
Phase 2 - Inception (Baseline study) (total duration: Recommended – 1.75 months; Average:1.7 months)			
ET	Desk review of key documents	(5 days)	(5 days)
EM/ET	Inception briefings, with REU support as needed	(1-2 days)	(1-2 days)
ET	Inception mission in the country (if applicable)	(1 week)	(1 week)
ET	Draft inception report	(2 weeks)	(2 weeks)
EM	Quality assure draft IR by EM and REU using QC	(2 days)	(2 days)
ET	Revise draft IR based on feedback received by EM and REU	(2-3 days)	(2-3 days)
REU	Share draft IR with quality support service (DEQS) and organize follow-up call with DEQS, if required	(0.5 day)	(0.5 day)
ET	Revise draft IR based on feedback received by DEQS	(2 days)	(2 days)
EM	Share revised IR with ERG	(0.5 day)	(0.5 day)
ERG	Review and comment on draft IR	(1 day)	(1 day)
EM	Consolidate comments	(0.5 day)	(0.5 day)
ET	Revise draft IR based on feedback received and submit final revised IR	(3 days)	(3 days)
EM	Review final IR and submit to the evaluation committee for approval	(2 days)	(2 days)
EC Chair and WAS	Approve final IR and share with ERG for information. WAS representative shares the IR with USDA	(1 week)	(1 week)
Phase 3 – Data collection (Baseline study) (total duration: Recommended – 0.75 months; Average: 1 month)			
ET	Data collection	(3 weeks)	(3 weeks)
ET	In-country debriefing (s)	(1.5 day)	(1.5 day)

Phase 4 – Reporting (Baseline study) (total duration: Recommended – 2.75 months; Average: 2.75 months)			
ET	Draft evaluation report	(3 weeks)	(3 weeks)
EM	Quality assurance of draft ER by EM and REU using the QC,	(2-3 days)	(2-3 days)
ET	Revise and submit draft ER based on feedback received by EM and REU	(2-3 days)	(2-3 days)
EM	Share draft ER with quality support service (DEQS) and organize follow-up call with DEQS, if required	(0.5 day)	(0.5 day)
ET	Revise and submit draft ER based on feedback received by DEQS	(2-3 days)	(2-3 days)
ERG	Review and comment on draft ER	(0.5 day)	(0.5 day)
ET	Presentation of the baseline results to the ERG	(1 day)	(1 day)
EM	Consolidate comments received	(0.5 day)	(0.5 day)
ET	Revise draft ER based on feedback received	(2-3 days)	(2-3 days)
EM	Review final revised ER and submit to the evaluation committee	(2-3 days)	(2-3 days)
EM and WAS	Review draft ER based on EC feedback and share with USDA (via WAS team)		(1 week)
USDA	Review and comment on draft ER		(3 weeks)
ET	Virtual presentation of the baseline findings to USDA	(1 day)	(1 day)
EM and WAS	Update ER and share with USDA for final approval (via WAS team)		(1 week)
ET	Prepare a 2-3-page study brief to share with USDA (via WAS team)	(1 day)	(1 day)
EC Chair	Approve final evaluation report and share with key stakeholders	(1 day)	(1 week)
Phase 5 – Dissemination (Baseline Study) (total duration: Recommended – 1 month; Average: 1.9 months)			
EC Chair	Prepare management response	(5 days)	(4 weeks)
EM	Share final evaluation report and management response with the REU and OEV for publication and participate in end-of-evaluation lessons learned call	(0.5 day)	(3 weeks)
Phase 6 - Inception (Midterm evaluation)			Up to 16 weeks
ET	Desk review of key documents	(5 days)	(2 weeks)
EM/ET	Inception briefings, with REU support as needed	(1-2 days)	(1-2 days)
ET	Inception mission in the country (if applicable)	(1 week)	(1 week)
ET	Draft inception report	(2 weeks)	(3 weeks)
EM	Quality assure draft IR by EM and REU using QC	(2 days)	(1 week)
ET	Revise draft IR based on feedback received by EM and REU	(2-3 days)	(1 week)
REU	Share draft IR with quality support service (DEQS) and organize follow-up call with DEQS, if required	(0.5 day)	(2 weeks)
ET	Revise draft IR based on feedback received by DEQS	(2 days)	(1 week)
EM	Share revised IR with ERG with a 2 page summary of IR, if there is any changes from the ToR	(0.5 day)	(0.5 day)
ERG	Review and comment on draft IR	(1 day)	(2 weeks)
EM	Consolidate comments	(0.5 day)	(0.5 day)
ET	Revise draft IR based on feedback received and submit final revised IR	(3 days)	(1 week)
EM	Review final IR and submit to the evaluation committee for approval	(2 days)	(1 week)
EC Chair and WAS	Approve final IR and share with ERG for information. WAS representative shares the IR with USDA	(1 week)	(1 week)
Phase 7 – Data collection (Midterm evaluation)			Up to 3 weeks
ET	Data collection	(3 weeks)	(3 weeks)
ET	In-country debriefing (s)	(1.5 day)	(1 week)

Phase 8 – Reporting (Midterm evaluation)			Up to 21 weeks
ET	Draft evaluation report	(3 weeks)	(4-5 weeks)
EM	Quality assurance of draft ER by EM and REU using the QC,	(2-3 days)	(1 week)
ET	Revise and submit draft ER based on feedback received by EM and REU	(2-3 days)	(1 week)
EM	Share draft ER with quality support service (DEQS) and organize follow-up call with DEQS, if required	(0.5 day)	(2 weeks)
ET	Revise and submit draft ER based on feedback received by DEQS	(2-3 days)	(1 week)
ERG	Review and comment on draft ER	(0.5 day)	(2 weeks)
ET	Presentation of the baseline results to the ERG	(1 day)	(1 day)
EM	Consolidate comments received	(0.5 day)	(0.5 day)
ET	Revise draft ER based on feedback received	(2-3 days)	(2 weeks)
EM	Review final revised ER and submit to the evaluation committee	(2-3 days)	(1 week)
EM and WAS	Review draft ER based on EC feedback and share with USDA (via WAS team)		(1 week)
USDA	Review and comment on draft ER		(3 weeks)
ET	Virtual presentation of the midterm findings to USDA	(1 day)	(1 day)
EM and WAS	Update ER and share with USDA for final approval (via WAS team)		(1 week)
ET	Prepare a 2-3-page study brief to share with USDA (via WAS team)	(1 day)	(1 day)
EC Chair	Approve final evaluation report and share with key stakeholders	(1 day)	(1 week)
Phase 9 - Dissemination and follow-up (Midterm evaluation)			Up to 4 weeks
EC Chair	Prepare management response	(5 days)	(4 weeks)
EM	Share final evaluation report and management response with the REU and OEV for publication and participate in end-of-evaluation lessons learned call	(0.5 day)	(3 weeks)
Phase 10 - Inception – (Endline evaluation)			Up to 16 weeks
ET	Desk review of key documents	(5 days)	(2 weeks)
EM/ET	Inception briefings, with REU support as needed	(1-2 days)	(1-2 days)
ET	Inception mission in the country (if applicable)	(1 week)	(1 week)
ET	Draft inception report	(2 weeks)	(3 weeks)
EM	Quality assure draft IR by EM and REU using QC	(2 days)	(1 week)
ET	Revise draft IR based on feedback received by EM and REU	(2-3 days)	(1 week)
REU	Share draft IR with quality support service (DEQS) and organize follow-up call with DEQS, if required	(0.5 day)	(2 weeks)
ET	Revise draft IR based on feedback received by DEQS	(2 days)	(1 week)
EM	Share revised IR with ERG with a 2 page summary of IR, if there is any changes from the ToR	(0.5 day)	(0.5 day)
ERG	Review and comment on draft IR	(1 day)	(2 weeks)
EM	Consolidate comments	(0.5 day)	(0.5 day)
ET	Revise draft IR based on feedback received and submit final revised IR	(3 days)	(1 week)
EM	Review final IR and submit to the evaluation committee for approval	(2 days)	(1 week)
EC Chair and WAS	Approve final IR and share with ERG for information. WAS representative shares the IR with USDA	(1 week)	(1 week)
Phase 11 – Data collection (Endline evaluation)			Up to 3 weeks
ET	Data collection	(5 days)	(4 weeks)

ET	In-country debriefing (s)	(0.5 day)	(3 weeks)
Phase 12 – Reporting (Endline evaluation)		Up to 21 weeks	
ET	Draft evaluation report	(3 weeks)	(4-5 weeks)
EM	Quality assurance of draft ER by EM and REU using the QC,	(2-3 days)	(1 week)
ET	Revise and submit draft ER based on feedback received by EM and REU	(2-3 days)	(1 week)
EM	Share draft ER with quality support service (DEQS) and organize follow-up call with DEQS, if required	(0.5 day)	(2 weeks)
ET	Revise and submit draft ER based on feedback received by DEQS	(2-3 days)	(1 week)
ERG	Review and comment on draft ER	(0.5 day)	(2 weeks)
ET	Presentation of the baseline results to the ERG	(1 day)	(1 day)
EM	Consolidate comments received	(0.5 day)	(0.5 day)
ET	Revise draft ER based on feedback received	(2-3 days)	(2 weeks)
EM	Review final revised ER and submit to the evaluation committee	(2-3 days)	(1 week)
EM and WAS	Review draft ER based on EC feedback and share with USDA (via WAS team)		(1 week)
USDA	Review and comment on draft ER		(3 weeks)
ET	Virtual presentation of the endline findings to USDA	(1 day)	(1 day)
EM and WAS	Update ER and share with USDA for final approval (via WAS team)		(1 week)
ET	Prepare a 2–3-page study brief to share with USDA (via WAS team)	(1 day)	(1 day)
EC Chair	Approve final evaluation report and share with key stakeholders	(1 day)	(1 week)
Phase 13 - Dissemination and follow-up (Endline evaluation)			
EC Chair	Prepare management response	(5 days)	(4 weeks)
EM	Share final evaluation report and management response with the REU and OEV for publication and participate in end-of-evaluation lessons learned call	(0.5 day)	(3 weeks)

Annex 3. Role and composition of the evaluation committee

150. **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. The EC will play a crucial role to utilize the recommendations and lesson learned from the evaluations in strategic decisions in broader programmatic areas.

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

- Thomas Conan, Deputy Country Director, (Chair of the Evaluation Committee)
- Eric Kenefick, Head of Programme
- Rie Ishii, Head of Supply Chain
- Hilde Bergsma, Head of Provincial Office Sindh
- Mari Honjo, Regional Evaluation Officer
- Touseef Ahmed, Evaluation Manager (Evaluation Committee Secretariat)
- Arshmah Jamil, Programme Policy Officer School Feeding
- McGovern-Dole Project Manager – yet to be hired

Monitoring and Evaluation Officer, McGovern School Feeding Program **Anticipated Schedule of EC engagement and Time commitments**

Evaluation Phase and engagement task	Estimate level of effort in days	Tentative Dates for Baseline Study
Preparation Phase <ul style="list-style-type: none"> ▪ Select and establish ERG membership. ▪ Reviews the revised draft ToR prepared by the EM ▪ Approves the final TOR ▪ Approves the final evaluation team and budget 	1 day	December 2025
Inception Phase <ul style="list-style-type: none"> ▪ Brief the evaluation team on the subject of the evaluation. ▪ Inform evaluation design through discussions with the evaluators. ▪ Support identifying field visit sites on the basis of selection criteria ▪ Review the revised draft IR ▪ Approve the final IR 	2 days	January 2026
Data Collection Phase <ul style="list-style-type: none"> ▪ Act as key informants: responds to interview questions ▪ Facilitate access to sources of contextual information and data, and to stakeholders ▪ Attend the end of field work debriefing(s) meeting ▪ Support the team in clarifying emerging issues/gaps how to fill them 	2 days	April - May 2026
Analysis and Reporting Phase <ul style="list-style-type: none"> ▪ Review final evaluation report after quality assurance by ET + EM ▪ Approve the final ER 	2 days	June 2026
Dissemination and Follow-up Phase <ul style="list-style-type: none"> ▪ Decide whether management agrees, partially agrees or does not agree with the recommendations and provides justification 	2 days	July 2026

▪ Lead preparation of the management response to the evaluation recommendations		
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Annex 4. Role, composition and schedule of engagement of the evaluation reference group

152. **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 DEs.

The overall purpose of the evaluation reference group is to contribute to the credibility, utility and impartiality of the evaluation. Also, ERG will apply the learning from evaluations in programme improvements and effectiveness. 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 on its use
- **Accuracy:** Feedback from stakeholders at key steps of the preparatory, data collection and reporting phases contributes to accuracy of the facts and figures reported in the evaluation and of its analysis.

Composition

Country office	Name
Core members: <ul style="list-style-type: none">• Deputy Country Director (Chair of ERG)• Head of Programme• Head of Supply Chain• Head of Provincial Office Sindh• Head of Provincial Office Balochistan• Head of Nutrition, & fortification• Programme Policy Officer (School Meal Programme)• Programme Manager, McGovern School Feeding Program• M&E Officer, McGovern School Feeding Program• M&E Officer, Evaluation Manager (ERG Secretariate)• Programme Policy Officer (M&E)	Thomas Conan Eric Kenefick Rie Ishii Hilde Bergsma Faaria Ahsan Yasir Ihtesham Arshmah Jamil Programme Manager, McGovern School Feeding Program M&E Officer (TBA), McGovern Dole School Feeding Program Touseef Ahmed Awab Sibtain
Regional bureau	Name
Core members: <ul style="list-style-type: none">• Regional Evaluation Officer• Regional Programme Policy Officer -School feeding unit	▪ Mari Honjo ▪ Chitraporn Vanaspongse
Headquarters	Name
▪ Evaluation Analyst, School Meals and Social Protection Service (PPGS)	▪ Julia Kammermeier
Washington Office	Name

▪ WFP Washington Office, HW/WAS Technical unit representative	Haley Hardie or Miki Yoshimura
USDA	Name
USDA representative	Erkin Yalcin Meredith Porter
External Partners	Name
• Directorate of School Education Literacy Department • ITA representative • SIF representative	

Schedule of ERG engagement and Time commitments

Evaluation Phase and engagement task	Estimate level of effort in days	Tentative Dates for Baseline Study
Preparation Phase <ul style="list-style-type: none">Review and comment on the draft ToRWhere appropriate, provide input on the evaluation questions.Identify source documents useful to the evaluation teamAttend ERG meeting/conference call etc	1 day	December 2025
Inception Phase <ul style="list-style-type: none">Meet with evaluation team to discuss how the evaluation team can design a realistic/practical, relevant and useful evaluation.Identify and facilitate dialogues with key stakeholders for interviewsIdentify and access documents and dataHelp identify appropriate field sites according to selection criteria set up by the evaluation team in the inception report.Review and comment on the draft Inception Report	1 days	January 2026
Data Collection Phase <ul style="list-style-type: none">Act as a key informant: respond to interview questionsProvide information sources and facilitate access to dataAttend the evaluation team's end of field work debriefing	2 days	April - May 2026
Analysis and Reporting Phase <ul style="list-style-type: none">Review and comment on the draft evaluation report focusing on accuracy, quality and comprehensiveness of findings, and of links to conclusions and recommendations.	2 days	June 2026
Dissemination and Follow-up Phase <ul style="list-style-type: none">Disseminate final report internally and externally, as relevant.Share findings within units, organizations, networks and at events.Provide input to management response and its implementation	2 days	July 2026

Annex 5. Communication, Learning and Knowledge Management Plan

153. To ensure a smooth and efficient process and enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders. These will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders. Upon finalisation of the baseline and evaluation reports, the WFP Pakistan CO will organize workshops with key stakeholders including government, the Ministry is the Ministry of Primary and Mass Education, Sub-recipient, USDA, civil society, UN partners to discuss findings and where relevant develop a management response to findings. The evaluation team should include a detailed communication plan and/or dissemination strategy in the overall evaluation design.

154. As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available. As such, the evaluation team should include a detailed communication plan and/or dissemination strategy in the overall evaluation design. Specific communication products for each output will be finalised at the inception stage.

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 CO Program Team (SF); USDA McGovern Dole Teams.	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 and Teams meetings	To request review of and comments on IR
	Final Inception Report	Evaluation Reference Group; WFP CO Program Team (SF), Field Team; WFP RBB evaluation unit; WFP WAS and USDA McGovern Dole Teams (for reference)	Evaluation manager	Email and Teams; WFPgo	To inform key stakeholders of the detailed plan for the evaluation, including critical dates and milestones, sites to be visited, stakeholders to be engaged, govt official informing letter for field work plan and schedule for data collection.
Data collection	Debriefing power-point	WFP CO management and program 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
	Validation of initial findings from data analysis	WFP CO and FO program team Implementing Partner Gov't Partners	Evaluation manager with support of WFP CO Program Team (SF)	Validation meeting/Workshop	To validate the findings and providing inputs on recommendations from the relevant stakeholders of school feeding implementation. The workshop may take place at the reporting phase.
Reporting	Draft Evaluation report	Evaluation Reference Group	Evaluation manager	Email	To request review of and comments on ER
	Final Evaluation report	Evaluation Reference Group; WFP Management; donors and partners; Evaluation community; WFP employees; general public, USDA	Evaluation manager	Email; WFPgo; WFP.org;	To inform key stakeholders of the final main product from the evaluation and make the report available publicly
Dissemination &	Draft Management	Evaluation Reference Group; CO	Evaluation manager	Email and/or a webinar	To discuss the commissioning office's actions

When Evaluation phase	What Product	To whom Target audience	From whom Creator lead	How: Communication channel	Why: Communication purpose
Follow-up	Response	Program staff; CO M&E staff; Regional Program Officers			to address the evaluation recommendations and elicit comments
	Final Management Response	Evaluation Reference Group; WFP Management; WFP employees; general public, USDA	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)	Evaluation Brief	WFP Management; WFP employees; USDA and other WFP donors and partners; National decision-makers	Evaluation manager	Email	To disseminate evaluation findings
	Infographics, posters & data visualisation	USDA and other WFP donors and partners; Evaluation community; National decision-makers; Affected populations, beneficiaries and communities	Evaluation Team; OEV/RB/CO Communications/ KM unit	WFP.org, WFPgo; Evaluation Network platforms (e.g. UNEG, ALNAP); space	

Annex 6. Performance Indicators

Note: This annex may be updated pending the donor's feedback to the Performance Monitoring Plan

Indicator Number	Result	Indicator	Definition	Unit of Measurement	Method / Approach to Data Collection or Calculation	Frequency of data collection	Entity Responsible to collect data	Responsibility of the Evaluation Team	Why? (What is the indicator used for?)	Who? (Who are the main users of the data?)
MGD Standard 1	Improved Literacy of School Age Children	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text (MGD SO1)	Proportion of learners who attain the specified threshold at the end of two grades of primary schooling, the beginning of the third year of primary schooling, or the equivalent levels of accelerated learning programs. Students and learners in formal and non-formal education programs should be included.	Percent	Data will be generated through Early Grade Reading Assessment (EGRA) of students	Baseline, Midterm, and Endline	Evaluation firm	1) collect primary data	The indicator is useful for measuring whether students in USDA-supported schools are achieving key literacy milestones by the end of the second grade, which is essential for their future academic success. Early-grade reading proficiency is a predictor of future learning outcomes.	USDA, WFP, and Government: Assess the impact of educational programs on literacy outcomes, ensuring that interventions are yielding the intended results in improving reading comprehension at the primary level.
MGD Standard 2	Improved Student Attendance	Average student attendance rate in USDA supported classrooms/schools	This indicator measures the average attendance rate of males and females attending USDA supported schools. The indicator tracks any change over time in the attendance rate.	Percent	Data will be collected from attendance record of the individual student from representative sample schools twice per year, which will be triangulated with regular monitoring data.	Twice per year	WFP	2) validate and triangulate secondary data (WFP & other)	To monitor the improvement of student attendance in school as a result of USDA assistance Contribute to project review and donor/ corporate reporting	USDA, WFP, and Government:
MGD Standard 3	Better Access to School Supplies and Materials	Number of teaching and learning materials provided as a result of USDA assistance	This indicator measures the number of teaching and learning materials provided as a result of USDA assistance. This may represent a range of final 'products', including materials that are designed and then printed and published, or documents that are purchased and distributed	Number: Teaching/ Learning Materials	WFP/Cooperating Partner will collect the data by reviewing school records of teaching and learning materials	Twice per year	WFP	3) use and report on data from WFP monitoring	To monitor that adequate teaching and learning materials, are available to supporting educational quality .	USDA, WFP, and Government:

MGD Standard 4	Increased Skills and Knowledge of Teachers	Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance	This outcome indicator measures the number of teachers/educators/teaching assistants who are using improved techniques and tools in their classrooms as a result of USDA assistance. The successful application requires that teachers, educators, and teaching assistants have incorporated the learned methods into their curriculum and are actively applying these methods in their daily classroom instruction	Number: Teachers / Educators / Teaching Assistants	Data will be collected through a representative sample of schools through structured monitoring tools to observe teachers' demonstration and use of new and quality techniques. In this tool, related/specific questions also will be added for teacher and student interviews. Teacher training related documents, including on teaching and the right level techniques, will be reviewed.	Annually	Idara-e-Taleem-o-Aagahi (ITA)	2) validate and triangulate secondary data (WFP & other)	To assess the increased capacity of teachers to provide quality teaching.	USDA, WFP, and Government:
MGD Standard 5	Increased Skills and Knowledge of Teachers	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	This is an output indicator measuring the number of teachers/educators/training assistants trained or certified directly as a result of USDA funding in whole or in part. Trainings should be counted only if they are at least two working days in duration (16 hours).	Number: Teachers / Educators / Teaching Assistants	Data will be collected from detailed training lists for all training sessions and reports	Twice per year	Idara-e-Taleem-o-Aagahi (ITA)	3) use and report on data from WFP monitoring	This indicator provides an overall sense of scope by giving a count of the total number of teachers/educators trained through pre-service training	USDA, WFP, and Government:
MGD Standard 6	Increased Skills and Knowledge of School Administrators	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	This outcome indicator measures the total number of school administrators and who are applying the new knowledge and skills received in USDA-supported training and certification programs. Areas of training may include finance, management (e.g. logistics, monitoring, personnel use and support), governance (e.g., legislation, communication, enforcement), infrastructure (e.g. building, supplies), or quality assurance for improving literacy skills. School administrators should demonstrate the use of at least one new technique or technology in their standard practices or procedures related to finance, management, infrastructure, or quality assurance of instruction	Number: Administrators/ Officials	Data will be collected through a representative sample of schools, during school visits with structured monitoring tools on observation where related/specific interview questions will also be added for administrators and officials. Also, the training reports will be reviewed.	Annually	WFP	2) validate and triangulate secondary data (WFP & other)	Increasing the skills and knowledge of school administrators builds human capital and supports institutional capacity building in countries.	USDA, WFP, and Government:

MGD Standard 7	Increased Skills and Knowledge of School Administrators	Number of school administrators and officials trained or certified as a result of USDA assistance	This is an output indicator measuring the number of school administrators and officials (e.g. principals, superintendents) trained or certified directly and as a result of USDA funding in whole or in part. Successful completion requires that trainees meet the completion requirements of the structured training program as defined by the program offered. Training should be at least two working days (16 hours) in duration	Number: Administrators/ Officials	Data will be collected from training records and reports	Twice per year	WFP	3) use and report on data from WFP monitoring	Training school administrators or education officials builds human capital and supports institutional capacity building in countries.	USDA, WFP, and Government:
MGD Standard 8	Improved School Infrastructure/ Increased Access to Clean Water and Sanitation Services	Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance	This indicator measures the number of classrooms/schools/latrines/improved water sources rehabilitated or constructed in whole or in part by a USDA-funded project.	Number: Facilities	Data will be collected by observation, interview, and document review at school	Twice per year	WFP	3) use and report on data from WFP monitoring	To monitor the progress of implementation for educational facilities .	USDA, WFP, and Government:
MGD Standard 9	Increased Student Enrollment	Number of students enrolled in school receiving USDA assistance	This is an outcome indicator measuring the number of school-age students or learners formally enrolled in school or equivalent non-school based settings for the purpose of acquiring academic basic education skills or knowledge.	Number: Students	School enrollment data will be recorded from the school reports and verified periodically in sample schools as random check	Annually	WFP	2) validate and triangulate secondary data (WFP & other)	To track the progress of school enrollment over the years.	USDA, WFP, and Government:
MGD Standard 10	Improved Policy and Regulatory Framework	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	Number of education enabling environment policies/regulations/administrative procedures in the areas of education, including school feeding, school finance, assessment, teacher recruitment and selection. Count the highest stage completed during the reporting year.	Number: Policies, regulations, and/or administrative procedures and supplementary narrative	Data collected at the project-level, through desk review of the project record of capacity building/strengthening carried out by the project	Annually	WFP	4) use and report on data from other sources	The analysis will provide evidence to track the progress of policies/regulations/administrative procedures in the various stages of progress towards MGD framework	USDA, WFP, and Government:

MGD Standard 11	Increased Government Support/ Increased Engagement of Local Organizations and Community Groups	Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition	The term “investments” is defined as public or private sector resources intended to complement existing/ongoing USDA-funded activities (i.e. education or nutrition activity, as described below), including resources provided for purposes of cost-share or matching.	U.S. Dollar	Data will be collected by reviewing partnership records/agreement.	Annually	WFP	3) use and report on data from WFP monitoring	To monitor the increase in investment in support of school-based programming	USDA, WFP, and Government:
MGD Standard 12	Increased Engagement of Local Organizations and Community Groups	Number of public-private partnerships formed as a result of USDA assistance	The number of public-private partnerships in agriculture or nutrition formed during the reporting year due to USDA intervention	Number: partnerships	Data will be collected by reviewing partnership records/agreement.	Twice per year	WFP	3) use and report on data from WFP monitoring	To monitor the increase in investment in support of school-based programming	USDA, WFP, and Government:
MGD Standard 13	Increased Engagement of Local Organizations and Community Groups	Number of Parent-Teacher Associations (PTAs) or similar “school” governance structures supported as a result of USDA assistance	This indicator tracks the number of PTA and SMCs that are supported by USDA during the reporting period. USDA support includes, but is not limited to, direct financial support (grants), coaching/ mentoring provided to the group, and/or training in skills related to serving on a PTA, SMC.	Number: PTAs/SMCs	Data will be collected by programme document review	Twice per year	WFP	3) use and report on data from WFP monitoring	This analysis will help to improve the governance structure of schools which ensure accountability of school administration and education environment .	USDA, WFP, and Government:
MGD Standard 14	Reduced Short-Term Hunger/ Increased Economic and Cultural Incentives/ Increased Access to Food (School Feeding)	Quantity of take-home rations provided (in metric tons) as a result of USDA assistance	This indicator will collect the total quantity of take-home rations provided during the reporting period, in metric tons. Take-home rations are provided to a student, family, teacher, or other person in a USDA-supported project.	Number: Metric tons	Data will be collected from programme reports	Monthly	WFP	3) use and report on data from WFP monitoring	To monitor that school meals are available to children in regular basis as per meal plan.	USDA, WFP, and Government:
MGD Standard 15	Reduced Short-Term Hunger/ Increased Economic and Cultural Incentives/ Increased Access to Food (School Feeding)	Number of individuals receiving take-home rations as a result of USDA assistance	Take-home rations transfer food resources to families conditional upon school enrollment and regular attendance of children, especially females. Rations are given to families typically once a month or once a term. They increase school participation and probably learning. Their effect depends on whether the value of the ration offsets some of the costs of sending the child to school.	Number: Individuals	Data will be collected from programme reports	Monthly	WFP	3) use and report on data from WFP monitoring	To monitor that school meals are available to children in regular basis as per meal plan.	USDA, WFP, and Government:

MGD Standard 16	Reduced Short-Term Hunger/ Increased Economic and Cultural Incentives/ Increased Access to Food (School Feeding)	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	A school meal will include lunch meal or a snack provided during the school hours. A school meal is counted each time it is provided to a student in a USDA-supported project. Only USDA-supported school meal distribution where meals are provided with USDA commodities and/or local products with LRP funds will be counted.	Number: Meals	Data will be collected from programme reports, field visits and monitoring visits	Monthly	WFP	3) use and report on data from WFP monitoring	To monitor that school meals are available to children in regular basis as per meal plan.	USDA, WFP, and Government:
MGD Standard 17	Reduced Short-Term Hunger/ Increased Economic and Cultural Incentives/ Increased Access to Food (School Feeding)	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	A school meal will include lunch meal or a snack provided during the school hours. Only USDA-supported school meal distribution where meals are provided with USDA commodities and/or local products with LRP funds will be counted.	Number: Children	Data will be collected from programme reports, field visits and monitoring visits	Monthly	WFP	3) use and report on data from WFP monitoring	To monitor that school meals are available for each child on regular basis who attend the school at distribution day.	USDA, WFP, and Government:
MGD Standard 18	Reduced Short-Term Hunger/ Increased Economic and Cultural Incentives (Or Decreased Disincentives)/ Increased Access to Food (School Feeding)/ Increased Access to Preventative Health Interventions	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	Productive safety nets are programs that protect and strengthen food insecure households' physical and human capital by providing regular resource transfers in exchange for time or labor. School feeding programs build human capital as it is used to encourage children's attendance in school and help them benefit from the instruction received. Only USDA-supported school meal distribution where meals are provided with USDA commodities and/or local products with LRP funds will be counted.	Number: Individuals	Data will be collected from programme reports	Annually	WFP	3) use and report on data from WFP monitoring	To monitor the beneficiary coverage for productive safety nets.	USDA, WFP, and Government:
MGD Standard 19	Increased Use of Health, Nutrition and Dietary Practices	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	This indicator measures the total number of individuals who are applying the new knowledge and skills received in USDA-supported training and certification programs. Individuals should demonstrate the use of at least one new practice in their lives or work intended to improve children's health or nutritional status	Number: Individuals	Data will be collected through representative sample students' interviews involving structured observation. Also student and teacher interviews will include relevant assessment questions in the checklist	Annually	WFP	2) validate and triangulate secondary data (WFP & other)	To assess the improvement of individual school children's behavior about child health and nutrition practices as a result of USDA assistance .	USDA, WFP, and Government:

MGD Standard 20	Increased Use of Health, Nutrition and Dietary Practices	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	This indicator measures the total number of individuals who are applying the new knowledge and skills received in USDA-supported training and certification programs. Individuals should demonstrate the use of at least one new practice in their lives or work that supports safe food preparation and storage. This will include the WFP-supported kitchen staff.	Number: Individuals	Data will be collected from representative sample kitchen staff who will be responsible for food preparation and storage. Also, regular monitoring kitchen observation reports which will be triangulated	Annually	WFP	2) validate and triangulate secondary data (WFP & other)	To measure the food preparation and storage system practices at kitchen after receiving the training on new safe food preparation and storage practices.	USDA, WFP, and Government:
MGD Standard 22	Increased Use of Health, Nutrition and Dietary Practices	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	This is an output indicator measuring the number of kitchen staff or others trained or certified in safe food preparation and storage directly as a result of USDA funding in whole or in part. Successful completion requires that trainees meet the completion requirements of the structured training program as defined by the program offered. Training should be at least two working days (16 hours) in duration	Number: Individuals	Data will be collected from training records and reports”.	Twice per year	WFP	3) use and report on data from WFP monitoring	To measure the food preparation and storage system practices at kitchen after receiving the training on new safe food preparation and storage practices.	USDA, WFP, and Government:
MGD Standard 23	Increased Knowledge of Safe Food Prep and Storage Practices	Number of individuals trained in child health and nutrition as a result of USDA assistance	The targets of this indicator refer to the learning coordinators trained under Activity 5 who will then lead health and nutrition SBCC to 100,000 school children. Successful completion requires that trainees meet the completion requirements of the structured training program as defined by the program offered. Training should be at least two working days (16 hours) in duration	Number: Individuals	Data will be collected from training records and reports	Twice per year	WFP	3) use and report on data from WFP monitoring	To measure the adequate number of trained and knowledgeable human capital in schools in child health and nutrition.	USDA, WFP, and Government:
MGD Standard 27	Increased Access to Clean Water and Sanitation Services	Number of schools using an improved water source	This indicator measures the number of project/targeted schools using an improved water source. To determine whether a school is using an improved water source, the school administrator is asked: <ol style="list-style-type: none"> 1. To identify the main source of water for the school 2. Whether the water is normally available from the identified source(s) 3. Whether the water was unavailable from the identified source(s) in the past two weeks for a day or longer 	Number: Schools	Data will be collected through physical verification	Twice per year	WFP	3) use and report on data from WFP monitoring	To monitor adequate access to safe water and sanitation services for children who attending school.	USDA, WFP, and Government:

MGD Standard 28	Increased Access to Clean Water and Sanitation Services	Number of schools with improved sanitary facilities	This indicator measures whether there are adequate sanitary facilities at each project/targeted school and whether that sanitary facility meets the improved sanitation standards defined in the Millennium Development Goals (MDGs).	Number: Schools	Data will be collected through physical verification	Twice per year	WFP	3) use and report on data from WFP monitoring	To monitor adequate access to safe water and sanitation services for children who attending school.	USDA, WFP, and Government:
MGD Standard 29	Increased Access to Preventative Health Services	Number of students receiving deworming medication(s)	This indicator measures the number of students in a fiscal year that have received deworming medication(s), usually through the distribution of deworming tablets at school.	Number: Students	Data will be collected from programme records, Government reports and student interviews	Twice per year	WFP	3) use and report on data from WFP monitoring	To measure health support status of students.	USDA, WFP, and Government:
MGD Standard 30	Improved Literacy of School Age Children/ Increased Use of Health, Nutrition and Dietary Practices	Number of individuals participating in USDA food security programs	This is an output indicator measuring the number of individuals directly participating in USDA-funded interventions, including those we reach directly and those reached as part of a deliberate service strategy. Individuals should not be double counted. Individuals may receive multiple interventions in one fiscal year but should only be counted upon first receipt of project interventions. For example, if one individual participates in multiple USDA-sponsored training courses in a given fiscal year, they will only be counted once in that fiscal year. Individuals participating in USDA-sponsored training courses in multiple fiscal years may be counted once in each fiscal year, but only once in the life-of-project total.	Number: Individuals	Data will be collected from programme records, reports and student, teacher and direct beneficiary interviews	Annually	WFP	3) use and report on data from WFP monitoring	This indicator is designed to capture the access to services and overall project direct beneficiaries.	USDA, WFP, and Government:
MGD Standard 31	Improved Literacy of School Age Children/ Increased Use of Health, Nutrition and Dietary Practices	Number of individuals benefiting indirectly from USDA-funded interventions	This is an output indicator measuring the number of individuals indirectly benefitting from USDA-funded interventions. The individuals will not be directly engaged with a project activity or come into direct contact with a set of interventions (goods or services) provided by the project. Family members of students receiving school meals will be counted as members from a household will be indirect beneficiary excluding the student.	Number: Individuals	Data will be collected from programme records and monitoring reports	Annually	WFP	3) use and report on data from WFP monitoring	This indicator tracks indirect impact of project on community or area of intervention.	USDA, WFP, and Government:

MGD Standard 32	Improved Literacy of School Age Children/ Increased Use of Health, Nutrition and Dietary Practices	Number of schools reached as a result of USDA assistance	The indicator tracks the number of schools reached with any project activities (both direct implementation of school feeding and supporting activities), such as teacher trainings, or other capacity building activities during the reporting period by any project activity.	Number: Schools	Data will be collected from programme records and reports	Twice per year	WFP	3) use and report on data from WFP monitoring	This indicator measures number of school received USDA assistance directly .	USDA, WFP, and Government:
LRP 4	Improved Cost-Effectiveness of Food Assistance	Cost of transport, storage and handling of commodity procured as a result of USDA assistance (by commodity)	This indicator will collect the cost (in US dollars) of transport, storage and handling for procured commodities by commodity type. Report exchange rate in comments in FAIS	US Dollars	Data will be collected from programme records and reports	Twice per year	WFP	3) use and report on data from WFP monitoring	This indicator tracks total LRP cost to understand the local or regional transport markets .	USDA, WFP, and Government:
LRP 5	Improved Cost-Effectiveness of Procurement	Cost of commodity procured as a result of USDA assistance (by commodity and source country)	This indicator will collect the cost (in US dollars) of procured commodities by commodity type and source country. Report exchange rate in comments in FAIS. Costs of procured commodities exclude all freight costs.	US Dollars	Data will be collected from programme records and reports	Twice per year	WFP	3) use and report on data from WFP monitoring	This measurement helps track access to markets and availability of commodities in the beneficiary areas and LRP programme's impacts on the local or regional market	USDA, WFP, and Government:
LRP 6	Strengthened Local and Regional Food Market Systems	Quantity of commodity procured as a result of USDA assistance (by commodity and source country)	This indicator will collect the quantity of commodities procured (in metric tons (MT) through USDA local and regional procurement program. This includes the quantity of all procured commodity(ies) as a result of USDA investment during the reporting period.	Metric Tons	Data will be collected from programme records and reports	Twice per year	WFP	3) use and report on data from WFP monitoring	This indicator measures the amount of food provided to direct beneficiaries and is an indication of the availability of local foods for those beneficiaries receiving USDA assistance.	USDA, WFP, and Government:
Custom Indicator 1	Improved Quality of Literacy Instruction	Percentage of students who pass the grade in USDA supported schools	This indicator measures the proportion of students enrolled in schools receiving support from USDA who successfully meet the academic requirements to advance to the next grade level within the academic year.	Percentage	Data will be collected from examination records of the individual student	Baseline, Midterm, and Endline	Evaluation firm	1) collect primary data	To monitor the improvement of students who completed the school year and enrolled in next grade.	USDA, WFP, and Government:
Custom Indicator 2	Improved Student Attendance	Retention Rate	The retention rate is defined as the share of students (total as well as disaggregated by sex) enrolled at the beginning of the school year who completed the school year (by either passing to the next grade, repeating the present grade, or graduating from school).	Percentage	Data will be collected from enrollment records and final examination records of the individual student	Baseline, Midterm, and Endline	Evaluation firm	2) validate and triangulate secondary data (WFP & other)	To monitor the improvement of students who completed the school year and enrolled in next grade. Contribute to project review and donor/ corporate reporting.	USDA, WFP, and Government:
Custom Indicator 3	Increased Use of Health, Nutrition, and Dietary Practices	Percentage of individuals who demonstrate improved KAP (knowledge attitude and practice) on nutrition and hygiene practices	This indicator measures improvement in knowledge attitude and practice of the target students and communities.	Percentage	Data will be collected through interviews from community members including students and parents of representative sample students.	Annually	Evaluation firm	1) collect primary data	To assess improvement in knowledge attitude and practice of the target communities.	USDA, WFP, and Government:

Custom Indicator 4	Improved Literacy Instructional Materials	Number of schools with improved literacy instructional materials as a result of USDA assistance	This indicator measures improvement in enabling environment of the target schools.	Number	Data will be collected from programme records and reports	Twice per year	WFP/Idara-e-Taleem-o-Aagahi (ITA)	3) use and report on data from WFP monitoring	To monitor improvement in enabling environment of the target schools.	USDA, WFP, and Government:
Custom Indicator 5	Better Access to School Supplies and Materials	Number of classroom libraries distributed	This indicator measures improvement in enabling environment of the target schools.	Number	Data will be collected from programme records and reports	Twice per year	Idara-e-Taleem-o-Aagahi (ITA)	3) use and report on data from WFP monitoring	To monitor improvement in enabling environment of the target schools.	USDA, WFP, and Government:
Custom Indicator 6	Improved Attentiveness	Percentage of students identified as attentive by their teachers	This indicator explores if and how school meals and enabling environment of school help children to be more attentive and improve concentration.	Percentage	Data will be collected from interviews of teachers	Baseline, Midterm, and Endline	Evaluation firm	1) collect primary data	To assess improvement in attentiveness of school children as a result of meals and enabling environment.	USDA, WFP, and Government:
Custom Indicator 7	Increased Community Understanding of Benefits of Education	Percentage of parents/community members that can mention at least three benefits of education	This indicator is defined as the number of parents/community members interviewed who can independently list a minimum of three benefits of education for school children expressed as a percentage of the total number of people interviewed.	Percentage	Data will be collected through interviews from individuals who are parents of representative sample students. The detail sampling strategy will be explained in inception report of Baseline, midterm and endline evaluation by the evaluation team.	Baseline, Midterm, and Endline	Evaluation firm	1) collect primary data	To assess the satisfaction level of parents/community members about educational benefits which contributes to educational outcomes of school children. Contribute to project review and donor/corporate reporting.	USDA, WFP, and Government:
Pilot project-level indicator-1	School feeding support is transitioned/graduated from USDA to local ownership.	Number of project schools 'handed over' to host country government and/or community to provide school meals.	The provision of school meals must be fully managed and financed by the host country government and/or community.	Number: Schools	Government reports on project schools 'handed over' that year.	Annually	WFP	4) use and report on data from other sources	The indicator is useful for measuring whether the project has been able to transfer ownership to the host country government.	USDA, WFP, and Government:
Pilot project-level indicator-3	Increased burden-sharing of costs for school feeding in host countries.	Host country budget amount allocated [by dedicated line item] to school feeding.	It is considered 'context' indicators, in recognition of the fact that not all projects have direct influence on host country budgets.	US Dollars	Government reports on school feeding budget in the host country that year.	Annually	WFP	4) use and report on data from other sources	The indicator is useful for measuring whether the project has been able to transfer ownership to the host country government.	USDA, WFP, and Government:

Pilot project-level indicator-4	Increased burden-sharing of costs for school feeding in host countries.	Host country budget amount allocated per child for school feeding.	It is considered ‘context’ indicators, in recognition of the fact that not all projects have direct influence on host country budgets.	US Dollars	Government reports on school feeding budget in the host country that year.	Annually	WFP	4) use and report on data from other sources	The indicator is useful for measuring whether the project has been able to transfer ownership to the host country government.	USDA, WFP, and Government:
Pilot project-level indicator-5	People consume US commodities as a result of USDA assistance.	Number of people consuming US commodities as a result of USDA assistance.	This can be derived from MGD Standard Indicators (SI) 15 (“Number of individuals receiving take-home rations as a result of USDA assistance”) and 17 (“Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance), and custom indicators counting cooks and school staff who receive and/or consume USDA-provided commodities. Please note that locally and regionally procured (LRP) commodities should not be included in this count.	Number: Children	Student attendance register, programme records and reports	Monthly	WFP	3) use and report on data from WFP monitoring	To monitor that school meals are available for each child in regular basis who attend the school on distribution day.	USDA, WFP, and Government:
Pilot project-level indicator-6	US private sector investments are leveraged by USDA to support food security and nutrition.	Value of US private sector investments leveraged by USDA to support food security and nutrition.	The term “investments” is defined as public or private sector resources intended to complement existing/ongoing USDA-funded activities (i.e. education or nutrition activity, as described below), including resources provided for purposes of cost-share or matching. This indicator can be added as a new disaggregate under MGD SI 11, “Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition.”	US Dollars	Partnership records/agreements	Annually	WFP	4) use and report on data from other sources	To monitor that school meals are available for each child in regular basis who attend the school on distribution day.	USDA, WFP, and Government:

Performance	Indicator Definition and	Data	Method/Approach of	Data Collection	Data Analysis, Use & Reporting
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Indicator	Unit of Measurement	Source	Data Collection or Calculation	When	Who	Why	Who
1. Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text (MGD SO1).	<p>Proportion of learners who attain the specified threshold at the end of two grades of primary schooling, the beginning of the third year of primary schooling, or the equivalent levels of accelerated learning programs. Students and learners in formal and non-formal education programs should be included.</p> <p>UNIT OF MEASUREMENT: Percent</p> <p>Disaggregation:</p> <p>Sex: Male, Female</p>	Early Grade Reading Assessment (EGRA) sheets.	Data will be generated through Early Grade Reading Assessment (EGRA) of students.	Baseline, Midterm, and Endline	Data will be collected by the enumerators of an evaluation firm in agreement with WFP.	<p>To monitor the improvement of literacy skills of the school children as a result of USDA assistance.</p> <p>Contribute to project review and donor/corporate reporting.</p>	The analysis will be carried out by an evaluation firm based on the USDA Indicator Handbook.
2. Average student attendance rate in USDA supported classrooms/schools (MGD 1.3)	<p>This indicator measures the average attendance rate of males and females attending USDA supported schools. The indicator tracks any change over time in the attendance rate.</p> <p>UNIT OF MEASUREMENT: Percent</p> <p>Disaggregation:</p> <p>Sex: Male, Female</p>	School attendance records.	Data will be collected from attendance record of the individual student from representative sample schools twice per year, which will be triangulated with regular monitoring data.	Twice per year	WFP/Cooperating Partner.	<p>To monitor the improvement of student attendance in school as a result of USDA assistance.</p> <p>Contribute to project review and donor/ corporate reporting</p>	The analysis will be carried out by WFP.

<p>3. Number of teaching and learning materials provided as a result of USDA assistance (MGD 1.1.2).</p>	<p>This indicator measures the number of teaching and learning materials provided as a result of USDA assistance. This may represent a range of final 'products', including materials that are designed and then printed and published, or documents that are purchased and distributed.</p> <p>UNIT OF MEASUREMENT: Number: Teaching/ Learning Materials</p> <p>Disaggregation: Material type: Improved Instructional materials, Supplementary Reading Materials, Other</p>	<p>School records of teaching and learning materials received from the programme.</p>	<p>WFP/Cooperating Partner will collect the data by reviewing school records of teaching and learning materials.</p>	<p>Twice per year</p>	<p>Cooperating Partner in agreement with WFP.</p>	<p>To monitor that adequate teaching and learning materials, are available to supporting educational quality.</p>	<p>The analysis will be carried out by WFP.</p>
<p>4. Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance (MGD 1.1.4).</p>	<p>This outcome indicator measures the number of teachers/educators/teaching assistants who are using improved techniques and tools in their classrooms as a result of USDA assistance. The successful application requires that teachers, educators, and teaching assistants have incorporated the learned methods into their curriculum and are actively applying these</p>	<p>Teaching observation report</p>	<p>Data will be collected through a representative sample of schools through structured monitoring tools to observe teachers' demonstration and use of new and quality techniques. In this tool, related/specific questions also will be added for teacher and student interviews. Teacher training related documents will be reviewed.</p>	<p>Annually</p>	<p>WFP/Cooperating Partner</p>	<p>To understand the increased capacity of teachers to provide quality teaching.</p>	<p>The analysis will be carried out by WFP.</p>

	<p>methos in their daily classroom instruction.</p> <p>UNIT OF MEASUREMENT: Number: Teachers / Educators / Teaching Assistants</p> <p>Disaggregation: Sex: Male, Female</p>						
5. Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance.	<p>This is an output indicator measuring the number of teachers/educators/training assistants trained or certified directly as a result of USDA funding in whole or in part.</p> <p>Trainings should be counted only if they are at least two working days in duration (16 hours).</p> <p>UNIT OF MEASUREMENT: Number: Teachers / Educators / Teaching Assistants</p> <p>Disaggregation: Sex: Male, Female</p>	Program participant training records and reports.	Data will be collected from detailed training lists for all training sessions and reports.	Twice per year	WFP/Cooperating Partner.	This indicator provides an overall sense of scope by giving a count of the total number of teachers/educators trained through pre-service training.	The analysis will be carried out by WFP.
6. Number of school administrators and officials in target schools who demonstrate	This outcome indicator measures the total number of school administrators and who are applying the new knowledge and skills received in USDA-supported	Monitoring reports of school visit and observations	Data will be collected through a representative sample of schools, during school visits with structured monitoring tools on observation where	Annually	WFP/Cooperating Partner.	Increasing the skills and knowledge of school administrators builds human	The analysis will be carried out by WFP.

<p>use of new techniques or tools as a result of USDA assistance (MGD 1.1.5).</p>	<p>training and certification programs. Areas of training may include finance, management (e.g. logistics, monitoring, personnel use and support), governance (e.g., legislation, communication, enforcement), infrastructure (e.g. building, supplies), or quality assurance for improving literacy skills. School administrators should demonstrate the use of at least one new technique or technology in their standard practices or procedures related to finance, management, infrastructure, or quality assurance of instruction.</p> <p>UNIT OF MEASUREMENT: Number: Administrators/ Officials</p> <p>Disaggregation: Sex: Male, Female</p>	<p>related/specific interview questions will also be added for administrators and officials. Also, the training reports will be reviewed.</p>			<p>capital and supports institutional capacity building in countries.</p>
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<p>7. Number of school administrators and officials trained or certified as a result of USDA assistance.</p>	<p>This is an output indicator measuring the number of school administrators and officials (e.g. principals, superintendents) trained or certified directly and as a result of USDA funding in whole or in part. Successful completion requires that trainees meet the completion requirements of the structured training program as defined by the program offered. Training should be at least two working days (16 hours) in duration.</p> <p>UNIT OF MEASUREMENT:</p> <p>Number:</p> <p>Administrators/</p> <p>Officials</p> <p>Disaggregation:</p> <p>Sex: Male, Female</p>	<p>School administrators and officials training participant list.</p>	<p>Data will be collected from training records and reports.</p>	<p>Twice per year.</p>	<p>WFP/Cooperating Partner.</p>	<p>Training school administrators or education officials builds human capital and supports institutional capacity building in countries.</p>	<p>The analysis will be carried out by WFP.</p>
<p>8. Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/co</p>	<p>This indicator measures the number of classrooms/schools/latrines/improved water sources rehabilitated or constructed in whole or in part by a USDA-funded project.</p>	<p>Programme records and observation reports.</p>	<p>Data will be collected by observation, interview, and document review at school.</p>	<p>Twice per year.</p>	<p>WFP/Cooperating Partner.</p>	<p>To monitor the progress of implementation for educational facilities.</p>	<p>The analysis will be carried out by WFP.</p>

<p>nstructed as a result of USDA assistance.</p>	<p>UNIT OF MEASUREMENT: Number: Facilities</p> <p>Disaggregation: Type of Facilities: Classrooms, Improved water sources, latrines, other school grounds or school grounds or buildings</p>						
<p>9. Number of students enrolled in school receiving USDA assistance (MGD 1.3.4).</p>	<p>This is an outcome indicator measuring the number of school-age students or learners formally enrolled in school or equivalent non-school based settings for the purpose of acquiring academic basic education skills or knowledge.</p> <p>UNIT OF MEASUREMENT: Number</p> <p>Disaggregation: Sex: Male, Female</p>	<p>Enrollment records and programme reports.</p>	<p>School enrollment data will be recorded from the report and verified periodically in sample schools as random check.</p>	<p>Annually</p>	<p>WFP/Cooperating Partner.</p>	<p>To track the progress of school enrollment over the years.</p>	<p>The analysis will be carried out by WFP.</p>
<p>10. Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of</p>	<p>Number of education enabling environment policies/regulations/administrative procedures in the areas of education, including school feeding, school finance, assessment, teacher recruitment and selection.</p>	<p>Project records of activities and capacity building carried out by the project.</p>	<p>Data collected at the project-level, through desk review of the project record of activities and capacity building carried out by the project.</p>	<p>Annually</p>	<p>WFP</p>	<p>The analysis will provide evidence to track the progress of policies/regulations/administrative procedures in the various stages of</p>	<p>The analysis will be carried out by WFP.</p>

USDA assistance.	<p>Count the highest stage completed during the reporting year.</p> <p>UNIT OF MEASUREMENT: Number: Policies, regulations, and/or administrative procedures and supplementary narrative</p> <p>Disaggregation:</p> <p>Type of Policy:</p> <p>Educational, Child Health and Nutrition</p> <p>Stage: Stage 1 to 5</p>					progress towards MGD framework.	
(Stage 1: Analyzed)	<p>Underwent the first stage of the policy reform process i.e. analysis (review of existing policy/regulation/administrative procedure and/or proposal of new policy/regulations/administrative procedures.</p> <p>UNIT OF MEASUREMENT: Number: Policies, regulations, and/or administrative procedures and supplementary narrative</p> <p>Disaggregation:</p>	Project records of activities and capacity building carried out by the project.	Data collected at the project-level, through desk review of the project record of activities and capacity building carried out by the project.	Annually	WFP	The analysis will provide evidence to track the progress of policies/regulations/administrative procedures in the various stages of progress towards MGD framework.	The analysis will be carried out by WFP.

	Type of Policy: Educational, Child Health and Nutrition						
(Stage 2: Drafted and presented for public/stakeholder consultation).	<p>Underwent the second stage of the policy reform process. The second stage includes public debate and/or consultation with stakeholders on the proposed new or revised policy/regulation/administrative.</p> <p>UNIT OF MEASUREMENT: Number: Policies, regulations, and/or administrative procedures and supplementary narrative</p> <p>Disaggregation:</p> <p>Type of Policy: Educational, Child Health and Nutrition</p>	Project records of activities and capacity building carried out by the project.	Data collected at the project-level, through desk review of the project record of activities and capacity building carried out by the project.	Annually	WFP	The analysis will provide evidence to track the progress of policies/regulations/administrative procedures in the various stages of progress towards MGD framework.	The analysis will be carried out by WFP.
(Stage 3: Presented for legislation/decreed)	Underwent the third stage of the policy reform process (policies were presented for	Project records of activities	Data collected at the project-level, through desk review of the project record	Annually	WFP	The analysis will provide evidence to track the	The analysis will be

	<p>legislation/decree to improve the policy environment for education).</p> <p>UNIT OF MEASUREMENT: Number: Policies, regulations, and/or administrative procedures and supplementary narrative</p> <p>Disaggregation:</p> <p>Type of Policy:</p> <p>Educational, Child Health and Nutrition</p>	<p>and capacity building carried out by the project.</p>	<p>of activities and capacity building carried out by the project.</p>			<p>progress of policies/regulations/administrative procedures in the various stages of progress towards MGD framework.</p>	<p>carried out by WFP.</p>
(Stage 4: Passed/Approved)	<p>Underwent the fourth stage of the policy reform process [official approval (legislation/decree) of new or revised policy/regulation/administrative procedure by relevant authority].</p> <p>UNIT OF MEASUREMENT: Number: Policies, regulations, and/or administrative procedures and supplementary narrative</p> <p>Disaggregation:</p> <p>Type of Policy:</p> <p>Educational, Child Health and Nutrition</p>	<p>Project records of activities and capacity building carried out by the project.</p>	<p>Data collected at the project-level, through desk review of the project record of activities and capacity building carried out by the project.</p>	<p>Annually</p>	<p>WFP</p>	<p>The analysis will provide evidence to track the progress of policies/regulations/administrative procedures in the various stages of progress towards MGD framework.</p>	<p>The analysis will be carried out by WFP.</p>

<p>(Stage 5: Passed for which implementation has begun)</p>	<p>Completed the policy reform process (implementation of new or revised policy/regulation/administrative procedure by relevant authority).</p> <p>UNIT OF MEASUREMENT: Number: Policies, regulations, and/or administrative procedures and supplementary narrative</p> <p>Disaggregation:</p> <p>Type of Policy: Educational, Child Health and Nutrition</p>	<p>Project records of activities and capacity building carried out by the project.</p>	<p>Data collected at the project-level, through desk review of the project record of activities and capacity building carried out by the project.</p>	<p>Annually</p>	<p>WFP</p>	<p>The analysis will provide evidence to track the progress of policies/regulations/administrative procedures in the various stages of progress towards MGD framework.</p>	<p>The analysis will be carried out by WFP.</p>
<p>11. Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition.</p>	<p>The term "investments" is defined as public or private sector resources intended to complement existing/ongoing USDA-funded activities (i.e. education or nutrition activity, as described below), including resources provided for purposes of cost-share or matching.</p> <p>UNIT OF MEASUREMENT: U.S. Dollar</p>	<p>Partnership records/agreements.</p>	<p>Data will be collected by reviewing partnership records/agreements.</p>	<p>Annually</p>	<p>WFP</p>	<p>To monitor the increase in investment in support of school-based programming.</p>	<p>The analysis will be carried out by WFP.</p>

	<p>Disaggregation:</p> <p>Type of investment:</p> <p>Host government amount, Other Public sector amount, Private sector amount, New USG commitment amount</p>					
12. Number of public-private partnerships formed as a result of USDA assistance.	<p>The number of public-private partnerships in agriculture or nutrition formed during the reporting year due to USDA intervention.</p> <p>Disaggregation:</p> <p>Type of investment amount:</p> <ul style="list-style-type: none"> • Host Government amount • Other Public sector amount • Private sector amount • New USG Commitment amount 	Partnership records/agreements.	Data will be collected by reviewing partnership records/agreements.	Annually	WFP	<p>To monitor the increase in investment in support of school-based programming.</p> <p>The analysis will be carried out by WFP.</p>
13. Number of Parent-Teacher Associations (PTAs) (or similar “school” governance structures supported as a result of USDA assistance.	This indicator tracks the number of PTA and SMCs that are supported by USDA during the reporting period. USDA support includes, but is not limited to, direct financial support (grants), coaching/ mentoring provided to the group, and/or training in skills related to serving on a PTA,	Programme records of PTA / SMCs meetings and reports.	Data will be collected by programme document review.	Twice per year.	WFP/Cooperating Partner.	<p>This analysis will help to improve the governance structure of schools which ensure accountability of school administration and education</p> <p>The analysis will be carried out by WFP.</p>

	SMC. UNIT OF MEASUREMENT: Number: PTAs/SMCs Disaggregation: None					environment.	
14. Quantity of take-home rations provided (in metric tons) as a result of USDA assistance	Included in indicator table in case of ad hoc THR ^s approved by USDA throughout the project, but not a part of project design, so targets are 0.						
15. Number of individuals receiving take-home rations as a result of USDA assistance	Included in indicator table in case of ad hoc THR ^s approved by USDA throughout the project, but not a part of project design, so targets are 0.						
16. Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance.	A school meal will include lunch meal or a snack provided during the school hours. A school meal is counted each time it is provided to a student in a USDA-supported project. Only USDA-supported school meal distribution where meals are provided with USDA	Daily meal plan of schools, programme records and reports.	Data will be collected by programme reports	Monthly	WFP/Cooperating Partner.	To monitor that school meals are available to children in regular basis as per meal plan.	WFP

	<p>commodities and/or local products with LRP funds will be counted.</p> <p>UNIT OF MEASUREMENT: Number: Meals Disaggregation: None</p>						
17. Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance.	<p>A school meal will include lunch meal or a snack provided during the school hours.</p> <p>Only USDA-supported school meal distribution where meals are provided with USDA commodities and/or local products with LRP funds will be counted.</p> <p>UNIT OF MEASUREMENT: Number: Children Disaggregation: Sex: Male, Female; Duration: New, Continuing</p>	<p>Student attendance register, programme records and reports.</p>	<p>Data will be collected by programme reports.</p>	Monthly	<p>WFP/Cooperating Partner</p>	<p>To monitor that school meals are available for each child in regular basis who attend the school at distribution day .</p>	WFP
18. Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	<p>Productive safety nets are programs that protect and strengthen food insecure households' physical and human capital by providing regular resource transfers in exchange for time or labor. School feeding programs build human capital as it is used to encourage children's</p>	<p>Participant list, programme reports.</p>	<p>Data will be collected from program records and reports.</p>	Annually	<p>WFP/Cooperating Partner.</p>	<p>To monitor the beneficiary coverage for productive safety nets.</p>	WFP

	<p>attendance in school and help them benefit from the instruction received. Only USDA-supported school meal distribution where meals are provided with USDA commodities and/or local products with LRP funds will be counted.</p> <p>UNIT OF MEASUREMENT: Number: Individuals</p> <p>Disaggregation:</p> <p>Sex: Male, Female; Duration: New, Continuing; Type of Services Provided: Food, Training</p>					
19. Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance.	<p>This indicator measures the total number of individuals who are applying the new knowledge and skills received in USDA-supported training and certification programs. Individuals should demonstrate the use of at least one new practice in their lives or work intended to improve children's health or nutritional status.</p> <p>UNIT OF MEASUREMENT: Number: Individuals</p>	Observation reports, student interviews.	<p>Data will be collected through representative sample students' interviews involving structured observation. Also student and teacher interviews will include relevant assessment questions in the checklist.</p>	Annually	WFP/ sub recipient	<p>To monitor the improvement of individual school children's behavior about child health and nutrition practices as a result of USDA assistance .</p> <p>The analysis will be carried out by WFP.</p>

	Disaggregation: Sex: Male, Female						
20. Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	<p>This indicator measures the total number of individuals who are applying the new knowledge and skills received in USDA-supported training and certification programs. Individuals should demonstrate the use of at least one new practice in their lives or work that supports safe food preparation and storage. This will include the WFP-supported kitchen staff.</p> <p>UNIT OF MEASUREMENT: Number: Individuals</p> <p>Disaggregation: Sex: Male, Female</p>	Observation reports, kitchen staff interviews.	Data will be collected from representative sample kitchen staff who will be responsible for food preparation and storage. Also, regular monitoring kitchen observation reports which will be triangulated.	Annually	WFP/Cooperating Partner	To measure the food preparation and storage system practices at kitchen after receiving the training on new safe food preparation and storage practices.	WFP
21. Number of individuals trained in safe food preparation and storage as a result of USDA assistance	<p>This is an output indicator measuring the number of kitchen staff or others trained or certified in safe food preparation and storage directly as a result of USDA funding in whole or in part. Successful completion requires that trainees meet</p>	Observation reports, kitchen staff interviews	Data will be collected from representative sample kitchen staff who will be responsible for food preparation and storage. Also, regular monitoring kitchen observation reports which will be triangulated.	Annually	WFP/Cooperating Partner	To measure the food preparation and storage system practices at kitchen after receiving the training on new safe food preparation and	WFP

	<p>the completion requirements of the structured training program as defined by the program offered. Training should be at least two working days (16 hours) in duration.</p> <p>UNIT OF MEASUREMENT: Number: Individuals</p> <p>Disaggregation: Sex: Male, Female</p>					storage practices.	
22. Number of individuals trained in child health and nutrition as a result of USDA assistance	<p>The targets of this indicator refer to the learning coordinators trained under Activity 5 who will then lead health and nutrition SBCC to 100,000 school children.</p> <p>Successful completion requires that trainees meet the completion requirements of the structured training program as defined by the program offered. Training should be at least two working days (16 hours) in duration.</p> <p>UNIT OF MEASUREMENT: Number: Individuals</p>	Learning Coordinator's training participant list and reports.	Data will be collected from training records and reports.	Twice per year	WFP/Cooperating Partner.	To measure the adequate number of trained and knowledgeable human capital in schools in child health and nutrition.	The analysis will be carried out by WFP.

	Disaggregation: Sex: Male, Female						
23. Number of schools using an improved water source (MDG 2.4)	<p>This indicator measures the number of project/targeted schools using an improved water source.</p> <p>UNIT OF MEASUREMENT: Number: Schools</p> <p>Disaggregation: None</p>	Observation reports, programme records and reports.	Data will be collected from programme records and reports.	Twice per year.	WFP/Cooperating Partner.	To monitor adequate access to safe water and sanitation services for children who attending school.	The analysis will be carried out by WFP.
24. Number of schools with improved sanitation facilities	<p>This indicator measures whether there are adequate sanitary facilities at each project/targeted school and whether that sanitary facility meets the improved sanitation standards defined in the Millennium Development Goals (MDGs).</p> <p>UNIT OF MEASUREMENT: Number: Schools</p> <p>Disaggregation: None</p>	Observation reports, programme records and reports.	Data will be collected from programme records and reports.	Twice per year	WFP/Cooperating Partner	To monitor adequate access to safe water and sanitation services for children who attending school .	The analysis will be carried out by WFP

<p>25. Number of students receiving deworming medication(s)</p>	<p>This indicator measures the number of students in a fiscal year that have received deworming medication(s), usually through the distribution of deworming tablets at school.</p> <p>UNIT OF MEASUREMENT: Number: Students</p> <p>Disaggregation: None</p>	<p>Completion forms completed by health professional, programme records and reports, student interviews.</p>	<p>Data will be collected from programme records, reports and student interviews.</p>	<p>Twice per year.</p>	<p>WFP/Cooperating Partner.</p>	<p>To measure health support status of students.</p>	<p>The analysis will be carried out by WFP.</p>
<p>26. Number of individuals participating in USDA food security programs</p>	<p>This is an output indicator measuring the number of individuals directly participating in USDA-funded interventions, including those we reach directly and those reached as part of a deliberate service strategy. Individuals should not be double counted. Individuals may receive multiple interventions in one fiscal year but should only be counted upon first receipt of project interventions. For example, if one individual participates in multiple USDA-sponsored training courses in a given fiscal year, they will only be counted one</p>	<p>Participant tracking records and reports.</p>	<p>Data will be collected from programme records and reports about participants number.</p>	<p>Annually</p>	<p>WFP/Cooperating Partner.</p>	<p>This indicator is designed to capture the access to services and overall project direct beneficiaries.</p>	<p>WFP</p>

	<p>time in that fiscal year. Individuals participating in USDA-sponsored training courses in multiple fiscal years may be counted once in each fiscal year, but only once in the life-of-project total.</p> <p>UNIT OF MEASUREMENT: Number: Individuals</p> <p>Disaggregation:</p> <p>Sex: Male, Female</p> <p>Type of individual: Teachers/School Administrators/Cooks, Parents/Caregivers, Households, School-aged children, Government officials, Others</p>						
27. Number of individuals benefiting indirectly from USDA-funded interventions	This is an output indicator measuring the number of individuals indirectly benefitting from USDA-funded interventions. The individuals will not be directly engaged with a project activity or come into direct contact with a set of interventions (goods or services) provided by the	Participant tracking records and reports	Data will be collected from programme records and reports about participants number	Annually	WFP/Cooperating Partner	This indicator tracks indirect impact of project on community or area of intervention.	WFP

	<p>project. Family members of students receiving school meals will be counted as members from a household will be indirect beneficiary excluding the student.</p> <p>UNIT OF MEASUREMENT: Number: Individuals Disaggregation: None</p>						
28. Number of schools reached as a result of USDA assistance	<p>The indicator tracks the number of schools reached with any project activities (both direct implementation of school feeding and supporting activities), such as teacher trainings, or other capacity building activities during the reporting period by any project activity.</p> <p>UNIT OF MEASUREMENT: Number: Schools Disaggregation: None</p>	Programme records and reports	Data will be collected from programme records and reports.	Twice per year	WFP/Cooperating Partner	This indicator measures number of school received USDA assistance directly.	WFP
29. Cost of transport, storage and handling of commodity procured as a result of USDA assistance (by commodity)	<p>This indicator will collect the cost (in US dollars) of transport, storage and handling for procured commodities by commodity type. Report exchange rate in comments in FAIS.</p>	Programme records and reports, cost records of commodities.	Data will be collected by programme records and reports.	Twice per year.	WFP/Cooperating Partner.	This indicator tracks total LRP cost to understand the local or regional transport markets.	WFP

	<p>UNIT OF MEASUREMENT: US Dollars</p> <p>Disaggregation:</p> <p>Type of commodity:</p>						
30. Cost of commodity procured as a result of USDA assistance (by commodity and source country)	<p>This indicator will collect the cost (in US dollars) of procured commodities by commodity type and source country. Report exchange rate in comments in FAIS. Costs of procured commodities exclude all freight costs.</p> <p>UNIT OF MEASUREMENT: US Dollars</p> <p>Disaggregation:</p> <p>Type of commodity:</p>	<p>Programme records and reports, cost records of commodities.</p>	<p>Data will be collected by programme records and reports.</p>	<p>Twice per year.</p>	<p>WFP/Cooperating Partner.</p>	<p>This measurement helps track access to markets and availability of commodities in the beneficiary areas and LRP programme's impacts on the local or regional market.</p>	<p>WFP</p>
31. Quantity of commodity procured as a result of USDA assistance (by commodity and source country)	<p>This indicator will collect the quantity of commodities procured (in metric tons (MT) through USDA local and regional procurement program. This includes the quantity of all procured commodity(ies) as a result of USDA investment during the reporting period.</p> <p>UNIT OF MEASUREMENT: Metric Tons</p>	<p>Programme records and reports, cost records of commodities.</p>	<p>Data will be collected by programme records and reports.</p>	<p>Twice per year.</p>	<p>WFP/Cooperating Partner.</p>	<p>This indicator measures the amount of food provided to direct beneficiaries and is an indication of the availability of local foods for those beneficiaries receiving USDA assistance.</p>	<p>WFP</p>

	Disaggregation: Source Country, Type of commodity:						
32. Percentage of students who pass the grade in USDA supported schools	UNIT OF MEASUREMENT: Percentage Disaggregation: Sex: Male, Female	School records: students appeared in final examination and passed.	Data will be collected from examination records of the individual student.	Annually	WFP/Cooperating Partner.	To monitor the improvement of students who completed the school year and enrolled in next grade.	The analysis will be carried out by WFP.
33. Retention rate	The retention rate is defined as the share of students (total as well as disaggregated by sex) enrolled at the beginning of the school year who completed the school year (by either passing to the next grade, repeating the present grade, or graduating from school). UNIT OF MEASUREMENT: Percentage Disaggregation: Sex: Male, Female	School enrollment records and students appeared in final examination records	Data will be collected from enrollment records and final examination records of the individual student.	Annually	WFP/Cooperating Partner.	To monitor the improvement of students who completed the school year and enrolled in next grade . Contribute to project review and donor/ corporate reporting.	The analysis will be carried out by WFP.
34. Percentage of individuals who demonstrate improved KAP	This indicator measures improvement in knowledge attitude and practice of the target students and	Interview questionnaire of parents/co	Data will be collected through interviews from community members including students and	Annual	WFP/Cooperating Partner	To monitor improvement in knowledge attitude and practice of the	WFP

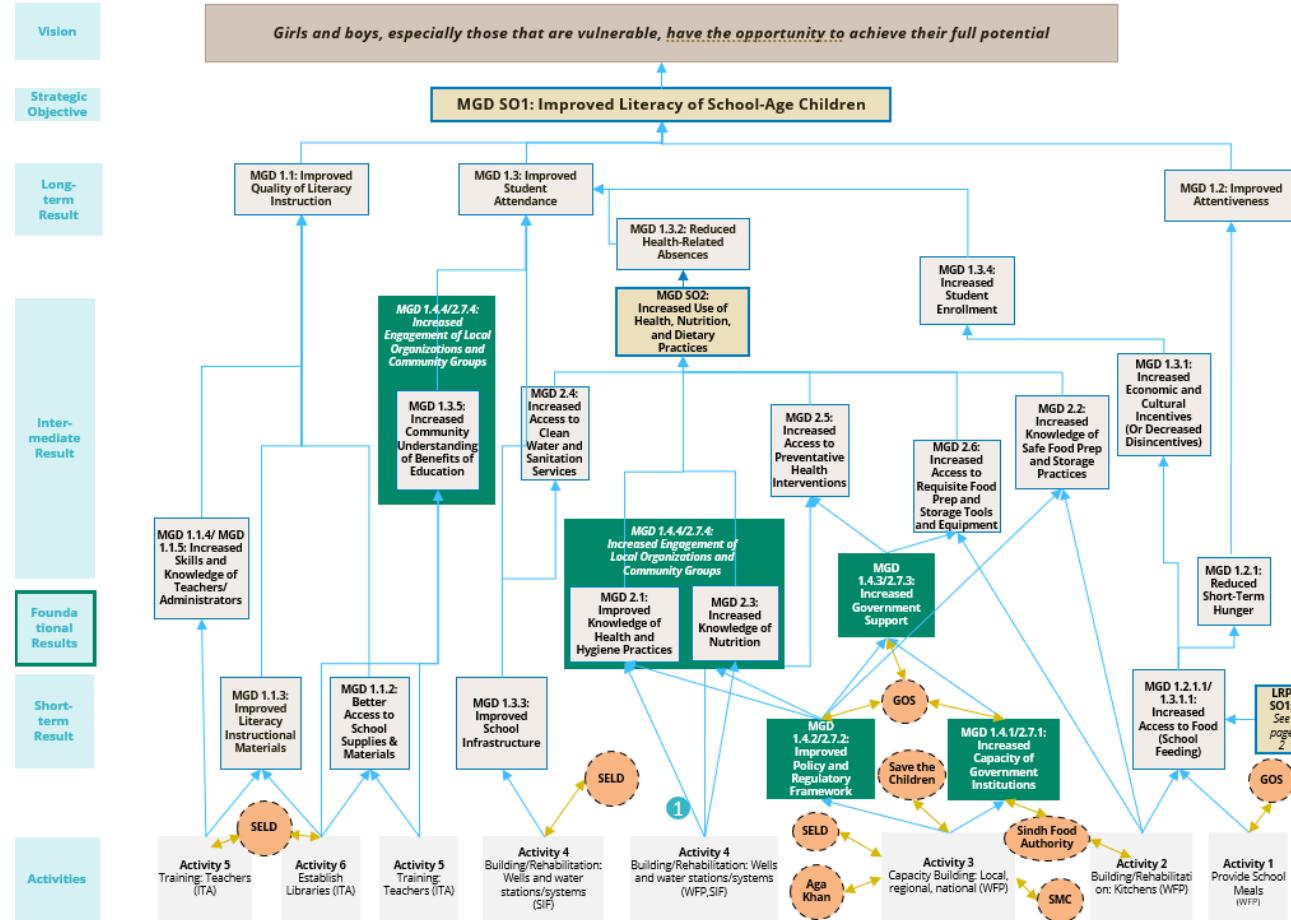
(knowledge attitude and practice) on nutrition and hygiene practices	communities. UNIT OF MEASUREMENT: Percentage Disaggregation: Sex: Male, Female Students, parents	mmunity people.	parents of representative sample students.			target communities.	
35. Number of schools with improved literacy instructional materials as a result of USDA assistance	This indicator measures improvement in enabling environment of the target schools. UNIT OF MEASUREMENT: Number Disaggregation: Type of instructional material	Programme records and reports.	Data will be collected from programme records and reports.	Twice per year.	WFP/Cooperating Partner.	To monitor improvement in enabling environment of the target schools.	WFP
36. Number of classroom libraries distributed	This indicator measures improvement in enabling environment of the target schools. UNIT OF MEASUREMENT: Number Disaggregation:	Programme records and reports.	Data will be collected from programme records and reports.	Twice per year.	WFP/Cooperating Partner.	To monitor improvement in enabling environment of the target schools.	WFP

	N/A						
37. Percentage of students identified as attentive by their teachers	<p>This indicator explores if and how school meals and enabling environment of school help children to be more attentive and improve concentration.</p> <p>UNIT OF MEASUREMENT: Percentage Disaggregation: Sex: Male, Female</p>	Interview questionnaire of teachers.	Data will be collected from interviews of teachers.	Annual	WFP/Cooperating Partner.	To monitor improvement in attentiveness of school children as a result of meals and enabling environment.	WFP
38. Percentage of parents/community people that can mention at least three benefits of education	<p>This indicator is defined as the number of parents/community members interviewed who can independently list a minimum of three benefits of education for school children expressed as a percentage of the total number of people interviewed.</p> <p>UNIT OF MEASUREMENT: Percentage Disaggregation:</p>	Interview questionnaire of parents/community people.	Data will be collected through interviews from individuals who are parents of representative sample students. The detail sampling strategy will be explained in inception report of Baseline, midterm and endline evaluation by the evaluation team.	Baseline, Midterm, and Endline.	Data will be collected by the enumerators of an evaluation firm in agreement with WFP.	<p>To monitor the knowledge level of parents/community members about educational benefits which contributes to educational outcomes of school children.</p> <p>Contribute to project review and donor/corporate reporting.</p>	The analysis will be carried out by an evaluation firm based on the WFP guidance note.

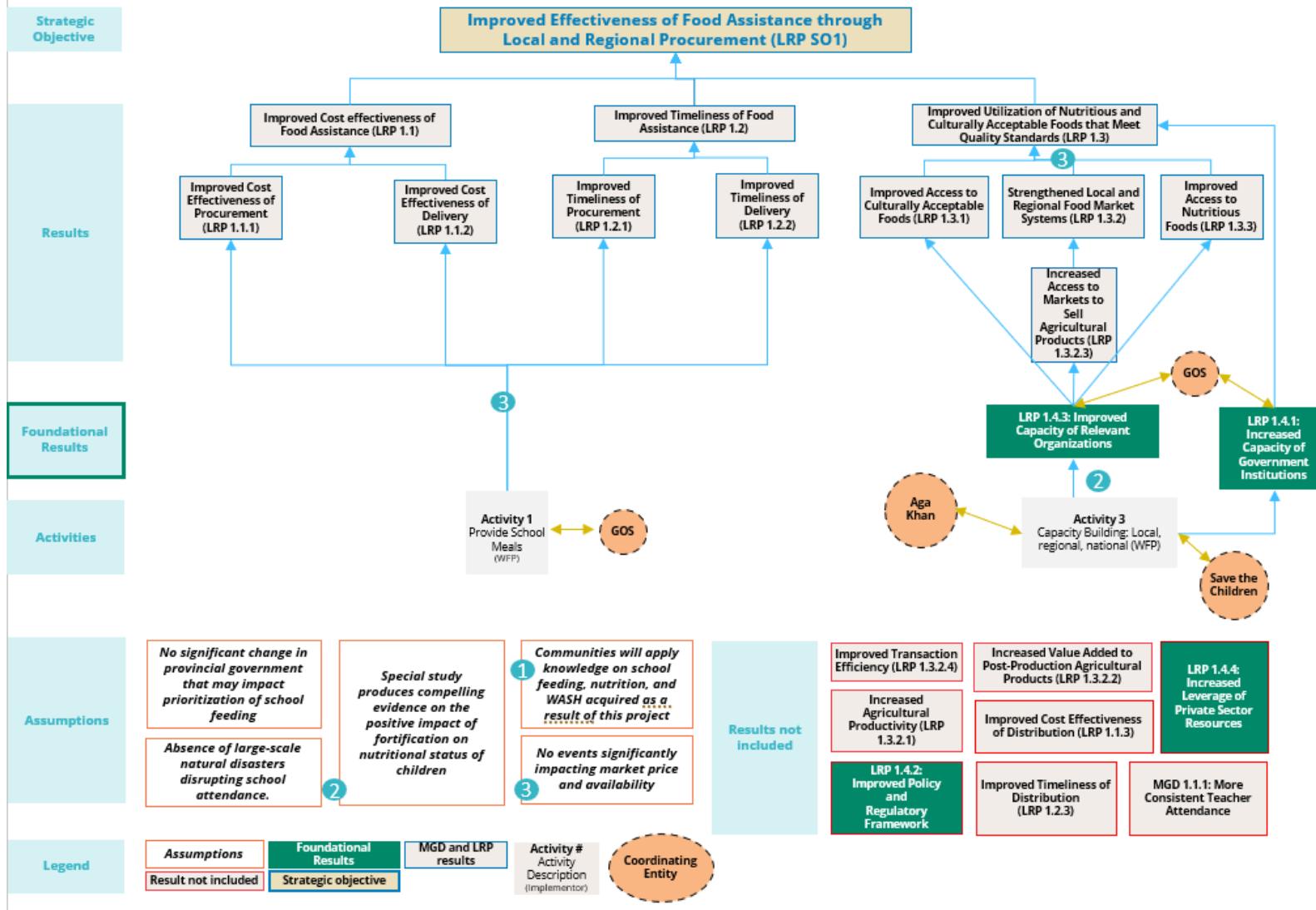
	Sex: Male, Female						
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Annex 7. Result Framework

Pakistan's Kal Ke Liye Bunyad – Foundation for the Future Results Framework Diagram Page 1 of 2



Pakistan's Kal Ke Liye Bunyad - Foundation for the Future Results Framework Diagram Page 2 of 2



Annex 8: FY25 MGD Pakistan, World Food Programme (WFP) and Save the Children (SC) Projects - Collaboration Opportunities in Monitoring, Evaluation, and Learning

Collaboration Topic	How will it work?	What are the benefits?	Is it Feasible?	Challenges/ Risks	Current Status
Data Collection and Management					
<i>Key Informant Interviews (KII)</i>	<p>KIIs with government officials for two projects conducted at the same time;</p> <p>'Level of collaboration' depends on following factors:</p> <ul style="list-style-type: none"> - Overlap of key informant's might be restricted to provincial level but not district level - Evaluation timelines 	<p>Time saving, less burden on Gov't Officials. Potentially sharing de-identified interview transcripts from separate interviews where respondents don't overlap.</p>	Partially – depends on overlap and timelines	<p>Requires data sharing and logistical planning from two separate external evaluators; due to different project lengths, midterm and endline evaluations will take place in different years; unclear who would do the interview and how data would be shared with another evaluator,</p> <p>Challenge in identifying common respondents (provincial vs. district governments)</p>	<p>Pending mapping of stakeholders and key informants – to be finalized in Q1 2026</p>

Collaboration Topic	How will it work?	What are the benefits?	Is it Feasible?	Challenges/ Risks	Current Status
<i>Data collection tools (supply chain)</i>	<p>WFP and SC have two different tools for tracking the supply chain.</p> <p>WFP: Mobile Data Acquisition (or similar) for data collection and a waybill system to keep daily count of lunchboxes delivered at schools. Ideally, systems are linked to government EMIS.</p> <p>SC: Pilot a school meal tracking system using a mobile phone app and automated excel-based reporting through CTRA, enabling real-time tracking of food commodities.</p>	Exposure to and learning from different systems	Partially – limited to knowledge exchange and learning	Both organizations use different models – SC and WFP will share design ideas for school meal data collection and explore overlap; SC and WFP will explore ways of jointly working with the government to support them in establishing a harmonized national M&E tool for supply chain and meal delivery tracking	Topic will be maintained as a learning and exchange topic for future Technical Advisory Group meetings
<i>Indicator Selection</i>	<p>SC and WFP to consult and align on indicator selection (to the degree possible).</p> <p>Share experiences and ideas on new standard indicators (to be introduced).</p> <p>SC and WFP will coordinate on</p>	Align indicator interpretation, methods, and collection tools	Yes, to the extent relevant and possible	Suitability of indicators will differ for each project based on specific activities, thus alignment is only possible to a certain extent	Indicators are greatly aligned – conversations on alignment of data collection tools will continue with evaluation teams

Collaboration Topic	How will it work?	What are the benefits?	Is it Feasible?	Challenges/ Risks	Current Status
	the new FY25 pilot indicators to align interpretation and reporting, especially on pilot indicators 3 & 4.				
<i>Control Group (Impact Evaluation)</i>	Comparison data collected from the same group. Both WFP and SC will conduct quasi-experimental design and Difference-in-Difference (DiD) methodology.	Time and cost saving, less burden on control group respondents	Not intended for baseline	<p>Given the differing socio-economic characteristics between WFP and SAVE, it may be challenging to maintain a uniform control group across both. This might require a tailored approach to ensure the validity of comparisons.</p> <p>Different evaluation timelines for midline and endline might render joint data collection difficult/unfeasible</p> <p>SC: Intervention schools are within selected Union Councils (UC) and comparison schools will be selected from similar UCs within the same districts. As Karachi West district will be completely saturated with intervention schools, comparison schools will be selected from neighboring</p>	Not intended for baseline

Collaboration Topic	How will it work?	What are the benefits?	Is it Feasible?	Challenges/ Risks	Current Status
				schools. SC's sampling strategy will include 132 treatment and 104 comparison schools.	
<i>Sharing Data</i>	Share data and insights at pre-defined intervals to create aggregate data sets for different project areas for advanced analysis. Caveat: Will require an analysis and agreement on type of data to be shared, e.g. only de-identified, clean datasets would be shared between WFP and SC	Usage of combined data sets for advanced analysis and insight gathering; demonstration of compound impact in Pakistan for results communication / advocacy	Maybe, details and use to be defined	Requires high level of collaboration between evaluation firms. Unclear if sharing actual data makes sense, since the data is from different schools/ people benefitting from different sets of activities (i.e. to be determined if there is sufficient common ground). WFP has confidentiality and data security standards that might be an issue.	Evaluation firms to further consult on this topic and determine potential use cases
<i>Knowledge Exchange</i>	Exchange methodological expertise, tools, and best practices to strengthen both organizations' evaluation capacity. Both projects' CoPs and M&E Managers or a joint working group communicate regularly. (Note: Technical Advisory Group will cover topics beyond M&E, yet	Learning from each other's experience will lead to better results and support efficiency. Potential examples: Sharing data on market assessment ; Using two sources of data on impact of fortification.	Yes	Potential challenges in coordination of meetings.	WFP will partner with stakeholders and SC to form and lead a Technical Advisory Group; pending official launch of the group

Collaboration Topic	How will it work?	What are the benefits?	Is it Feasible?	Challenges/ Risks	Current Status
	evidence and learnings from evaluations will be integrated at relevant stages).	The Sindh Education Department should be included as a key stakeholder in such groups. This could be beneficial towards the overarching aim of system strengthening.			
<i>Optimize Communication Channels</i>	Use two-way, high-frequency communication, through shared platforms, likely MS Teams which is used by both organizations. Schedule regular meetings (monthly) for strategic updates and ad-hoc meetings as needed for problem solving.	Direct communication and quick problem solving	Yes; Potentially monthly meetings	Coordinating meetings, identification of person to manage the meetings	WFP and SC teams are already meeting regularly
<i>Joint Meetings with Stakeholders</i>	Capture community and stakeholder feedback in both regions to contextualize findings, for example through joint stakeholder learning workshops based on evaluation results and recommendations. Engage local governments, NGOs, and other stakeholders in discussions to improve the use of shared M&E data across regions	Experience and information sharing; Strengthening shared messaging (need to identify areas); Possibility to double/alternate engagement with alternating meetings hosted by both SC and WFP	Yes	Mapping of relevant stakeholders needed to determine value	Stakeholder mapping pending – to be finalized in Q1 2026
<i>Joint</i>	For example, joint participation and presentation at yearly CIES	Unified communication of results and lessons	Yes	Potential risk of blurring lines between SC and WFP	Ongoing exchange,

Collaboration Topic	How will it work?	What are the benefits?	Is it Feasible?	Challenges/ Risks	Current Status
<i>Participation in conferences</i>	conference	learnt in Pakistan; Demonstration of benefits and challenges of collaborative approach		projects for public audiences	identification of potential opportunities to share lessons learned and best practices on topics of joint relevance, e.g. at events such as CIES

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<https://www.wfp.org/news/school-meals-take-centre-pakistan-multi-stakeholder-consultation>

Teaching at the Right Level (TaRL) Initiatives at ITA

<https://itacec.org/teaching-at-the-right-level-tarl/>

Annex 10. Acronyms and abbreviations

Abbreviation	Definition
AKU	Aga Khan University
ALNAP	Active Learning Network for Accountability and Performance
APARO	Asia and Pacific Regional Office
BSAFE	Basic Security Awareness and Field Environment training
DEQAS	Decentralized Evaluation Quality Assurance System
EGRA	Early Grade Reading Assessment (EGRA)
LRP	Local and Regional Procurement
OIGI	Office of Inspection and Investigation
PHQA	Post Hoc Quality Assessment
PMP	Performance Monitoring Plan
SABER	Systems Approach for Better Education Results
SBCC	Social and Behaviour Change Community
SELD	School Education and Literacy Department
SFI	School Meals Coalition's Sustainable Financing Initiative
SIF	Secours Islamique France
SMC	School Management Committee
SSAFE	Safe and Secure Approaches in Field Environments
TARL	Teaching at the Right Level

Abbreviation	Definition
UNCT	United Nations Country Team
UNDSS	United Nations Department of Safety and Security
UNEG	United Nations Evaluation Group
UNICEF	United Nations Children's Fund
USDA	United States Department of Agriculture
WFP	World Food Programme

Pakistan Country Office

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