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MID-TERM EVALUATION OF USDA MCGOVERN-DOLE INTERNATIONAL FOOD FOR EDUCATION AND CHILD NUTRITION PROGRAM IN NEPAL 2020 to 2024

Decentralized Evaluation Report

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WFP

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SAVING LIVES
CHANGING LIVES

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Introduction

1.	This report is the Mid-Term evaluation (MTE) of the 4th Cycle (referred to as FY20) of the United States Department of Agriculture (USDA) McGovern-Dole International Food for Education and Child Nutrition Program (hereafter McGovern-Dole or project). The project aims to achieve three key results: improved literacy of school-age children, increased use of health and dietary practices, and improved effectiveness of food assistance through local and regional procurement (LRP). The project's duration is four years, from November 2020 to October 2024. However, the COVID-19 global pandemic delayed the field-level implementation and began in July 2022.

2.	The project area lies in Jajarkot of Karnali Province and Doti, Achham, Bajhang, Darchula, and Bajura of Sudurpaschim province of Nepal. Of the seven provinces in Nepal, these two provinces (Karnali and Sudurpaschim) are highly food insecure. Based on the incidence of the Food Insecurity Experience Scale (FIES), the recent Nepal Demographic and Health Survey (NDHS 2022) reported that 31.5 % and 4.5% of the de jure population in Karnali province experienced moderate and severe food insecurity in 2021, respectively (highest among the seven provinces). This was also high in Sudurpaschim province, with 11.8% and 1.3%, respectively. National Zero Hunger Challenge National Action Plan (2016-2025) emphasizes improving social protection systems for the poor suffering from hunger, poverty and malnutrition. The National School Meals Program (NSMP), which comprises both USDA-WFP's in-kind-based model (McGovern-Dole program) and the government's cash-based model, is Nepal's most extensive educational sector program implemented by the Ministry of Education, Science and Technology (MoEST). The program reaches almost 3.2 million school children, from preprimary to grade 6, in community schools nationwide. Although the program is implemented in Nepal with educational objectives, such as increasing school enrollment rate, attendance rate, reducing the tendency of the students to leave classes, increasing attentiveness in study, and increasing girl students' enrollment rate, NSMP is a social protection program serving as shock responsive safety nets and as fiscally sustainable investments in human capital as part of global efforts to achieve Education for All and provide social protection to the poor.[1]

3.	The purpose of the evaluation is to objectively review the progress of implementation to generate recommendations to strengthen project implementation, with two mutually reinforcing objectives- accountability and learning.

4.	The primary audience of this evaluation consists of two groups. First, it includes the school management of all community schools across all provinces, regardless of whether they are covered by the McGovern-Dole program or not. These agencies bear direct responsibility for delivering midday meals (MDM) to the students. Secondly, but equally important, are the local governments (LGs). They not only have accountability to the federal government as recipients of the conditional federal grant to manage, monitor, and report MDM progress and financial obligations, including audit, but they are also constitutionally responsible for the overall operation, management, and monitoring of community schools in their respective jurisdictions. Therefore, the evaluation report will be used by the Centre for Education and Human Resource Development (CEHRD) and the Food for Education Project (FFEP) under the MoEST/federal government, and the Ministry of Social Development (MoSD) of the provincial government. Obviously, MoEST is accountable for the project results, and lessons learned will be useful to all three levels of government in making major policy and strategic decisions and improving service delivery in the future. Besides national/primary audiences, international communities are also important audiences for this report. A USDA report indicated that schoolchildren in 139 countries across the world received food through school meals in 2020.[2]

5.	The evaluation covered all six project districts, of which Jajarkot, is situated in Karnali Province and the remaining five districts are located in Sudurpaschim Province. While Bajhang, Bajura, and Darchula are mountainous districts, Jajarkot and Doti are hilly. The evaluation assessed all six components, namely (1) Food Distribution, (2) Support to Improved Safe Food Preparation, Handling and Storage, (3) Promotion of an

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[1] WFP (2020): School Based As a Social Protection Tool in the RBC Region.
[2] Global Child Nutrition Foundation (GCNF). (2022). School Meal Programs Around the World: Results from the 2021 Global Survey of School Meal Programs ©. Accessed at survey.gcnf.org/2021-global-survey

Integrated Package of School Health and Nutrition Interventions (SHN), (4) Promotion of Improved Literacy, (5) Promotion of Improved Nutrition: Sustainable Transition to Home-Grown School Meals, and (6) Capacity strengthening–Supporting Transition through Local Capacitation.

6.   Out of the six activities/components, *the* SHN package is implemented in Achham, Bajhang, Bajura, and Darchula districts, literacy package in Bajhang, Bajura, and Darchula districts, and home-grown school feeding (HGSF) in all the six districts. The food distribution component is gradually phased out to transfer to the government owned- cash-based modality. Doti and Jajarkot were transitioned in 2022/23, Achham in July 2023 and three districts remained to be transitioned. The second (Safe Food Preparation, Handling, and Storage) and sixth component (Capacity strengthening) target all the six districts.

7.   This evaluation, which was conducted between May-September/ October 2023 follows the WFP's decentralized evaluation approach, methodology and data collection tools. As part of the accountability objective, the MTE has undertaken a comparative analysis of the midline evaluation results with baseline and activity targets to assess the project's progress and achievements. On the other hand, as part of the learning objective, the evaluation identified why specific results were achieved and others were not achieved. Based on the analysis, lessons were drawn, and good practices and pointers for learning were derived.

Evaluation Contexts, Features and Methodology

8.   The MTE followed a mixed-method approach, drawing on quantitative and qualitative data collection methods, and adopted the same sampling design as the Baseline Survey (BLS) adopted. However, the MTE increased the sample size to 342 due to the increase in number of schools covered after the BLS. [3] For the quantitative survey, 11,251 respondents were randomly selected, which included students, parents/guardians headteachers, Nepali teachers, school health and nutrition teachers and cooks. The computer-assisted personal interviewing (CAPI) approach was used for recording interviews. Besides this, the quantitative survey included a farmers' survey as well.

9.   The qualitative method included key informant Interviews (KIIs), focus group discussions (FGDs) with students, cooks, teachers, storekeepers, parents, cooperatives and government officials, and observations of school facilities, cooking and meal serving. Organizational Performance Index Assessment and interactions with the educational focal points of the Palika were conducted in 18 municipalities, and a special study was carried out to identify factors that influence the performance of grade 2 completers beyond school meals and teaching practices.

10.   The only major limitation experienced in the evaluation was the revision in the early grade reading (EGR) benchmark by the Education Review Office (ERO) in 2022, which limited time available to the schools to prepare and update school records. Given this situation, the EGR assessment was carried out using both old and new benchmarks to compare baseline values with mid-term values and avoid confusions.

Key Findings

11.   The WFP's school feeding model has been highly flexible, supportive of, and aligned with the NSMP in preparation for handover. The WFP's flexibility to go with government's universal targeting approach is timely and contributed to institutionalize and scale-out NSMP across the country.

12.   By targeting country's remote, food- insecure mountainous and hill districts, the project complemented the country's food security objectives and strategies and reducing multidimensional poverty.

13.   Engagement of experienced, professional international and national not-profit making organizations made the project efficient from the design to implementation, monitoring, evaluation and reporting.

14.   The high performance of those students who had received exposure to early grade reading compared to those who had limited or no exposures to early grade reading confirmed by stepwise forward and backward (likelihood ratio) method show effectiveness of EGRA in learning outcomes.

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[3] The sample size in the BLS was 330.

15.	While the Ministry of Education, Science and Technology (MoEST) is convinced that the effectiveness of the MDM will be increased when it is integrated with SHN and support to smallholder farmers, sectoral responsibilities distributed among different ministries make it difficulties to take a leading and coordinating role. The various activities undertaken by the project fall under the mandates of the different line ministries, such as Family Welfare Division of the Ministry of Health and Population (MoHP) for SHN related activities; the Department of Agriculture/Department of Livestock Development of the Ministry of Agriculture Development (MoALD) for agriculture production and productivity increase and promotional activities; and Ministry of Water Supply for drinking water facilities improvement.

Coherence

16.	The project activities align with the National Educational Policy (NEP) and the long-term National Education Sector plans, including the 15th Five Year Development Plan (2018/19-23/24), School Education Sector Plan, Multi-sectoral Nutrition Plan (MSNP II), Agriculture Perspective Plan (2015-2035). It is consistent with government's education and school feeding policies and contributes to achieving several sustainable development goals (SDGs), notably SDG 2 (Zero Hunger), SDG 4 (Quality and Inclusive Education), SDG 5 (Gender Equality and Empowerment), SDG 6 (Water, Sanitation, and Hygiene), and SDG 17 (Partnerships for Sustainable Development).

17.	The project complements the long-term vision of the Karnali and Sudurpaschim governments. These provincial governments, through their first periodic plans (2018/19-23/24) and annual policy and programs, have given a high priority to "Education for All" and implement partnership programs in collaboration with the local governments to bring back out of school children and support their retention in the schools.

Relevance

18.	A robust design focusing on inclusive educational approaches in teaching and learning, coupled with partnerships with government agencies, ensured that the project remained relevant to the needs and priorities of the project beneficiaries, specifically the school children, parents and local communities throughout the project period.

Effectiveness

19.	Despite the project implementation being delayed by almost a year due to the COVID-19 pandemic, most schools lacked basic kitchen facilities and limited provision for cooks, the MTE assessed the project as effective and satisfactory. Out of 29 outcome targets, the mid-term values of 25 targets (86%) were improved compared with BLS, with a statistically significant increment. The evaluation found eight targets (27.6%) already achieved, 19 (65.6%) on track likely to be achieved ceteris paribus, and two unlikely to be achieved given high and ambitious standards set by baseline survey. Project activities such as working with and through local governments, Local Governments (LGs), capacity strengthening related activities, establishing business linkages with the cooperative/farmer groups and schools, and technical training to farmers contributed towards the achievement of the project results.

20.	The project successfully provided equal opportunity for students from different castes, especially in food distribution, successfully, mainstreamed gender in school health and nutrition components, and improved the enrollment of girl children by sensitizing parents and serving meals at school. The situation for both boys and girls improved after baseline due to the project's efforts, with a marginal difference between boys and girls, suggesting that boys and girls and students from different ethnicities, religions and groups have benefitted with no discriminatory practices observed. However, the evaluation found more girls than boys because of the tendency of people in rural areas to send girls to the community schools and boys to the institutional/private schools.

21.	The project's initiatives to support underperforming students in learning and improving academic performance by providing Reading Motivators and Assistant Facilitators and "*Tol Shikshya*" were highly appreciated.

Efficiency

22.	The project is efficient, considering that with 75% of the time elapsed, the financial delivery is 71.7%. All key stakeholders acknowledged the WFP's approach, especially supporting transition to national school feeding program and enhancing LGs' capacity.

Impacts

23. Apart from the intended results and impacts, such as improvements in literacy, school enrollment and attendance, the MTE recorded several unintended positive outcomes. These included a contribution to the annual household (HH) income (US$ 20.0 per HH per year) by bearing the costs of 80g of fortified rice, 20g of lentils, 10g of fortified vegetable oil and iodized salt (2g) to each student per day of attendance for a maximum of 180 days; women empowerment by creating opportunities for them to sell surplus agricultural products to the neighboring schools and participate in agricultural production programs; changed gender roles (increased participation of men in kitchens at homes); discouraging of early marriage (school education and increasing opportunities for girls); reduction in caste-based discriminations (e.g., using any persons from any castes/ethnicities to cook meals); and decrease in the sale of junk foods in the neighborhood of schools.

24. Teachers were inspired to teach better and felt internally motivated to improve the quality of teaching by applying multiple instructional methods when they found all students attending classes after tiffin time. Several activities, including health screening of the students, forming parents and teacher association and frequent meeting, *Tol Shikshya* and mobilization of three types of social mobilizers (Education, SHN and Agriculture) brought schools and local communities together. The short-term impact of the project is thus evident and mid- and long-term impacts are likely in the future.

Gender Equality and Women Empowerment

25. The MTE confirmed that activities like SHN and literacy improvements have contributed towards improvements in girls' education, reduction in menstrual stigma, caste discrimination and contributed for reduction in incidences of early marriages usually observed in western poverty-stricken districts. While the use of cooks (male and female with no preference) of any caste and religion in the schools and mobilization of parents- specifically the mother group contributed to reducing caste-based discrimination, the formation of a food management committee under the school management committee with at least 50% women and two key positions led by women contributed to women empowerment. The HGSF further contributed to economic empowerment of women farmers.

Sustainability

26. The sustainability prospect of the project is satisfactory, with no significant institutional, technical, or financial risks. A question often raised about the sustainability prospect of the NSMP is about adequacy of Rs. 15/student/day of attendance in providing quality and nutritious hot meals in all community schools across the country. In addition to this, questions are also raised about the financial capacity of the federal government only to support the costs for MDM in all community schools, and shortage of human resources at local levels to manage and support the program. However, this evaluation found the amount is almost equivalent to the in-kind-based model such as operated by the WFP with the assistance of the USDA assistance. Therefore, sustainability depends more on the cost-effective management of the fund by the schools and LGs, rather than the level of the amount available and procurement modality and types of meals served. The evaluation observed that the HGSF contributes to enhance the prospects the sustainability of NMSP.

27. The support of sectoral ministries such as the MoHP, and the MoALD, including MoEST's current initiative on digitally mapping infrastructures at community schools, increases sustainability prospects.

Conclusions

28. WFP's current school feeding model is highly flexible, supportive of, and aligned with the GoN's National School Meal Program (NSMP). The WFP's flexibility in going with the government's universal targeting approach as part of NSMP is a timely and practical approach. This contributed to institutionalizing NSMP and scale-out across the country.

29. By targeting the country's remote, food- insecure mountainous and hill districts, the McGovern-Dole program complemented the country's food security objectives and strategies and reducing multidimensional poverty, besides contributing to improving educational outcomes.

30. The project is well designed to address gender equality, disability, and social inclusion (GEDSI) issues in the Nepalese context. Its activities are directed towards enabling health and dietary practices.

Lessons Learned

31.   If the criteria and standards used by the BLS for all indicators are not thoroughly reviewed to reformulate target measurement criteria and values as necessary, taking practicality, rationality and project period into account after the receipt of the BLS report, the project might fail to achieve target values against some indicators, regardless of project's efforts and engagement.

32.   The ownership of the program by the local government is necessary to ensure the sustainability of nationally prioritized NSMP but needs to be complemented by other complementary activities like providing modest human resources, capacity strengthening, robust monitoring, and inter-governmental collaboration and coordination among the three levels of the governments with shared vision and commitments. Depending solely on the federal government's funding might risk sustainability.

33.   If ownership of the home-grown school feeding (HGSF) program by the school is a prerequisite to the sustainability of this program, a tripartite agreement between LGs, schools, and agencies providing agricultural produce is vital. Rather than recruiting a supply chain agent for all schools throughout the LG constituency, recruiting a capable producer or a group of producers for selected schools is more cost-effective and sustainable. This avoids the perception of schools equating a supply chain agent with a commission agent. Before using a cooperative as a supply chain manager, an in-depth institutional and financial capacity and the nature of its linkages with the primary producers and schools need to be carefully assessed.

34.   Despite number of girl students benefitting from the SMP is relatively higher than boys, the performance of boys is relatively better in all sub-tasks related to EGRA. This suggests the need for providing special attention and care to girl students to improve educational outcomes.

Recommendations

35.   Building on evaluation findings, conclusions and learnings, recommendations are proposed for the remaining project period, in order that no targets remain unachieved, and the project would be able to achieve is strategic objectives highly satisfactory and contribute to the institutionalization of the national school feeding program as envisaged by National Education Policy (NEP) and School Education Sector Plan (SESP). The four key recommendations provided are as follows:

1) Review and prioritize project activities to achieve and sustain project results (Operational-short-term);
2) Encourage linkages between LGs, Schools and Farmers Organizations for effective implementation of the HGSF approach (Operational-short-term);
3) Further strengthen capacity of LGs and other key stakeholders, specially, MoEST, MoHP, provincial governments and Ministry of Agriculture and Livestock Development towards sustainable transition to National School Feeding Program along HGSF approach (Strategic Mid-term);
4) Undertake affirmative action to improve literacy outcomes prioritizing girls (Operational- short-term).)

1. Introduction

1.   This report presents findings from Mid-Term evaluation (MTE) of the United States Department of Agriculture (USDA) McGovern-Dole International Food for Education and Child Nutrition Program (McGovern-Dole) (hereafter project or McGovern-Dole)), Fiscal Year (FY) 2020 - FY 2024 award cycle (referred to as FY20) in the Sudurpaschim and Karnali Provinces of Nepal. The evaluation was commissioned by the World Food Programme, Nepal Country Office (WFP) and conducted between May to September 2023, and data collection was conducted in June 2023. **Annex 1** summarizes the terms of reference and **Annex 2** shows the evaluation timeline.

1.1   EVALUATION FEATURES

2.   This decentralized evaluation is the second in three linked evaluations for the McGovern-Dole FY20. [4] It provides an evidence-based performance assessment of the project to enable the project to adjust the course as necessary for the remainder of the project term.

Objective

3.   Focused on assessing the project's contribution to McGovern Dole's three strategic objectives (SO), i.e., on improving the literacy of School-Aged Children (SO1) and increasing the use of health and dietary practices (SO2), and LRP_SO, which aims to improve the effectiveness of food assistance through local and regional procurement (LRP) nutrition, the Mid-term Evaluation (MTE) critically reviewed and assessed the project progresses, based on two mutually reinforcing objectives:

> *Accountability*: assess and report on the performance and results of the McGovern-Dole FY20 by comparing the MTE results with BLS to determine the progress made by the project.

> *Learning*: determine why specific results occurred and draw lessons to derive good practices and pointers for learning. They will provide evidence-based findings for future planning and adjustment of activities and implementation procedures for reaching targets within the set time frame.

Of the two mutually reinforcing objectives a higher priority is given accountability without compromising the learning objective.

4.   The MTE includes a special study to identify factors that influence the performance of grade 2 completers beyond school meals and teaching practices. It focused on understanding of the school environment, teachers, households, and child-related factors and provided recommendations for policy influence and lobbying to improve literacy outcomes of early-grade students. The study utilized midterm evaluation data from the Early Grade Reading Assessment (EGRA) students who completed grade two to assess reading proficiency. The national EGRA tool, developed by the Educational Review Office (ERO) under the Ministry of Education, Science, and Technology (MoEST), was used. Consultations and in-depth interviews were conducted with headteachers, Nepali subject teachers, parents, and students to identify factors influencing reading proficiency and focused on challenges associated with school and non-school factors affecting reading proficiency. Subsequently, the influence of these factors was further assessed using data from a quantitative survey. The results of this special study are presented in a separate report.

5.   The evaluation uses the Gender Equality and Women Empowerment (GEWE) lens and integrated gender dimension for each evaluation criteria by introducing gender enquiries and gender disaggregated analysis at all stages.

6.   The evaluation ensured the participation of all categories of respondents, e.g., by gender, caste, disability, and age, and their voices and concerns, and assessed the intersectional linkages between gender equality, human rights, and environmental sustainability.

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[4] The evaluation series for FY20 cycle consists of a BLS between August 2021 and February 2022, midterm (2023) and end line evaluation (2024).

Scope

7.   Timeframe: The midterm evaluation (MTE) covered the period from the start of McGovern-Dole's full operation in July 2022 to the data collection for the midterm evaluation conducted in June 2023. The project experienced a delay of almost a year due to the COVID pandemic, resulting in no progress in 2021.

8.   Geographic coverage: The MTE covered all six project districts, including those transitioned to the Government in July 2022.

9.   Components coverage: The MTE covered all activities and processes related to the six components, including formulation, implementation, resourcing, monitoring, evaluation, and reporting relevant to answer the evaluation questions.

Stakeholder and Users

10.   The WFP-CO is the primary stakeholder and user of the evaluation report, being responsible for planning and implementation of all WFP interventions at the country level. The WFP-field offices are primary users. They are responsible for the day-to-day implementation. USDA has a specific interest in ensuring that operational performance reflects USDA standards and accountability requirements, as well as an interest in learning to inform changes in project strategy, results framework, and critical assumptions. They have an interest in knowing whether their funds have been spent efficiently and if WFP's work has been effective and contributed to their own strategies and programs. Other WFP agencies like Regional Bureau of Bangkok, WFP HQ School Bases Programme (SBP), WFP Office of Evaluation (OEV) and WFP Executive Board (EB) are primary stakeholders/users of the evaluation. The three partner organizations- WE, MCN and IDS- engaged by the WFP to implement different components as to their expertise are the primary users, and they have direct stakes in the evaluation results as well. Given that the project is implemented in partnership with the Food for Education Project (FFEP), FFEP s also the primary user of the evaluation.

11.   Being the overall responsible agency assigned by the MoEST to implement NSMP, the Centre of Education and Human Resource Development (CEHRD) / MoEST has direct interest in the evaluation results. The local governments and MoSD of Karnali and Sudurpaschim provinces are primary users of this evaluation report. Their interest remains more on learning for their capacity enhancement, in order that they can support the project towards better results and contribute to policy formulation, amendments and designing of similar projects in the future. They are the external but primary users of the evaluation results. The other MoEST agencies like Education and Development Coordination Units (EDCU), federal Ministry of Agriculture and Livestock Development (MoALD) and provincial Ministry of Land Management, Agriculture and Cooperatives (MoLMAC) are the secondary users of the evaluation results. **Annex 3** presents users of the evaluation.

1.2   CONTEXT

12.   **General overview of the country**: Nepal is a landlocked, mountainous country occupying 147,561 sq. Km, with home to 29.1 million people. Nepal's economy is agrarian. Despite the contribution of agriculture to the Gross Domestic Product (GDP) declining in recent years, in 2022/23, it contributed to 24.1% of the GDP[5]. The service sector's share, including education, has reached 62.4%, and industry's share is 12.5%. The education sector's contribution to the GDP was 8.2%.[6] The Nepalese economy reached nearly US$ 41.3 billion in 2023, with a nominal per capita national gross income of US$ 1410. Despite Nepal's target expenditure level for FY 2023/24 being reduced from the 2022/23 estimate of US$ 13.7 billion to US$ 13.4 billion, the Ministry of Education, Science, and Technology (MoEST) continues to be included among the five ministries in the national budget.

13.   Nepal has achieved a significant progress on poverty reduction, with poverty reduced annually by 1.1% between 2015 and 2019. However, 17.4% of the population- just under five million persons were still multidimensionally poor in 2021. The MPI report indicated that across indicators, the highest number of people are deprived of housing materials, clean cooking fuel, years of schooling, assets, and nutrition.[7] But considering the indicator weights, years of schooling and nutritional deprivations contribute most to multidimensionally poverty in Nepal.

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[5] NSO. (2023). Domestic Value-Added Products, 2022/23. National Statistics Office, (NSO), Office of Prime Minister and Council of Minister, GoN.
[6] MoF (2023), Economic Survey 2023/24. Ministry of Finance.
[7] NPC. (2021) Nepal Multidimensional Poverty Index 2021: Analysis Towards Action. National Planning Commission (NPC), GoN.

14.   With GNI per capita estimated at $1,197.8 in 2022, Nepal is the first and the only country expected to graduate without meeting the income criterion, which is $1,242 per capita.[8]. Nepal has already achieved two of the three criteria: Human Asset Index (HAI) and Economic Vulnerability Index (EVI) related criteria.[9] Of these two criteria, HAI includes indicators related to health and nutrition, and education. Remittances continued to flow in during the COVID-19 pandemic, providing buffers for recipient households to address income losses. Human Development Index (HDI) and women empowerment index have been maintained,[10] and access to water and sanitation have improved.[11]

15.   With a Human Development Index (HDI) Value of 0.602, Nepal ranked 143rd among 191 countries on the HDI in 2022, putting the country in the medium human development category.[12].

16.   **Performance status on sustainable development goals**: Nepal has made significant progress towards achieving the education for all agenda during the period of the millennium development goals and beyond. The 2030 Agenda for Sustainable Development and its Sustainable Development Goals (SDGs) in 2015[13] adopted by Nepal together with 192 countries, has set ambitious national targets.[14] Nepal submitted voluntary national reviews (VNRs) two times to the UN's High Level Political Forum (HLPF) in 2017 and 2020 to share experiences, good practices and lessons learned with the global communities,[15] together with progresses made and challenges encountered. Nepal is set to submit the third VNR in 2024. Not only is this indicative of Nepal's high-level promise and commitment in achieving SDGs timely but provides evidence on integration of SDGs into national development frameworks.

17.   However, Nepal government's SDG Progress Assessment Report (2016-2019) indicated mixed progress. Out of 17 goals, the performance of 2 goals (SDG 1 and 10) was satisfactory, in 5 goals (SDG 4,5,7, 15 and 17) had moderate progress, slow progress in 7 (SDG 2,3,6,8, 11,13 and ,16), and no progress in 2 (SDG 9 and 12). The SDG Dashboard Nepal shows nearly two-thirds of the indicators achieved 66.5% in 2023, but significant vulnerabilities to continue a path of inclusive and sustainable growth.[16] According to the 2023 dashboard report, the performance of the SDG 2, which relates to zero hunger (end hunger, achieve food security and improve nutrition and promote sustainable agriculture), is stagnating. Except for the yield of cereal crops, the performance of which is increasing, the performance of the remaining seven indicators, including the prevalence of undernourishment, is either stagnant or declining. SDG 4, which relates to the quality of education, is also stagnant. Of the four targets on SDG 4, target 4.1 (participation rate in pre-primary organized learning) is decreasing, target 4.2 (net primary enrollment rate) is stagnant, 4.3 (lower secondary completion rate) is on track and literacy rate (population of 15 to 24 age population), according to the SESP, was 90 % in 2021/22. The literacy rate, higher by 1.4 % than the 2015 status, is encouraging, but achieving the 100% target by 2030 is challenging. The performance of SDG 17, which is about partnerships for sustainable development, is moderately improving but significant challenges remain. The dashboard further reported that government spending on health and education is moderately increasing.

18.   **Education:** Nepal has made impressive gains in education access. Nepal has also made commendable progress along the gender dimension and has achieved gender parity in basic and secondary education. However, the National Assessment of Student Achievement (NASA) 2020[17] reported that learning outcomes have been stagnant in Nepal's public schools[18] since 2012, based on the location

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[8] UN (2022), Committee for Development Policy 24th Plenary Session, United Nations.

[9] UNDP. (2022). Human Development Report, 2021/22, Uncertain Times, Unsettled Lives: Shaping our Future in a Transforming World. United Nations Development Programme.

[10] Ibid.

[11] Though the United Nations Committee for Development Policy (CDP) has recommended the graduation of Nepal from the LDC category and normally countries get three years to prepare for graduation., Nepal requested 5 years preparatory period to graduate from the LDC category in 2026.

[12] UNDP. (2022). Human Development Report, 2021/22, Uncertain Times, Unsettled Lives: Shaping our Future in a Transforming World. United Nations Development Programme.

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

[14] https://sustainabledevelopment.un.org/memberstates/nepal

[15] https://dashboards.sdgindex.org/profiles/nepal (23.4% achieved or on track, 46.9% limited progress and 29.7% worsening)

[16] World Bank. (2022). *Nepal Development Update October 2022 (English).* Nepal Development Update. World Bank, USA

[17] ERO (2022), National Assessment of Students' Achievement Report of 2020, published in 2022.

[18] Public schools are the community schools managed by the government,

of residence (rural/urban), gender, ethnicity, language group and socio-economic status. Multiple factors account for this situation, which, among others, include poor quality teaching, pedagogical practices requiring proactive improvements to orient schools for adopting child-centred, gender- friendly, and inclusive practices, least access of children with different abilities to and participation in school education. In terms of access and participation, 4.9% of the children aged between 5 to 12 years remain out of schools and challenges remain in completion, with 44.4% of the secondary age population (age 13 to 16 years) are out of the schools.[19] Almost 80% of young people not completing secondary school (Grade 12) is a challenge for any economy that aims to transition to higher productivity jobs.[20]

19. According to CEHRD Report 2022[21], the enrollment of girls is high in community schools with 51.1% of girls while this figure is 41.6% in institutional schools. [22] The net enrollment of students in primary and secondary grade was 96.9% and 93.9% respectively, with a higher proportion for boys compared to girls.[23] The educational performance of girls is relatively better than boys, however quality in teaching learning process is still a major gap in schools.[24] Girls' promotion and survival rate were higher in primary education, whereas repetition and drop-out were lower compared to boys. A similar situation was observed in secondary grades (6 to 8), where the performance of girls is better compared to boys.

20. **Food security and nutrition:** The Global Hunger Index (GHI) of Nepal has improved from 36.8 in 2000 to 19.1 in 2022,[25] almost graduating from "serious" to "moderate" severity. But still, nearly 1.6 million people are undernourished with a severely food insecure population of 4 million.[26] Likewise, nearly four fifths of the population (84%) are unable to afford healthy diets.[27] Malnutrition rates are still high in the country with 25% of children under age 5 stunted and 8% wasted, 19% underweight and 1% overweight. [28] The stunting, wasting, and underweight problem is higher among girls than   boys.[29] Children from poor households or whose mothers/caretakers had no education are more likely to be stunted[30]. Nutrition problems contribute to 52% of child mortality in Nepal.[31]

21. **Agriculture situation**. In Nepal, Smallholder Farmers (SHF) are spread throughout the vast countryside, often remote and hard to access. When the international standard for the definition of smallholder farmers (SHF) (farmers holding less than two hectares of land) set by the World Bank is considered, 4 million farming households (nearly 97%) are SHF in Nepal, and, on average, 78% of the land is cultivated for agricultural production.[32] The recent National Agriculture Census 2021/22 shows skewed land distribution in Nepal, with 60.6% holdings below 0.5 hectares (Ha) and 33% holding with 2 ha, [33] though this is surprisingly a high reversal in land distribution. The 2011/12 Census had reported 5.2% HHs owning 2 ha. Furthermore, the report showed that the average land holding size slipped to less than 0.54

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[19] MoEST. (2022. School Sector Education Plan (2022/23-2031/32). Ministry of Education, Science and Technology.

[20] MoEST. (2021). Nepal Education Sector Analysis 2021. Ministry of Education, Science and Technology.

[21] In Nepal, schools are basically characterized into three types- community or public, institutional or private and religious schools. The public schools are supported/funded by the government. Private schools are referred as institutional schools, which are supported by parents or trustees, and traditional or religious schools, which are run by religious groups/sects, such as Muslims and Buddhists (e.g., Madrasa).

[22] CEHRD (2022). Flash I REPORT 2078 (2021/22). Center for Education and Human Resource Development Bhaktapur

[23] Ibid.

[24] Ibid.

[25] Global Hunger Index. (2022). Global Hunger Report, Food Systems Transformation and Local Governance, Bonn/Dublin October 2022.

[26] FAO, IFAD, UNICEF, WFP and WHO. (2022). The State of Food Security and Nutrition in the World 2022. Repurposing food and agricultural policies to make healthy diets more affordable. Rome, FAO. https://doi.org/10.4060/cc0639en

[27] The State of Food Security and Nutrition in the World 2020 identified three types of diets based on increasing levels of diet quality, namely, basic energy diet, nutrient adequate diet and the healthy diet. The last, healthy diet refers to the intake of more diversified and desirable food groups.

[28] Ministry of Health and Population, Nepal; New ERA; and ICF. (2022). Nepal Demographic and Health Survey 2022: Key Indicators Report. Kathmandu, Nepal: Ministry of Health and Population, Nepal

[29] Ibid.

[30] Central Bureau of Statistics (CBS). (2020). Nepal Multiple Indicator Cluster Survey 2019, Survey Findings Report. Kathmandu, Nepal: Central Bureau of Statistics and UNICEF Nepal.

[31] NPC (2017), Multi-sector Nutrition Plan II (2018-22), National Planning Commission.

[32] Government of Nepal, National Statistics Office (2023), National Sample Census of Agriculture (2021-22).

[33] Holding is an establishment used for agricultural, livestock or silvicultural production. There may be more than one holding in a household and may be jointly operated by more than one individual.

ha from 0.68 ha, with an additional challenge ahead to improving food security. Rapid unplanned urbanization, shortage of labor, increased cost of production and reluctance of youths to follow farming livelihoods are some major challenges.[34] However, a little hope is found in the increase in cropping intensity to 1.91 % from earlier 1.85%, increase in proportion of irrigated agriculture land from 52% to 54.5% and increase in number of farmers receiving irrigation facilities from 65% to 70%. According to the 2023 SDG dashboard report, the yield of crops has increased slightly in Nepal, but far below the SDG 2.3 target, which aims to double the agricultural productivity and incomes of small-scale food producers, particularly women, indigenous peoples, and family farmers, by 2030.

22.   **Water, sanitation, and hygiene**: The situation of WASH in Nepal is steadily improving, where more than a tenth of the population do not have access to drinking water and toilet facilities.[35] In Nepal, primary schools and secondary and higher secondary schools with drinking water facilities were 68.2%, 77.6%, and 81.9%, respectively.[36] Likewise, 77.5% of primary schools, 77.6% of secondary schools, and 63.9% of higher secondary schools have toilet facilities.[37]

23.   **Gender**: The Constitution of Nepal (2015) envisions Nepal as an inclusive state and guarantees the right to equality, social justice, and freedom from discrimination to all. With a Gender Inequality Index (GII) value of 0.452, Nepal ranks 110 out of 162 countries in the 2019 index; gender inequality and discrimination still plague the country.[38] In Nepal, 33.5% of parliamentary seats are held by women, more than the global average (25.5%).[39] Female participation in the labor market is 82.8% compared to 85.1% for men. While gender empowerment measures show improvement, wage inequality continues.

24.   Gender Equality and Social Inclusion Strategy 2021-2023 promises to promote gender equality and social inclusion (GESI) to ensure equal rights for women, the poor, persons with disabilities, minorities, people living in geographically remote areas, and people from other excluded or vulnerable groups.[40] This strategy included several initiatives for realizing constitutional commitments on federalism and GESI promotion.

25.   **Government programs and policies**: Under the federal structure, responsibility for delivering public education system has been mandated to the LGs. The federal and provincial line ministries are primarily responsible for policy formulation, coordination, financing, quality assurance, etc. The LGs are mandated to the implementation of the policies, planning, finance, and delivery of PPE/ECED, basic level and   secondary education and non-formal education programs.

26.   The Government has declared the next ten years as the Community School Enabling Decade (CSED), 2019-2028, acknowledging the need for a strong public education system to fulfill the national aspirations. [41]

27.   The Agricultural Development Strategy 2015-2035, the National Action Plan for Zero Hunger 2016-2025, the multi-sector Nutrition Plan 2018-2022 have established a solid policy framework to address food security and agricultural commercialization and interrelated challenges since 2015.

28.   Through the National Education Policy 2019 (NEP), the Government renewed its commitments to compulsory and free basic education up to grades 1 to 8, access to community schools, improving the institutional capacity, and improving the quality improvements of the public education system.[42] The

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[34] MoALD (2015). Agriculture Development Strategy (2015-035), Ministry of Agriculture and Cooperatives.

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

[36] CEHRD. (2022). Flash I REPORT 2078 (2021/22). Center for Education and Human Resource Development Bhaktapur

[37] ibid

[38]UNDP. (2022). Human Development Report, 2021/22, Uncertain Times, Unsettled Lives: Shaping our Future in a Transforming World. United Nations Development Programme.

[39] Inter-Parliamentary Union. 2021. Women in Parliament in 2020. https://www.ipu.org/women-in-parliament-2020/www.ipu.org/women-in-parliament-2020/www.ipu.org/women-in-parliament-2020/www.ipu.org/women-in-parliament-2020

[40] MOFAGA. (2021). Gender Equality and Social Inclusion Strategy 2021-2023, Ministry of Federal Affairs and General Administration, Government of Nepal, November 2021.

[41] MoEST. (2019). Sustainable Development Goal 4: Education 2030.Nepal National Framework. Ministry of Education, Science and Technology.

[42] National Education Policy was approved the GoN on 4 November 2019.

School Sector Development Plan 2016-2023 (SSDP) aimed to develop a capable, well-governed, accountable, and competitive public school that can ensure citizens' right to acquire relevant and quality education comparable to regional and international standards. [43] The School Education Sector Plan (SESP) has an objective to ensure equitable access to and participation in a full education cycle for all children, including those from social and economically disadvantaged groups and children with disabilities. The plan includes the seven strategies to achieve this objective, including the provision of basic health and nutrition services, safe water, sanitation, and hygiene, in collaboration with local health and other governmental and non-governmental organizations concerned and arrangement of midday meal (MDM) in school to support the nutritional status and health of basic level children [44] This Plan is focused on completing the unfinished agenda of Education for All (EFA) and ensure readiness in Nepal moving forward to achieve the SDG goal on quality education by 2030. The Government has declared the next ten years as the Community School Enabling Decade (CSED), 2019-2028, acknowledging the need for a strong public education system to fulfill the national aspirations[45]

29.   The 2015 constitution enshrines the right to food, further reiterated in the 2018 Right to Food and Food Sovereignty Act, ensuring food security, freedom from hunger, and adequate nutrition. 2018 Free and Compulsory Basic Education Act states that "No child will be hungry," signaling that health and nutrition are essential issues within the education system. These two instruments provide the overarching policy framework for the National School Meals Program (NSMP), which has gradually increased its reach and moving towards stability.

30.   **National school meal program (NSMP):** Acknowledging MDM's contribution to improving the educational outcomes, specifically enrollment, retention rate, school dropout and attentiveness in learning, and enhancing the nutrition level of children, the Government has implemented the National School Meal Program, first piloting in a few districts and then across the country. To set the nutrition quality and standard of meals, facilitate menu preparation, depict meals procurement and serving modalities, and clarify the roles and responsibilities of each stakeholder and agency, the Government has formulated the School Midday Meals Standard and Facilitation for Community School Handbook 2019 (MDMHB). The NSMP comprises two models for serving MDM to the school children with universal access to the MDM for all school students studying from PPE/ECDE to grade six children at the community schools: (a) cash-based model operated through the government funding, and (b) in-kind based model implemented by WFP through USDA funding. LGs receive federal conditional grant to LGs to implement cash-based model in all community schools operating in their constituencies in accordance with the MoEST's annual program. As of July 2023, the cash-based model has been implemented in 73 out of 77 districts, and in-kind-based model in 4 districts. Under the cash-based model, the government generally provides Rs 15 per day of school attendance for a maximum of 180 days, except for the five districts of Karnali province, namely Humla, Dolpa, Jumla, Mugu, and Kalikot, due to their geographical remoteness and subsequent increase in transport costs. Government investment reached USD 90 million annually for school feeding, representing 4.61 percent of the total education sector budget.

31.   **Development assistance in Nepal:** Development assistance in Nepal provides crucial support and remains important to address Nepal's national development priorities, including graduation from LDC status and achieving the SDGs. In FY 2020/2021, Nepal received development assistance of US$ 1684.7 million, of which loans account for 67%, followed by grants (22%) and technical assistance (11%). In FY 2020/2021, the largest disbursement in the energy sector reached US$ 297.43 million or 17.7% of total disbursement. This was followed by the road sector (15.0%), health sector (13.2%), education sector (13.0%), and reconstruction sector (8.47%).[46]

32.   According to Ministry of Finance, the government had received technical assistance on education sector through 20 different projects in 2023, aiming to improve quality education and support and strengthening educational system in Nepal. Four technical assistance projects were implemented by WFP

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[43] CEHRD (2022). Flash I REPORT 2078 (2021/22). Center for Education and Human Resource Development Bhaktapur.
[44] MoEST. (2022). School Sector Education Sector Plan, 2022/23-2031/32 (2079-2089).
[45] MoEST. (2019). Sustainable Development Goal 4: Education 2030. Nepal National Framework. Ministry of Education, Science and Technology.
[46] MoF. (2021). Development Cooperation Report 2020/21, Ministry of Finance, GoN.

from USDA support which include, School health and nutrition, Early Grade Reading, strengthening capacity of LG and strengthening regional and local procurements.[47]

33.	**WFP and other Government Development Partners/Actors.** WFP has been supporting the GoN to develop inclusive and coherent policy frameworks and implement related humanitarian and development projects, delivering food assistance in emergencies and working with communities to improve nutrition and build resilience, including the School Meals Programme. While WFP has been working in most of the seven provinces, including Madhesh and Lumbini Province, its presence is substantially dominant in the Karnali and Sudurpaschim provinces, which are the two mountainous food insecure provinces, with the highest poverty level and lagging in most of the development indicators. The WFP Country Strategic Plan (CSP) 2019-2023 aims to end hunger, achieve food security and improved nutrition, promote sustainable agriculture, develop greater food security among vulnerable communities and build resilience to disasters. The McGovern-Dole FY20 is a part of Activity 3 of the WFP Nepal's CSP.

34.	Sudurpaschim province, the target area of the McGovern-Dole International Food for Education and Child Nutrition Program, has a few humanitarian and development projects besides the projects implemented by the GoN lines agencies such as Prime Minister Agriculture Modernization Project (PMAMP), Prime Minister Employment Programme (PMEP), and National School Meal Programme (NSMP). Of interest to the project being evaluated is the Nuts and Fruits in Hilly Areas Project, which aims to increase the agricultural income of approximately 40,000 farm households in 100 municipalities in hilly areas of five provinces: Koshi, Bagmati, Gandaki, Karnali, and Sudurpaschim.

35.	**National School Meal Programme (NSMP):** Acknowledging the contribution of mid-day meals to improve the nutrition level of children and solve the problem of school drop-out in the middle before completing an academic year, the Government introduced a mid-day meal program for students up to grade 5 studying at public schools, delegating responsibility to the Centre for Human Resource Development and Education Centre (CEHRD). The School Mid-day Meals Standard and Facilitation Guidebook for Community School, 2019 (2076) held the local Government responsible for implementing and managing school mid-day meals, including monitoring and evaluation. However, System Approach for Better Education Results – School Feeding (SABER-SF), Nepal, 2020 reported that the overall status of monitoring, reporting, and evaluation of school feeding in Nepal is still at an emerging stage, implying the need for M&E capacity building of the local Government for a meaningful transition of the programme.

36.	In partnership with the MoEST, the WFP-supported School Meals Programme reduces hunger, improves student attendance, and improves health and dietary practices in primary schools and pre-schools. WFP is expanding its support to federal, provincial, and LGs to mitigate the existing challenges to providing education during the transition to federalism and to increase its capacity to ensure inclusive and equitable education for all. WFP has established a monitoring and evaluation system that integrates all government tiers and strengthens institutional and policy environments through an action plan based on the SABER results.

37.	**COVID-19 pandemic:** The COVID-19 pandemic and the subsequent school closure have significantly impacted students' access to learning in Nepal. Nearly nine million students in Nepal were affected by school/university closures due to the pandemic, of which 28% are in primary, 39% are in secondary and 5% are in tertiary education.[48] The lockdown reduced enrollment and increased the risk of dropout of students.[49]

## 1.3	SUBJECT OF THE EVALUATION

38.	**Project background**: The subject of MTE is the 4th Cycle of USDA-McGovern-Dole FY 20 (referred to as McGovern-Dole FY 20 or project), is a continuation of the third cycle McGovern-Dole FY17.[50] Other

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[47] MoF. (2023). Statement on Technical and Official Assistance, 2023/24. Ministry of Finance, GoN.
[48] UNESCO (2020): COVID-19: Impact on Education. UNESCO, Available at: https://en.unesco.org/covid19/educationresponse
[49] Pal, K. B., Basnet, B. B., Pant, R. R., Bishwakarma, K., Kafle, K., Dhami, N., ... & Bhatta, Y. R. (2021). Education system of Nepal: impacts and future perspectives of COVID-19 pandemic. *Heliyon*, 7(9).
[50] The McGovern-Dole FY 17 had covered 11 districts, with 1 from Lumbini Province. However, The FY20 project covers 6 districts.

three earlier completed cycles were McGovern-Dole FY 12-14 (Cycle 1), McGovern-Dole FY 14-16 (Cycle 2) and McGovern-Dole 17-21 (Cycle 3).

39.   With a robust technical assistance strategy at all tiers of government to ensure sustainable, efficient, and effective programs transitioned to the GoN, the current McGovern-Dole FY 20 - Cycle 4 is implemented in six districts, which comprises Jajarkot of Karnali province and five districts in Sudurpaschim province, namely Doti, Bajhang, Darchula, Achham and Bajura. The project covers all schools of the six districts of the two provinces (**Annex 4**). About 54 percent of the schools in FY20 are continued from McGovern-Dole FY17.

40.   **Duration:** The project was planned for implementation over four years, from November 2020 to October 2024, encompassing components like School Health and Nutrition (SHN), Home-Grown School Feeding (HGSF), and the Early Grade Reading Assessment (EGRA). However, due to the COVID pandemic, the start of food distribution was delayed by almost six months, beginning in July 2021 with the start of school feeding. Other project components were delayed until July 2022. The baseline study was conducted in between August 2021 and February 2022 (data was collected in November and December 2021), which was delayed due to COVID-related school closer issues. Therefore, the full intervention started only in July 2022 only. The midterm evaluation (MTE) covered the period from the start of McGovern-Dole's full operation in July 2022 to the data collection for the midterm evaluation conducted in June 2023. The project experienced a delay of almost a year due to the COVID pandemic, resulting in no progress in 2021.

41.   The project aims to achieve the above three strategic objectives, that is SO1, SO2, and SLRP SO1 through six inter-related interventions. The six interventions are related to Food Distribution (Activity 1), Promotion of Integrated Package of School Health and Nutrition (SHN) Interventions (Activity 2), Promotion of Improved Literacy (Activity 3), Improved Nutrition: Sustainable Transition to Home-Grown School Meals (Activity 4), Support Improved Safe Food Preparation, Handling and Storage (Activity 5), and Capacity Strengthening–Supporting Transition through Local Capacitation (Activity 6). The LRP SO1 is -new in McGovern-Dole FY 20, which envisages building the capacity of LGs and schools to procure food independently and sustainably, and ensure the menu is properly diversified for improved nutrition.

42.   The three interconnected strategic outcomes of the MGD FY 20 are:

SO1: Improved literacy of school-age children,

SO2: Increased use of health and dietary practices

LRP SO1: Improved Effectiveness of Food Assistance Through Local and Regional Procurement

43.   The project's two SOs are interrelated. Increased use of health and dietary practices leads to improved literacy of school children via improved school attendance. Improving school attendance is one of the intermediate results, which is central to the project. Achieving intermediate results is necessary to achieve SOs. (**Annex 5** shows RFs by 2 SOs and 1 LRPSO. The project result framework, which comprises targets, objectively verifiable indicators and measurement criteria and processes are based on several intermediate results (IRs) (Table 1).   All the results in the RF are captured through indicators (standard and custom). Following the BLS, the project had revised targets of the performance indicators.

Table 1: Strategic objectives and intermediate results

Objective	Intermediate Result (IR)	Result
SO1	IR 1.1	Quality of Literacy Instruction Improved
	IR 1.2	Attentiveness Improved
	IR 1.3	Student Attendance Improved
SO2	IR 2.1	Healthy behavior and practices related to WASH of program participants improved
	IR 2.2	Awareness of appropriate practices to serve safe and nutritious school meals increased
	IR 2.3	Knowledge of nutrition of community members increased

Objective	Intermediate Result (IR)	Result
	IR 2.4	Students' access to clean water and sanitation services increased
	IR 2.5	Access of school children to preventative health interventions improved
	IR 2.6	All new and current schools those that need and replenishment of cooking and measuring utensils for the meal to preparation are covered and ensured
LRP SO1	LRP 1.1	Cost effectiveness of food assistance improved
	LRP 1.2	Timeliness in getting food assistance improved
	LRP 1.3	Utilization of nutritious and culturally acceptable food improved

Source: USDA-McGovern- Dole FY 2020: Plan of Operations and Activities: WFP Nepal Submission

44. The project's theory of change (ToC) follows the global and Nepalese experience and results of the previous similar projects that access to good quality meals for the school children, accompanied by broader integrated packages of health and nutrition services, increases school attendance, which in, turn, leads to improved literacy of the school age children. **Annex 6** presents a reconstructed theory of change. There will be a need to hold the assumptions true and manage risks appropriately to achieve envisaged results, though assumptions and risks are external factors, [51] , over which the project has little control. **Annex 7** and **Annex 8** present the project's four-year monitoring plan the mid-term progress, respectively.

45. **Activities:** WFP has followed a holistic approach to programming with interventions by grouping them into six activities (table 2). Out of six activities, activities 1, 4, 5 and 6 are implemented across all six districts. Activity 2 is implemented only in four districts; activity 3 is implemented in three districts Darchula, Bajhang, and Bajura. Table 2 shows project activities/components by agency and districts.

Table 2: Project activities and coverage

Component	Implemented district	Implementing responsibility	Key activities	Gender dimensions
1: Food Distribution	Achham, Bajura, Bajhang, Darchula, Doti, Jajarkot	WFP	• Provide healthy, nutritious school meals	
2. Provide an Integrated Package of School Health and Nutrition Interventions (SHN)	Achham, Bajhang, Bajura, and Darchula	IDS	• Coordinate with Government for universal School Health and Nutrition Program coverage • Rehabilitate and Construct WASH Infrastructure • Improve Healthy Behaviors and Practices (SBCC) • Strengthen School and LG Support System on Health and Nutrition	Allocates USDA resources to ensure that the LG is setting up annual funds for establishing separate toilets for boys and girls, coordinating with local health facilities for weekly iron and folic acid tablet supplementation for adolescent schoolgirls, increase awareness

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[51] In the current project context, some differences between the assumptions and risk could be noted. As for example, the food distribution component has an assumption that the project has SMC/FMC, will continue, as in previous cycles, to be responsible for the transportation, storage and daily distribution of the commodities. However, this could be risk to the project when these committees do not perform as expected.

Component	Implemented district	Implementing responsibility	Key activities	Gender dimensions
				about menstrual health and hygiene and ensure government-supplied sanitary pads
3: Promote Improved Literacy	Bajhang, Bajura, and Darchula	WE	• (Establish) Mentoring and Effective Coaching System • (Capacitate) Administrators for Effective School Administration • (Provide and supply) Text and Materials • (Provide) Teacher Preparation and Support • (Encourage) Extra Practice at Home and in Community) • (Take stock through) Regular Assessment • (Strengthen the national) Standard	Gender and issues of disability inclusion are integrated with the teacher training. Likewise, education focal persons and municipal education committee members have been oriented on inclusive education. Of the total trained head teacher and Nepali teacher, 16.2% and 44.3 % were female.
4. Promote Improved Nutrition: Sustainable Transition to Home-Grown School Meals	Achham, Bajura, Bajhang, Darchula, Doti, Jajarkot	MCN	• Procure locally produced pulses, fruits and vegetables for school meals. • Provide comprehensive technical assistance support to procure food commodities under LRP • Set up LRP supply chain for sustainable HGSF transition	Encourage female farmers and farmers' cooperatives led by, or including many female farmers, to participate in the supply chain. Of the trained farmers, 79.9% are female
5. Support Improved Safe Food Preparation, Handling and Storage	Achham, Bajura, Bajhang, Darchula, Doti, Jajarkot	WFP	• Provide Training on Food Safety, Handling, Storage and Preparation • Provide Non-Food Items	Trained to avoid gender or disability-related prejudice/discrimination. Of the total trained participants, 21.9% were women
6. Capacity strengthening –Supporting Transition through Local Capacitation	Achham, Bajura, Bajhang, Darchula, Doti, Jajarkot	WFP	• Develop Needs-Based Plans for School Meals • Memorialize Best Practices • Establish Effective School Meals Committees • Strengthen Forward Contracting,	Give priority for building capacity of female government officials. Of the trained government officials, which 24.9% were women

Component	Implemented district	Implementing responsibility	Key activities	Gender dimensions
			Procurement, and Logistics Management Practices • Establish Provincial Needs-Based Plans • Institutional and Policy Capacity Strengthening	

Source: Source: USDA-McGovern- Dole FY 2020: Plan of Operations and Activities: WFP Nepal Submission

46.   The project is implemented in 2462 schools of the six districts. It reached all the schools, through different project activities. The number of girls benefiting from the project is slightly higher in absolute number and proportion, with a net difference of 6.0 percent in 2023 academic year **(**table 3).

Table 3: Number of students benefitted from the project

Year	Girls			Boys			Total		
	Target	Actual (as of March 2023)	% of target	Target	Actual (as of March 2023)	% of target	Target	Actual as of March 2023	% of target
2021	162,599	0	0	140,380	0	0	302,979	0	-
2022	196,190	196,300	100.1	185,129	188,060	101.6	381,319	384,360	100.8
2023	137,960	137,558	99.7	130,051	129,180	99.3	268,011	266,738	99.5

Source: WFP Country Office Nepal

47.   As of March 2023, the project received 1276.1 MT of food commodities of which 94.2% were distributed[52] (table 4**)**. Transportation loss and damages are almost negligible, which is 0.14% of the total commodities disbursed.

Table 4: Commodities received and disbursed.

Commodities	Received (MT)	Distributed (MT)	% of received
Rice	883.18	831.57	94.2
Lentils	222.38	207.89	93.5
Vegetable Oil	111.49	103.96	93.2
Iodized Salt	59.17	58.65	99.1
Total	**1,276.21**	**1,202.08**	**94.2**

Source: WFP Country Office Nepal

48.   **Project budget and expenditures:** Of the planned budget (US$ 25 million), the project spent 17.9 million, which is 71.7% of the total budget and 76.8% of US$ 23.8 million allocated as of the end of the third year, i.e., 2023. **Annex 9** shows the detailed budget and expenditures by fiscal year. As per the transition plan of the GoN, Jajarkot and Doti Districts were transitioned from WFP in-kind modality to the Government's cash-based modality in July 2022 and Achham in July 2023, synchronizing with the government fiscal year. The MTE covered all six program districts, irrespective of transition.

49.   **Gender dimension:** The WFP School Feeding Policy (2013), WFP School Feeding Strategy (2020), and Gender Policy for 2015-2020 emphasize recognizing and including specific needs of young girls, ethnic and religious minorities, and children with disabilities. To promote inclusion and equity in education, WFP has integrated gender components in the McGovern-Dole FY20, which, among others, include making school kitchen facilities gender friendly, taking special care and attention to ensure enrollment and regular attendance of girls to the schools, facilitating and ensuring girl students to receive free sanitary

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[52] Collated from Annual Progress Report of WFP 2022.

pads distributed by the government, ensuring access of girls and disabled students to quality and nutritious meals with no discriminations and support to reduce menstrual stigma . Increasing parents' and communities' awareness on girls has been a regular activity of the community motivators engaged by the project through their partner organizations (IDS, MCN and WE).

50.　　**Previous evaluation:** Complying with the evaluation obligations with the USDA, the WFP has regularly evaluated all McGovern-Dole Cycles. Besides the BLS of the current project, the WFP completed the baseline, mid-term, and the final evaluation of FY 2017-21 award cycle through an independent international research firm. The final evaluation reported that the program has appropriately responded to the local food insecurity issues, low enrollment and attendance, and lack of school infrastructure. Some recommendations of this evaluation are also useful to this cycle such as Increasing involvement of local government and integrating the different program components into their policies and initiatives into their policies and strategies, and increasing coverage of HGSF, especially in food insecure districts.

1.4　　EVALUATION METHODS

Evaluation Objectives

51.　　The purpose of the MTE is to provide an evidence-based performance assessment of the McGovern-Dole program FY20. More specifically, it will: (1) assess progress in implementation; (2) assess the relevance of the interventions; (3) provide an early signal of the effectiveness of interventions; (4) document lessons learned; (5) assess sustainability efforts to date; and (6) discuss and recommend mid-course corrections, if necessary. The first three objectives focus on the "accountability" objective, and the last two on the "learning". However, being a mid-term evaluation, higher weightage is provided to learning on existing performance so that corrections and improvements can be made in the remaining project period.

Rationale

52.　　The MTE is carried out to assist the WFP CO and partner organizations (PO) to undertake corrective action in program implementation and improve the timeliness and overall quality of implementation based on the mid-term results, best practices, and feedback from a wide range of stakeholders. Understanding the mid-term progress will help the POs to identify where they need to add extra/additional efforts to achieve the targets and also to check if the BLS appropriately defined and set the standards for measuring targets and indicators.

Methodology

53.　　The evaluation is based on the Theory of Change (ToC) and result framework and used the Organization for Economic Co-operation and Development (OECD)'s Development Assistance Committee (DAC) standard evaluation criteria[53]. Following a non-experimental mix-method approach comprising quantitative and qualitative methods, the evaluation assessed the mid-term results with the baseline values, including desk review. It compared results between intervention and non-intervention for specific program components such as SHN and literacy improvements through EGRA, when non-intervened districts were available. There are no major changes in the evaluation questions from the inception report; however, a few were integrated to avoid repetition and ensure better clarity, i.e. learning, specifically related to coherence, relevancy, and effectiveness. Table 5 presents evaluation questions by evaluation criteria. **Annex 10** presents an evaluation matrix.

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[53] Technical Note - Evaluation Questions and Criteria. Evaluation for evidence-based decision-making WFP Office of Evaluation. World Food Program, April 2021.

Table 5: Evaluation questions by criteria

Evaluation criteria	Evaluation questions
Coherence	1. How do the McGovern-Dole project and its specific components complement the efforts and programs of the GoN and other organizations working in the region?
	1.1 To what extent the McGovern-Dole intervention is adding value without duplicating the efforts of other projects in the education sector in Nepal?
	1.2 How was the McGovern-Dole project synergetic with other WFP operations, and what were other actors doing to contribute to WFP's overriding educational objectives in Nepal?
	2. To what extent was the intervention design and delivery aligned with human rights principles and standards, including GEEW, and wider equity issues?
	3. How well is the project aligned with the Nepal government's education and school feeding policies and strategies?
Relevance	4. To what extent the project's strategy and plan is relevant to the need of beneficiaries, men, women, boys, and girls in the Nepalese context?
	5. To what extent are the WFP-supported school feeding activities aligned with the government-led national meals program? E.g., do objectives/modalities/ targeting/ food basket align? [if not, is there a plan/approach envisaged to ensure institutionalization and sustainability?]
	6. How well is the program designed to address the Gender Equality Disability and Social Inclusion (GEDSI) issues in the Nepalese context?
Effectiveness	7. How effective school meal operation (all components) is concerning results (output, outcome, and impact) achieved by the project at this stage?
	7.1 Is the project on track to reach the set targets? Why or why were not results achieved?
	7.2 What additional measures/ adjustments to the project design, if any, should be undertaken to enhance the effectiveness of the intervention?
	8. Were (are) the outputs and outcomes for men, women, boys, girls, and other relevant socio-economic categories achieved (likely to be achieved)?
	8.1 How effective was the program for vulnerable groups like marginalized, minority groups, elderly, and differently able groups?
	8.2 Why do results differ across groups of people?
	9. How did effectiveness change after the government handover? 9.1. How might the government program implement particularly effective aspects of the McGovern-Dole project?
	10. How effective is the capacity strengthening work in building national school-feeding capacity? What evidence is there of progress?
	11. What is the impact of the COVID-19 pandemic/other crises on anticipated project outcomes with specific reference to the impact of COVID-19 on school children's return to school and contribution to the achievement of project outcomes? What alternatives has WFP proposed in these circumstances, and how much traction do they have?
Efficiency	12. How is the program's efficiency in terms of transfer cost, cost per beneficiary, logistics, and timeliness of delivery at this stage?
	12.1 Which components are inefficient, or how can efficiencies be improved?

Evaluation criteria	Evaluation questions
	13. How are the processes, systems, analysis, and tools been put in place to support the McGovern-Dole design, implementation, monitoring & evaluation, and reporting, including the specific arrangements (e.g., third-party monitoring to complement WFP Nepal field monitoring)?
	14. How efficient is WFP's approach to strengthening national school-feeding capacity?
	14.1 Has WFP timely mobilized the required skills/personnel/ technical support to support national actors (at technical, management, and advocacy levels)?
	15. How efficient is the WFP approach to strengthening regional and local food market systems?
Impact	16. Have there been any unintended outcomes, either positive or negative? What are they? What are the areas that the result directly affected?
	17. What are the intermediate effects of the project among direct beneficiaries (students, teachers, cooks) and indirect beneficiaries (parents, community) and different marginalized groups of the McGovern-Dole project?
	17.1 Has the intervention made any difference to gender relations (equality) in the medium or long term?
	18. How effective were the project interventions in changing community cultural taboos related to girls' education, menstruation and hygiene, caste discrimination, and early marriage."
	19. Are local communities fully involved in and contributing toward school feeding?
Sustainability	20. To what extent has WFP's capacity strengthening work resulted in a sustainable program in the following areas: a strategy for sustainability; sound policy alignment; stable funding and budgeting; quality program design; institutional arrangements; local production and sourcing; partnership and coordination; community participation, equity, and ownership?
	20.1 How has the Nepal government progressed towards developing a nationally owned school feeding program?
	21. To what extent has the WFP school implementation model been adapted to align with the national school feeding model in preparation for handover?
	22. To what degree are Nepal's local communities (PTAs, farmers groups, etc.) involved in and contributing towards the school feeding?
	23. How are the operational and maintenance mechanisms developed for the sustainability of this program? What are the key gaps and priority areas for ensuring the sustainability of the School Feeding program?

Source: Inception Report/ToR

54.   Though the project is not designed for gender transformation, the evaluation assessed GEEW by mainstreaming gender issues throughout the evaluation criteria to determine gender responsiveness and the state of women's empowerment. The evaluation assessed the process and the extent of inclusion of women, men, girls, boys/girls with disabilities, and marginalized groups in all project cycle, from the design to the evaluation. The evaluation methods and tools were designed and deployed to ensure gender-disaggregated data collection.

55.   No changes were made in the scope of the evaluation except for the special study (SS). Initially, the SS was designed to track the progress in implementing the recommendations of the special study from the baseline. As per the revised objective, the SS explored factors affecting literacy outcomes, specifically factors related to the students, parents, teachers, and communities. The SS report with methodology is presented as an independent study, nesting with the evaluation.

56.   The evaluation followed a mixed-method approach, using structured interviews as a quantitative data collection tool and Key Informant Interviews (KIIs), Focus Group Discussions (FGDs) and observation with checklists as qualitative data collection tools. The MTE adopted the same data collection instruments as the baseline, enhancing them to accommodate the evolving context and to capture any previously missing information. The detailed methodology with sample selection processes is described in **Annex 11**, data collection tools in **Annex 12** a list of stakeholders interviewed in **Annex 13** and the field mission schedule in **Annex 14**.

Desk Review

57.   The desk reviews complemented primary data, comparison of mid-term results with the baseline values and triangulation. Before desk review and field visits, the evaluation team assessed data availability, checked collected data and information systematically for accuracy, consistency, and validity, and identified any limitations/caveats as well.

58.   A review of relevant school records was conducted to collect information on attendance, enrollment, and distribution of school meals, including record keeping on health-related information. Likewise, records of the farmer groups were also reviewed to assess the extent of volume and value of trade of agricultural products with the schools.

Quantitative Data Collection

59.   **Surveys in the schools**. Despite the primary beneficiary of the McGovern-Dole program is the students, the MTE randomly selected schools using proportional stratified sampling method considering all the community schools in 6 study districts as the sampling frame and distributed samples to the districts applying probability to population size (PPS) technique to ensure consistency with the BLS (see Annex 11).

60.   Based on the sample size determination formula presented in Annex 11, the minimum required number of sample size (schools) was estimated at 337, which, after distribution to the district based on PPS and rounding to the whole number, increased to 342 as shown below in table 6. As seen in the table, when the distribution of the required sample size was smaller than BLS, the sample size was increased to the baseline number to ensure that the sample size in none of the districts would be smaller than the BLS.

Table 6: Distribution of sample size by districts

Districts	Total schools (Number)		Baseline Sample size	MTE Sample size (Number)	
	Number	Proportion		Minimum required	Sampled schools
Jajarkot	458	0.19	58	61.9	62
Doti	424	0.17	56	57.3	58
Darchula	344	0.14	49	46.5	49
Bajhang	447	0.18	64	60.5	64
Bajura	250	0.10	34	33.8	34
Achham	549	0.22	69	74.3	75
Total	**2,462**	**1.0**	**330**	**61.9**	**342**

Source: MTE Survey, 2023

61.   **Selection of respondents**: All respondents were selected randomly unless enumeration required. Headteachers, Nepali teachers, and SHN teachers were interviewed from each of sampled schools. Two students (one boy and one girl) were selected randomly from each grade (grade 4 and 8) at the rate of 10 students per school. For the EGRA assessment, all, or a maximum of 10 students from grade three (grade 2 completers), were interviewed. Eight parents (at least one each from grades four, five, six, seven, and eight) were interviewed from among those whose children were selected for interviews. While rounding the sample size, an upward adjustment was made so that the minimum

number of required sample sizes would not be compromised. Table 7 shows the number of respondents: planned (10,629) and actual (11251) by type of respondents.,

Table 7: Number of respondents

Respondents	Estimated (Planned)	Respondents (Actual)		
		Boy/Men	Girl/Women	Total
1. Grade 2 completers @ 10 per school The EGRA tests were conducted with grade 3 students (grade 2 completers) using national standards and benchmarks.	3,420	1,681	1,773	3,454
2. Students (Grade 4 to 8) @ 10 per school	3,420	1,816	1,960	3,766
3 Parents (Grade 3-7) @ 8 per school	2,736	1,413	1,598	3,011
4. Headteachers (All sampled schools)	342	299	43	342
5. Nepali teachers (Only from EGRA districts)	147	64	29	141
6. SHN teachers (Only from SHN district)	222	140	70	210
7. Cooks (All sampled schools)	342	256	71	327
Total	**10,629**	**5669**	**5,544**	**11,251**

Source: MTE Survey, 2023

62.   The quantitative survey used Computer Assisted Personal Interviewing (CAPI) approach for data collection and storage[54]. The software was developed and pretested in Kathmandu. During the MTE survey, enumerators ensured all respondents' confidentiality, anonymity, and privacy, including males, and took written consent from all respondents. For school children, written permission was received from either parents or headteachers.

63.   The MTE survey ensured that women-related specific data and information are collected by female enumerators only, and their privacy, anonymity and confidentiality are respected. Meanwhile, special care was taken while interviewing children and responses were collected even specific data on gender is collected during the survey (e.g., data collected on and from male and female beneficiaries of the different economic status of existing ethnicity/castes/ ethnic groups, data disaggregated by age, gender, caste/ethnic and disability groups).

Qualitative Data Collection

64.   **Qualitative data collection methods.** The qualitative data were mainly used for explanation building in narrative form, focusing on "how" or "why" something happened[55]. The participants for the qualitative method were selected purposively based on their first-hand knowledge about the project in consultation with program unit, sub-office, and field coordinators, and the selection process varied by the type of tool. For example, the sampling strategy for the selection of participants for KIIs and FGDs was different (see Annex 11 for further details).

- **School Observation**: School observations were conducted in all 342 schools, focusing on the assets and facilities required to run a school smoothly. This involved observing the classrooms, libraries, storerooms, kitchens, toilets, and dustbins.
- **Class Observation**: The classroom observation checklist of the Education Review Office (ERO) was used for classroom observation. The observation focused on the level of attentiveness of the students, the use of different teaching methods, and other learning parameters.
- **Focus Group Discussion (FGDs)**: It provided qualitative feedback and insights into program implementation and the overall gender and social inclusion dimension. The evaluation conducted 18 FGDs (three from each district) with the adolescent students and 18 with community members in the six project districts.

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[54] In person interviewing technique, in which interviewer uses an electronic device to record answers, i.e., mobile or tablets. It facilitates logic checks, skip patterns, and validations during the interview to make the survey more efficient and improve data quality. It is excellent tool to monitor enumerators in real-time or get real time data.
[55] Yin, R. K. (2011). Applications of case study research. Sage Publication.

- **Key Informant Interviews (KII)**: The KII focused on the extent of involvement in the project activities and their perspective on the evaluation questions. It also validated emerging findings following empirical, analytical methods.[56] The evaluation team interacted with 87 government officials covering all three tiers of government project partners, and project officials, school management committee members and storekeepers.
- **Farmer group survey**. The farmer group survey focused on the links with the farmer groups in the food supply, including their interest and capacity for a smooth transition from in-kind based to cash-based modalities. The evaluation interviewed 54 farmers from 18 farmer groups (FGs) selected randomly from the project intervention groups.
- **Organizational performance assessment (OPA).** The OPA was carried out in nine municipalities with the participation of three organizations per district to measure the performance of the organizations through workshops and roundtable meetings[57], which were attended by knowledgeable education officials, SMC members, and LG officials. Based on the results of the workshops organizational performance index (OPI) was estimated (**Annex 15).**

Data Analysis

65.   The data analysis analytical framework follows the logic of analysis to measure, analyze and understand the project's performance. **Annex 16** presents definition of indicators and data analysis plan, including methods used for measuring the progress/achievement.

Quantitative data

66.   Simple statistical tools such as mean, range, and percentage were used to analyze quantitative data. Wherever appropriate, graphics (diagrams, photographs, etc.) were used to present information in the report. Based on the nature of the data, results are analyzed and presented through trend analysis, graphs, and charts, using descriptive statistics.

67.   The evaluation used techniques such as Chi-Square tests, t-tests, and analysis of variance (ANOVA) to find out whether emerging data trends are statistically significant.

68.   **Use of the COMET data**[58]: The evaluation adopted the "COMET data to analyze effectiveness by measuring progress against the target/BLS.

69.   **EGRA analysis:** Through EGRA assessment, the MTE measured oral reading fluency, reading comprehension, letter recognition, and phonemic awareness, among other skills predictive of future reading success. The evaluation used both ERO's previous standard used in the BLS, and new standard developed after the BLS (for further information and findings refer para 157 to 178).

70.   **Gender disaggregated analysis:** The data were disaggregated by gender and caste to understand differential impacts among different categories of respondents**.**

Qualitative data

71.   Data obtained through qualitative methods were analyzed using thematic analysis. All the interviews/discussions were compiled by themes or evaluation questions, and narratives were developed. Hence, the evaluation focused on constant comparison, exploration, and reflection.

72.   Detailed field notes and other observations were recorded for qualitative data during and after each interview. Field diaries and notes were systematically organized, classified, interpreted, and synthesized following content analysis method.

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[56] Basnyat, B., Treue, T., Pokharel, R. K., Kayastha, P. K., & Shrestha, G. K. (2023). Conservation by corruption: The hidden yet regulated economy in Nepal's community forest timber sector. *Forest Policy and Economics*, *149*, 102917.
[57] The OPA tools were jointly developed by WFP and MCN earlier.
[58] WFP's corporate tool for program design, implementation, monitoring, reporting and performance management.

73.		A three-day participatory report writing workshop with the field team was carried out to discuss emerging patterns and key field observations. These were used for explanation building, including triangulation of data collected from the field.

Data Triangulation

74.		The MTE followed an iterative approach throughout the data collection period: visiting and revisiting the data and connecting them with emerging insights, progressively leading to refined focus and understanding. This allowed for the verification of emerging findings through repeated conversation and analysis.

75.		Data collected through secondary sources, primary sources, and qualitative and quantitative methods were triangulated carefully at the reporting stage. This provided strong evidence to base evaluation conclusions. When two different conclusions resulted from two different sources and respondents, secondary data sources were further reviewed and checked to maintain the evaluation's credibility, reliability, and impartiality.

76.		The final analysis considered complementary observations and comments from all the stakeholders. Furthermore, the evidence collected was verified and corroborated through systematic triangulation. To ensure impartiality and reduce the risk of bias, the evaluation promoted the participation of different groups of stakeholders, including women, men, boys, and girls. Triangulation of the gender-sensitive aspects of the program intervention was prioritized. A regular discussion among the MTE team was carried out to ensure data integrity and factual accuracy throughout the process.

Limitations and Mitigation Measures

77.		Major limitations encountered by the evaluation, including mitigation measures, are discussed in table 8 below.

Table 8: Limitations and mitigation measures

Limitations	Mitigation measures
Given data collection carried out in June 2023, a month after the start of the school session, possibility of records not updated	- Survey team required to inform school management, specifically headteachers at least three days before the survey, and request to update the record if remaining to be updated
Understanding of phonetics and local language due to differences in dialect between respondents and surveyors	- Research firm gave priority to recruit enumerators from the sampled district and to those enumerators who had carried out EGRA test earlier. - involved ERO officials in the EGRA assessment processes, especially in training, field monitoring, and providing inputs to draft reports. - Conducted examination of enumerators' test and those receiving less than 80% in the test were dropped after the training. - Reading motivators involved as observer during the EGRA processes, especially for building rapport with the children
Adopting the old benchmark of the ERO on early grade reading assessment	- Computed EGRA assessment based on both old and new benchmark to ensure comparability with baseline for not to mislead results between baseline and revised project target
Increase in the number of students to be reached by the project: amendment in initial design	- To positively respond GoN's request to cover all community schools in the project districts and provide MDM up to grade 6 (previously, program coverage was only up to grade 5) the project scaled up the SMP to cover all students from ECD to grade 6) starting July 2022, with USDA's approval. This led to increase in number of beneficiaries

Limitations	Mitigation measures
	by 20,000 reaching 268,011. Yet the total target reduced because Doti district was transitioned to the GoN in 2022

Ethical Consideration

78.   The evaluation adopted the UNEG ethical guidelines[59]. Accordingly, the evaluation safeguarded and ensured ethics at all stages of the evaluation process, including ensuring informed consent, protecting the privacy, confidentiality, and anonymity of respondents, ensuring cultural sensitivity, and respecting the autonomy of respondents, women and socially excluded groups. Young children were interviewed in a child-friendly and pleasing environment.

79.   The data collection ensured that (a) all participants were fully informed of the nature and purpose of the evaluation and their involvement, and (b) respect for dignity and diversity.

Quality Assurance

80.   The evaluation followed the DEQAS system, ensuring quality standards throughout the process. The evaluation team checked all data for accuracy and reliability, noted any limitations, and ensured that the report meets the DEQAS standards. On the WFP's side, adequate quality checks have been planned by engaging an internal monitoring group, program team, and external quality control such as quality support for Decentralized Evaluation Quality System (DEQS). The WFP Evaluation Manager conducted a rigorous quality check of all deliverables.

81.   The research company employed a robust internal quality control system to ensure timely delivery of the quality research results complying with the terms of reference and expectations of WFP.

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[59] https://procurement-notices.undp.org/view_file.cfm?doc_id=302194

2. Evaluation Findings

2.1 COHERENCE

Findings 1: Despite combining separate activities implemented by different GoN and other organizations working in the region, the project's six components complemented the activities carried out by different agencies under the mandates of the different ministries or agencies. The project added value to the activities of related ministries/agencies and created further opportunities for them to enhance efficiency and strengthen service delivery. The project is consistent with the government's policy of transforming community schools into centres of excellence and restoring public confidence in the quality of education.

Findings 2: Having aligned with the Compulsory and Free Education Act 2018 and Children Act 2018, the project activities have adequately complemented the compliance with human rights principles and standards. Even though the project activities are aligned with these legislations, plans and policies, lack of specific strategy/policy on school feeding is considered a gap.

QUESTION 1: HOW DO THE MCGOVERN-DOLE PROJECT AND ITS SPECIFIC COMPONENTS COMPLEMENT THE EFFORTS AND PROGRAMS OF THE GON AND OTHER ORGANIZATIONS WORKING IN THE REGION?

82.   The project has complemented the Government's policy of reaching all community schools throughout the country by providing nutritionally balanced hot meals to all school children reading at the community schools from ECD/Pre-primary to grade six. The project is consistent with government's policy of transforming community schools into centre of excellence and restoring public confidence in the quality of education[60]. It supports efforts of the Government in strengthening the public education system and the Public-School Enabling Decade (2019-2029) (PSED) declared by the GoN. During this period, the government envisages improving learning outcomes and ensuring quality education in public schools.

83.   The SSDP and SESP emphasize a holistic package of services with the integration of health and nutrition services, literacy packages, improvement in teaching-learning packages in schools to enhance the learning outcomes. The McGovern-Dole 2020 cycle is also a holistic package not limited to the delivery of MDM in the schools, but focused on literacy improvement, SHN, homegrown food production, and capacity development.

84.   The MTE assessed a high level of coherence between the project and GoN' s School Education Sector Plan (2022/23-2031/32)[61], since the project contributes to SESP's mission," To develop a capable, well-governed, accountable, and competitive public school education system that is able to ensure citizens' right to acquire relevant and quality education comparable to regional and international standards." The project complements the government's commitment to provide free and compulsory education up to the basic level, provide quality education and motivate poor and impoverished families to send their children to schools and retain them.

QUESTION 1.1: TO WHAT EXTENT THE MCGOVERN-DOLE INTERVENTION IS ADDING VALUE WITHOUT DUPLICATING THE EFFORTS OF OTHER PROJECTS IN THE EDUCATION SECTOR IN NEPAL?

85.   As reiterated by EDCU Chiefs in all six surveyed districts, the project provided a solid base to initiate nationwide NSMP building on WFP's more than 40 years of food-based modality in various parts of the country, with no need to start from "zero." Besides, the project added value without duplicating the efforts of other projects in the education sector. The project is consistent with the education sector related mandates delegated to the LGs by the constitution, Education Act, and Local Government Operation Act 2017. All interviewed LGs confirmed that they have not noted any duplications with similar activities carried out by two agencies (LGs and WFP), given that a committee chaired by the Deputy Mayor or Vice-Chairperson, who looks into the coordination and duplication of resources.

86.   MoALD supports indigenous food crop production and recognized community schools as a big market for the famers/cooperatives to supply fresh homegrown food products to the schools. The MoALD supports

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[60] The MTE equates public education system to the teaching learning activities at the community schools.
[61] This plan follows School Sector Development Plan (2016/17-2022/23) which committed to continue efforts towards ensuring equitable access to quality education for all given country's vision of graduating from the status of a least developed country by 2022.

farmer groups and agricultural cooperatives directly to enable them to deliver quality and organic products to the schools at reasonable prices and meet schools' demands. This initiative contributed to strengthening local supply chains as envisaged by the project, rather than duplicating MoEST's initiative to promote HGSF to serve meals produced from locally produced agricultural products. The engagement of the Municipal Agriculture Development Section in selecting supply chain agents/cooperatives avoided duplications.

87.   The National Drinking Water Quality Standard Criteria Implementation and Monitoring Directives 2022, developed and approved by the Ministry of Drinking Water Supply (DWS), is helpful to the schools to ensure the supply of clean and safe drinking water in the schools. This added value to both DWS efforts and initiatives of the project to provide clean and safe drinking water to the school children at community schools and ensured no duplications. No duplications were noted since the project has implemented this in coordination with LGs and schools simultaneously.

88.   Formulation of Guidelines for Implementing Health Related Programs through the Conditional Grants in FY 2080/2081 by MoHP, [62] together with the allocation of federal conditional grants to all 753 local levels, helped to effectively implement SHN Activity under the McGovern-Dole. The conditional grants are available for activities such as the celebration of School Health Nutrition Week (May 15 to 21), deworming, iron and folic acid tablet supplementation to adolescent schoolgirls and training to SHN teachers contributed to improving the health and nutrition status of school-going children, increase awareness of schoolteachers, school children and local communities. The project's effectiveness further improved with IDS engagement in terms of the coverage, quality, and regularity of the programs (**Annex 17**).

QUESTION 1.2: HOW WAS THE MCGOVERN-DOLE PROJECT SYNERGETIC WITH OTHER WFP OPERATIONS, AND WHAT WERE OTHER ACTORS DOING TO CONTRIBUTE TO WFP'S OVERRIDING EDUCATIONAL OBJECTIVES IN NEPAL?

89.   WFP's overriding educational objective in Nepal is to contribute to the improvements in the quality and accessibility of basic and secondary education by targeting school-aged children in food insecure and remote areas through support to the school-feeding activity. This evaluation found the project activities highly synergistic with other WFP operations, specifically with the Maternal and Child Health Nutrition Program (MCHN) under which the WFP has been providing nutritious food to prevent malnutrition for the pregnant and lactating women (PLW) and children aged 6-23 months since 2002[63] and CSP (2019-2023).

90.   The project also supported the WFP to assist GoN towards achieving SDG 2 (zero hunger), SDG 3 (healthy lives and well-being), SDG 4 (quality and inclusive education), SDG 5 (gender equality and empowerment of all women and girls), SDG 6 (water, sanitation, and hygiene), SDG 8 (Decent work and economic growth), and SDG 17 (Partnerships for sustainable development). The USAID's Early Grade Reading Program (EGRP II) (2020-2022) which focus on capacity building of GoN to shift toward the recently developed integrated curriculum (IC), ongoing decentralization in Nepal's education governance system, and prolonged disruptions to teaching and learning due to the coronavirus disease 2019 also complements on improving literacy skills among early grade students. Of the 38 districts where this EGRP II is implemented, two districts namely Doti and Achham are covered by this program. The project on-going efforts are also complemented by the on-going effort of the Ministry of Health and population, which had provided conditional grants to local government for improvement of sanitation facilities in the schools. The MoALD is supporting farmer groups and agricultural cooperatives directly to enable them to deliver quality and organic products to the schools at reasonable prices and meet schools' demands, which further contributed to strengthening local supply chains as envisaged by the project.

QUESTION 2: TO WHAT EXTENT WAS THE INTERVENTION DESIGN AND DELIVERY ALIGNED WITH HUMAN RIGHTS PRINCIPLES AND STANDARDS, INCLUDING GENDER EQUALITY AND WOMEN EMPOWERMENT, AND WIDER EQUITY ISSUES?

91.   The project enhanced McGovern-Dole International Food for Education and Child Nutrition Program access of school-going children to quality education across entire community schools in project districts irrespective of gender, caste, disability. Alignment with the Compulsory and Free Education Act 2018 has helped

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[62] MoHP (2023). Guidelines for Implementing Health Related Programs through the Conditional Grants in FY 2080/81, Ministry of Health and Population, Shrawan 2080.

[63] MCHN project completed its tenure. However, WFP's CSP (2019-2023) is still relevant. The CSP partners with the GoN towards the achievement of several SDGs, specifically SDG1, SDG2, SDG4, and SDG 17.

the project to adhere with the human rights principles and standards. This Act guarantees compulsory and free education up to the basic level irrespective of gender, caste and ethnicity, and endorses school meals as a key component of Children's Right to Nutrition and Education. This Act is considered as a milestone in the implementation of the education rights enshrined by the Constitution of Nepal 2015.

92. The project activities have aligned with Children Act, 2018, [64] which children's rights against discrimination on religion, color, caste, ethnicity, gender, origin, language, culture, ideological beliefs, disability, occupation, health condition, geographical areas and so forth, in addition to proper nutrition, clean drinking water and right to education. This Act further guarantees the rights of all children to receive compulsory and free education up to basic level education in a child-friendly environment.

93. The project complements the Right to Food and Food Sovereignty Act, 2075 (2018). Not only does this Act ensure right to food for every citizen but promotes the production of local crops and livestock products, which will contribute to serve quality meals to the students prepared from locally produced agricultural products.[65]

QUESTION 3: HOW WELL IS THE PROJECT ALIGNED WITH THE NEPAL GOVERNMENT'S EDUCATION AND SCHOOL FEEDING POLICIES AND STRATEGIES?

94. There is presently no specific national school feeding policy, strategy, or law in Nepal, which makes the provision of school meals mandatory, or establish a legal obligation of decentralized layers of government to provide resources and contribute to school feeding. However, there are several policy instruments that are relevant for school feeding in Nepal which includes the Free and Compulsory Education Act 2018, NEP 2019, Education Act 2016, and SESP (2022/23-2031/32). Though the project activities are aligned with these legislations, plans and policies, lack of specific strategy/policy on school feeding is considered a gap, as these plans are focused on making (a) the school system inclusive, child- friendly, and quality oriented, (b) creating learning environments with accessible school infrastructures, (c) improving teachers' capacity and motivation, and (d) developing a continuous support system for the education system. Nevertheless, the project complemented to the following two expected outcomes of the SESP:

(a) All schools have quality water, sanitation, and hygiene (WASH) facilities, including access to clean water and menstrual hygiene management facilities; and
(b) All schools have sufficient physical infrastructure with child friendly, gender friendly, disabled-friendly disaster resilient environment.

95. The project aligns with the Nepal Government's Education and School Feeding Policies and Strategies, especially the Mid-day Meal Standard and Facilitation Handbook for Community School 2019.[66] The handbook specifies nutritional needs of the children (4-9 years), amount to be provided through the mid-day meal and focused on the cash-based mid-day meal operation and management.

96. The McGovern-Dole's activities align with all the three objectives of the MDM, as revealed below: McGovern-Dole International Food for Education and Child Nutrition Program

(a) Improve the health and nutritional status of school children by providing diversified rations that meet at least 30% nutritional needs
(b) Increase equitable access of children to quality basic education by increasing their participation in teaching-learning and improving teaching standards
(c) Increase agriculture outputs and local economic markets by establishing relationship between schools and agriculture production through increased consumption of local agricultural products in the mid-day meal.

2.2 RELEVANCE

*Findings 3: The project (*McGovern-Dole *FY 20 cycle) is relevant throughout the project period to the needs of the school children (nutritious food and rights to receive quality education), the priority of the parents (providing quality education to the children, and the country's development priorities in education, health,*

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[64] According to Children Act 2018, any person in Nepal below the age of 18 is children.
[65] Right to Food and Food Sovereignty Act, 2075 (2018), Government of Nepal.
[66] MoEST (2019), Mid-day Meal Standard and Facilitation Guidebook for Community School ,2019, Ministry Education, Science and Technology.

nutrition, and agricultural sectors. The project design effectively contributed to improving educational outcomes and enhancing the capacity of the schools and LGs to implement the NSMP as per the Government plan to provide school meals to all students reading in every community school.

***Findings 4**: By targeting country's remote, food-insecure mountainous and hill districts, the project complemented the country's food security objectives and strategies and reducing multidimensional poverty.*

QUESTION 4: TO WHAT EXTENT THE PROJECT'S STRATEGY AND PLAN IS RELEVANT TO THE NEED OF BENEFICIARIES, MEN, WOMEN, BOYS, AND GIRLS IN THE NEPALESE CONTEXT?

97. **Educational and nutritional needs of the school children.** In Nepal, children studying at community schools, particularly in districts like Jajarkot, Bajhang, Bajura, and Doti, often face malnutrition issues. Incidence of stunting, low weight, and anemia is high in these districts.[67] Given that proper nutrition is crucial for cognitive development and nutrient-rich meals enhance concentration, learning ability, and overall cognitive functioning—essential for academic success—the relevance of the project is high from the side of students, boys and girls, as well. The MTE survey results show a higher proportion of children in schools under the in-kind-based model meeting dietary diversity (96.0%) as compared to the students in the cash-based model (90.2%), with a statistically significant difference (see para 122 for further details). This reveals the project's contribution to reducing nutritional disparities. The major nutrition program under MSNP I (2013-2017) were the provision of midday meals in schools and the inclusion of nutrition topics in curricula. The MSNP II (2018-2022) emphasized malnutrition as a major issue to be addressed under the SDGs (2016-2030).[68]

98. **Needs of the parents addressed**: The immediate beneficiaries of this project are school students (early grade to grade 6) and parents. Considering the universal desire of parents, regardless of their socio-economic status, to nurture healthy children both mentally and physically and to provide them with a high-quality education for a better and dignified future, the project design has appropriately considered the needs of the parents. Most of parents in the survey districts (cash-based and in-kind-based) reiterated as follows:

> "Implementing the MDM program in schools has relieved us of the daily concern about providing snacks (*Khaja*) for our children and managing the associated financial burden. "
>
> "No longer, we need to scold our children or display angry faces when they come home early from school due to hunger, as the program ensures they have a nutritious meal before the school day concludes."
>
> Parents' voices

99. Implementing the project in the six districts of these two provinces is relevant based on the multidimensional poverty incidences. Apart from the parents and students, the other direct beneficiaries of this project are teachers, school staff, governments, and farmers. The project's six components are thoughtfully balanced targeting beyond those for students and parents.

100. **Capacity strengthening of the local levels**. The SESP has given a high priority to LG's capacity strengthening since most of the activities related to basic and secondary schools specified in the plan fall under LG mandates. It further reiterates that it is equally necessary to provide school-based health, nutrition, safe drinking water, sanitation, hygiene related service and make school gender and disability friendly to raise students' interest in their efficiency and motivate them for learning. However, these actions can be accomplished only when they are assisted, guided, monitored, and regulated closely. This corresponds with the project's strategy of local level capacity strengthening and working with and through local levels in components: food distribution, improved literacy, SHN, delivery of locally produced foods and vegetables grown, literacy improvement, nutrition improvement. WFP also provided technical support at the provincial level for the integration of school health and nutrition into provincial policies and programs and implementing those programs. The WFP has been assisting local governments in developing local policies on school health and nutrition including school feeding.

101. The MDMHB has made LGs fully accountable for managing MDM in the community schools. Given that the fund appropriated to the LGs is FG's conditional grant, LGs have to either transfer the fund to the schools to serve meals or serve meals confirming with the CEHRD directives. While the CEHRD does not recommend a

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[67] Nepal Demographic and Health Survey (2023).
[68] NPC (2017), Multi-sectoral Nutrition Plan (2018-2022), National Planning Commission, Nepal.

specific MDM modality, it delegates authority to LGs to develop LG specific guidelines. All LGs reached during the evaluation acknowledged the importance of the NSMP and emphasized the need to enhance their monitoring capacity. They endorsed the HGSF modality as an effective model to ensure that nutritious meals are provided to the students produced from locally produced agricultural products but concerned with the shortage of farm production and challenges to increase production in their respective areas. They reiterated that the promotion of HGSF could be an opportunity for SHF to increase production and sell products in the schools.

QUESTION 5: TO WHAT EXTENT ARE THE WFP-SUPPORTED SCHOOL FEEDING ACTIVITIES ALIGNED WITH THE GOVERNMENT-LED NATIONAL MEALS PROGRAMME? E.G., DO OBJECTIVES/MODALITIES/ TARGETING/ FOOD BASKET ALIGN? [IF NOT, IS THERE A PLAN/APPROACH ENVISAGED TO ENSURE INSTITUTIONALIZATION AND SUSTAINABILITY?]

102.   The project's all six activities/components are highly aligned with the NSMP, which the MoEST considered an educational intervention to improve educational outcomes. Table 9 shows the extent of project activities aligned with the NSMP.

Table 9: Alignment of the McGovern-Dole International Food for Education and Child Nutrition Program activities with the Government-led national meals program

SN	Project Activities	NSMP	Alignment Mechanisms
1	Serve hot and cooked nutritious meals	Serve hot and cooked nutritious meals	NSMP forbids (a) distribution of cash to the parents (b) junk food serving Schools required to serve hot and cooked nutritious meals and prepare menu at the LG level in coordination with the schools
2	Promotion of integrated package of SHN, along with the provision of a motivator in each LG	Priority accorded to health screening of school children and WASH. However, there is no provision of motivators	CEHRD developed School Drinking Water, Sanitation and Cleanliness Directives 2017 and schools and SMCs are made responsible for implementing wash related activities, with support and facilitation from LG health facilities. Conditional grant to the LGs provided through MoHP
3	Literacy and educational outcomes improvement	MoEST's mandate to improve literacy/educational/literacy outcomes in the country	MoEST/CEHRD annual activity include monitoring of educational outcomes
4	Promotion of HGSF approach	Priority to HGSF for availing locally produced agricultural products	MDMHB prescribed HGSF, as one of the approaches, which LG and schools, might adopt to deliver hot and cooked meals to the students.
5	Serving safe and hygienic meals, safe handing, storage	Formulated School Midday Meal Management Guide with the technical assistance of the USDA_ the McGovern-Dole Food for Education and Child Nutrition project and the WFP	The guidebook, among others, presents rules for food security and safety, storage technologies and issues to be followed while serving the meals, and a large majority of LGs have prepared LG specific menu and MDM guidelines applicable to the community schools in their jurisdiction. Mobilized PTA, SMCs, FMCs
6	Capacity strengthening – Supporting Transition	A high priority accorded by federal, provincial and local governments.	A high level of congruency observed between the project initiatives and MoEST/CEHRD perceptions. The project has implemented several activities to enhance capacity of LGs. One of WFP strategy is

SN	Project Activities	NSMP	Alignment Mechanisms
	through Local Capacitation		to support local governments to develop local policy and strategy on school meal to guide the operation and allocation of budget, and for sustainability reason

Source: MTE review

QUESTION 6: HOW WELL IS THE PROGRAM DESIGNED TO ADDRESS THE GENDER EQUALITY DISABILITY AND SOCIAL INCLUSION (GEDSI) ISSUES IN THE NEPALESE CONTEXT?

103.   The MTE found the McGovern-Dole FY20 cycle, like other cycles, well designed to address the gender equality, disability and social issues (GEDSI) in the Nepalese context, though the survey did not find any specific intervention that would motivate parents of disabled students sending schools, except reading motivators often interacting with their parents. However, the project's activities such as assisting LGs and schools in health screening, keeping records, timely delivery of food materials, assistance to convert hand washing facilities and children and women friendly toilets, and increasing awareness of adolescent girls on menstrual hygiene have contributed to address GEDSI issues in Nepalese context. A higher proportion of girls in the community schools suggests the project's probable contribution, but a lower ratio of boys suggests a further need to either motivate parents/local communities to provide equal educational opportunities to boys and girls or push the Government to improve the quality of the education in community schools such that parents would be self-motivated to send boys to the community schools. Activities to improve health and dietary practices, using cooks (male and female with no preference) of any caste and religion in the schools, mobilization of parents- specifically mother group, formation of a food management committee under the school management committee with at least 50% women and 2 key positions led by women and distribution of meals in a queue on first come first serve basis have contributed to addressing gender in-equality and social inclusion issues. Survey data showed 70% of women farmers connected with the supply chain under LRP contributing to increasing their knowledge and skills in agriculture practices leading to gender equality at HHs level. As the women were engaged in the production of the agricultural crops, it increased their income, and reduced their dependency. Furthermore, engagement on home grown program provided them opportunity for collective actions and contributed towards developing leadership skills and self-confidence to some extent. This has contributed towards the gender equality at the household level, since they were both economically and socially empowered. However, the project's activities, such as assisting LGs and schools in health screening and awareness raising on menstrual hygiene, have contributed to addressing GEDSI issues in the Nepalese context.

104.   Several activities proposed under the SHN component (Activity 3) support the needs of disabled students through complementary health and nutrition packages such as increasing access to health screening, motivating parents of disabled children to send to schools, improving access of disabled students to drinking water facilities already available but required minor improvements so that they could drink water without others' assistance. In addition, reading motivators have motivated parents, including parents of disabled ones, to send to the schools.

2.3   EFFECTIVENESS

Findings 5: *Almost one third of project's targets (8 out of 29 targets) have already been achieved, 65% on track and likely to be achieved by the end of the project period; only two might not be achieved due to technical reasons, which require amendment in the standards set in the baseline.*

Findings 6: *The proportion of schools supplying meals increased from 77.7% in the baseline to 99.4% in the mid-term, with statistically significant differences, revealing possibly high contribution of the project. Access to school meals increased for both boys and girls, where change remains similar among boys and girls.*

Findings 7: *Reading proficiency has improved significantly compared to baseline. Some factors that contributed to improving the learning outcomes included adopting participatory teaching practices in the classes, providing special attention to underperforming and low-performing students, and prioritizing students who do not speak Nepali.*

Findings 8: The project provided equal opportunity for students from different castes, especially in food distribution. It successfully mainstreamed gender in school health and nutrition components and improved the enrollment of girls by sensitizing parents and serving meals at school.

QUESTION 7: HOW EFFECTIVE SCHOOL MEAL OPERATION (ALL COMPONENTS) IS CONCERNING RESULTS (OUTPUT, OUTCOME, AND IMPACT) ACHIEVED BY THE PROJECT AT THIS STAGE?

QUESTION 7.1: IS THE PROJECT ON TRACK TO REACH THE SET TARGETS? WHY OR WHY WERE NOT RESULTS ACHIEVED?

105.   Of the six activities, this section assesses outcome targets and indicators from five activities, and the sixth, "capacity strengthening," is examined separately in impact and sustainability criteria. **Annex 17** presents project results disaggregated by respondent categories.

Activity I: Food distribution

106.   The project had six outcome-level indicators under food distribution. The MTE results show good progress, with one indicator exceeding the mid-term target and four indicators on track, but no further progress on one, which is the average retention rate of students.

1. School-age children receiving school meals on all school days

107.   Interviews with the headteachers indicated that 99.2% of the school-age children from the cash-based, and 99.5% from in-kind-based schools received school meals on all school days as per the government's policy. Of the two schools not providing meals due to the lack of drinking water facilities, the cash-based distributed cash and in-kind-based provided take-home ration to the parents.[69] The data further showed that the access of both boys and girls to school meals increased in the mid-term by an equal proportion among boys and girls, by 21.7% (**Annex 18 Table 1.1).** However, as revealed in para 43 (Table 3), a higher proportion of girls (51.3% of the total 651,098 eligible students, 3,33,858) have benefitted from the program than the boys (48.7%, 317, 240). While a slightly higher proportion of girls benefitted from the MDM than boys, with a statistically significant difference indicating a probability of positive impact regarding gender inclusivity, this also substantiates a prevailing tendency of the rural people to send boys to private/ institutional schools and girls to community schools.

108.   A review of the school records (**Annex 18, Table 1.2**) further confirmed Headteacher (HTs)' reporting that all students were getting hot-cooked meals (99.0%), with an equal proportion of respondents by gender (99 percent each for boys and girls). However, the students' survey showed that two-thirds of students (71%) ate meals daily at school, followed by most of the day (15.9%) and every day except Friday[70] (10.8%), with a total of 97.7 percent. Of those students having meals in schools, 94.8% reported that the meals were sufficient to satisfy their hunger, varying from 94.4 % in boys to 95.2% in girls. Similarly, most children (96.4%) were getting hot food, irrespective of gender (**Annex 18, Table 1.3**).

109.   The food distribution system is relatively well organized, regular, and distributed fairly among both genders in the in-kind-based model than in cash-based models, and schools provided sufficient food to satisfy hunger, though little better in terms of quantity. However, the proportion of students having diverse meals is higher on the cash-based compared to in-kind model schools due to local purchase of food items (see Annex 19, Table 3).

2. Student attendance rate in USDA-supported classrooms/schools

110.   Attendance rate is the ratio of the students physically present to the total number of students enrolled in school. It was computed based on records review and headcount on the school visit day (**Annex 18, Table 2.1**). According to the school records, attendance of the students in the last month (i.e., from 15 May to June 15) was 74.2%, with 75.0% for girls and 73.4% for boys (figure 1) The attendance rate increased by 13.5% compared to the baseline (60.7%), with a statistically significant difference. The attendance rate was 8.5% higher in the in-kind-based model, with a statistically significant difference with a cash-based model. The headteachers were confident of achieving the mid-term target of 80% (**Annex 18, Table 2.1**) for two reasons. First, the academic session just started. Secondly, a large majority of head

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[69] Number of schools receiving MDM under cash-based government model was 1421 and in-kind model was 1041.

[70] This evaluation characterized school meal serving into 5 categories, namely every day (all six days a week), every day except Friday (five days a week), most of the day (3 to 4 days a week), sometimes (once or twice a week or irregular serving) and never.

teachers (87.1%) reported that the attendance rate of students in the last fiscal year exceeded 80%, and this trend will continue in this year as well. CEHRD's Flash Education report validated this claim (**Annex 18, Table 2.2**). The reasons for the low attendance rate, though higher than the minimum requirement of 80%, according to the headteachers and parents, were climatic conditions (rains), long distance to schools, and engagement in household and farm works. The teachers confirmed the contribution of the MDM in schools in achieving a minimum of 80% attendance.

Figure 1: Attendance of students
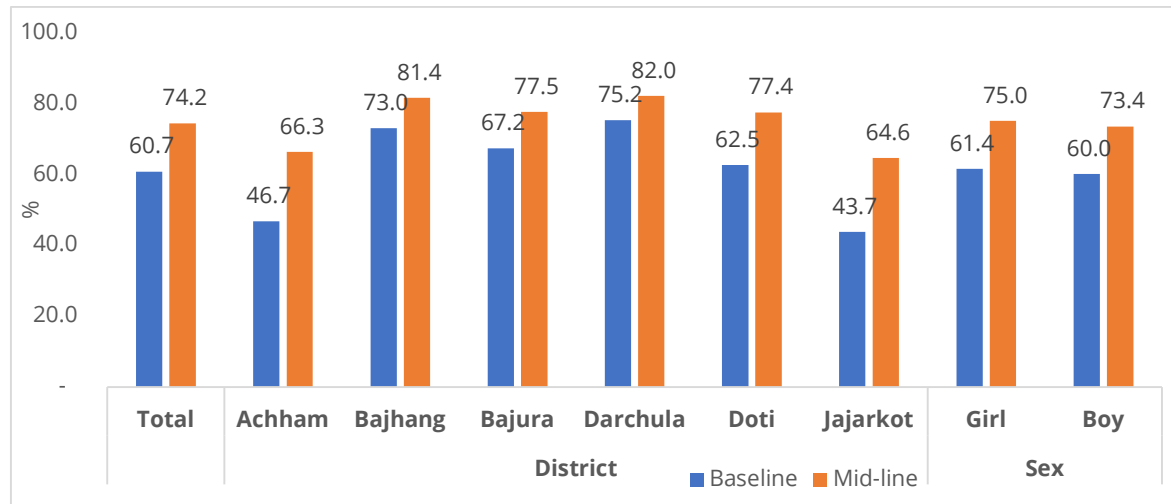
Source: MTE Survey 2023

111.   The evaluation observed difference between the records and headcount on survey day. Headcount reveals that nearly two-thirds of students attended schools on the survey day (63.8%), with 62.6% girls and 64.9% boys (**Annex 18, Table 2.3**). At the time of the survey, the academic season had just started (nearly a month ago), and enrollment was ongoing, which also impacted attendance. In a few schools, meals were not cooked on rainy days due to the limited number of students on that day, lack of kitchen facilities, and students not bringing firewood on rainy days, which also impacted attendance. Furthermore, surveys were conducted during the paddy cultivation season, when many children and their parents went to the farms.[71] The following narratives explain the perception of different respondents on low attendance and the difference between the records and observations.

There is a high mismatch between our records and today's headcount. You might have seen many children in school dress at the farms. They went with their parents to support them. This is farming season, and we should not expect all children to come to school– A headteacher from Darchula.

It's a rainy day. Have you noticed the condition of the road leading to our school? It's quite steep and can get slippery after rain. It's not safe for students, and that's why parents don't send them – A head teacher from Jajarkot.

We cook meals in an open field. When it rains, we can't serve meals to the students. As a result, students don't come to school because they know they won't get food on rainy days. –Cooks from Doti

There's no food when it rains, and I don't go to school. – Grade 6 students, Achham.

3. Average retention rate of students

112.   The retention rate is the proportion of the students of grades 1, 3, and 8 enrolled in 2022 who completed the school year by passing to the next grade or repeating the same grade in 2023. The retention rate of students was 91.3% in the mid-term, with 90.6% for girls and 92% for boys (figure 2). The

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[71] The BLS was conducted in August-September, so not in the mid-peak paddy season like that of the MTE survey.

retention rate decreased marginally in midterm compared to the baseline (92.1%). However, this decrease is not statistically significant. The retention rate has decreased in all districts except Darchula. However, the rate of decrease is relatively higher in Jajarkot district compared to other districts. This is mainly due to food insecurity situation, where the students from grade 8 mostly migrated to cities in search of work. The survey data found overall retention rate increased with level of education, 89.0%, 91.8% and 92.6% for primary (grades 1 to 5), basic (grades 1-8), and secondary (1-12), respectively.[72]

Figure 2: Retention rate of students
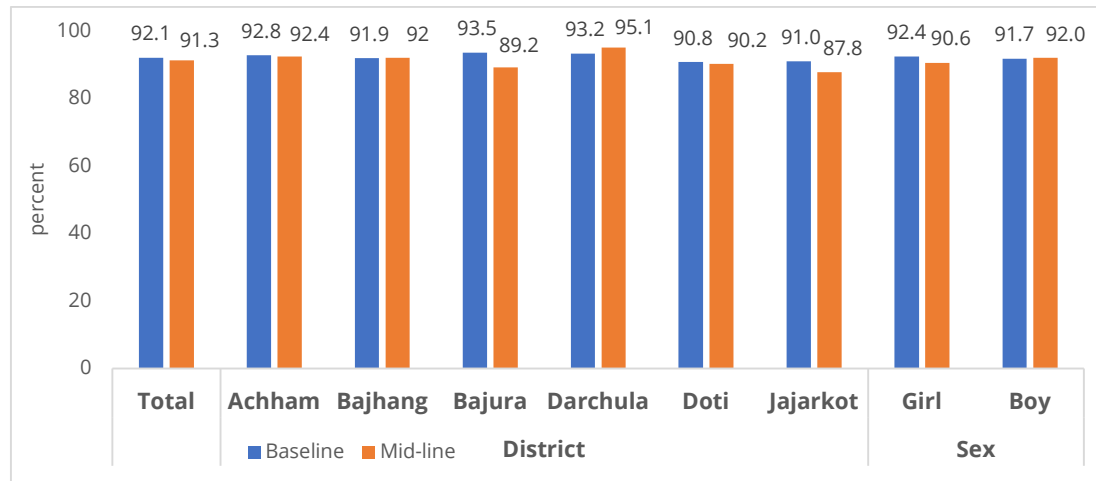
Source: MTE Survey 2023

113.   Marginal decrease in retention rate from the baseline to the mid-term period, according to the key informant sources, is due to the post-COVID effect, where parents enrolled their children in private schools or sent them to cities for education, especially in grades 1 and 3. Likewise, parents carried their children together for education in the towns or cities. With increased remittance income, family members often migrated to cities for better children's education or work.

> Many parents returned to the village during the pandemic due to the lack of economic opportunities in the cities. They enrolled their children in our schools. However, when the situation returned to normal, they migrated back to the cities, taking their children with them, which increased the dropout rate. **–** A head teacher, Bajura
>
> Many youths are now in gulf countries. Their dream is to provide better education to their children. so, they take them out of government schools and enroll them in private schools or their family members relocated to nearby towns with improved economic and educational opportunities. This has also contributed to an increase in the dropout rate in government schools **–** A Local Government (LG) Official

114.   The retention rate of boys in schools (92%) is relatively higher than that of girls (90.6%), revealing a high dropout rate in girls (Figure 2).

115.   The retention rate is 3.3% higher in in-kind-based than cash-based model, with similar differences among boys and girls. The difference is statistically significant, revealing a high contribution of the in-kind-based model. A key contributing factor is the nature of meals, with adequate and timely supply.

116.   Most head teachers perceived that school meals increased enrollment (93.3%), increased attendance (93.0%) and reduced dropouts of students from schools (87.4%) in schools. Likewise, student attentiveness in the classes (92.1%) and student learning outcomes (85.8%) increased due to school meals. The situation of in-kind based model is better on all indicators than in a cash-based model, with statistically significant differences for increasing attendance and improving learning outcomes (**Annex 18 Table 2.3**).

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[72] The government's economic survey 2022 reported that the retention rates up to grade 12 in FY 2022/23 was 35.6%, and out of 100 students enrolled in grade one, 33 students leave their study by the time they reach grade 10.

4. Minimum diet diversity of school-age children.

117.   As seen in figure 3, all children consumed grain, roots, tubers, and legumes (100/% each) in the past 24 hours, followed by other fruits and vegetables (83.1%) and vitamin A-rich fruits and vegetables (75.3%). High dietary diversity among children is because of the school meals, where three items, cereals, pulses, and vegetables, are included in the school meals. Each child consumed 4.5 food groups daily (Annex 18, Table 4.1), with the same proportion for boys and girls, revealing no gender-based discrimination in the households on food distribution.

Figure 3: Types of food consumed by children in the past 24 hours.
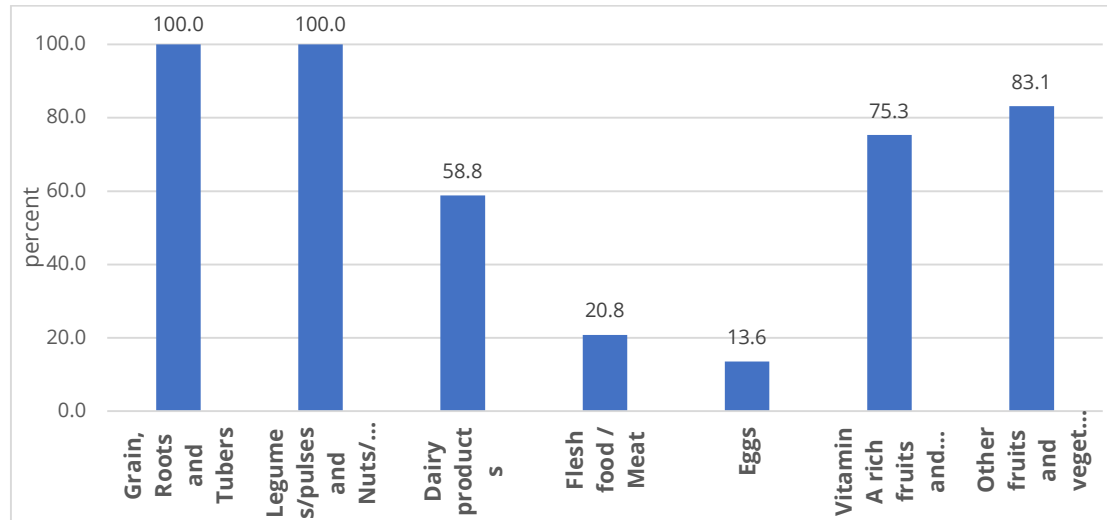
Source: MTE Survey 2023

118.   A child consuming four or more food groups out of seven in the past 24 hours is considered to meet the minimum dietary diversity.[73] The proportion of children meeting minimum dietary diversity was 93.4% in baseline (with 93.4% each for boys and girls), which increased to 94.0% in the midterm (with 93.7% among girls and 94.2% among boys) (figure 4). However, the increase is not statistically significant (**Annex 18 Table 4.2 & 4.3**). Improvement in children's dietary diversity is relatively high in Darchula, Bajura and Bajhang whereas it decreased for Jajarkot district. Children meeting dietary diversity is high in in-kind-based model (96.0%) compared to the cash-based model (90.2%), with statistically significant differences.

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[73] Seven food groups include Grains, roots, and tubers; Legumes/pulses and nuts/oils; Dairy products; Flesh food/meat; Eggs; Vitamin A-rich fruits and vegetables; Other fruits and vegetables. This evaluation used the same definition that was used in the baseline.

Figure 4: Children meeting minimum dietary diversity
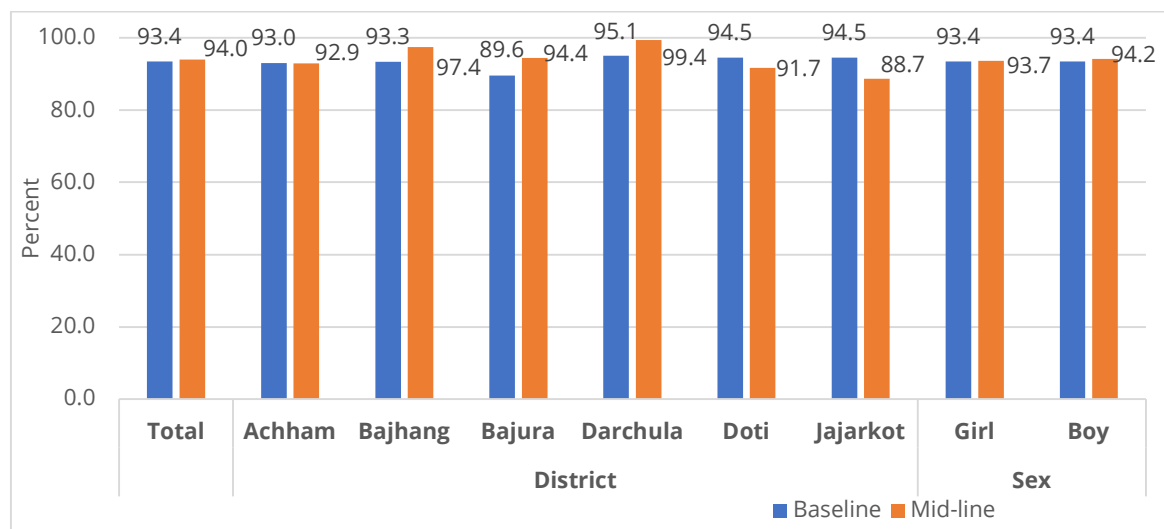
Source: MTE Survey 2023

119.   High dietary diversity among children can be attributed to SMP, where three foods (cereals, pulses, and vegetables) were the main food menu. But still, the project could not meet the 95% target marginally because of the seasonality issue. The mid-term survey was conducted in mid-June when the production of green vegetables and fruits was very limited due to the dry season. In Nepal, June to August is generally considered a lean agriculture season, with limited food availability. The students reading at community schools generally come from poor households that can hardly afford balanced nutritious meals to their children. Hence, the NSMP, focused on providing cooked balanced nutritious midday meals to the school children, has contributed to the dietary diversity.

5. Parents aware of the importance of SMP

120.   Table 10 summarizes the perceptions of the parents on the benefits of SMP by their gender. As seen from the data presented in the table, nearly 71% of parents reported that the SMP motivated children to attend schools and stay longer (67.1%). Nearly half of parents reported that they could save money to purchase lunches, followed by improved nutritional status (36.1%) improvement in learning ability of children (31.0%). It further contributed to improving child health and hygiene behavior and literacy outcomes. Other benefits reported by parents included increased awareness of nutrition, promoted girls' enrollment, and increased student enrollment and awareness about using locally available fresh foods. The five main benefits of the SMP remained the same by gender, where the main benefits of the SMP were motivating children to go to school and stay longer in the schools.

Table 10: Parents' responses on the benefits of SMP

Benefits of SMP	Men, %	Women, %	Total, %
1. Motivates children to go to school consistently	72.8	69.3	70.8
2. Motivates children to stay longer at school	72.2	63.1	67.1
3. Saves money for households to provide lunch to school-age children	45.1	47.2	46.2
4. Provides nutritional benefits/ improves nutritional status of school-age children	40.8	32.3	36.0
5. Improves children's ability to learn or concentrate once they are in class	33.4	29.2	31.0
6. Improves good health and hygiene behavior of school-age children	27.1	24.4	25.6
7. Improves learning outcomes	27.2	22.7	24.7
8. Improves awareness about nutrition among school-age children	23.8	18.7	20.9
9. Promotes girl child's enrollment	16.7	12.3	14.2

Benefits of SMP	Men, %	Women, %	Total, %
10. Increases the student admission/enrollment	17.2	11.7	14.1
11. Improves awareness about the use of locally available fresh foods	2.9	3.2	3.1

Source: MTE Survey 2023

121.   The baseline study defined parents as 'aware of SMP benefits' if they were able to identify at least five of the eleven benefits presented in table 11. Applying the same definition, mid-term found that 24.7% were aware of the importance of SMP, a sharp increase of almost 50% compared to the baseline (16.0%), with a statistically significant difference (figure 5). The proportion of households aware of SMP increased for male and female respondents compared to baseline (**Annex 18 Table 5.1**). The engagement of the parents in implementing SMP through the home-grown component is the main reason for increased awareness. Parents aware of the SMP benefits were high on the in-kind-based model with statistically significant difference.

Figure 5: Parents aware of importance of SMP
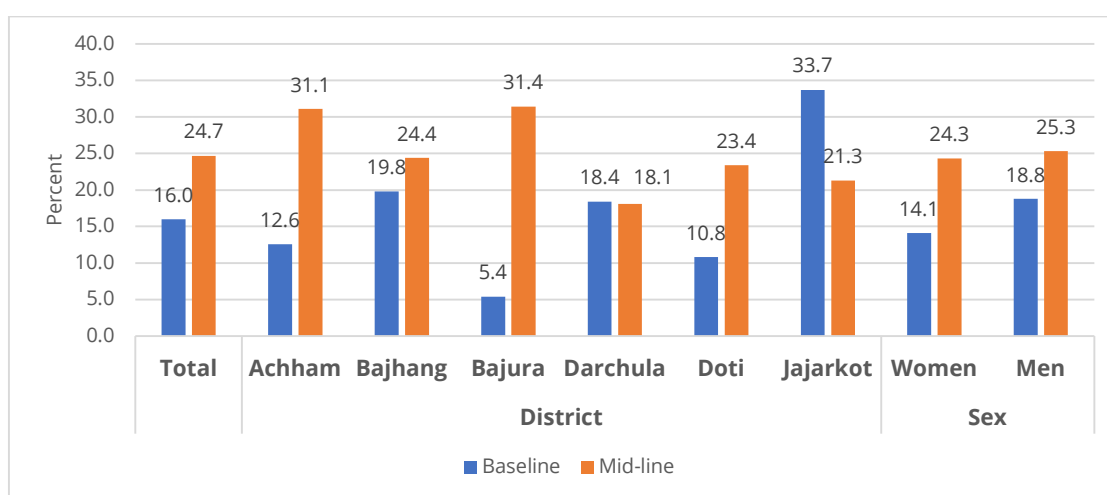
Source: MTE Survey 2023

122.   The project remained short of achieving the 30% target because of the highly ambitious definition of the indicator in the BLS, which required parents to tell five of the above-mentioned 11 benefits. This is not realistic in the rural settings and that in Karnali and Sudurpaschim provinces.

Remembering all five benefits of the School Meal Program (SMP) can be quite challenging. However, it serves as a strong motivator for my children to attend school, eliminates the need for me to spend money on purchasing food, and ensures that they receive nutritious meals at school. Doesn't this demonstrate my understanding of the SMP's advantages? **–** A female respondent

Recalling the five benefits of the school meal and considering this threshold for measuring awareness is unrealistic. It is even harder for me to tell you the five benefits if you ask me promptly. How can parents list so many benefits? If they could tell anyone benefits, they are aware of SMP. This threshold should be revised. – A Local Partner Staff and Project Officials

123.   Almost all parents (98.4%) knew SMP, with 98.6% and 98.2% for women and men, respectively. Likewise, 42% of the surveyed parents could tell 3-4 benefits of SMP (42.6%), followed by 1-2 benefits (31.0%), and the rest with more than five benefits (24.7%). Very few parents (1.6%) could tell any benefits from SMP (**Annex 18 Table 5.2**). The evaluation observed that the project may not achieve the target if

the threshold is not redefined, which is highly ambitious.[74] Likewise, there are no valid reasons to set such a high number of benefits on awareness related aspects.

6. Students aware of the importance of SMP

124.   According to the children, major benefits of the SMP include motivation to stay longer at school (63.6%), followed by motivation to go to school consistently (55.3%), improved ability to learn or concentrate in classes (43.6%), provide nutritional benefits/improve nutritional status (33.3%) and save money for the parents to provide lunch (31.4%). Perception of the five major benefits of the SMP remains similar among boys and girls, where the meals mostly motivate them to attend and stay longer at school **(**table 11**).**

Table 11: Students' responses on the benefits of the SMP

Benefits	Boys, %	Girls, %	Total
1. Motivates to stay longer at school children	64.3	63.0	63.6
2. Motivates to go to school consistently	55.0	55.7	55.3
3. Improves ability to learn or concentrate in class	44.1	43.2	43.6
4. Provides nutritional benefits/ improves nutritional status	34.2	32.6	33.3
5. Save money for parents to provide lunch	30.7	31.9	31.4
6. Improves good health and hygiene behavior	30.8	31.7	31.3
7. Improves learning outcomes	26.5	27.4	27.0
8. Improves awareness about nutrition	23.0	23.1	23.0
9. Promotes girl enrolment	7.1	7.3	7.2
10. Improves awareness about the use of locally available fresh foods	2.7	3.1	2.9
Overall	20.4	21.3	20.9

Source: MTE Survey 2023

125.   Like parents, the BLS characterized the students as aware or unaware based on students' responses to the above-listed 10 benefits (table 12). The proportion of students aware of the benefits has increased from 12.3 to 20.9 % in the mid-term, with a statistically significant (figure 6**)** revealing McGovern-Dole's contribution (p = 0.000). Despite this increase in students' awareness level, achieving the target is unlikely during the project period for the reasons mentioned above.

Figure 6: Students aware of importance of SMP

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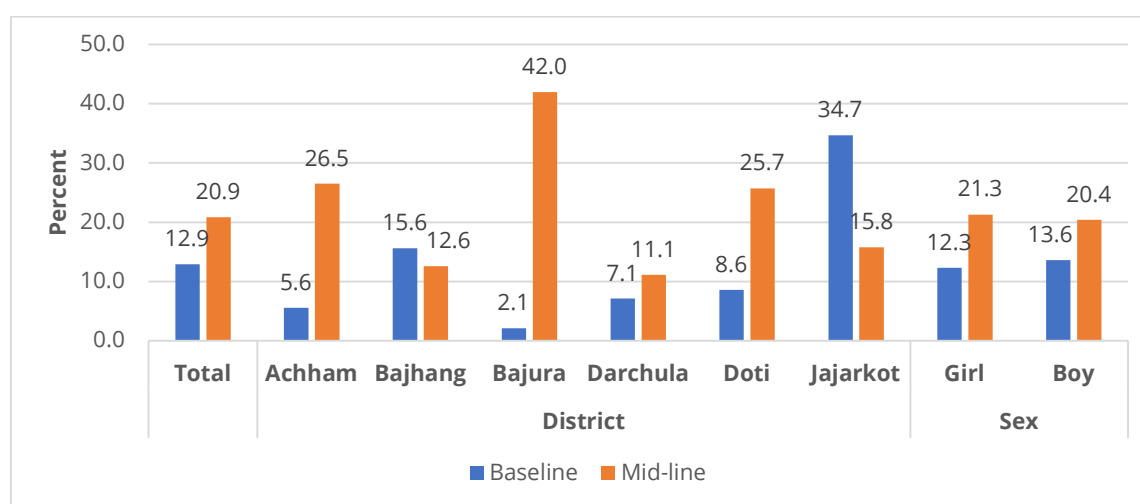
[74] The evaluation team refrains from suggesting the threshold but suggests the project team review themselves and develop a realistic and achievable threshold for the remaining period.

126.   Serving meals at the school is the main reason for increased awareness among children. Awareness of students increased in all districts compared to baseline in all districts, except Jajarkot (**Annex 18 Table 6.2**). Many students were not able to tell five benefits, 7.2% of students could not tell even a single benefit (**Annex 18 Table 6.3**). As discussed before, the target and the indicator do not look realistic.

Activity II: Safe food preparation and storage

127.   The project aimed to increase understanding of the handling, preparation, and storage of commodities and promote safe food preparation. The project trained 3380 persons from schools, LG, and communities, comprising 724 women (21.4%) and 2656 men (78.6%), on food safety, storage, handling, and preparation of school meals for serving safe and nutritious school meals.[75]

128.   Almost all schools (95.5%) had a dedicated cook, varying from the lowest of 89.7% in Doti to 100% in Darchula. In a few schools, office support staff and teachers were assigned for the cooking, who with the support of other colleagues prepared and served meals to the students. Likewise, few schools have contracted service providers for serving meals at the schools.

129.   Despite a high threshold set on safe food preparation and storage practices (adopt at least 8 out of the 12 practices) and engagement of mostly office assistants in cooking, 64.8% cooks demonstrated safe food and storage practices,[76] higher by 35.3 percentage points than BLS (Figure 7). However, a higher proportion of men demonstrated safe cooking practices than women in the mid-term, with a statistically significant result indicating possible male cooks' initiatives and efforts to follow safe food preparation and storage practices. The proportion of cooks demonstrating safe food preparation practices is high (67.7%) in the in-kind-based model schools compared to cashed-based (60.2%), with a statistically significant difference between the two groups (**Annex 18, Table 7.1**).
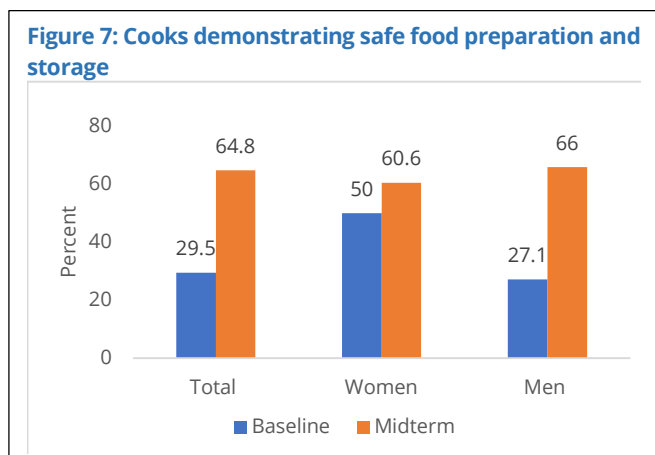
Figure 7: Cooks demonstrating safe food preparation and storage

130. The incidence of serving of junk foods such as instant noodles was reported by less than 10 % of the cooks during the FGDs in cash-based whereas none of schools with in-kind based MDM served any junk foods. The proportion of cooks adopting hygienic food preparation practices was high in the project schools compared to non-transition or schools applying cash-based model.

Activity III: School Health and Nutrition (SHN)

131.   This activity aimed to improve the availability, access, and use of SHN services; improve a healthy school environment through access and use of water and sanitation services; improve healthy knowledge, attitudes, behaviors, and habits; and strengthen support system, policy, and implementation. This activity is implemented in coordination with the respective LG in four districts (except Jajarkot and Doti), where the project role is to assist in building linkages between schools and respective LGs to implement SHN-related activities, especially complimentary support and the repair and maintenance of drinking water and toilet facilities. Of 15 result indicators for measuring progress against this activity, 4 targets were achieved, 10 are on track, and no progress is reported on one indicator, that is, conducting the national sanitation-related campaign.

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[75] Collated from updated Semi-annual report of McGovern-Dole (October to March 2023).
[76] This includes cleanliness of the kitchen; kitchen amenities like windows, chimneys, and an improved cooking stove; hand washing practice; cooking utensils washing practice; cleaning the food items before cooking; food storage practice; measures to prevent food contamination; and practice for preventing nutrient loss.

8. Schools using an improved water source

132.   Improved water sources include drinking water from piped water, tube wells/boreholes, protected dug wells, and protected springs. The MTE found an increase in improved drinking water facilities by 3.6% (BLS 92.6% and MTE 95.9%) figure 8 with data in **Annex 18 Table 8.1 & 8.2**). Though the number of schools with improved DW facilities increased, interviews with headteachers and school observations indicated the need for improving functionality aspects of the drinking water. Inability to undertake proper repair and maintain due to fund limitation was reported as a reason for this.

133.   Of the schools surveyed, 27.5 % had water treatment facilities, with 34.1% primary schools, followed by basic and secondary schools (**Annex 18 Table 8.3**). For treating water, 25.7% of schools used water filters, with the highest 31.8% by primary schools, followed by basic and secondary schools (**Annex 18 Table 8.4**).

9. Schools with improved sanitation facilities

134.   The school is characterized as having improved sanitation facilities if it has at least one flush or pour/flush toilet connected to a piped sewer connection, septic tank or pit latrine (no slab), pit latrine with a slab, composting toilet, and bio-gas toilet. The project improved sanitation facilities in 233 schools. The mid-term survey result showed an improvement in sanitation facilities by 4.6 percent point (Figure 8) compared to baseline value (94.0%) (**Annex 18 Table 9.1 & 9.2**).
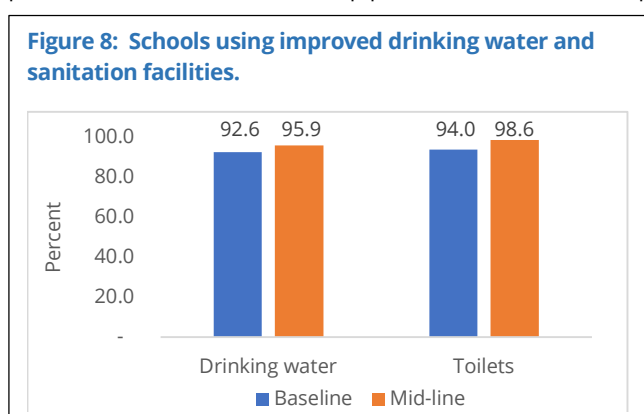
Figure 8: Schools using improved drinking water and sanitation facilities.

135. Observation and interactions with the SHN teacher revealed that 70.7% of toilets have water facilities inside the toilets but the remaining 29.3% have no water facilities to clean if water is not taken in a bucket. **Annex 18 Table 9.3**). However, of the total SHN teachers interviewed, 8.1% of teachers were satisfied with the toilet facilities when five dimensions, namely availability, accessibility, cleanliness, adequacy, and safety, were considered cumulatively, raising a key issue regarding toilet conditions, with 41.9% satisfied with availability, followed by cleanness (36.2%), adequacy of water in the toilets (33.9%), safety (26.7%), and accessibility (22.9%). This necessitates improving the functionalities of the toilets, along with regular repair and maintenance works (**Annex 18 Table 9.4**).

10: Students receiving deworming medication(s)

136.   The project supported deworming medicines to 174,993 and 149,388 students in 2022 and 2023, respectively, collaborating with the LG health facilities. A large majority of the schools acknowledged the project's timely support to the government's deworming service through activities such as training and logistics, including access to the services of SHN facilitators, which helped them to maintain records and timely feed anti-helminthic tablets to the students.

137.   A review of deworming records in the schools revealed the practice of the schools' maintaining records have increased to 80.7%, compared to 53.1% of schools in the BLS, with a statistically significant difference between the two periods. The proportion of students receiving deworming medicine (at least twice a year) increased from 53.9% in baseline to 70.9%, with statistically significant difference (figure 9). Likewise, the proportion of boys increased from 55.4% to 70.5%, whereas that of girls increased from 50.9% to 71.4%, revealing high access of girls to deworming medicines compared to boys. Almost all schools (99.2%) provided deworming medicines to students (**Annex 18 Table 10.1**).

Figure 9: Students receiving deworming medicines.
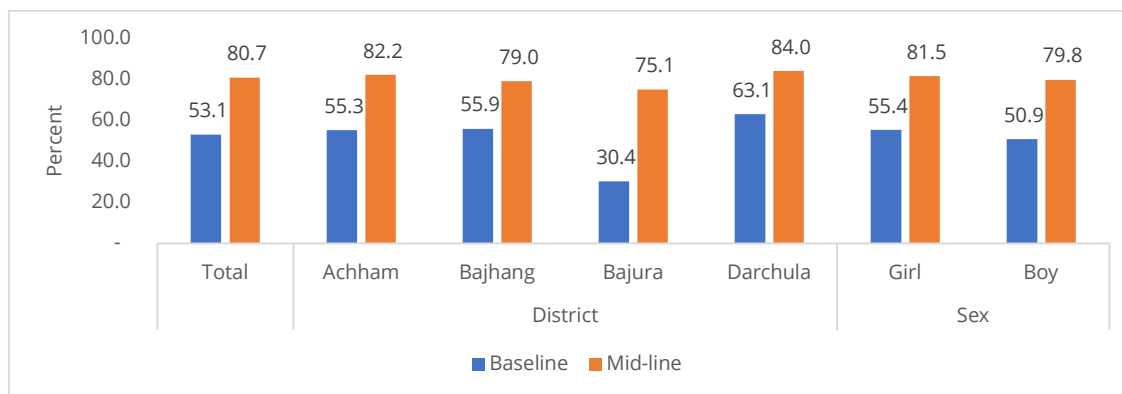
Source: MTE Survey 2023

138.	The proportion of students providing deworming medicine at least once a year was 99% in the mid-term compared to 72.2 percent in the baseline, with a statistically significant difference, showing increased access of the students to deworming medicines compared to non-intervention schools (**Annex 18 Table 10.2**).

11: Adolescent girls aged 10-19 years receiving Iron Folic Acid (IFA) supplementation

139.	Adolescent girls who reported receiving a full dose (26 tablets in a year) of Iron Folic Acid supplementation (IFA) tablets were considered as receiving biannual IFA supplementation. The mid-term found that 76.9% of schools-maintained records on iron folic distribution varying from 80.0% in Bajhang to 90.4% in Achham (figure 10) (**Annex 18 table 11.1**). The record shows that the proportion of adolescent students from grades 6-8 getting IFA tablets increased from 8.7% at baseline to 85.4% at mid-term, with a statistically significant difference between the two periods showing significant improvements after the project (**Annex 18 table 11.2**), with the mid-term target (60%) exceeded. Facilitation and necessary logistic support from the project are the main reasons for girls' increased access to IFA. Schools providing deworming medicines and iron folic acid tablets are high in SHN intervention districts compared to non-SHN districts at the mid-term.
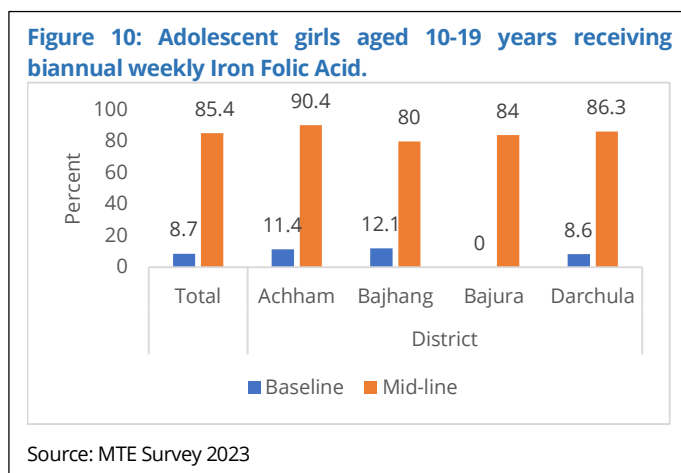
Figure 10: Adolescent girls aged 10-19 years receiving biannual weekly Iron Folic Acid.

Source: MTE Survey 2023

12: Schools with provision of sanitary pads

140.	The number of schools providing sanitary pads increased to 95.9% from 83.5% at baseline, exceeding the project end target of 90% **(Annex 18 Table 12.1)**. The project's facilitation, logistics support and sensitization of the teachers/head teachers were key to the target achievement. The improved availability of sanitary pads in schools is due to the federal government's conditional grant to LGs to distribute free sanitary pads to adolescent girls.[77] 94.6% of girls reported using sanitary pads, varying from 91.5% in Bajhang to 98.1 in Darchula.

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[77] CEHRD. (2023). Program Implementation Guidelines, 2080/81. Central for Education, Human Resources and Development (CHERD), Bhaktapur, Nepal.

13: Schools with toilets with sanitary pads and disposal bins

141.   Schools having disposal/collection bins for used pads in the toilets were considered schools with disposal facilities. The project supported the installation of disposal bins in 394 schools. As a result, the number of schools with disposal facilities increased to 76.9% from 45.0% at baseline (figure 11), exceeding the project end target (65.0%) (**Annex 18 Table 17.1**). The increment is statistically significant, confirming the project's likely contribution to this improvement.

Figure 11: Schools with availability of sanitary pad and pad disposal facilities

> "When there were no sanitary pad disposal facilities in our school, we did not go to school during our menstruation. It is very hard to follow the lessons because of it."
>
> "I have left the classes many times at the mid-day and returned home to change pad."
>
> "I was always afraid to go to the schools during the period since the schools had no disposal bins."
>
> Girl students

14: Schools with at least one set of information education and communication and behavior change package

142.   Head teachers were asked about the availability of information education and communication (IEC) and behavior change packages (BCC) related to health, hygiene, nutrition, etc. (**Annex 18 table 14.1**). Schools with at least one set of IEC/BEC packages were considered schools having packages. The number of schools with IEC/BEC-related packages increased to 61.7% from 14.4% at the baseline (figure 12), with a statistically significant difference between the two periods (p=000). This confirms the project's high contribution to improving IEC and BEC packages, but the project is still short of achieving the mid-term target. The project should facilitate the distribution of IEC materials in coordination with the LGs and health facilities.

Figure 12: Schools with behavior change packages.

15: Schools celebrating national sanitation-related campaigns at the community level

143.   SHN focal teachers were asked whether the school celebrated a national sanitation-related campaign at the community level last year. If the schools celebrated any one of such events, it is considered as celebration of campaigns. During baseline, 41% of schools conducted such events, which remained almost the same at mid-term (41.0%) (**Figure 12, Annex 18 Table 15.1**). The main reason for not organizing such campaigns is the availability of a limited budget at the schools. Although many SHN focal teachers said they celebrated campaigns, they were not able to recall the events which they celebrated. Nevertheless, a few schools reported coordinating with the LGs to celebrate the campaign.

Figure 13: Schools conducing annual health screening.

Source: MTE Survey 2023
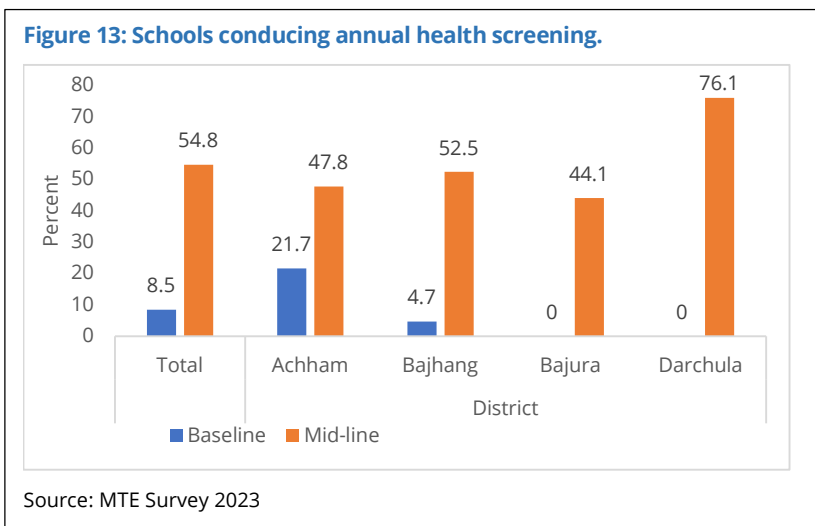
16: Schools conducting at least one annual health screening

144.   SHN focal teachers were asked about the five-health screening at the schools, namely measuring height, weight, test vision and hearing, and dental check-ups. If the schools performed all five screenings during the previous academic season, either independently or with the help of health facilities, it was considered as the schools conducting comprehensive health screenings. The proportion of students conducting annual health screening increased to 54.8% at mid-term from 8.5% at baseline (figure 13), with a statistically significant difference in the two periods (**Annex 18 Table 16.1**). The proportion of schools conducting health-related screenings increased sharply compared to the baseline in all five screenings. Similarly, a few schools employed nursing staff and provisioning of sick rooms in the schools, which further contributed to health screening. Similarly, 83.3% of students reported height and weight screening at schools (**Annex 18 Table 15.2**).

145.   Of those schools conducting health screening, most conducted height (91.4%) and weight-related screening (92.4%), followed by vision (78.1%), hearing (62.9%), and dental-related screenings (58.6%) (**Annex 18 Table 16.2**).

17: Individuals demonstrating the use of new child health and nutrition practices because of USDA assistance

146.   Students who follow seven out of ten health and nutrition practices are defined as those demonstrating the use of the new child health and nutrition practices. [78] The project trained 23,289 students in child health and nutrition, with 38.5% girls. The survey showed nearly half of the students (49.2%) demonstrated use of practices, which increased to 54.8% at the mid-term (figure 14), with statistically significant difference (**Annex 18 Table 17.1**). The proportion of girls following practices increased from 55.2% to 57.5%, whereas that of boys increased from 44.4% to 51.9%. The situation improved in all districts compared to the baseline, except Bajhang and Darchula.

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[78] This includes students' behavior such as water purification before drinking, waste disposal practice, eating snacks at home during school days, hand washing practice, and personal hygiene.

Figure 14: Students demonstrating the use of new child health and nutrition practices
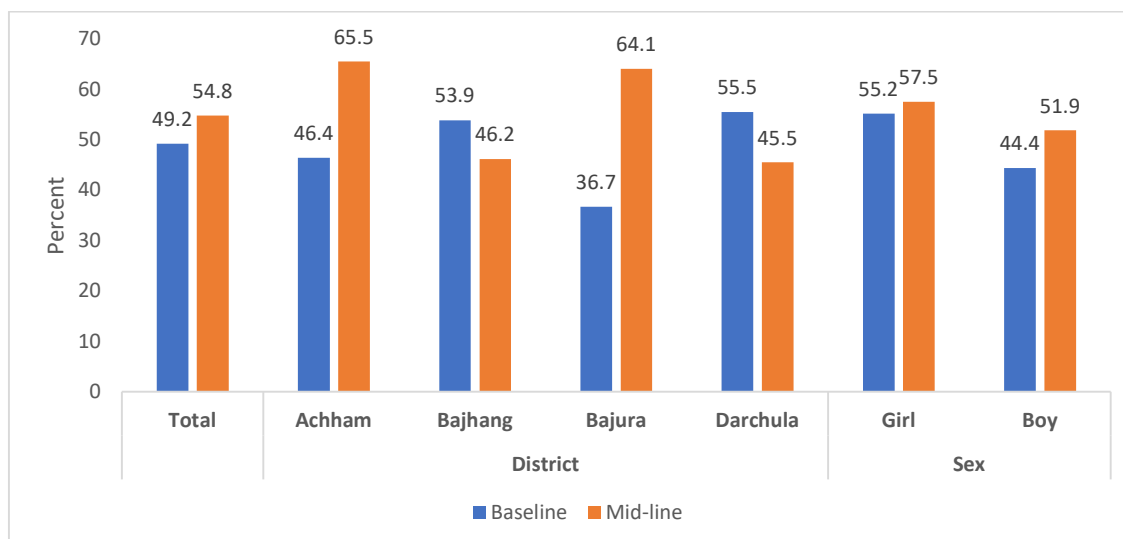
Source: MTE Survey 2023

147.	There is a marginal difference between students demonstrating health and nutrition behavior and hand washing behavior. The difference between these groups is not statistically significant, showing the minimum contribution of the project in improving hand-washing practices. The situation of girls is better in intervention schools regarding access to deworming medicines, good hygienic behavior, hand washing behavior and health-related absenteeism at schools. Health related absenteeism is lower among girls in SHN districts compared to non-SHN districts, with statistically significant difference, implying possible contribution of the project.

18: Schools practicing segregated waste management practice

148.	Schools that had separate bins for collecting different types of waste were considered as schools practicing segregated waste management. The project supported 1063 schools to construct waste management bins and mobilized LG resources for the construction. As a result, the proportion of schools practicing segregated waste management practices increased from 32.4% at baseline to 54.1% at mid-term (figure 15), with statistically significant difference (**Annex 18 Table 18.1**). 96% of the students used dustbins (96.0%), with almost equal proportion among boys (96.0%) and girls (96.1%) (**Annex 18 Table 18.2**).
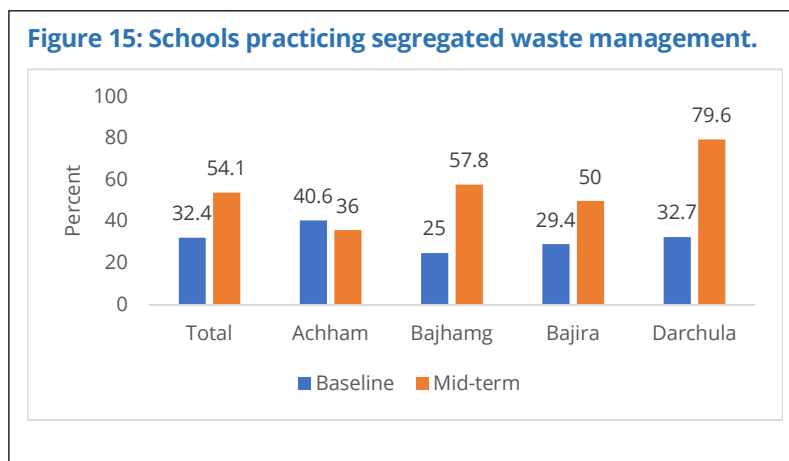
Figure 15: Schools practicing segregated waste management.

Source: MTE Survey 2023

19: Health-related absenteeism among school-age children

149.	Nearly one-fifth of survey schools (19.6%) maintained health-related absenteeism records for the last month. Even though the project provided tools and help for keeping these records, most teachers didn't use them. Many teachers said they are getting ready to start recording because the new school session has just started. Parents were also asked if their children missed school due to health-related reasons/ illnesses in the last month. The number of students missing school for health-related reasons went down to 18.8% from 19.1% at baseline (figure 16); however, the change is not statistically significant

(Annex 18 Table 19.1). Likewise, absenteeism of both girls and boys decreased compared to the baseline, revealing the project's efforts to reduce health-related absenteeism. Interaction with the head teacher and parents reveals that meals that are provided at school and teaching parents about eating different foods helped to reduce health-related absenteeism. Health related absenteeism decreased in all districts except in Doti and Achham.

Figure 16: Health related absenteeism among school age children
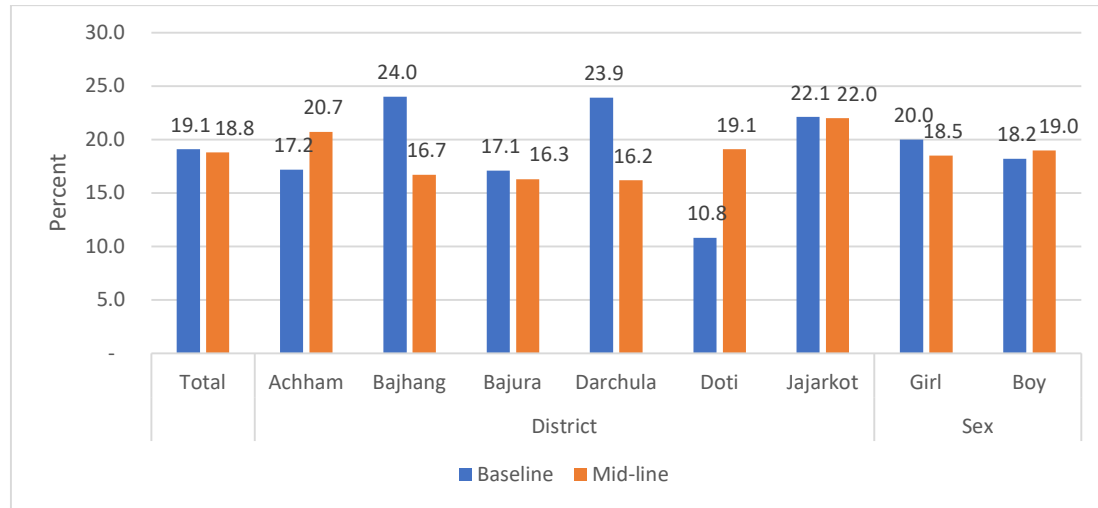
Source: MTE Survey 2023

20: School-age children with good personal hygiene

150.   Students were observed for their personal hygiene practice, which includes things like trimmed nails, groomed hair, clean teeth, clean and tidy dress, and clean shoes/slippers. Students who scored 7 or more were considered to have good personal hygiene. The percentage of school-age children with good hygiene practices increased from 33.1 % to 48.6% in midterm (figure 17), and this difference is statistically significant (p=0.000). Among the students, girls showed a higher increase in good hygiene practices, going from 37.1% to 53.0%, compared to boys, who increased from 29.0% to 43.9%. Personal hygiene has improved in all districts compared to baseline (**Annex 18 Table 20.1**). Training, sensitization, and counselling support from the teachers are the main reasons for improvement.

Figure 17: School age children with good personal hygiene
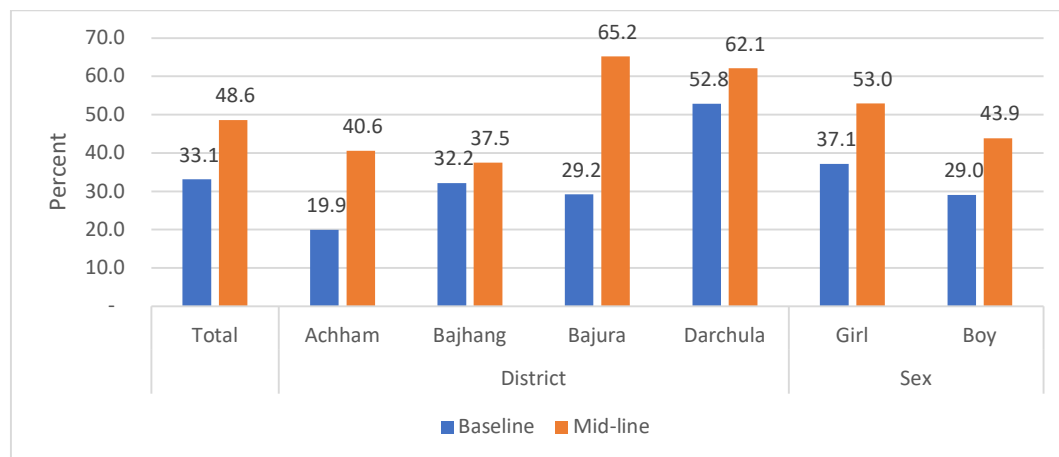
Source: MTE Survey 2023

21: Adolescent girls reporting practice of hygienic menstrual behavior

Figure 18: Adolescent girls practicing hygienic menstrual behavior
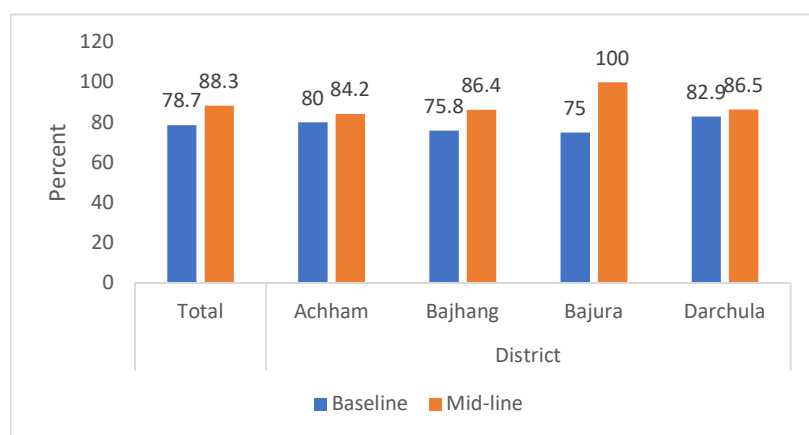
151. Of the total adolescent girls surveyed, 36.8% of girls said they had started menstruating. The adolescent girls were asked about six menstrual hygiene criteria, such as speaking about it, changing pads, and hand washing practices[79]. Those who scored four out of six were considered to have good hygiene habits. The proportion of girls adopting good hygienic behavior increased from 78.7% at baseline to 88.3% at mid-term (figure 18), showing a significant improvement revealing the project's possible contribution, and exceeding end of project target (85%), due to the sensitization of students on menstrual hygiene **(Annex 18 Table 21.1).**

22: School-age children reporting hand washing practice at critical times

152.   As shown in the below table 12, nearly all students washed their hands before eating (97.5%) and after using the toilet (97.1%), followed by after touching garbage (81.7%). However, less than one- third of students reported washing their hands after whipping their noses, coughing, sneezing (27.9%), and touching animal feed or waste, suggesting the need to further teach about the importance of hand washing.

Table 12: Hand washing practices among children by gender (%)

Hand washing practices	Boy (n=1259)	Girl (n=1192)	Total (n=2451)
1. Before preparing food, during, and after preparing food	41.9	45.4	43.7
2. Before eating	97.6	97.5	97.5
3. After using the toilet (urination, defecation, menstrual hygiene)	96.4	97.9	97.1
4. After helping someone who just used the toilet	28.2	30.0	29.1
5. After blowing one's nose, or coughing or sneezing	28.6	27.3	27.9
6. After touching an animal, animal feed, or animal waste	20.9	27.9	24.5
7. After touching garbage	81.6	81.8	81.7

Source: MTE Survey 2023

153.   In the baseline study, students who reported practicing hand washing five or more times during critical moments were considered to have appropriate hand washing habits at those critical times. Adopting this definition, nearly 39.8% of students washed their hands at critical times, varying from 43.1% among girls to 36.3% among boys. The proportion of students washing hands has increased drastically compared to baseline (9.4%), with statistically significant differences (p=0.000) among all categories of respondents, revealing the high contribution of the project **(Annex 18 Table 22.1).**

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[79] Speak about menstrual hygiene to anybody, use sanitary pad during menstruation, change pads every six hours, safe disposal of the menstrual pad, and hand washing before and after changing the pads.

154.	The project did not achieve the mid-term target of 45%. This is mainly because of the ambitious definition of the indicators, where expecting students to conduct five out of seven practices is highly ambitious. Likewise, some practices, included in the BLS to measure students' awareness such as helping someone after using the toilet by touching animal feed or waste, is rare and not carried out, so it needs to be corrected by amending the measurement criteria. Likewise, the SHN focal teachers reiterated that students may know the need for hand washing requirements but might be applicable at home.

> "When there were no sanitary pad disposal facilities in our school, we did not go to school during our students demonstrate awareness of proper hand-washing behaviors, especially regarding when it's necessary. However, their actual practice may vary depending on specific situations at home, such as assisting someone after using the toilet or handling animal feed. To ensure clarity to students of personal behaviors, it's important to establish a precise definition of critical behaviors" **–** A SHN teacher, Achham.

Activity IV: Promote Improved Literacy

155.	The activity focused on building the capacity of the early grade teachers to teach effectively, improving the quality of literacy instruction, and thereby improving the literacy of school-aged children. The project adapted USAID's Reading MATTERS framework for the holistic improvement of learning outcomes. [80] Of six indicators for measuring progress, the project achieved mid-term targets of five indicators, and one is on track. This is mainly because of continuous mentoring support by engaging reading motivators, support from the LG to develop contextualized materials, tole level teaching practices (*Tole Shikshya*) during a pandemic and school closures, and adoption of an innovative approach, "Read-Learn-Know Reading Program". The project distributed nearly one million reading and learning materials to the school and trained 873 Nepali teachers and 970 head teachers on different teaching tools and techniques.[81.]

156.	According to WE's report, districts that have post-covid support through *Tol Shikshya* by WE have shown strong recovery of learning and increased learning outcomes for student than those districts where such support was not available. [82] This was confirmed during the FGDs and interactions with the head teachers, LG officials and parents during the KIIs.

23: Number of LGs recognizing and rewarding teachers making changes or taking special initiatives for their students to achieve reading outcomes

157.	The project records reveal that 21 out of 27 LGs were taking initiatives for recognizing and rewarding teachers or taking special initiatives to achieve reading outcomes. Nearly two-thirds of head teachers (63.9%) reported that the LGs (figure 19) had established mechanisms for recognizing teachers, such as appreciation letters to schools and teachers based on academic performance, declaration of best schools and teacher, cash prizes to the schools for the outstanding academic achievements and nomination for recognition to other agencies (**Annex 18 Table 23.1**). Likewise, a few LGs also provide cash prizes and appreciation letters. LG also confirmed adopting similar practices for increasing the motivation of teachers. Some of the comment responses from head teachers on recognition from LG include:

Figure 19: Head teaching reporting   establishment of mechanisms
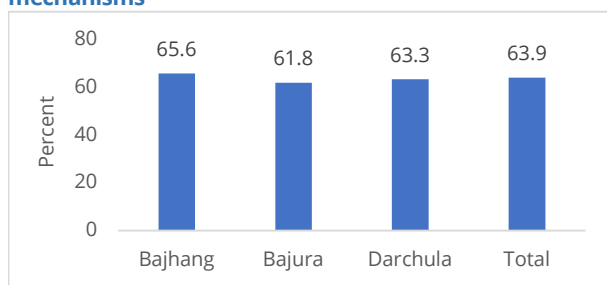
Source: MTE Survey 2023

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[80] M – Mentoring and Effective Coaching System; A – Administrators for Effective School Administration; T – Text and Material; T - Teacher Preparation and Support; E – Extra Practice in Home and Community and R – Regular Assessment.

[81] Collated from updated Semi-annual report of -MCGOVERN-DOLE (October to March 2023).

[82] World Education (2022), Early Grade Reading Assessment Results 2022.

- A local NGO is awarding the best teacher based on recommendations from local government.
- We are recognized as a "Model School" – *Numuna Vidyalaya*, based on the standard of teaching.
- We got a cash prize of NRs 50,000 in the last academic season from Palika.
- LG appreciated our school and teachers publicly for their contribution.

24: Local government developing contextualized instructional materials

158.   According to the project, all LGs reported that they had developed local contextualized instructional materials for all grades by learning from the local educational experts and neighboring LGs because they were aware of the importance and the needs for such materials. This was confirmed during the survey as almost nine-tenths of the interviewed headteacher (89.9%) reported the availability of such materials and being used in their schools, varying from 82.4 to 95.3 % **(Annex 18 Table 24.1).** The local contextualized material mostly focused on teaching students about the bio-physical, cultural, and natural resources within LG's jurisdiction.

25: Students by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of the grade-level text

159.   EGRA comprises of six sub-tasks (table 13). Students' performance on all six sub-tasks of EGRA, such as listening comprehension, letter decoding, *matra*-decoding, non-word reading, oral fluency, and correct answers in reading comprehension, has increased with a statistically significant difference with the baseline, revealing a possible contribution of the project to the improvement of different sub-tasks. Likewise, the percentage of students with zero scores, i.e., unable to respond to any single question in the sub-task correctly, had decreased in all tasks compared to baseline. The performance of students from EGR intervention schools exceeded the non-intervention (non-EGRA) schools in all six sub-tasks of the EGRA, irrespective of the gender of the students, with statistically significant differences for all six parameters. **Annex 18 Table 25.1 to 25.6** presents performance of students on different sub-tasks.

Table 13: EGRA sub-task

Tasks	Respondents	Average		Zero score	
		Baseline	Midterm	Baseline	Midterm
Listening Comprehension (Correct answers)	Total*	1.5	1.7	17.2	12.5
	Girl*	1.4	1.7	20.1	13.8
	Boy*	1.7	1.8	14.2	11.1
Letter decoding (Correct letters/ minute)	Total*	30.0	38.1	6.5	2.6
	Girl*	29.5	37.4	6.2	2.7
	Boy*	30.6	38.9	6.8	2.4
Matra Decoding (Correct *Matra*s/ minute)	Total*	16.5	21.8	24.2	20.5
	Girl*	15.9	21.4	24.9	21.4
	Boy*	17.2	22.2	23.4	19.5
Non-word Reading (Correct non-words/minute)	Total*	6.7	9.4	25.1	19.2
	Girl*	6.5	9.3	25.6	20.2
	Boy*	6.8	9.5	24.5	18.1
Oral Reading Fluency (Correct words/ minute)	Total*	11.4	16.6	18.4	13.4
	Girl*	11.2	16.5	19.6	14.0
	Boy*	11.6	16.7	17.0	12.7
Correct answers out of 5 reading comprehension questions	Total*	1.5	1.7	42.3	34.6
	Girl*	1.4	1.7	43.6	35.3
	Boy*	1.5	1.8	41.0	33.9

Note: * significant at 95% confidence
Source: MTE Survey 2023

160.   The performance of students from EGR intervention schools exceeded the non-intervention (non-EGRA) schools in all six sub-tasks of the EGRA, irrespective of the gender of the students, with statistically significant differences for all six parameters for average values and proportion of students having zero score. (**Annex 18 Table 25.6 c**).

161.   The EGR-exposed students demonstrated better educational performance at school. The students from intervention schools could answer an additional 0.7 answers correctly on listening comprehension. Likewise, they could decode 13.6 and 9.5 additional words and *matra* in a minute and read an additional 4.2 non-words and 11 correct words per minute. Similarly, they answered addition 1.1 answer correctly in oral reading comprehension. These differences were statistically significant for all six sub-tasks of EGRA. According to the head teacher, some of the factors that contributed to the improvement of students in intervention schools include mobile meetings on early grade teaching (61.7%), support from reading motivators on material preparation (74.8%), use of teaching/learning materials (73.3%) and demonstrating education activities (73.0%); availability of reading materials in the early grade (81.5%); adopting inclusive pedagogy (87.4%); and additional support for enhancing reading skills (87.4%).

162.   The performance of boys and girls from EGR intervention schools is higher in all sub-tasks of EGRA with statistically significant differences, indicating the effectiveness of EGR initiatives in improving learning outcomes. However, the performance of boys is relatively better in all sub-tasks compared to girls. This is mainly because of gender differences in household roles. The girl children generally look after the siblings and support their parents in household chores after school, whereas boys either play or read. In addition, the parents gave additional attention to boys' education compared to girls.

I observed girls are less attentive in the classes compared to boys. Generally, they wake up early and support household chores to their parents. Some even walk for nearly hours to get water. They get tired when they come to school. Some sleep in the classes. Parents prioritize boys' education, as they perceive them as breadwinners for the family. If the boys don't read, they shout at them, but rarely for girls. We need to sensitize parents on improving girls' education – A Nepali teacher.

163.   A high degree of positive correlation with a correlation coefficient of 0.82 was obtained between oral reading fluency per minute and reading comprehension, indicating a probability of increasing oral reading frequency among those who could read comprehensively. The regression analysis further reveals that increase in reading of one correct word per minutes will increase reading comprehension score of students by 6.9%.[83] The value of the adjusted R square is 0.559. This means that the influence of only reading fluency to answer comprehension questions is almost 60%.

164.   Earlier, ERO's benchmark for proficient readers was 45 correct words/minute and four correct answers out of five comprehension questions; in 2022, this was revised to 30 correct words/minute and at least 3 correct answers. The MTE assessed the reading proficiency based on both benchmarks of the ERO, though the BLS result was based on the old benchmark.

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[83] $Y = 0.568 + 0.069x$; $p=0.000$; $R^2 = 0.559$;

Reading proficiency assessment based on old benchmark (comparison with baseline)

165.   The survey result showed 4.9% of students meeting the national benchmark compared to 1% at the baseline. (figure 20). Likewise, 0.7% of girls could read and understand the meaning of the grade-level text at the end of grade 2, which has now increased to 4.6%. Likewise, the proportion of boys increased from 1.2% at baseline to 5.2% at the mid-term (**Annex 18 Table 25.6a and 25.6b**). The increment was statistically significant for all cases irrespective of gender, showing possible contribution of the project to improving performance. KIIs with LG education officials confirmed that factors such as the adoption of participatory teaching practices in the classes, providing special attention to poor and low-performing students, and giving special priorities to students who do not speak Nepali languages contributed to improving the learning outcomes included Furthermore, exposure of teachers to EGR teaching practices and child-friendly teaching practices further supported to this.

Figure 20: Comparison of reading proficiency
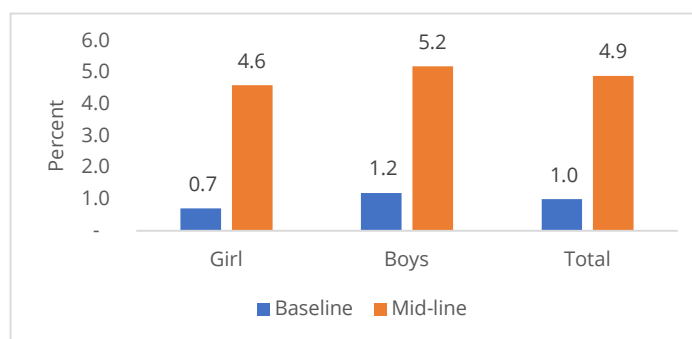
Source: Mid-term Survey 2023

166.   As shown in figure 21, EGR performance has been improved in all the districts, where the rate of improvement is relatively high in those where EGR interventions were carried out, such as Bajhang, Bajura, and Darchula. Likewise, the performance of students who do not speak Nepali at home shows the highest improvement compared to those with Nepali language. This is mainly because of exposure to the EGR based teaching practices. Likewise, few schools were targeting low performing students and giving special classes for improvement of teaching practices. Nearly one third of the schools (38.6%) provided additional priority during the teaching, whose mother tongue is not Nepali varying from 25.9% in Doti to 73.5% in Darchula. Likewise, nearly two thirds of schools designed (66.4%) and implemented special mechanisms targeting low performing students. Likewise, more than half of the Nepali teachers and parents confirmed about adoption of such practices at the school level (**Annex 18 Table 25.11**).

Figure 21: Comparison of EGR performance by respondent categories
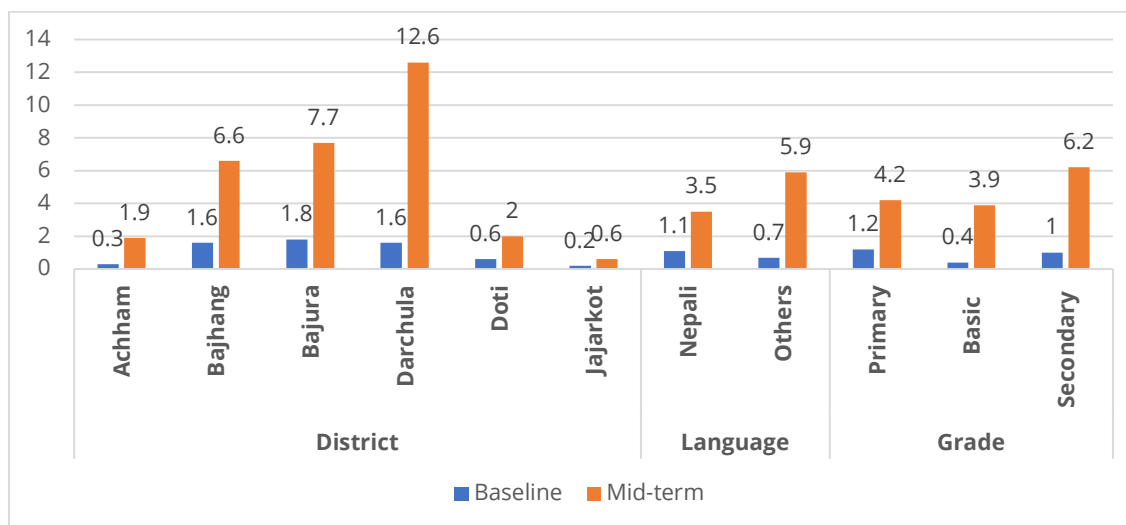
Source: MTE Survey 2023

167.   The extent of student performance is quite high in secondary schools (from grade 1 to 10), followed by basic (from grade 1 to 8) and primary schools (grade 1 to 5). Discussions with the schoolteachers indicated that the performance of students reading in those schools which have only

primary grades (1-5) are generally weak because these schools lack even a minimum school facilities and infrastructure including number of teachers. Data confirmed that exposures to EGR based teaching practices influence the learning outcomes. **Annex 18 Table 26.11** highlights teaching and learning practices that positively contributed to learning outcomes.

168.   Jajarkot had the poorest initial results in the EGRA assessments, despite small improvements being observed compared to baseline. This suggests the need for continual follow-up and support, either from the project or the government side. It is challenging to sustain results. In most schools, they don't adopt the EGR based teaching practices, as they could not see any incentives for performing it. In the early cycle of the project, the schools received minimal interventions i.e., just materials and teacher training. Hence, short-term EGR interventions are not sufficient to significantly increase children's reading skills.

- I am teaching three grades (1, 2 and 3) in the same classroom and at the same time, with nearly 20 students. To manage my time effectively, I asked grade one to read, grade two to write or classwork, and explain the subject to the next. You can see noise here. I always ask myself, "Am I doing justice to my students? How to teach them effectively? A Nepali teacher

- Our schools have limited classrooms. We must manage from what we have. – A headteacher,

- I have 40 students and three teachers, who are expected to teach students from grade 1 to 5. They are teaching all grades. It is very difficult the classes with a limited number of teachers. How can you expect quality teaching when they were simultaneously teaching two different grades and different subject in same time. – A headteacher

- Our teachers are not exposed to EGR-based teaching. They need to be trained periodically. A headteacher

169.   The learning outcome has increased compared to the baseline because of increased interactions between teachers and parents. Ninety five percent of headteachers reported organizing meetings periodically with parents to share their children's learning outcomes. Likewise, 66.4% of schools organized special classes for children with low academic performance during teaching or taking special classes later.

170.   The evaluation performed binary logistic regression to explore factors influencing literacy outcomes and different EGRA sub-tasks, where student performance is the dependent variable, the score from the EGRA sub-task is the independent variable (Model I) and social and intervention factor (model II). The evaluation first grouped the students into two categories based on achievements of the national benchmark, where students achieving the (old) national benchmark were assigned a score of one and the rest with zero. The regression analysis was performed separately for each model.

171.   Interactions with the stakeholders, especially with the head and Nepali teachers show that literacy outcomes are influenced by various factors, including gender, types of school meals served, exposure to EGR training, and language spoken at home influence. The survey results show the performance of students higher among those students who had received nutritious meals at school (in-kind-based), exposure to early grade teaching, and speaking Nepali language at home. However, the stepwise forward and backward (likelihood ratio) methods found only one variable, 'exposure to early-grade reading', significant. The likelihood of achieving the national benchmark could increase by 180% if students were taught to adopt grade teaching practices. Despite the result was significant at 95% confidence, where Nagelkerke's R square score showed that this covariate explains only 9.1% of the total variation, suggesting the improvement in the performance of students due to exposure to early grade reading program is around 9 %, whereas the influence of other factors/ variables such as parents' income, child learning behavior at home, school environment is high.

Reading proficiency assessment based on new benchmark

172.   In 2022, the ERO revised the benchmark based on the proficiency levels of students based on oral reading fluency and comprehension, which is expressed on a percentage basis.[84] Since the current tool

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[84] ERO (2022). National reading benchmark of Early grades, 2022. Education Review Office, Government of Nepal.

with five comprehension questions does not fit properly with the proficiency basis making comparisons difficult for comprehensive assessment, the study adapted the following classification (table 14). [85]

Table 14: Classification of students on reading proficiency

Class	Correct word per minutes	Correct response on comprehension
None	Could not read a single word correctly	No correct response
Pre-basic	Less than 15 correct words/minutes and	Less than 30% of correct response (or responded 1 answer correctly)
Basic	15 to 30 correct words/minutes and	30% to 60% correct response (or responded 2 answers correctly)
Proficient	30 to 40 correct words/minutes and	60 to 70% correct response (or responded 3 answers correctly)
Advanced	40 correct words/minutes and	Above 70% correct response (or responded 4 answers correctly)

Source: ERO, 2022

173.   **Correct words per minute:** The reading fluency is assessed based on the number of correct words per minute. Figure 21 distributes the students' minutes based on a new benchmark of the ERO on correct words per minute. Most of the students read less than 15 words correctly per minute followed by those who could not read a single word. The performance of boys and girls were almost similar on reading fluency. However, the performance of non-native language is more fluent compared to native speaker, which is mostly due to poor socio-economic conditions of the native speaker. Most of the native speakers were from Jajarkot district, who were highly food insecure. The performance of students varies largely based on exposure to EGR interventions. The students with EGR intervention were reading more words correctly compared to those without EGR intervention.

Figure 22: Distribution of students based on correct word per minute

	EGR	Non-EGR	Girls	Boys	Native	Non-Native
	Intervention		Sex		Language	
■ Above 40	21.5	4.0	11.7	11.8	8.6	14.1
■ 30 to 40	12.6	10.1	9.6	8.7	6.1	11.5
■ 15 to 30	18.7	21.4	19.1	19.5	18.5	19.9
■ Less than 15	38.6	46.9	45.5	47.2	52	42.1
■ 0	8.5	17.6	14.0	12.7	14.8	12.4
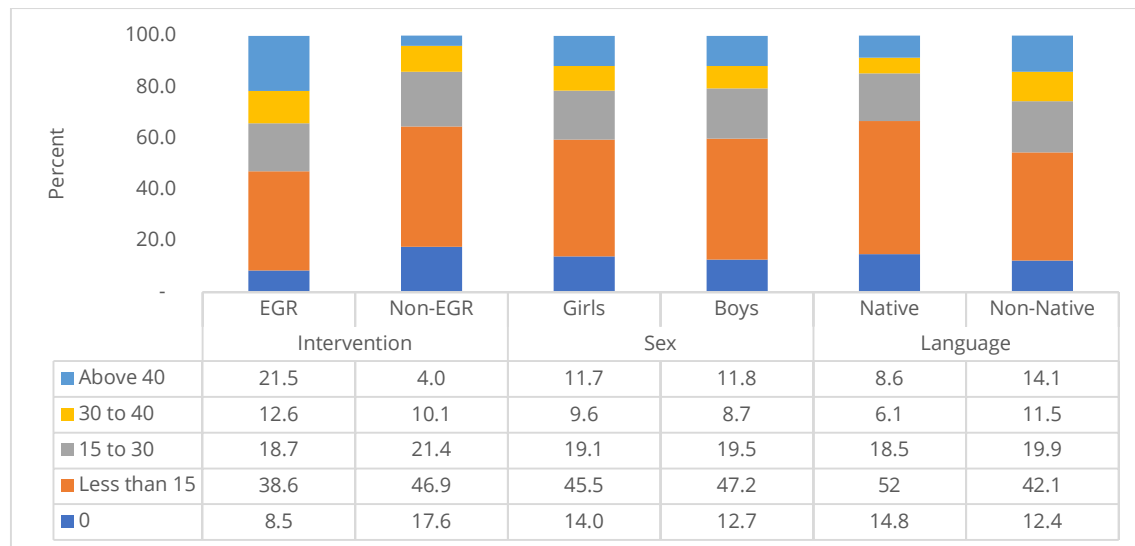
Source: MTE Survey 2023

174.   **Correct answer on comprehension questions:** Nealy one third of students could not give answer on comprehension questions, varying from 19.4% in EGR intervention and 47.5% in non-EGR intervention schools (Figure 23). There is a wide gap in performance between EGR intervention and non-intervention districts and among native and non-native speakers. The performance of native speakers was poor compared to non-native speakers, which is mainly due to exposure of the EGRA based teaching. Of the total students surveyed from EGR intervention districts more than two thirds of non-native have

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[85] The current EGRA tool, with five comprehension questions, does not align well with a percentage-based assessment model, complicating comparative analyses. It is recommended to revise the tool by increasing the number of comprehension questions from five to six.

access to the EGR training. However, the dominance of native speakers in non-EGR dominated districts influenced the findings. This further confirms that exposure to the EGR based teaching practices largely matters more than the language spoken at home.

Figure 23: Distribution of students based on correct answer on comprehension questions

	EGR	Non-EGR	Total	Girls	Boys	Native	Non-Native
	Intervention		Total	Sex		Language	
■ 5	9.3	2.0	5.4	4.9	5.8	4.4	6.1
■ 4	16.7	6.8	11.3	10.6	12.1	9.3	12.9
■ 3	23.0	11.3	16.6	17.0	16.2	13.5	19.0
■ 2	19.4	16.3	17.7	17.8	17.6	15.7	19.3
■ 1	12.2	16.1	14.3	14.3	14.3	15.2	13.6
■ 0	19.4	47.5	34.6	35.3	33.9	42.0	29.1
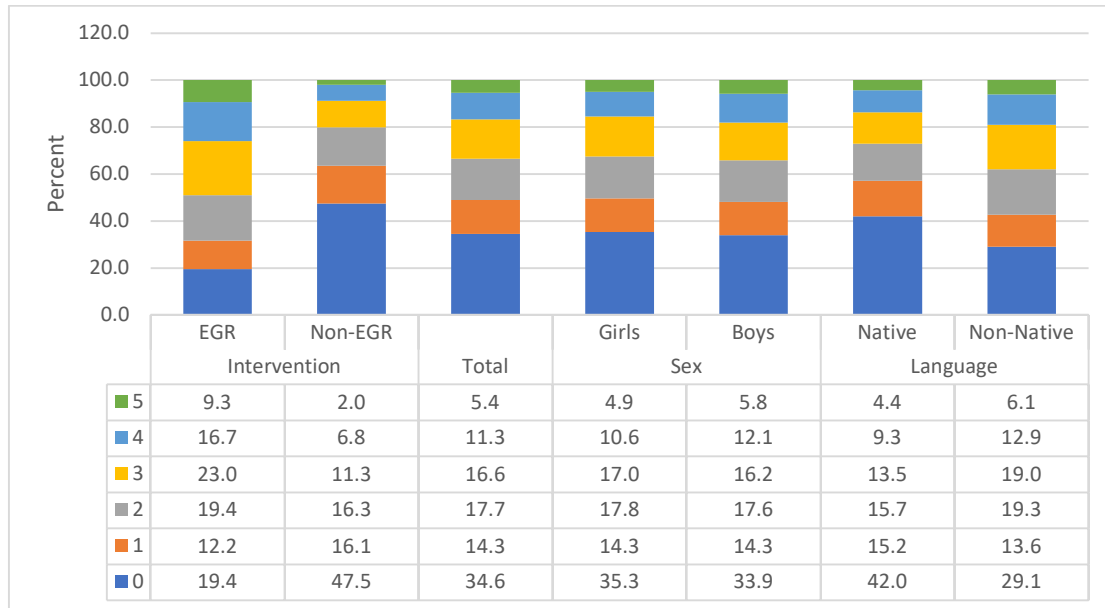
Source: MTE Survey 2023

175.   The evaluation assessed grade 2 completers' reading and comprehension skills among intervention (with WE support) and non-intervention (without WE support), using the revised benchmark of the ERO, which is 30 correct words/minutes and at least 3 correct responses in 2022 out of five comprehension questions. Students' performance is almost four times higher in intervention schools, which remained similar by gender (figure 24). However, girls' performance is relatively lower than boys,

Figure 24: Reading proficiency based on new and old benchmark of ERO
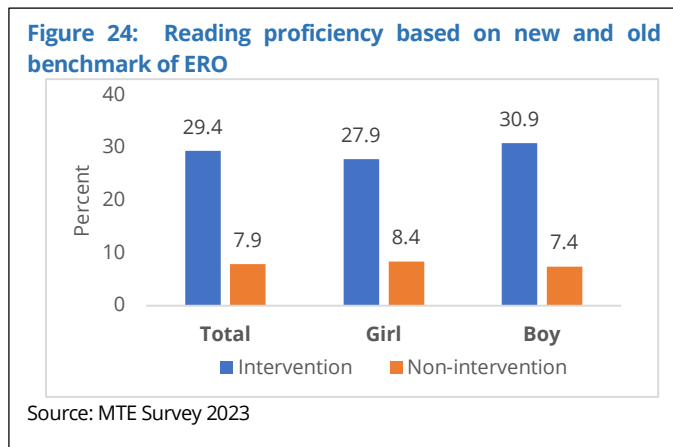
Source: MTE Survey 2023

which remains similar for both intervention and non-intervention students. Statistically significant differences in reading and comprehension skills were observed by gender in intervention and non-intervention schools on improving reading and understanding the grade level texts. Likewise, 8.3% of students from intervention schools scored zero, revealing they could not read a single word correctly or answer any questions correctly. This proportion is double in non-intervention schools (17.7%), with a statistically significant difference. Thus, the situation remains similar by gender, where the proportion of boys and girls from intervention schools demonstrating grade level skills is two times higher in intervention districts compared to non-intervention districts (**Annex 18 Table 25.9**). This reveals the high contribution of the EGR program to improving early-grade reading performance.

176.   When progress was assessed against the new thresholds, 17.8% of students at the end of grade two demonstrated that they could read and understand the meaning of the grade-level text, with 17.3% among girls and 18.2% among boys (**Annex 18 Table 25.8**). As shown in table 15, 13.4% of students could not read a single word or answer correctly, varying from 12.7% among boys to 14.0% among girls.

Table 15: Classification of students on responses to comprehension questions

Class	Girl (%)		Boys (%)	Total (%)
None	14.0	12.7		13.4
Pre-basic	54.6	54.7		54.6
Basic	14.0	14.4		14.2
Proficient	11.4	11.5		11.5
Advanced	5.9	6.7		6.3

Source: MTE Survey 2023

177.   Most students from intervention (46.0%) and non-intervention schools (61.9%) were at pre-basic stages, i.e., they could not respond to at least one answer correctly, and oral reading fluency was less than twenty correct words per minute (table 16). Nearly two-thirds of boys and girls from intervention schools achieved national benchmarks (i.e., proficient, and advanced stage), whereas this situation is nearly one-tenth for non-intervention schools.

Table 16: Classification of students in percent based on reading fluency

Category	Girl		Boy		Overall	
	Intervention	Non-intervention	Intervention	Non-intervention	Intervention	Non-intervention
None	9.2	18.1	7.4	17.3	**8.3**	**17.7**
Pre-basic	47.0	61.0	45.0	62.9	**46.0**	**61.9**
Basic	15.9	12.5	16.7	12.4	**16.3**	**12.5**
Proficient	16.9	6.9	19.1	5.1	**18.0**	**6.0**
Advance	11.0	1.6	11.8	2.3	**11.4**	**1.9**

Source: MTE Survey 2023

178.   Improvement of students' learning outcomes is mostly due to improvement in teaching practices (**Annex 18 Table 26.4**). The project conducted EGR teacher training, mobile teacher meetings, rewarded model teachers, organized reading mela among students, trained headteachers, and organized interaction with the parents, which contributed to improving learning outcomes.

179.   However, the COVID impact on learning outcomes during the period of the baseline should not be undermined. Baseline was carried out when the schools just opened after pandemic, where classroom, based teaching was just initiated after nearly a two years of school closure. The project organized Tol *Shikshya* education, home visits and provided technical support to the schools to enable them to respond to learning losses.

180.   Learning outcomes improved when teachers practiced participatory teaching methods and kept students and their learning needs centre. Of the total Nepali teachers interviewed (**Annex 18 Table 26.11**), a large majority mentioned that they asked students to read individually (76.3%), followed by classroom-based discussions (74.4%), oral questions and answers (70.0%), lectures (69.4%), and reading the text aloud and explanation of the text. Other teaching practice includes asking students to read in peers and groups (47.8%), display methods (46.3%), game (39.7%), and written question and answer (34.1%).

26: Number of teachers/ educators /teaching assistants in target schools who demonstrate the use of new and quality teaching techniques or tools because of USDA assistance

181.   The project trained 873 Nepali teachers on new and quality teaching techniques, comprising 44.3% women.[86.]This is mostly related to early grade-based teaching methods, such as early grade reading instructions, general pedagogy and assessment, use of teachers' guide and preparing lessons plans.

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[86] Collated from updated Semi-annual report of McGovern-Dole (October to March 2023).

182.	A Nepali teacher who demonstrated the use of 70% of new and quality teaching techniques or tools because of USDA assistance was used as a benchmark to measure the progress. The training mostly focused on EGR based training pedagogy and use of learned skills in classroom.

183.	Of the total Nepali teachers surveyed in three districts, nearly two-thirds (66.0%) received training varying from 87.9% in Bajura to 48.4% in Bajhang. Of those teachers who received training, 74.2 % teachers reported adoption of new and quality teaching technique, varying from 81.3% among women and 58.6% among men (figure 25) whereas BLS reported 18.4 teachers adopting new technique. (**Annex 18 Table 26.1**). The teacher-adopting practices increased almost three times compared to the baseline (18.4%), with statistically significant differences (p=0.000). This is mostly due to the supply of education and teaching materials at schools, training Nepali teachers, and supporting them through reading motivators and mobile meetings. Nearly 90% of teachers reported to have received support from reading motivators, whereas 62.4% participated in mobile meetings (**Annex 17 Table 26.6**). The headteacher adopting new and quality teaching techniques improved in all districts compared to baseline. The evaluation credits the application of new and quality techniques by teachers for the observed improvement of students' reading proficiency.
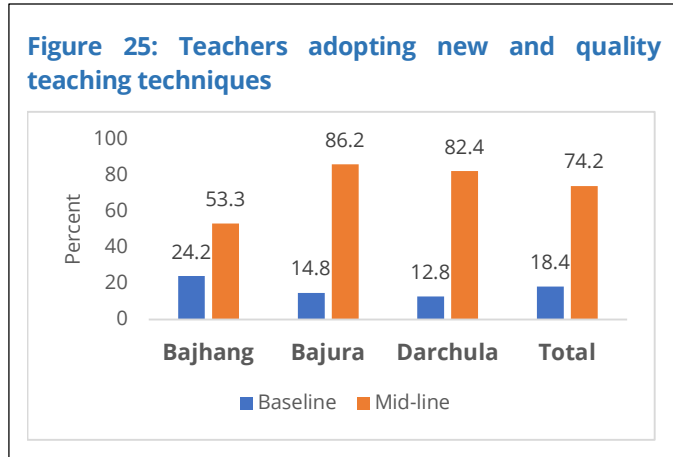
Figure 25: Teachers adopting new and quality teaching techniques

27: School administrators and officials in target schools who demonstrate the use of new techniques or tools because of USDA assistance

184.	The project trained 970 head teachers on new tools and techniques (e.g., organizing meeting regularly with parents and teachers; preparation and implementation of school improvement plan), with 16.2% women.[87]. Overall, in MTE, 45% of the headteachers surveyed reported using of new tools and techniques, varying from 24.2% in Jajarkot to 71.4% in Darchula. The proportion of headteachers using new tools and techniques were 34.5% in baseline (figure 26), with a statistically significant difference (**Annex 18 Table 27.1**).

Figure 26: Head teachers adopting new and quality teaching techniques
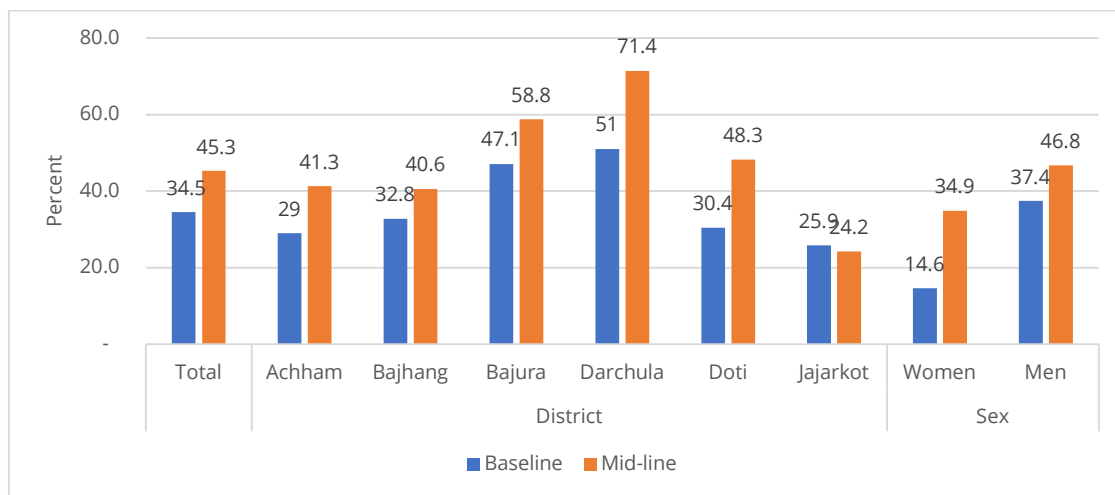
Source: MTE Survey 2023

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[87] Ibid.

185.   The proportion of headteachers adopting improved practices is higher among men (45.3%) than women (34.9%); however, the rate of change of women adopting new techniques is quite high compared to the baseline. This is mostly due to providing support from reading materials, training of head teachers, and continuous mentoring support.

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

186.   The HGSF component focused on building the capacity of LGs and schools to procure foods independently and sustainably and ensure the menu is properly diversified for improved nutrition. Major activities include the local purchase of commodities to complement a hybrid food basket, the Home-Grown School Feeding component (HGSF), and technical assistance post-handover. The project procured 333.7 MT of vegetables locally, amounting to US$ 0.2 million, and reached 1,457 schools.[88] Of the two indicators for measuring progress, the project exceeded the end-of-the-project target for one indicator, and other is on track (**Annex 18, Table 1**).

28. Number of individuals in the agriculture system who have applied improved management practices or technologies with USDA assistance

187.   The project trained 4,761 farmers on improved management practices, of which nearly four-fifths (79.9%) were women. The evaluation randomly selected the members of the farmer groups for the survey where the project worked or planned to work in the future. Table 17 shows the improved technologies adopted by farmers. More than nine-tenths of farmers adopted most of the practices promoted by the project, where the proportion of men adopting improved practices is relatively high compared to women. FGDs with the farmer groups reveal that the type of technology adoption by men and women depends on the type of technologies, as seen from 100% of women adopting climate-smart technology, inter-cultural practices, disease and pest management while the proportion of men adopting technologies related to the inputs purchase, marketing, and post-harvest handling was higher, suggesting that it will be wrong to label women are less innovative and low adopters than men.

Table 17: Farmers adopting different improved farming practices (%)

Practices	Total	Female	Male
Crop genetics/Improved seeds	96.3	96.3	96.3
Cultural practices	98.1	100.0	96.3
Disease and pest management	96.3	100.0	92.6
Soil conservation and fertilizer management	94.4	92.6	96.3
Climate-smart technology/Tunnel farming	96.3	100.0	92.6
Water management and water technology	83.3	74.1	92.6
Practice input purchase	85.2	77.8	92.6
Marketing, Collection, and Distribution Center	88.9	85.2	92.6
Post-harvest handling	92.6	85.2	100.0
Record keeping of any activities performed	72.2	55.6	88.9

Source: MTE Survey 2023

188.   Farmers adopting at least 7 (out of 10) improved agricultural management practices and technologies were considered as having applied improved management practices or technologies with USDA assistance. The proportion of farmers adopting improved practices increased to 90.7% from the baseline of 28.8%, with a statistically significant difference (**Annex 18 Table 28.1**), exceeding the project's target (70%). The proportion of farmers adopting improved farming practices has increased in all districts except Darchula (figure 27). While there could be multiple reasons for the decrease in Darchula, one possible reason is the remoteness. Of the six districts, Darchula is the remotest, and delivery of agricultural services is challenging there. Hence, the credit for this increase does not solely go to the project because many other government and non-government agencies supported farmers, e.g., AKCs, LGs and Green Resilient Agriculture Ecosystem Project (GRAPE) implemented to assistance of the German Development Cooperation (GiZ). It is a synergistic result.

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[88] Collated from updated Semi-annual report of McGovern-Dole program Cycle 4 FY 20 (October to March 2023).

Figure 27: Proportion of farmers adopting agricultural management practices
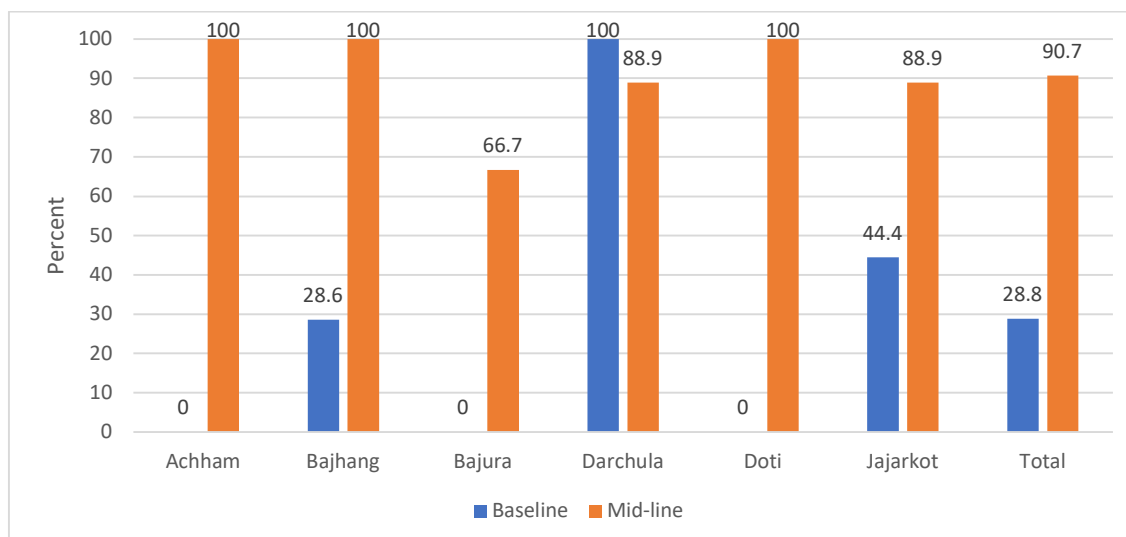
Source: MTE Survey 2023

29. Number of organizations with increased performance with USDA assistance

189.   The Organizational Performance Index (OPI) assessed performances on all seven themes (see **Annex 15** for further details). Table 18 presents the results by transitioned districts, districts planned for transition and on-going. The OPI scores in table 18 revealed an improvement in the LG's capacity to implement the SMP, as observed from 1.8 OPI at baseline to 2.1 in mid-term, with a high score in transitioned districts compared to the districts planned for transitioned (**Annex 18 Table 29).**

Table 18: OPIs of local government

Areas	Transitioned districts	Districts planned for transition (2023)	On-going (2024)	Average score
Several policies, regulations, or administrative procedures on the HGSF components	4.0	1.0	1.9	2.4
A National and international standard (develop food menu in the local context);	3.3	1.0	1.7	2.1
Written operational guidelines, standard operating procedures, strategy, and plan	1.8	1.3	2.1	1.9
Target population (identify school's students, local cooperatives, and farmers' groups);	3.7	1.0	2.2	2.5
Participatory planning and decision-making process	3.0	1.0	1.8	2.1
Successes and challenges analysis (functional school meal management committees, regular meetings)	1.8	1.0	1.4	1.5
Networking and partnerships	3.5	1.0	1.6	2.1
Overall	3.0	1.0	1.8	2.1

QUESTION 7.2: WHAT ADDITIONAL MEASURES/ ADJUSTMENTS TO THE PROJECT DESIGN, IF ANY, SHOULD BE UNDERTAKEN TO ENHANCE THE EFFECTIVENESS OF THE INTERVENTION?

190.   KIIs with the project team, MoEST and LG officials indicated no need to adjust the project design since the current six components are complete, integrated with each other, and focused on not only serving nutritious meals to the targeted school children but improving the school environment, promotion of SHN, enhancing the availability of locally produced agricultural products at schools and developing community schools as local, sustainable markets for the farmers. This was also confirmed by Nagelkerke's

R square score value, which showed earlier that the probability of improvement in the performance of students due to exposure to early grade reading programs is 9% (see Para 168) and high influence of other factors, such as parents' income, child learning behavior at home, school environment. This suggests the need for improving inter-governmental (federal, provincial, local) and inter-ministerial coordination and collaborations at the three levels and the need to properly map schools based on infrastructural facilities and school environment so that the inter-governmental and inter-ministerial coordination could be further strengthened, and probability of resources duplications could be avoided, putting serving nutritious meals to the school children at the centre. The vital measure to consider now is the inter-governmental coordination and capacity strengthening of the LGs- all sections, not limited to the education section.

QUESTION 8: WERE (ARE) THE OUTPUTS AND OUTCOMES FOR MEN, WOMEN, BOYS, GIRLS, AND OTHER RELEVANT SOCIO-ECONOMIC CATEGORIES ACHIEVED (LIKELY TO BE ACHIEVED)? QUESTION 8.1: HOW EFFECTIVE WAS THE PROGRAM FOR VULNERABLE GROUPS LIKE MARGINALIZED, MINORITY GROUPS, ELDERLY, AND DIFFERENTLY ABLE GROUPS? QUESTION 8.2: WHY DO RESULTS DIFFER ACROSS GROUPS OF PEOPLE?

191.   Table 19 reveals that the situation for both boys and girls improved after baseline due to the project's efforts, with a marginal difference between boys and girls, suggesting that boys and girls and students from different ethnicities, religions and groups have benefitted with no discriminatory practices observed. However, the extent of benefits received by boys is marginally higher for some activities than girls, and in some activities, girls benefited more than boys. Therefore, data show mixed results regarding benefits **(Annex 18, Table 30)**.

192.   The project implemented some of the interventions, especially targeting girl children on menstruation hygiene as shown in table 19, which reduced health-related absenteeism among girls and socio-cultural taboos related to menstruation.

Table 19: Difference (percent change) at mid-term by gender

Activities	Indicators	Girls, % (Women)	Boys, % (Men)
Food distribution	Students receiving school meals	21.7	21.7
	Attendance (Record Review)	13.6	13.4
	Attendance (Headcount)	1.5	3.7
	Retention rate	0.3	0.8
	Parents aware of the benefits of SMP	7.1	10.4
	Students aware of the benefits of SMP	9.0	6.8
Safe food preparation and storage	Adopting safe cooking practices	10.6	38.9
School Health and Nutrition	Students having deworming medicines	20.5	15.1
	Students using health and nutrition practices	2.3	7.5
	Health-related absenteeism of students	(1.9)	(0.9)
	Students with good hygiene practices	15.9	14.9
	Hand washing practices of students	30.1	30.5
Promote literacy	Students achieving the national benchmark of EGRA	3.9	4.0
	Teacher demonstrating the use of new & quality teaching techniques	69.5	36.2
	Headteacher demonstrating the use of new & quality teaching techniques	20.3	9.4
Sustainable transition and capacity strengthening	Farmers adopting improved farming practices	57.4	65.0

Source: MTE Survey 2023

193.   Engaging lower caste people such as Dalits for cooking school meals as prioritized by the project contributed toward building an inclusive society and reducing untouchability issues at the school level. It also contributed to developing child-friendly infrastructure, such as constructing differential taps-based or distributing food first targeting small children.

QUESTION 9. HOW DID EFFECTIVENESS CHANGE AFTER THE GOVERNMENT HANDOVER? QUESTION 9.1: HOW MIGHT THE GOVERNMENT PROGRAM IMPLEMENT PARTICULARLY EFFECTIVE ASPECTS OF THE MCGOVERN-DOLE PROJECT?

194.   Unlike earlier McGovern-Dole cycles, McGovern-Dole FY 2020 marks WFP's gradual reduction from operational footprint and direct implementation to an organizational shift to technical assistance. This MTE observed encouraging results concerning the program's effectiveness after the government handover. However, the results on most of the key educational outcomes were slightly inclined towards the food-based model pioneered by WFP as presented in **Annex 19 (Table 1 to 4)**, with a 0.3 percent point difference for the proportion of school-age children going to schools, 5.1, 14.7, and 3.6 percentage points for the proportion of school receiving school meals on all days, average attendance rate (record review), average attendance rate (headcount), cumulative retention rate (grades 1,3 and 8), respectively.

195.   Although the executing agency of the McGovern-Dole and NMSP is the MoEST and both refer to providing MDM to the students reading at the community schools, comparing two is not relevant. The global effort of the former is to reduce child hunger and contribute to improve educational outcomes simultaneously,[89] the objective of the GoN modality is to improve educational outcomes aligning with the NEP and SESP.[90] WFP emphasizes conveying the message on multiple benefits of school feeding program, which is not only food security, nutrition, or education. WFP key message is: Healthy school meals can support goals in education, food security, nutrition, health, social protection, gender equality and transformation, agri-food systems, and climate action. They promote social equity, human capital development and intergenerational fairness.[91]

196.   Reiterating that this section's purpose is not to compare the WFP service delivery modality with the GoN modality, the findings and conclusions drawn are to further contribute to making transition further effective, efficient, and sustainable.

197.   Despite MoEST recognizing the necessity of strong coordination among Education, Health and Agriculture sectors for effective program implementation, no institutional arrangement/system is in place to ensuring multi-sectoral coordination at the federal and provincial levels. The provincial government is not directly engaged or involved in the MDM activities.

198.   LG is the sole agency to implement the MDM activities using the federal conditional grant, but is challenged by their internal capacities- institutional, financial, and technical. The Municipal Executive Office (MEO) transfers the funds to the individual schools based on the processes and verification systems prescribed by the CEHRD, which is the executing agency. No activities, including coordination and review meetings, are carried out annually to enhance the capacity of LGs since the number of participating LGs is too large to standardize the service delivery- 753 LGs all over the country. Nevertheless, the strongest feature in the government led project is that Agriculture, Education and Health are three sections under the MEO and work directly under the supervision and guidance of the Chief Administrative Officer (CAO)/MEO. The coordination, staff administration and general administration are easy, but the problem is the difficulty for a CAO to technically guide and provide technical feedback to any of the specialists mentioned above since s/he is not a subject matter specialist.

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[89] McGovern-Dole works to assist food-insecure school-age children, mothers, and families and seeks to alleviate hunger, improve nutrition, and enhance literacy in low and lower-middle income countries. https://www.fas.usda.gov/sites/default/files/2022-11/McD-FY2021-Final.pdf.
[90] Personal communication (KII), Ministry of Education, Science and Technology, GoN.
[91] WFP (2013). State of World Feeding Worldwide, 2013, World Food Programme.

199.   When a LG Education Officer raised an issue of high workload (Box below), the other LG education officer in other Municipality said, if currently available IT facilities are used properly, monitoring does not add workload and with little or no cost (see box below) This suggests the need to create a platform for sharing experiences and good practices among the key implementing agencies and learn from each other.

"The provision of the MDM is excellent, considering the situation in our district and its contribution to achieving the learning agenda goals. However, we are so overloaded that besides transferring the funds to the schools based on their submitted documents, we are left with hardly any time to ensure that the schools have complied with the CEHRD directives, MDMGB, and serving quality and nutritious foods."

A LG Officer

"If we use modern information technology and facilities and social media, monitoring is not an issue". "I have directed the school management to send real-time pictures through Viber to me every day when the MDM is served. I can see the types of food served and tentatively estimate the number of children taking meals". He emphasized that there is no need to frequently visit schools to check the quantity and quality of meals served. We can even make a Viber group among the schools to foster healthy competition."

A LG Officer

200.   **Challenges of moving from geographically targeted to universal approach**. Earlier, the WFP applied geographical targeting while selecting districts, LG constituencies, and schools based on multiple criteria, such as food insecurity, remoteness, incidence of poverty, and proportion of children outside the school systems. The current approach is universal wherein all children, regardless of their age, socio-economic status, or gender, are eligible to participate in the program provided that they are from the community schools and reading at grade 6 or below. The universal approach responds to a worldwide concern that urges to increasing the coverage of school feeding programs because the coverage is lowest in countries where the need is the greatest. This includes managing foods when the country is food insecure, local agricultural products are in short supply, the tendency of keeping land fallow has been increasing,[92.] and the country has been encountering financial resource constraints. One of the challenges is that the government's budget which is allocated per child is not enough and for food provision only. The government's budget does not include construction of the kitchen and provision of utensils, nor the salary of cooks. Insufficient budget is the key challenge.

201.   **Achieving multisectoral coordination at the local level under the current federal concept is necessary and happening to a greater extent but not adequate.** Given constitutional mandates to the LGs for education, health and agriculture extension related activities, project initiative to build multisectoral coordination at the LG level under the leadership of the deputy mayor or vice-chairperson as mandated by the MDMHB made the project visible to all the stakeholders and contribute to both food insecurity related objectives and educational outcomes simultaneously. This has resulted many LGs to allocate dedicated budget at the LG level for the MDM management and monitoring. The effectiveness of the multisectoral coordination at the local levels has made widespread realization of all stakeholders to build such platforms at provincial and national/federal levels as well. Despite MoEST recognizing the necessity of strong coordination among Education, Health and Agriculture for effective program implementation, no institutional arrangement/system is in place at present at the provincial and federal level. The provincial government is not directly engaged or involved in the MDM activities; the LG transfers the funds to the individual schools based on the processes and verification systems prescribed by the CEHRD. However, the monitoring mechanisms were not implemented as prescribed in the MDMHB.

202.   **Integration with the School Health and Nutrition Related Activities**. The project approach to integrating MDM with the school health and nutrition practices is one of the best practices acknowledged by the related sectors, as has been evident with the formulation of the School Drinking Water, Sanitation and Cleanliness Directives 2017 with first Amendment 2019 by CEHRD and provision of Drinking Water, Sanitation and Cleanliness Coordination Committee at School Level. Provision to Conduct seminars,

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[92] WFP (2013), State of School Feeding Worldwide, World Food Programme.

workshops and events at province level with the participation of related government and non-governmental international and national agencies on improving drinking water, sanitation and cleanliness at the schools and provision of federal level coordination committees chaired by the CEHRD Deputy Director General with the participation of related ministries and agencies including the MoHP,[93] and Guidelines to Implement Health Sector related activities by the Local Level for FY 2023/24.[94] The MoHP guidelines includes activities such as Organization of School Health and Nutrition Week (May 15-21), LG Level Nutrition Program Planning, Implementation and Monitoring, Capacity Enhancement on School Health and Nutrition, School Health Education Program and so forth.

203.   **Schools are acknowledged as a market for local agriculture products**. Having acknowledged schools as a good market for local agricultural products due to the expansion of MDM in all community schools and discouraging schools to distribute junk food and cash to the parents and promotion of HGSF, the MoALD formulated directives to promote local/indigenous farm products specifically targeting community schools and also provided training to school cooks in selected municipalities on how meals could be prepared through the local products (e.g., biscuits/Momo from finger millet, buck wheat etc.). Discussions with the related MoALD officials disclosed that the Ministry is satisfied with the initial pilot results carried out in more than 150 LGs, and intending to expand the activities across the country, but based on demands. Coming to the education and agriculture sectors together means increased sustainability prospects for the school feeding program.[95]

204.   The government has been quite aware of the need to implement effective aspects of the project, specifically, ensuring local healthy and nutritious agricultural products are produced in areas accessible to the schools. The MoEST does not support or endorse a particular model, such as commissioning locally based cooperatives to act as a supply-chain agent between the schools and producers/farmers or farmer groups, as carried out by the project through partner organization MCN. It delegates powers to LGs and respective schools to select and follow any modalities to procure agricultural products through parents, mother groups, farmer groups, or cooperatives or outsource through catering, based on the local decision and feasibility. The MoEST directives strictly prohibits feeding junk food and distributing cash to the parents and discussions with LGs indicated that most of the LGs are convinced that the path to the sustainability of the school feeding program requires the education and agriculture sectors to work together.

205.   While the MoEST is convinced that the effectiveness of the MDM will be increased when it is integrated with SHN and support to smallholder farmers, sectoral responsibilities distributed among different ministries make difficulties for the MoEST to take coordinating role. The different activities undertaken by the project fall under the mandates of the different line ministries, such as Family Welfare Division/MoHP for School based Nutrition Program, the Department of Agriculture/Department of Livestock Development for agriculture development.

QUESTION 10: HOW EFFECTIVE IS THE CAPACITY STRENGTHENING WORK IN BUILDING NATIONAL SCHOOL-FEEDING CAPACITY? WHAT EVIDENCE IS THERE OF PROGRESS?

206.   Concerned with the capacity strengthening of the staff of the LG Education Sections, the MoEST has approved the following three major capacity development related programs and appropriated necessary budgets, through the EDCU:

(a)   Orientation meeting/workshop on "Education Policies and School Education Sector Plan and Implementation" for LG Education Chief and staff at the district level. Provision of the Mid-day Meal to the students of community schools could be an agenda of the meeting since the school feeding is an important component of this plan

(b)   A five-day long training to the LG Education Section Staff on the school governance and management including IEMIS

(c)   Organization program and compliance meeting at the district level

207.   However, as seen from the above, the coverage of the training and capacity development related activities is broad, focused mainly on school education, governance, and management, from the

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[93] CEHRD (2016). School Drinking Water, Sanitation and Cleanliness Work Procedure 2016.
[94] MoHP (2023). Guidelines to Implement Health Sector Related Activities by the Local Level for FY 2023.
[95] WFP (2013), State of School Feeding Worldwide, World Food Programme.

improvements in school infrastructure development to scholarship distribution to teacher training and curriculum development, free sanitary pad distribution to girls studying at community schools, health screening and text-books distribution. Therefore, the training and capacity strengthening on national school feeding and related actors and stakeholders have received low priority, though this is crucial for sustainability. For example, collaboration with the MoALD/MoLMAC is necessary for the sustainability of the HGSF model because HGSF involves agriculture production. However, this has yet to happen as expected. Achieving results as envisaged by the project might be challenging unless MDM-related activities are adequately integrated with other complementary activities like SHN, HGSF, and literacy improvement, with capacity strengthening of schools and related agencies.

208. None of the LG Education Section Chiefs and staff reported to have carried out any training and related capacity development activities related to the mid-day meal management targeting schools through LG sponsored programs, besides those training and orientation events/activities carried out by the WFP through its POs as part of the McGovern-Dole Food for Education and Child Nutrition project FY 2020 Cycle. A concern shown by an EDCU chief exemplifies this (Box below).

> Before the school closure in this school year in June, I knew that from this FY 2023/24, the FFECN activities would be transitioned to the LGs. My worry is how the schools will be able to serve meals to the students when the schools resume after a month of summer vacation. LGs are expected to implement a school feeding program based on the MDMGB 2019 and 2023/24 Annual Program Implementation Directives without adequate preparations. I don't know the extent to which the LGs and schools have understood the directives and are prepared and capable of managing meals.

209. When the question raised above by the EDCU was put to an Education Officer, he confirmed that the challenge was there but assured that this kind of uncertainties will be solved soon, within a maximum of 10 to 15 days. He informed that all LGs are currently discussing with the headteachers, assessing school facilities including kitchen and utensils and the *MCN* has been assisting to identify and select local agriculture cooperatives which could provide locally produced agricultural products through its members and farmer groups. The LG Officer appreciated the support of the WFP Field Officer and the MCN in managing the transition.

210. As discussed earlier, central to the 4th 2020 cycle is enhancing the capacity of the LGs to implement national school feeding program as envisaged by the government and increase their ownership and accountability to the NMSP. Therefore, WFP all the five components, specifically SHN, literacy improvement and HGSF have provided a high priority to teach teachers, bring school and local communities together and engaging parents in MDM management. The project carried out training to cooks, management of midday meal and training for result based monitoring in all districts. for further details see para 231, 232, 263, and respective components and effectiveness section)

QUESTION 11: WHAT IS THE IMPACT OF THE COVID-19 PANDEMIC/OTHER CRISES ON ANTICIPATED PROJECT OUTCOMES WITH SPECIFIC REFERENCE TO THE IMPACT OF COVID-19 ON SCHOOL CHILDREN'S RETURN TO SCHOOL AND CONTRIBUTION TO THE ACHIEVEMENT OF PROJECT OUTCOMES? WHAT ALTERNATIVES HAS WFP PROPOSED IN THESE CIRCUMSTANCES, AND HOW MUCH TRACTION DO THEY HAVE?

211. Discussions with the LG officials, schoolteachers, and students confirmed that besides COVID-19, no other pandemic affected teaching-learning activities in all six survey districts. While the decrease in the enrollment in grades 1,3 and 8 recorded between the 2022 and 2023 school years can't be attributed solely to COVID-19, but its impact can't be overruled. The data show a decrease in enrollment of students in 2023 compared to 2022 school years in 6 districts as follows (table 20), with a little higher rate of decline among boys (10.4%) compared to girls (8.6%). However, a higher decrease in boys' enrollment rate is due to a shift to the institutional schools but not dropping from the educational opportunities, which is also supported by a higher retention rate among girls than boys. FGDs and KIIs with teachers and parents further confirmed this.

Table 20: Enrollment of boys and girls (Grade, 1, 3 & 8) between 2022 and 2023 school years by gender

SN	Area	2022 School Year	2023 School Year	% Change

		Boys	Girls	Boys	Girls	Boys	Girls
1	Enrollment	11,387	12,347	10,201	11,285	-10.4	-8.6
2	Retention	10,319 (90.6%)	11,354 (92.0%)	NA	NA	NA	NA

Source: Review of Survey Schools Enrollment Records.

212.   Given the likelihood of impacts of COVID on school enrollment and direct grade upgrading by the GON to compensate for one-year educational loss, the WFP, with the support of the WE, has implemented several shock responsive aspects during crisis, including settlement education, which, in Nepali, is popularly called "*Tole Shikshya*". This is an alternative means of education designed for students with current levels of attainment every week and during school closures in vacation COVID periods through the support of Reading Motivators and Assistant Facilitators. While the WE reported better learning achievements for students at *Tole Shikshya* compared to Non-tole *Shikshya* students,[96] with an average of 10 percentage point difference in Grade 1 and 5 percent for Grade 2 and Grade 3 students, MTE's KIIs and FGDs show mixed results, but relatively better than other approaches such as "Online reading". The effectiveness of online reading was assessed as very weak due to limited access of students to computers, and many settlements reported either weak connectivity or no 'WIFI' facilities at all. None of the LG education authorities and EDCU chiefs interviewed suggested expediting and spending on online education but upscaling *Tole Shikshya* with the financial implications, applying a better targeting approach and written commitments from the parents/guardians. The FGD results further confirmed that the learning outcomes of Dalit students were more affected during the COVID period due to low priority of parents/guardians to "*Tole Shikshya*" and limited participation of children as well. Despite several difficulties, the performance of schools and students in the in-kind-based model compared with cash-based schools were relatively better in all educational and non-educational related outcomes (see **Annex 18** for details).

2.4   EFFICIENCY

Findings 9: With 75% time elapsed, the financial delivery is 71.7%, which almost matches the period and expenditure despite the impact of the COVID-19 pandemic. The initial delay due to COVID has been almost managed, and the project's improved financial delivery in the following years reveals the likelihood of achieving financial delivery by the end of the project period.

Findings 10: LRP has been perceived as a good introductory practice to prepare for transitioning to the cash modality. However, the cooperatives' selection, capacity development, and choice of approach to delivering local agricultural products, should be left to the schools. Not taking timely actions in managing disputes between cooperatives and schools may lead schools either to drop the cooperative or the cooperative to withdraw voluntarily from participating in the HGSF scheme. A successful farmer group operating close to schools could be a better choice than linking it with a cooperative situated distant from it.

QUESTION 12: HOW IS THE PROGRAM'S EFFICIENCY IN TERMS OF TRANSFER COST, COST PER BENEFICIARY, LOGISTICS, AND TIMELINESS OF DELIVERY AT THIS STAGE? QUESTION 12.1. WHICH COMPONENTS ARE INEFFICIENT, OR HOW CAN EFFICIENCIES BE IMPROVED?

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[96] World Education (2023). Early Grade Reading Assessment 2023, School Meals Program, World Education.

213. As per the information provided by the project, the project spent US$ 17.9 million out of the planned expenditure of US$ 23.8 million, which is 71.6% of the total budget (table 21). With 75% of the time elapsed, the financial delivery is 71.7%, which almost matches with the period and expenditure. This shows the likelihood of achieving financial delivery by the end of the project period.

Table 21: Annual budget & expenditure of project

Year	Budget (Million US$)	Expense (Million US$)	%
2021	10.9	5.5	50.7
2022	7.8	8.3	106.3
2023	5.1	4.1	80.4
2024	1.2	-	-
Total	25.0	17.9	71.7

214. Figure 28 shows the project expenditures by the project year. As of July 2023, the project disbursed nearly 65.0%, with a financial delivery of 71.7%. This reveals a match between the planned expenditures and budgeted amount, despite the project envisaged 93.3% disbursement by the end of the 3rd year of the project. As stated earlier, a key reason for this situation is the COVID-19 in 2021, which pushed at least one year back to implement the project.

Figure 28: Cumulative budget, expense, and time
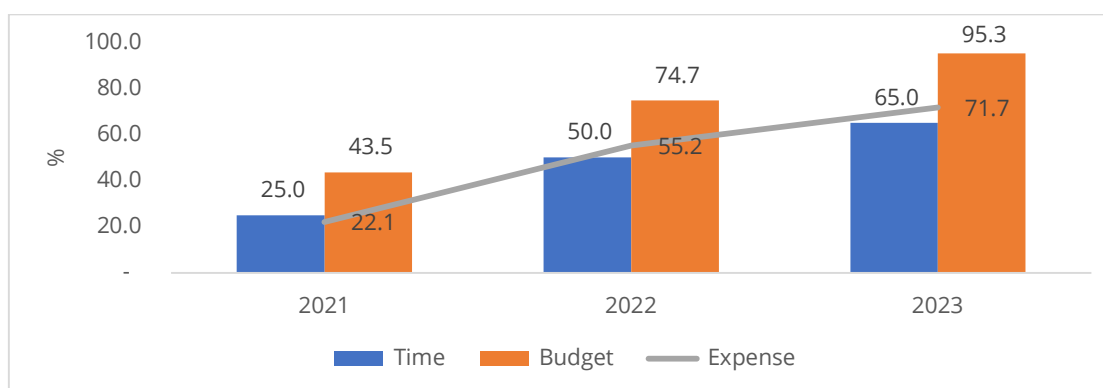
Source: WFP Country Office Nepal, 2023

215. The project budget and expenses are grouped into four broad categories: commodities, capacity strengthening, implementation, and support.

- **Food materials**: Costs for food materials and associated costs, including transportation to the location, including warehouse management. This cost includes four districts only where in-kind-based modal operates.

- **Capacity strengthening** early grade reading, school health and nutrition, homegrown Local and Regional Procurement components and other training and related expenditure on food management and distribution.

- **Implementation support**: project personnel salary and other administrative expenses.

- **Support cost**: Direct and indirect cost of WFP on project operation, including monitoring and evaluation.

216. As of July 2023, the project spent 81% of the commodities cost, 58.5% on capacity strengthening, 45.0% on the implementation and 76.0% of the support cost against the allocated budget for each component (**Table 22**). The project's 81.2% expenditures in commodities indicate that the expenditure is on the right track.

Table 22: Planned versus actual expenditure by project components.

Items	Budget (Million US$)	Expense (Million US$)	Per cent of budget
Food materials (including transportation)	12.7	10.3	81.2
Capacity strengthening	5.5	3.2	58.5

Implementation	2.5	1.1	45.0
Support cost	4.2	3.2	76.6
Total	25.00	17.93	71.7

Source: WFP Country Office

217. **Cost per student**. The evaluation computed the commodity cost-per-beneficiary with government cash-based model. A review of project records revealed that the project provided meals to 398,591 students in March 2023. According to the data provided by the project, in the 2022 academic session, the average cost per beneficiary on food commodities was US$ 18.1. Likewise, as of July 2023, it served meals to 572,097 students against the target of 706, 872 by spending US$ 10,335,278.00, with an average of US$ 18.01per student **(Table 23).** Although this estimation does not include transport costs from the WFP warehouse to the schools, the cost per student is lower than the GoN allocation, i.e., Rs 2,700 per student per year (US$ 20.61).[97]

Table 23: Cost per student

Items	Commodity cost (US$)	Students Reached			Cost/beneficiary (US$
		Target	Progress	%	
2021	4,650,910	241,621	-		Not spent
2022	4,413,524	291,217	243,915	83.8	18.1
2023 (March)	1,270,844	174,034	154,676	88.9	8.2
Sub-total	10,335,278	706,872	398,591	56.4	25.9
2023 (Enrollment - July)	1,270,844	NA	173,506		7.3
Total	10,335,278	706,872	572,097	80.9	18.1

Source: Evaluation team estimation based on data and information provided by WFP

218. **Timeliness of delivery**. When timeliness of delivery based on the quantity of food materials received and distributed to the schools was assessed, the record indicated nearly 94.2% of the food stock was distributed, varying from 68.5% in 20222 and 180.2% in 2023 (**Table 24**). All headteachers (99.1%) reported receiving timely food materials. Interviews with the storekeeper further confirmed that schools have maintained records properly and distributed food as per the records.

Table 21: Food materials received and disbursed.

Year	Received (MT)	Distributed (MT)	Percent
2021	0	0	NA
2022	982.9	673.5	68.5
2023	293.3	528.6	180.2
Total	1,276.2	1,202.1	94.2

Source: WFP Country Office

QUESTION 13: HOW ARE THE PROCESSES, SYSTEMS, ANALYSIS, AND TOOLS BEEN PUT IN PLACE TO SUPPORT THE MCGOVERN-DOLE DESIGN, IMPLEMENTATION, MONITORING & EVALUATION, AND REPORTING, INCLUDING THE SPECIFIC ARRANGEMENTS (E.G., THIRD-PARTY MONITORING TO COMPLEMENT WFP NEPAL FIELD MONITORING)?

219. **Centralized Procurement System integrated with local in-land transportation procurement system**. WFP's accountability and responsiveness to delivering food commodities timely to the LG based warehouses managed by WFPs in Nepal are appreciated by all stakeholders. None of the stakeholders interviewed, including EDCUs (six districts), LGs and Schools, raised any issues regarding the delivery of centrally procured food materials, in-land transportation, commodity handling, warehouse management, pest control, and fumigation services at the warehouse. Provisioning WFP's Field Coordinators with a desk at EDCUs resulted in better understanding and coordination between the WFP and EDCUs and ensured timely delivery of food commodities to the schools. While 100% sampled schools were aware of NAMASTE-NAMASTE developed by WFP to provide any suggestions, [98] ninety-five percent HTs reported

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[97] Exchange Rate 1 US$=130.96 on 1 July 2023 (**https://www.nrb.org.np/forex**)
[98] WFP-Namaste, a community feedback system organized by WFP.

they have not yet provided any feedback or suggestions to the WFP about the project's performance and management issues, less than 5 percent reported to have provided any suggestions, but 95% of those who provided feedback were not satisfied. This suggests the need for projects to carefully provide responses when they receive any feedback.

220. **An integrated food plus approach**. WFP's modality is based on food plus approach, that is integrating meals with school health nutrition, early grade reading (EGR) interventions, capacity strengthening of local, provincial, and federal level relevant agencies, work with and through LGs, assistance to local producers, farmer groups to strengthen supply chain through local cooperatives, and so forth, apart from fielding district coordinator to oversee project implementation at the field level. The FGDs and KIIs with key stakeholders, including the project management team indicated that serving mid-day meals to the school children is the product of the complex and dynamic, interplay of numerous components and processes that take place.

221. **Working with and through the LG.** In harmony with the constitutional provisions and mandates, the MoEST has devolved a large majority of basic and secondary level education-related functions to the LGs. Adhering to this policy, the WFP's worked with and through the LGs in MDM management, especially in facilitating the formation of Midday Meal Management Committee (MMMC) at the LG levels chaired by respective Deputy Mayors/Vice Chairpersons in harmony with the MDMHB, engaging the MMMC to develop LG specific MDM management guidelines/directives, and marketing of HGSF approach. The evaluation team observed good coordination between LG Municipality Offices and WFP's partner agencies in all six districts because of field motivators' initiatives to report field activities to LGs' concerned officials frequently, share experiences, organize coordination meetings regularly, and maintain close relationships with the LG officials.

222. **Partnering with experienced and professional agencies.** The evaluation found the processes, systems, analysis and tools used by POs are appropriate and helps to identify educational and nutritional needs of the students and parents in all the six districts. Engagement of experienced, professional international and national not-profit making organizations made the project efficient from the design to implementation, monitoring, evaluation and reporting.

223. **Utilizing the services of the third party for the baseline, monitoring and evaluation.** WFP engaged a third-party independent research company to conduct evaluations, ensuring transparent and reliable data for future implementation and learning. Additionally, third-party service providers facilitated process monitoring activities throughout the program cycle. Enumerators were trained on program tools and context and mobilized to monitor, enabling real-time tracking, and reporting of field issues.

QUESTION 14: HOW EFFICIENT IS WFP'S APPROACH TO STRENGTHENING NATIONAL SCHOOL-FEEDING CAPACITY? QUESTION 14.1 HAS WFP TIMELY MOBILIZED THE REQUIRED SKILLS/PERSONNEL/ TECHNICAL SUPPORT TO SUPPORT NATIONAL ACTORS (AT TECHNICAL, MANAGEMENT, AND ADVOCACY LEVELS)?

224. **Demonstrated the contribution of MDM to improve educational outcomes.** Despite the school feeding program was initiated earlier in Nepal as a social welfare program in selected schools of geographically targeted food insecure districts and LG constituencies, the WFPs' current approach to strengthening NSMP through universal targeting of all community schools in selected districts is practical, efficient, and effective. The project reduced government's financial load for three districts, and potentially contribute towards strengthening and enhancing sustainability prospects in other three districts- two (Doti and Jajarkot) transitioned to the government in 2022 and Achham to be transitioned from July 2023.

> "The government's objective of expanding NSMP is to improve the educational outcomes. Therefore, despite Government's limited resources, the government is committed to increasing grades coverage. This year, the government announced to provide MDM to all school children from pre-primary to Grade 6. Last year, the fund was available up to grade 5. However, the MoF has not yet assured funds for grade 6 students, whereas in the in-kind based schools, all students in grade 6 are assured of school meals. While the government intends to extend MDM program to grade 10, but will need to wait the allocation of annual budget by the federal MoF." A Government official at Federal Level

WFP's support to improve educational outcomes together with intention to work in food insecure remote mountainous districts have been appreciated by all key stakeholders during FGDs and KIIs.

225.   This confirms that the WFP's strategy of sharing positive results/advocacy worked well. If the MoEST/GoN had not been convinced of the educational outcomes, the mid-day meal initiated by the WFP in a pilot scale in a few selected geographically targeted areas would have ended with the withdrawal of the WFP support. This is an efficient approach, though it took a long time.

226.   **Worked with the Government to convince them that their budget is adequate to initiate the program nationally**. When many LGs and schools were not convinced that Rs. 15 per day per student would be adequate and that the cash-based mid-day meal program couldn't go ahead, the WFP collaborated and partnered with the CEHRD/MoEST in 2020 to prepare different types of meal menus applicable to diverse geography of the country with a cost analysis to show that, if properly followed, the amount is adequate. The publication of the Guidebook helped the government to expand the program effectively. The MoALD developed directives and funded LGs to implement the programs to increase the production of indigenous food crops like finger millet and buckwheat targeting schools under their mid-day meal programs.

227.   **Miniscule support but high community participation.** The WFP's support of the SHN component is miniscule. A school receives hardly direct monetary assistance of not more than Rs 30,000 per school to undertake small activities such as improvement of kitchen facilities, construction of drinking water facilities or improving toilets to make child-friendly, repair and maintenance of toilets, etc. The evaluation observed several works carried out in many schools with the voluntary participation and contribution of parents and teachers, which if estimated would be more than 4 to 5 times of the above amount. WFP's SHN activities were highly acknowledged by most of the schools. The activities performed by the school motivators were highly appreciated, reflecting their dedication to enhancing the overall educational experience. Notably, their commitment extends beyond the classroom, as evidenced by their efficient approach to strengthening the national school feeding capacity.

228.   **Mobilization of the required skills/personnel/ technical support.** WFP's POs have timely mobilized required skills/personnels and technical support through local partner organizations, except IDS, who provides local staff, by fielding SHN Motivators, Education Motivators and Agriculture Technicians at the local level who have not only acted as a bridge between the POs, LGs and Schools, Parents/guardians, but also contributed to improve relationships between schools, specifically headteachers and the local guardians. A LG education officer said, "My monitoring capacity has increased as I am getting regular information about what is happening in the schools through the project's community motivators.

229.   The WFP's field coordinator at the district level ensured coordination among the POs and helped to establish direct contacts between EDCUs, POs' local partners, LGs, and schools as necessary.

> "Although MoEST has issued no directives to the local and province governments to share the proportion of conditional grant allocated by it for the purpose of the MDM, some LGs, in several parts of the country, have begun to provide additional fund by themselves voluntarily on the top of federal grant. The official was *further* confident that other LGs and PGs might *follow the same* from their sides *as well* in the future. Government Offical-Federal level

QUESTION 15: HOW EFFICIENT IS THE WFP APPROACH TO IN STRENGTHENING REGIONAL AND LOCAL FOOD MARKET SYSTEMS?

230.   **Strengthening the efficiency of the supply chain system has begun, but achieving the goal and sustaining it remains a high challenge**. The HGSF approach aims to ensure a regular and timely supply of locally produced agricultural products to the schools through the mobilization and capacity enhancement of agricultural cooperatives and expects them to act as a part of supply chain between the schools and smallholder farmers. The purpose of HGSF approach is twofold. First, it is to let schools receive locally produced agriculture products at reasonable prices and secondly, to provide markets for the smallholder farmers. Through the scheme, the WFP intended to assist subsistence and semi-commercial farmers to sell their produces, but quantities not sufficient to take to the markets. With the HGSF approach, the project expects to strengthen the regional and local food market system and enhance the local supply chain system. Improving the efficiency of the supply chain system is a long-term action and challenging. But the HGSF model is a new innovation to both the schools and the local cooperatives. There are few potential agricultural cooperatives, which could act as supply chain agents efficiently in the

project districts, as envisaged by the project. On the other, improving agriculture production and productivity is challenging in all six project districts due to the limited opportunities to increase agricultural productivity, limited arable land with limited agriculture related infrastructure, specifically irrigation facilities, low quality of arable land and increased tendency of the farmers to keep the land fallow rather than farming due to several technical, financial and institutional reasons. When assessing the efficiency of the cooperatives from the four dimensions- planning, operation, delivery and post-delivery of local agricultural products to schools, the evaluation traced emerging conflicts between schools and cooperatives, from the planning stage to post-delivery of farm products to the schools. Therefore, LGs' interventions and support to cooperatives and schools are crucial.

231.   The success of the HGSF approach is likely because the WFP has adopted a right approach giving high priority to mapping of interested and capable cooperatives, followed by further capacity strengthening, and linking the program with the Municipal Agriculture Development section. Enhancing the capacity of the cooperatives is vital, but it is a complicated task and requires investment and resources. While training is a part of capacity development, it cannot be equated. The need for capacity development for strengthening HGSF, beyond training, can be gaged from the data that only 38.9% of the surveyed cooperatives reported their engagements in HGSF scheme. Likewise, out of 342 schools surveyed, 19.6% (67) schools followed CEHRD's HGSF school meal menus as menus are not applicable to the in- kind based modality district, including Bajhang, Darchula, Bajura, and Achham, -until the end of June 2023. The proportion of agricultural products in value sold to the schools, as reported by these surveyed cooperatives, was 5.6% of the total sale. The total value of farm products sold to schools by 18 cooperatives was Rs. 45,000, out of Rs. 8,10,000 sold through different market sources. The MDMHB has directed schools to procure locally produced agricultural products from small farmers.

232.   The WFP's contribution to set up sustainable transition to promote HGSF with three rupees per student/day to procure LRP of fresh vegetable along with food materials supplied (fortified rice, lentils) has facilitated the project to collaborate with LGs' Education and Agriculture Sections for introducing HGSF scheme.

233.   **Successfully introduced home grown school feeding approach.** The evaluation observed several successful results and instances of strengthened coordination between schools and cooperatives due to HGSF program, as part of project's activity to strengthening regional and local food market system. However, risk to the sustainability of this approach seems to be emerging. Some cooperatives have begun to withdraw as they found the business not lucrative and challenging. Others expressed intentions to withdraw because of emerging day to day conflicts with school management, no timely payment and non-cooperative behavior. The problems discussed below were reporting during the field survey.

(a) **The allocated period (2 years) is short to enable schools to continue the program**. Introducing, promoting and ensuring continuity of a complicated HGSF program, which appears simple and easy, but complex and challenging during the implementation. Getting schools ready to follow this approach is difficult because schools often perceive cooperative as a trader and not a producer (see Box below:

> "It is difficult to prepare cooperatives to participate in the scheme for several reasons; when they become ready, the schools and cooperatives have several issues, often difficult to manage. Establishing inter-agency coordination between two agencies with different objectives and perceptions is challenging; two years is inadequate." - A local partner

(b) **Disputes between schools and cooperatives are emerging.** The success of the HGSF program hinges on the right selection of the supply chain agency or a cooperative. Many LGs implementing government cash-based modality reported receiving several complaints regarding the regularity and timely supply of agricultural products by the cooperatives. On the other hand, cooperatives raised issues regarding timely payment from the headteachers/schools despite funds disbursed by the LGs and frequently changing demands for food items and quantities.

(c) **LGs appreciate HGSF but their capacity is limited.** All LGs agreed that HGSF supports the government's MDM program and Different LGs have different opinions regarding the procurement modality as follows:

- Delegating authority to the schools to select any one of the MDMHB prescribed procurement, including use of HGSF modality, but to be endorsed by the respective LG before implementation.
- Formulation of LG-specific HGSF guidelines by the LG, with flexibility for the school to use or not to use but limiting the number of schools to be served by a cooperative/farmer group based on technical, financial and institutional capacity assessment.
- Inclusion of the payment modality in the HGSF guidelines, with safety nets (protection) for the service providers against delay and partial payment by the schools.

(d) Tentative modalities suggested by LGs, headteachers and parents during the KIIs and FDGs for assuring regular supply of agricultural products are summarized as follows:

(a) **<u>Learn and earn approach</u>**. Establishing a school kitchen garden at a school where senior students will learn agriculture production practices and sell to the schools. (First priority).

(b) Assigning **<u>responsibility to a farmer group</u>** located within the schools' neighborhood (Second priority)

(c) Assigning **<u>responsibility to a cooperative</u>** located within the schools' neighborhood (Third Priority)

(d) Assigning **<u>responsibility to mothers' groups</u>**.

2.5 IMPACT

Findings 11 Besides many intended immediate, short-term, and medium-term impacts, the MTE noted several unintended positives and a few negative ones, which are being gradually resolved by the coordinated and integrated initiatives of federal, provincial, and local governments, particularly regarding the improvements of kitchen facilities and reducing workloads of headteachers and teachers.

QUESTION 16: HAVE THERE BEEN ANY UNINTENDED OUTCOMES, EITHER POSITIVE OR NEGATIVE? WHAT ARE THEY? WHAT ARE THE AREAS THAT THE RESULT DIRECTLY AFFECTED?

234. The project results reveal several unintended positive outcomes or impact, including the following.

- **Contribution to annual HH income**. One key reason for adopting a geographically targeted approach in earlier cycles was to improve the food security situation and contribute to HH income. Though the context has changed, if we look at the HH coverage of the national school feeding program, exclusive of other in-built components like SHN and HGSF, it is substantially high for the countries like Nepal, as is the situation in Nepal. Therefore, by providing MDM, the government has indirectly contributed to the annual HH income of almost 3.2 million HHs (1 HH 1 Student), estimated at US$ 20.0 US$/HH/Year.[99]

> A woman farmer in Doti said, "Earlier, we hesitated to grow vegetables since there was no market. I never thought the school could be an agricultural product market as well. The cooperative purchases our products to sell to the schools. To fulfill even small household needs, now I need not wait for the arrival of my son from the UAE or for the money he sends."

- **Women empowerment and gender roles changing**. With the universalization of NSMP and schools required to serve hot and cooked meals in the schools by procuring locally produced agricultural products, women farmers have been more economically empowered than men. Many women farmers said, "We got an opportunity to sell our products to the local schools either individually, through groups or through agricultural cooperatives."

> Laughingly, an elderly woman said, "I have never seen my husband cooking meals and entering the kitchen before mealtime." "I thank the school meal program because my husband, currently assigned as a cook, started to help me in the kitchen and cook meals as well."

235. The above and similar statements did not come from a few women, but from many women from the LGs where the schools and farmer groups/cooperatives are working together to serve hot and cooked meals to the students.

- **Reduction in caste-based discrimination.** Despite the determination of the Government to abolish legally sanctioned hierarchy and discrimination based on caste, ethnicity, and religion (and gender in some areas) based discriminations long before 1963 with the promulgation of the new Civil Code in 1963and reinforced further by new Constitution of Nepal 2015 and the current Civil Code 2017, [100] McGovern-Dole Food for Education and Child Nutrition project complimented to further abolish deep-rooted discrimination practices, specifically between the different castes as observed in the different places in different forms and magnitudes to abolish ill practices such as so- called upper' castes or classified as *Tagadhar*i refuting or feeling uncomfortable to dining with lower caste people or Dalits, or even by some Dalit castes refusing to dine with other Dalit cates considering themselves superior to other Dalits, by serving midday meals to all the children by classes and age of the children

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[99] Computed at the 1 US$ equivalent to NRs 132.00. According to the MoF, in 2023/24, the government has planned to provide MDM to about 3.2 million schoolchildren studying at community schools, spending NRs 8.45 billion.
[100] Pradhan, Rajendra and Shrestha Ava (2005), Ethnic and Caste Diversities: Implications for Development, Working Paper Series No 4, Nepal Resident Mission, Asian Development Bank, June 2005.

in rows. Of seven provinces in Nepal, the practice of untouchability/untouchability and dining /not-dining together is said to remain high in mid and far-western regions of Nepal.[101]

- **Reduction in junk food sale.** Many shops near the schools confirmed the decrease in the sale of junk food like crackers, candys, chips due to the school's MDM program.

236.   Besides unintended positive impacts, the evaluation found two unintended negative ones, such as discussed below, but these are on the way to resolve through the coordinated efforts governments (federal, provincial, and local), international agencies, and local communities, and already addressed in several schools.

Increased workload to teaching staff. Given the limited availability of cooks, most schools surveyed reported having loaded teachers and office support staff to manage and cook for the students. The challenges further increased when the number of students was too high for a cook to handle. Neither the school could afford to recruit cooks and support staff, nor could LGs support impelling teachers to manage and serve meals, to compromise the quality of teaching.

Conversion of classrooms into kitchen or stores. School observations revealed that some schools used classrooms as makeshift kitchens, and a few even cooked foods in open spaces because of the lack of spaces for kitchens and stores. Out of 342 schools surveyed 69 schools (20.1%) had no separate kitchen on the surveyed date (June 2023),[102] which is comprised of 59 schools (17.2%) cooking meals within the school premises (classrooms or temporary huts) and 10 schools (2.9%) bringing meals cooked elsewhere (outside school premises or home.) Another urgent concern is 57.2% of cooks who perceive the current kitchen quality as poor, requiring timely action.

QUESTION 17: WHAT ARE THE INTERMEDIATE EFFECTS OF THE PROJECT AMONG DIRECT BENEFICIARIES (STUDENTS, TEACHERS, COOKS) AND INDIRECT BENEFICIARIES (PARENTS, COMMUNITY) AND DIFFERENT MARGINALIZED GROUPS OF THE MCGOVERN-DOLE PROJECT? QUESTION 17.1: HAS THE INTERVENTION MADE ANY DIFFERENCE TO GENDER RELATIONS (EQUALITY) IN THE MEDIUM OR LONG TERM?

237.   Several intermediate effects of the project among direct beneficiaries and indirect beneficiaries, that occurred as a result of the McGovern-Dole project towards the achievement of the long-term objectives, as revealed in the KIIs and FGDs, were as follows:

- **Studying full- time in the schools**. While all teachers and guardians in the FGDs reported, they have observed school children studying full-time in classes after the MDM serving. Several students did not return to school when they would go home for meals. Teachers were less motivated to take the classes when they found many students not returning to classes/schools after the lunch break. MDM seemed to contribute to solving such problems. Students, as well, confirmed the above statements. Many said, "Now there is no reason for us to go home for tiffin/lunch."
- **Teachers.** Given no students left classes after lunchtime, many teachers said they were also motivated to remain full-time in the schools and encouraged to teach with more effort.
- **Cooks.** Frequent monitoring and visits of community motivators, school authorities, and parents have made the cooks observe healthy and cleanliness habits such as wearing clean clothes and washing hands with soap before and after cooking.
- **Parents/Guardians.** The frequency of many parents/guardians visiting schools increased to observe that their children are eating meals and are not hungry, which, according to the guardians have improved the relationship between parents and teachers. Many parents, despite difficulties, sent firewood through their children as per school request or brought them themselves. Many parents said, "Our financial constraints to sending tiffin have been reduced". Others reiterated, "Workload decreased."

238.   **Gender roles changed**. In Nepal, the kitchen is mainly associated with female and cooking is considered as a female's job. However, being engaged in cooking activities, many male cooks reaffirmed that they have begun to cook foods in their houses, sometimes to learn cooking from the HH female

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[101] Ibid.
[102] Distribution of schools by MDM serving comprised as follows: 330 schools cooked food within the school premise, 10 schools brought food from outside and 2 schools distributed cash.

members, other times to help them. This has improved gender relations and is a positive step towards gender equality.

QUESTION 18: HOW EFFECTIVE WERE THE PROJECT INTERVENTIONS IN CHANGING COMMUNITY CULTURAL TABOOS RELATED TO GIRLS' EDUCATION, MENSTRUATION AND HYGIENE, CASTE DISCRIMINATION, AND EARLY MARRIAGE.

239.   The project was designed with a view to support the implementation of a holistic school meals program, simultaneously aligning with USDA McGovern-Dole's strategic objectives- reduce hunger and improve literacy and primary education, especially for girls. It is difficult to attribute specifically project interventions in changing community cultural taboos related to girls' education, menstruation and hygiene, caste discrimination, and early marriage etc. Nevertheless, data and information collated during the field survey revealed the project's holistic approach with integration of components like SHN and literacy improvements have definitely contributed towards these directions.

240.   **Menstrual stigma reduced**. Many girls used to pass through the stages of menstrual stigma and preferred to drop from the schools or remain absent during the period. However, following the mid-day meal integrated with SHN, which includes free distribution of sanitary pads, female students' menstrual stigma almost got lost, as told by many female students in the workshops held by the evaluation team.

241.   **Caste discrimination**. No students complained about caste discrimination in any of the school activities, including midday meal serving. This potentially contributed to improving the prospects for social sustainability. Cooks and teachers confirmed that none of the guardians/parents have raised any concerns regarding cooks' caste and ethnicity. The MTE found 9.2% cooks in the schools Dalits.

242.   **Early Marriage**. FGDs with parents and teachers revealed that they think improved girl education and increased years of schooling among girls have reduced early marriage.

FQUESTION 19: ARE LOCAL COMMUNITIES FULLY INVOLVED IN AND CONTRIBUTING TOWARD SCHOOL FEEDING?

243.   Both in-kind--based modality and cash-based modality (transitioned districts) have prioritized communities' involvement. While the WFP required forming FMCs comprised of guardians and stakeholders of the schools to transport grant-aid food materials, arrange cooks, prepare meals and serve in the schools in partnership and collaborations with the LGs and schools, the MDMHB proposed to fully use the communities through SMCs from the production and sale of locally produced agricultural products to the schools to monitor procurement, arrange cooks, prepare and serve meals.

244.   The evaluation observed many school children, generally from Grade 2 onwards, bringing a piece of firewood to the schools. In the FGDs, many schools said they could serve meals only because parents provided firewood free of cost despite their difficulties in searching for firewood in their community forests and farms.

245.   Out of 342 schools surveyed, 201 (58.8%) have Food Management Sub-committees (FMSCs). Data revealed by the survey such as nearly equal participation of male and female in the FMSCs, with 53% and 47%, respectively; frequent meeting of the committees, voluntary contribution of firewood, parents/guardians often visiting schools to observe the types and quantities of meals served to the students, did not only brought the local communities and school together, but activities such as the following have also been instrumental to bring schools and local communities:

  (a) Health screening of the students prior to the start of the academic session
  (b) No serving junk food in the schools and 99% schools serving hot and cooked meals
  (c) No discriminations in schools while serving meals among students based on gender, socio-economic conditions, caste, ethnicity and religion
  (d) Formation of Parents and Teacher Association and frequent meeting
  (e) Provision of social/education motivators
  (f) Provision of early grade reading interventions, engaging parents and communities to improve reading habits
  (g) *Tol Shikshya*

246.   Of all the activities, most of the guardians and teachers acknowledge the effectiveness ofo *Tol Shikshya* but suggest engaging local levels as well.

2.6   SUSTAINABILITY

Findings 12: Nepal has scaled up NSMP partly because of the increased demand for safety nets required to serve meals to the students at community schools and partly because of its contribution to educational outcomes. While this indicates a high prospect for sustainability, the government's inability to increase the ration rate estimated at Rs.15/student/day fixed more than five years ago reveals a sustainability risk unless combined with practical approaches such as HGSF. The government's current rate (Rs. 15/day/student) is almost equivalent to the costs incurred under the in-kind-based model.

Findings 13: The project's concurrent engagements with the federal, provincial and LGs, and the Government commitment through NEP 2019 and SESP (2023-32) revealed that the GoN will continue to provide healthy and nutritious hot and cooked midday meal at the schools, integrating with health and nutrition packages; increasing local agriculture production targeted to schools; and complementary activities to improve literacy in the future through the coordinated efforts of the three levels of governments as envisaged by the Constitution.

Findings 14: The self-engagement and support of Sectoral Ministries such as the MoHP, and the MoALD in MDM through the formulation of necessary policies, directives and allocation of conditional grants to the LGs in harmony with the MDMHB have contributed to the sustainability of the NSMP.

QUESTION 20: TO WHAT EXTENT HAS WFP'S CAPACITY STRENGTHENING WORK RESULTED IN A SUSTAINABLE PROGRAM IN THE FOLLOWING AREAS: A STRATEGY FOR SUSTAINABILITY; SOUND POLICY ALIGNMENT; STABLE FUNDING AND BUDGETING; QUALITY PROGRAM DESIGN; INSTITUTIONAL ARRANGEMENTS; LOCAL PRODUCTION AND SOURCING; PARTNERSHIP AND COORDINATION; COMMUNITY PARTICIPATION, EQUITY, AND OWNERSHIP?

247.   WFP's capacity-strengthening activities primarily targeted local-level sectoral agencies, including Education, Health, and Agriculture. All three sectoral agencies have acknowledged the importance of the MDM to children. The KIIs with the schoolteachers indicated that the capacity strengthening activities carried out by motivators helped to minimize institutional risks to increase sustainability prospect. On the other hand, they further remarked that the differences in perceptions and opinions among key responsible agencies lower commitments, diminish synergy in the system, and lead to compromise even with the crucial course of actions.

248.   **Two-pronged capacity strengthening approach**: FGDs and KIIs with the project counterparts in the project revealed that the strength of the FY20 Cycle is the two-pronged capacity strengthening approach. The first is the provision of component on Capacity strengthening – Supporting Transition through Local Capacitation (Activity 6). The second is mainstreaming capacity enhancing in the five components/activities: Food Distribution (Activity 1), Integrated SHN Package (Activity 2), Improved Literacy Promotion (Activity 3), Improved Nutrition through Sustainable Transition to Home Grown Food (Activity 4), Support Safe Home Food Preparation and Storage (Activity 5). All components provided training to key stakeholders and target groups, which comprises students, teachers, cooks, SMP members and LG officials (education, health, and agriculture). In addition, WFP provided technical support at the provincial level for the integration of school health and nutrition into provincial policies and programs and assisted local governments in developing local policies on school health and nutrition including school feeding.

249.   The Local Government's (LGs) local directives for the transitioned district encompass various aspects, with a specific focus on menu planning and implementation. These directives provide clear guidelines and instructions for local authorities, ensuring a systematic and inclusive approach to managing menus within the context of the transitioned district.

250.   **MoALD directive to the LGs for the promotion of the production of indigenous food crops like finger millet and buckwheat, and integration with the MDM.** Agricultural cooperatives, small holder farmer groups and farmers have begun to perceive schools as their markets for their produce. This may potentially contribute to reducing the risk to the sustainability of HGSF approach and institutionalize in government's NSMP.

QUESTION 20.1: HOW HAS THE NEPAL GOVERNMENT PROGRESSED TOWARDS DEVELOPING A NATIONALLY OWNED SCHOOL FEEDING PROGRAM?

251.   **Nepal Government's initiative towards developing a nationally owned school feeding program through NSMP is progressing well**. The government considered NMSP as one of the most extensive educational sector programs reaching almost 3.2 million school children (Preprimary to Grade 6) in all community schools nationwide. The MoEST officials recalled that, in the last years, despite the COVID-19 economic setback, the government delivered meals to more than 3 million school children. The program is backed by necessary policy and legislature measures, financial arrangements, institutional provisioning, detailed service delivery arrangement through the formulation of MDMHB; and Midday Meal Management in School Guidebook 2020.

252.   **The ownership of the LGs regarding school feeding programs is high**. All LGs have duly reflected in their annual programs and policies and are convinced of the need to link the school feeding program with the local agriculture production program, and developed directives inclusive of menu in transitional districts. Understanding that per student allocation of Rs. 15 is inadequate, estimated more than 5 years ago, the MoEST expected LGs and PGs to contribute or add to the initial amount availed by the FG. While none of the LGs in the project areas so far have contributed from their sources to this amount, a few LGs have begun to allocate some budget for the management of the MDM for activities such as organizing MDM Management Sub-committee chaired by LG Deputy Mayors, Monitoring and Supervision of mid-day meal programs implemented at the schools. This sub-committee is supposed to work under the Social Development Committee formed in each LG. The MDMHB has specified (a) MDM standards and quality, (b) Agencywide roles and responsibilities in MDM (c) Monitoring and evaluation and capacity development of agencies engaged in MDM, including educational and nutrition-related indicators, menu models, models for kitchen, improved smokeless cooking stoves and all essential components as annexes. This reveals a high prospect for sustainability.   Some LGs assisted schools to construct/rehabilitate the facilities such as kitchen, drinking water, and supported salary of cooks based on the demands and availability of resources. The project's priority is to enhance LG capacity strengthening aligns with the government's expectations and needs. Sharing global and national experiences, opportunities to observe and learn from show-piece schools applying successful HGSF modality may further contribute to increase sustainability prospect.

QUESTION 21: TO WHAT EXTENT HAS THE WFP SCHOOL IMPLEMENTATION MODEL BEEN ADAPTED TO ALIGN WITH THE NATIONAL SCHOOL FEEDING MODEL IN PREPARATION FOR HANDOVER?

253.   The following activities by the WFP reveal that the WFP school feeding model has been highly flexible, supportive of, and aligned with the national school feeding model in preparation for handover. After the transition to the government, the students will continue to receive meals in the schools like before, with the difference only in the types of food menu. Many students, as emphasized by many teachers, guardians, and students, were pleased to find the meal menu changed, but some might be upset when they receive the same type of meals in the schools which they get in their houses. Many guardians and teachers were aware of this challenge, but often expressed difficulties with the amount allocated by the government.

- Shifted from the geographically targeted approach to the universal approach across LG's geographical boundaries. Despite the WFP's general service delivery approach targeting the remote, impoverished and vulnerable peoples and areas, the WFP accepted to target all the schools in the selected districts. The MoEST's NSMP does not allow the simultaneous operation of cash-based and in-kind based models in a district.

- Corresponding with GoN strategies, the WFP served MDM to the school children from the pre-primary classes to grade 6 in 2022/23, targeting 6 districts and is committed to continuing to three districts (Bajura, Bajhang, and Darchula) in 2023/24.

- The FY 2020 cycle included a "Promotion of the Improved Nutrition" component to promote a home-grown feeding approach. This component is focused on developing a sustainable and locally managed food system for schools and matched with the MDMHB. This contributed to the government policy of no junk food in the schools. To support this, WFP added Rs. 3 per student/day to enable schools to undertake local procurement of fresh vegetables through farmers, farmer groups, or local cooperatives. This contributed to establishing and strengthen linkages between the cooperatives, farmer groups and schools.

- Though several activities carried out under the NSMP fall under the mandates and responsibilities of several sectoral ministries, the WFP continued to work directly through and with the MoEST to support the successful transition and ensure sustainability.
- As part of the handover preparation, the WFP assisted LGs to prepare local directives and menu.

QUESTION 22: TO WHAT DEGREE ARE NEPAL'S LOCAL COMMUNITIES (PTAS, FARMERS GROUPS, ETC.) INVOLVED IN AND CONTRIBUTING TOWARDS THE SCHOOL FEEDING?

254.   The evaluation found that the school feeding program, irrespective of WFP's modality or GoN modality, contributed to bring parents, teachers together and increase their collaborations. Project's indicators such as conducting annual health screening, formation of FMSCs under the SMPs, mobilizations of mothers' groups, conducting national level campaigns such as Environment Day, National Sanitation Campaigns, Women Day, Education Day in school complexes by the LGs have brought local communities which include PTAs, farmer groups together.

255.   Table 25 below presents this evaluation's assessment on the engagement of the local communities by project six components:

Table 22: Degree of community engagement

SN	Components	Degree of community Engagement	Reasons for assessment
1	Food Distribution	Moderate	WFP Modality- Food materials transported by LG and school Government Modality- No direct cash contribution by local communities, though firewood is often sent to schools through their children Engagement of parents during take home ration
2	Improved Safe Food Preparation, Handling, and Storage (Cooking)	Moderate	Engagement of FMSCs, Mother Groups in cooking food and support in procurement. No direct support to construct/rehabilitate school facilities such as kitchen
3	School Health and Nutrition	High	Health screening at schools, vaccination, iron tablets distribution Voluntary kind contribution, and sometimes cash as well, to construct/improve kitchen, drinking water facilities, toilets, waste disposal. Participation in events like social day Support of SHN Motivator (One Palika One SHN Motivator)
4	Literacy Improvement	High	Engaging parents and guardians through activities such as *Tol Sikshya* and organization of reading fairs at the local levels Use of Read-Learn-Know reading program model to mobilize teachers, parents and communities to enhance the reading skills of students at both homes and schools Support of the Reading Motivators to make parents more aware of the reading activities (1 Palika 1 Reading Motivator)
5	Promote Improved Nutrition	High	Production and supply of local agricultural products through groups, cooperatives or directly Working with and through cooperatives Provision of Agriculture Technician (One Palika One Technician)

SN	Components	Degree of community Engagement	Reasons for assessment
6	Capacity Strengthening	Moderate	Frequent participation in training programs organized by partner organizations

Source: evaluation team based on the analysis of KIIs and FGDs

QUESTION 23: HOW ARE THE OPERATIONAL AND MAINTENANCE MECHANISMS DEVELOPED FOR THE SUSTAINABILITY OF THIS PROGRAM? WHAT ARE THE KEY GAPS AND PRIORITY AREAS FOR ENSURING THE SUSTAINABILITY OF THE SCHOOL FEEDING PROGRAM?

The Operational and Maintenance Mechanisms

256. **Key responsibility accorded the LGs**. Aligned with the constitutional provisions, Education Act, LGOA 2017, the MoEST accorded a high responsibility to the LGs to implement the NSMP following the MDMHB directives to ensure the serving of nutritious hot and cooked meals to the school children from pre-primary to Grade 6 by adopting a universal targeting approach in their constituencies without discriminating students based on gender, religions, socio-economic status, caste/ethnicity. Checking students' enrollment based on integrated education management information system data (IEMIS) and submission of verifiable students' daily school attendance records are the basis for transferring funds to the schools. LGs are responsible for not only monitoring and controlling the distribution of junk foods, including cash distribution to the parents to arrange tiffin for their children, but also ensure integration with other components like SHN, improving kitchen, WASH, infrastructural facilities through their own resources or partner with PGs and FGs. The government's initiative to initiate a project for mapping community schools on a digital website, which would help the government to prioritize schools based on needs and improve kitchens, drinking water, toilets, electricity, and related facilities.

257. **Regular and uninterrupted field technical service assistance**. The three POs have provided three community workers (Education, SHN and Agriculture) at the local levels. They work with schools, LGs and communities to support the project activities related to their areas and assist schools and LGs to mobilize local communities, and work as a bridge between the schools and local communities. This has helped to strengthen the system as stated in "A Chance for Every Schoolchild Partnering to Scale up School Health and Nutrition for Human Capital" (WFP 2020).[103]

Gaps

258. **Opportunities for further enhancement in preparatory efforts.** Taking over the responsibility of providing meals to students from one approach to another (for e.g., from food-based to cash-based or from geographical targeting to universal) requires much preparatory work, both for the WFP and LGs. The evaluation team observed the challenges in terms of good kitchen. While the availability of kitchens and cooks remains satisfactory and is indeed a primary strength of this program, certain challenges persist. The training component, as well as the establishment and operation of the procurement mechanism, are in the early stages, particularly in both transitioned and non-transitioned districts, especially in the context of Local Resource Persons (LRP). A comprehensive preparation process has been initiated, encompassing activities such as mapping cooperatives and farmer groups. Additionally, official agreements have been facilitated between these groups and schools, under the leadership of the Local Government (LG). Various capacity-building training sessions on supply chain management and farming techniques have been provided.

259. Since the budget is not adequate, WFP is supporting the government to maximize the limited budget, such as buying food items with cheap price but at the same time ensure nutritious meals for children.

260. **No specific policy/strategy on national school feeding program**. Though there is a widespread realization for the need to formulate a national school feeding policy/strategy to effectively capacitate LGs, PTAs, and SMCs to design, plan implement and monitor the school feeding programs for

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[103] WFP (2020). A Chance for Every Schoolchild Partnering to Scale up School Health and Nutrition for Human Capital. World Food Programme.

ensuring that the schools under their jurisdictions have been providing good quality meals with an integrated package of health and nutrition, current efforts because meeting the challenge of school feeding programs require broad vision and strong commitment. However, Nepal is yet to develop country specific policy/strategy on national school feeding program, and that there is no guidance for cross-ministerial coordination and operation at sub-national levels. The MDMHB is a guidebook and government directives, but not a policy. The handbook is a weak strategic document, and not a policy.

261.   The evaluation observed that the government's NSMP is mainly directed by the need to improve educational outcomes, increase school enrollment, motivate students internally to attend schools, increase attentiveness and attend all classes throughout the day by not leaving the classes after the tiffin hour. On the other, the strategy of the McGovern-Dole 2020 Cycle is focused on building capacity at the provincial and local levels for the effective implementation of the national program, in combination with other complementary activities like SHN, HGSF, improving teacher-parent relationships, support for early grade reading and gradual transitioning of the program o the government.

262.   **Inter-ministerial coordination to be strengthened**. National school feeding program integrated with health and nutrition requires inter-government partnership, strong intersectoral coordination, collaborations, and cooperation between the three tiers of government. The current inter-governmental arrangement is not optimal in this regard. Revisiting the operational procedures of the national school feeding program and strengthening linkages and coordination among all related sectoral agencies is crucial, putting synergy building at the centre.

3. Conclusions and Recommendations

3.1 CONCLUSIONS

263. **Coherence**. USDA McGovern-Dole FY 2020 Food for Education is coherent with GoN national policies and strategies on education, health and nutrition, food security, and agriculture. The project activities are consistent with Article 232 of Nepal's Constitution, which states that federalism in Nepal will be based on the principles of cooperation, co-existence, and coordination of three levels of the government. The project capacitated the local governments to implement NSMP successfully in their respective constituencies, prioritizing cooperation, and coordination between the three levels. The project's activities, such as literacy improvements specifically EGRA-related works, HGSF promotion, and SHN, have emphasized collaboration and coordination between federal, provincial, and local levels; however, putting local levels at the centre.

264. Aligned with the WFP-CSP, the project complements several SDGs, particularly SDG 2 (Zero hunger), SDG 4 (Quality and Inclusive Education), SDG 5 (Gender Equality and Empowerment of all Women and Girls), SDG 6 (Water, Sanitation, and Hygiene), and SDG 17 (Partnerships for sustainable development).

265. Besides directly contributing to the objectives of the MoEST, the project components complement the policies and programs of several ministries at the federal (e.g., MoHP and MoALD), and provincial level (MoLMAC and MoSD) and agencies under them. The project successfully created opportunities for them to enhance efficiency and improve the delivery of services at the local level.

266. **Relevancy.** The project remained relevant to the immediate and urgent needs and priorities of school children and their parents in the remote, mountainous districts of Karnali and Sudurpaschim provinces throughout the project period. The project supported the GoN in addressing major educational sector problems encountered by the country for a long time, such as failure to maintain continuity of enrolled students, motivating students to stay in classes throughout the school periods, ensuring access of specially targeted groups of children to educational opportunities, and increasing awareness of school children and schools on nutrition, health-related issues, and sanitation. Efforts to introduce, promote, and institutionalize HGSF within the cash-based model further increased the project's relevance. These activities led public and private sector agriculture development agencies, including the MoALD, to realize community schools as a reliable market for agricultural products, so a good opportunity for them to increase production and productivity of local and indigenous agriculture products, and improve food and nutrition security situation. Thus

267. **Effectiveness**. Despite the implementation of the project being delayed by almost a year due to the COVID-19 pandemic, most of the schools lacked basic kitchen facilities and limited provision for cooks, the MTE assessed the project as effective and satisfactory for several reasons, including the following:

   (a) 27.6 % (8 out of 29) project's targets have already been achieved, 65% on track and likely to be achieved by the end of the project period; only two might not be achieved due to technical reasons, which require amendment in the standards set in the baseline.
   (b) Gradual improvements in educational outcomes observed, specifically an increase in enrollment rate and proportion of students staying and attending classes fully;
   (c) Increased engagement and participation of LGs in project activities observed, due to the proactive support and works of the three types of community motivators engaged by the project through three partner organizations (WE, IDS and MCN), and highly appraised by all LG officials;
   (d) Equal opportunities are provided to all students in food distribution, school health and nutrition-related activities, and extracurricular activities, irrespective of ethnicity/caste, religion and socio-economic status;
   (e) A high priority is provided by the project to the community participation and results being observed in the field; and

(f)   Assisted LGs to monitor that the Junk foods are not served in the schools; and

(g)   Increased awareness of cooks on hygienic food preparation practices, such as cleaning the kitchen and utensils before cooking, cleaning food items, and preventing food from contamination.

268.   **Efficiency.** The cost per student for providing MDM to the school children (nearly US$ 18.1/year) (see para 228) under the in-kind-based model is approximately 13.8% lower than the current cash-based model (U $ 20.61/student/year).[104] However, the project's cost in the in-kind model is slightly higher than the cash-based model because complementary activities carried out by other sectoral ministries and agencies are not accounted for in the MDM cost allocated by the MoEST. Available cost details do not support the general perception that the in-kind model is costlier than the cash-based model. Furthermore, WFP's centralized procurement system integrated with the local inland transportation procurement system combined with on-the-spot monitoring through POs' community motivators has ensured the timely delivery of quality food materials to all the students. WFP's project implementation approach of delivering services through experienced and qualified non-profit non-government organizations at the field level made the project efficient.

269.   **Gender Equality and Women Empowerment**. This project is not explicitly designed to address issues related to GEEW. Neither is it a gender-transformative project. Yet, it has included several actions to reduce gender inequalities within schools and communities. The project's complementary activities, such as regular interactions with parents/guardians/communities through community motivators and guidance and support to reduce menstrual stigma among young girl students contributed to narrow down gender gaps, and empowering women economically and socially, and improve educational outcomes of girl students.

270.   Most women farmers have found the HGSF component in the NSMP (both in-kind- based and cash-based models) as an opportunity for them to sell surplus agricultural products, participate in farm production programs organized by the local agricultural agencies, and contribute to the HH income. This, in turn, increased their access to and control over the decision-making activities at the household activities. The HGSF created a good opportunity for women farmers to contribute to the HH income and increase their role in HH decision making.

271.   The evaluation results show that only the improvements in the quality of the education at the community schools may effectively motivate the parents to send boys to the community schools, which, in turn, might contribute to reduce gender issues related gaps prevailing in the communities. The evaluation team was informed by many schools and LGs during the FGDs that school curriculum, practices and meal serving do not discriminate gender, but focused on GEEW.

272.   **Impact.** Parents/guardians' support for schools increased. The project's focused activities to involve parents/guardians in school-related activities brought schools and local communities together. It strengthened teacher-parent relationships, which, in turn, contributed to improving educational outcomes. The strengthened teacher-parent relationship further made children come to schools neat, clean, and timely. The evaluation noted the changing attitude of rural peoples towards providing more nutritious meals to the sons than daughters,[105] voluntarily providing firewood to the schools to cook meals, monitoring the types of meals served at the schools, checking homework, sending children regularly in the schools, and monitoring whether they stay full time in the schools or not.

273.   Contribution to improve the quality of the community school education system gradually improved**.** The challenges of improving the community school education system are many; several milestones are to be achieved, and visible results are not likely to be seen within a short project period. However, the project activities, such as providing healthy and nutritious meals, safe drinking water, sanitation facilities, and hygiene-related services and supporting schools in transforming into gender- and disability friendly environment have gradually improved the quality of the community school education system administered by the LGs. Students' interest in improving their efficiency and motivation for learning is rising.

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[104] Exchange Rate 1 USD equivalent to NRs 130.97 on 1st July 2023 (https://www.nrb.org.np/forex/).

[105] This practice is still common in most rural areas in Nepal, where parents usually provide more nutritious food to sons than daughters.

274.   Several unintended positive impacts were also noted including changing gender roles (men helping women to cook food in the house), reduced discriminations in caste/ethnicities and increase in household income.)

275.   Project activities such as no discrimination by gender, socio-economic status, caste/ethnicity disability in food distribution and joint initiatives of the project and government to increasing school enrollment through educational campaigns during the school enrollment week by engaging community-based organizations, local volunteers and clubs have contributed to school enrollment and the MDM cemented it further by increasing retention, attendance, and attentiveness.

276.   **Sustainability.** The sustainability prospect of the project is high. There are no immediate institutional, technical or financial risks to the project, although a question related to the inadequacy of meals with Rs.15 per student per day was raised often during the FGDs and KIIs and combined with the limited ability of the government to bear a high investment required for the NSMP. The cost per student per day is nominal, but the investment requirement (Rs 8.7 billion per year) is high given many students, with almost 3.2 million children qualified nationwide.

277.   With MoEST directives to procure local agricultural products to prepare mid-day meals and the project's initiatives to assist agricultural cooperatives in strengthening supply chain management targeting local schools, not only did the effectiveness of government-led MDM increase but provided evidence of moving towards sustainability.

278.   The evaluation was informed of several successful results and instances of strengthened coordination between schools and cooperatives, which could be linked and credited to the HGSF approach. However, risks to sustainability of this approach remain, partly because of short duration available to the scheme, and partly because of lack of capable, dedicated and experienced agricultural cooperatives in the neighborhood of the schools, and emerging misunderstanding between the schools and cooperatives.

279.   The project's concurrent engagements with the federal, provincial and LGs, and the government commitment through NEP 2019 and SESP revealed that the GoN will continue to provide healthy and nutritious hot and cooked midday meal at the schools, integrating with health and nutrition packages; increasing local agriculture production targeted to schools; and complementary activities to improve literacy in the future through the coordinated efforts of the three levels of governments as envisaged by the Constitution.

280.   Despite MoEST recognizing the necessity of strong coordination among Education, Health and Agriculture for effective program implementation, no institutional arrangement/system is in place to ensuring multi-sectoral coordination at the federal and provincial levels. The provincial government is not directly engaged or involved in the MDM activities.

281.   A robust design coupled with partnerships with government agencies ensured that the project remained relevant and aligned to the needs and priorities of the beneficiaries of the government from the start of the project till the date of evaluation.

282.   The project has strengthened the community school education system and made all stakeholders to take up several activities concomitantly to upscale the positive impact of the MDM and recognize that the MDM is a vital and inevitable component for strengthening and reforming community school education system.

283.   The government's initiative towards developing a nationally owned school feeding program through NSMP is progressing well. The government considered NSMP one of the most extensive educational sector programs that produced good educational outcomes, with minimal expenditure per student per year by benefiting almost 3.2 million school children (Preprimary to Grade 6) in all community schools nationwide.

284.   The project is efficient, considering that with 75% of the time elapsed, the financial delivery is 71.7%. All key stakeholders acknowledged the WFP's approach, especially supporting transition to national school feeding program and enhancing LGs' capacity, adoption of whole district coverage approach. and promotion of the HGSF approach aligned with the GoN policy and vice versa.

285.   Though a few schools still do not serve meals on all school days due to budgetary provision for 180 days and minor management problems such as shortage of firewood, the sustainability prospect of the school feeding program is promising. Yet, federal government's budgetary constraints, LGs' inability to share a part of cost through their internal sources, inadequate human resources at the LGs and some MDM related issues such as recruitment of cooks, kitchen facilities, limited number of students in the school for cost-effective management of meals, there poses a risk to sustainability. There is a need to specify the roles and responsibilities to the province government in the MDM and bring them on board.

286.   The project activities have focused on enhancing the capacity of the LGs being not just limited to providing MDM to school children from the pre-primary to Grade 6 but applying an integrated approach to promote school health and nutrition activities, increase local agricultural production to enable schools for providing nutritious meals to the students in collaboration and coordination with governmental and non-governmental organizations.

287.   KIIs with key stakeholders and FGDs with parents, students and teachers confirmed that the project provided equal opportunity for all leaving no one behind as to the spirit of the SDGs.

288.   Achieving multisectoral coordination at the local level under the current federal concept is necessary and happening to a greater extent but not adequate. Several project activities such as federal, province and local government in food distribution, SHN, and HGSF promotion, have brought the three levels of the government on a common platform and improved inter-governmental coordination.

289.   Besides several intended results and impacts as discussed in several Paras, specifically while responding to effectiveness related questions in Para (109 to 193), the MTE estimated a direct contribution of US$ 20.0 per HH per year to the total annual HH income of the impoverished HHs in the project areas, regardless of the GoN sponsored NMSP or USDA financed the McGovern-Dole Food for Education and Child Nutrition project. However, the beneficiaries reported the amount could be accounted to more than double when other complementary packages are considered, such as support to SHN, additional support for local procurement of vegetables HGSF (US$ 4.0/student/year) and shutting possibility to distribute junk and low-quality foods to manage within Rs. 15.00 per day.

3.2   LESSONS LEARNED

290.   The objective of carrying out baseline surveys might not be achieved unless the project reviews and agrees with the indicators and measurement processes adopted by the service provider to measure the indicators in the result framework before the commencement of the survey, confirms that data collected adequately provides a reference point against which to measure and evaluate the progress throughout the project cycle.

291.   Education and agriculture sectors need to come together and collaborate to capacitate smallholder farmers under the HGSF framework. Community schools can be reliable and sustainable markets for smallholder farmers. However, successful Implementation of HGSF approach requires the support and coordination of multiple actors and stakeholders.

292.   Forming PTAs, FMSCs or other mechanism to engage parents and teachers effectively is necessary but after forming these types of groups, the agencies concerned, specifically schools, will need to provide business to them to engage them efficiently and sustainably.

293.   Formulating only rules and directives to discourage (a) serving junk foods and (b) distributing cash instead of midday meals will not serve the purpose of providing meals to the children. What is necessary is the concomitant construction or rehabilitation of child-friendly kitchens with essential cooking facilities and credible real-time monitoring mechanisms.

294.   The national school feeding program integrated with health and nutrition requires not only strong intersectoral coordination and collaborations but inter-government collaborations and cooperation between the three tiers of government. Viewing the SMP purely as a sectoral responsibility of MoEST is problematic and must be corrected.

295.   Despite number of girl students benefitting from the SMP is relatively higher than boys, the performance of boys is relatively better in all sub-tasks related to EGRA. This suggests the need for providing special attention and care to girl students.

3.3 RECOMMENDATIONS

296.   Building on evaluation findings and learnings, recommendations are proposed for the remaining project period, in order that no targets remain unachieved, and the project would be able to achieve is strategic objectives highly satisfactory and contribute to the institutionalization of the national school feeding program as envisaged by NEP and SESP (table 26). **Annex 20** presents findings, conclusions, and recommendation mapping. The evaluation provides those recommendations that could be achieved during the remaining project period and those which further enhance prospects for high impact and sustainability of the project results. Box below provides the definition of the terms used in the recommendations below:

> **Operational and short-term**. The project/program team could implement this recommendation quickly with the support of key counterpart agencies, and the level of urgency is high.
>
> **Strategic mid-term**. Implementing this recommendation requires policy/strategic decisions at a higher level, including their support (technical/financial/institutional, etc.), and may require regular follow-up from the project team.

Table 23: Recommendations

SN	Recommendations	Recommendation typeType	Responsibility	Other contributing entities	Priority	By when
1	**Review and prioritize project activities to achieve and sustain project results (Related to EQ 7)** 1.1 Ensure the sustainability of end of project targets which have already been achieved. ***Food distribution*** *1.2 Engage parents in safe food handling and preparation.* ***School health and nutrition*** *1.3 Mobilize child clubs on personnel hygiene including those of girls, and hand washing practices, washing practices, for example before and after meals, by raising awareness on personal/school hygiene through different medium.* *1.4 Increase collaboration with the education section of local government and health facilities on SHN-related activities.* *1.5 Improve the functionalities of facilities such as toilets, DW facilities and kitchen by raising awareness on personal hygiene.* ***Literacy outcomes***	Operational- short term	WFP-CO Project Team	LG Schools IDS WE	High	Three months

SN	Recommendations	Recommendation typeType	Responsibility	Other contributing entities	Priority	By when
	1.6 Facilitate/advocate classroom based early-grade reading assessment in non EGR intervention districts. *1.7 Encourage and motivate students to practice reading by organizing reading competitions and material support*					
2	**Facilitate linkages between LGs, Schools and Farmers Organizations for effective implementation of the HGSF approach (Related to EQ. 10. Q.15)** *2.1 Continue LG assist to prepare local level HGSF specific directives.* *2.2 Strengthen business linkages and supply chain management, with particular attention to women farmers, small holder famers.* *2.3 Continue mentoring and follow-up services in transition districts*	Operational- short term	WFP-CO Project Team	LG_ Agriculture Development Section and Livestock Section Schools MCN	High	Within the project period
3	**Facilitate to further strengthen capacity of LGs and other key stakeholders, specially, MoEST, PGs and MoALD towards sustainable transition to food plus approach (EQ. 20)** *3.1 The utilization and creation of opportunities within existing multi-sectoral coordination platforms at national and provincial levels* *3.2 Share global and national experiences on school feeding programs, including lessons learned and best practices, with the government counterparts, specifically LG*	Strategic- midterm	WFP-CO Project Team	MoEST MoSD/PG LGs	High	Regular

SN	Recommendations	Recommendation typeType	Responsibility	Other contributing entities	Priority	By when
	education and agriculture sections, and local elected leaders (Mayors and Deputy Mayors). *3.3 Further assist collaboration between LGs, PGs and FGs to construct/rehabilitate facilities like kitchen, drinking water and toilets in the schools to avoid duplications based on the needs and priorities*					
4	**Support affirmative actions to prioritize girls, specifically to improve literacy outcomes (EQ.6, EQ 8)** 4.1 Facilitate classroom based early-grade reading assessment for improving literacy outcome of girls and low performing students. 4.2 Provide teacher training and educational materials in other three districts not covered by WE, especially for inclusive teaching methods. 4.3 Adopt participatory teaching practices in the classes*, providing special attention to girls.*	Operational- short-term	WFP-CO Project Team	WE	High	Project period

Annex 1: Summary of the terms of reference

Background

The Terms of Reference (ToR) for the MTE of the United States Department of Agriculture (USDA) McGovern-Dole International Food for Education and Child Nutrition (MCGOVERN-DOLE) Programme Grant Fiscal Year 2020 (NP 02.02. 021. SMP1) is provided by the WFP Nepal Country Office. The ToR was prepared by the WFP after initial document review and consultation with stakeholders and following a standard template and followed WFP's decentralized evaluation standard template.

The McGovern-Dole Food for Education and Child Nutrition project (the current cycle) is implemented in six districts, including Jajarkot of Karnali province and Achham, Bajura, Bajhang, Darchula, and Doti of Sudurpaschim province. The FY20 McGovern- Dole program aims to achieve three key results: i) improved literacy of school-age children, ii) increased health and dietary practices, and iii) improved effectiveness of food assistance through local and regional procurement.

This evaluation is expected to provide an evidence-based, independent assessment of the performance of the operation so that WFP and program partners may adjust the course as necessary for the remaining program period and inform any future program design.

Objectives

The overall objective of the MTE is to critically review and assess the progress made by the USDA McGovern-Dole International Food for Education and Child Nutrition Programme, FY-20 grant cycle.
WFP evaluations serve the dual and mutually reinforcing objectives of accountability and learning.

> **Accountability** – The evaluation will assess and report on the performance and results of the USDA the McGovern-Dole Food for Education and Child Nutrition project (FY 20 Cycle). A comparative analysis of the midline evaluation results with BLS and activity targets will help determine the progress made by the project.
>
> **Learnin**g – The evaluation will determine the reasons why certain results occurred or not, to draw lessons, and derive good practices and pointers for learning. It will provide evidence-based findings for future planning and adjustment of activities and implementation procedures for reaching targets within the set time frame.

Primary evaluation results will be broken down by gender, age, ethnicity, disability, and language for early-grade reading. This shows how school meals impact various groups. MTE assesses beneficiary feedback (Namaste WFP) and recommends project improvements, like SMP policy enhancements and home-grown school feeding pilots.

Stakeholder Analysis

The evaluation will seek the views of, and be useful to, a broad range of WFP internal and external stakeholders. Stakeholders will be asked to play a role in the evaluation process in light of their expected interest in the results of the evaluation and relative power to influence the results of the program being evaluated. The evaluation team has further deepened this as part of the inception activity.

Given that (a) accountability to affected populations is tied to WFP commitments to include beneficiaries as key stakeholders in WFP work, the MTE will need to ensure gender equality, equity, and inclusion in the evaluation process, with participation and consultation in the evaluation of women, men, boys, and girls from different groups (including persons with disabilities, the elderly, and persons with other diversities such as ethnic and linguistic).

Subject of Evaluation
The subject of evaluation is the midterm activity evaluation of the McGovern-Dole FY20 (July 2022 to March 2023), which will nest a special study to assess the progress on action taken on the recommendation generated by the special study during BLS.

Scope of the Evaluation
Timeframe: The MTE will cover the period from the start McGovern Dole full operation from July 2022 to the data collection of the midterm evaluation, planned for May 2023.

Geographic Boundaries: The MTE covers all six program districts, which include two transitional districts (Jajarkot and Doti) and four in-kind modality districts (Achham, Bajura, Bajhang, Darchula).

Components: The MTE will cover the USDA McGovern-Dole FY-20 cycle, including all activities and processes related to its formulation, implementation, resourcing, monitoring, evaluation, and reporting relevant to answer the evaluation questions.

The evaluation should also assess the project's results against the established BLS values. They will be assessed against the coherence, relevance, effectiveness, efficiency criteria, impact, and sustainability criteria. The MTR will also assess the GoN monitoring capacity, gap, and scope of improvements.

A key requirement for the evaluation is to ensure that Gender Equality and Women Empowerment (GEWE) is integrated into the whole evaluation process and that specific data on gender is collected during the survey (e.g., data collected on and from male and female beneficiaries of the different economic status of existing ethnicity/castes//ethnic groups, data disaggregated by age, gender, caste/ethnic and turn off groups).

Evaluation approach, Methodology, and Ethical considerations
Evaluation Questions and Criteria
The evaluations will use the Organization for Economic Co-operation and Development (OECD) Development Assistance Committee (DAC) standard evaluation criteria of coherence, relevance, effectiveness, efficiency, impact, and   sustainability.

The evaluation should analyze how gender, equity, and wider inclusion objectives and GEWE main- streaming principles were included in the intervention design, and whether the evaluation subject has been guided by WFP and system-wide objectives on. The gender, equity, and wider inclusion dimensions should be integrated into all evaluation criteria as appropriate. The MTE s will generate evidence for the following learning agenda of the McGovern-Dole Food for Education and Child Nutrition project.
   • What community-level, sub-national (including government) systems of governance and management are required for the successful implementation and sustainability of school meal programs?

Evaluation Approach and Methodology
The methodology will be designed by the evaluation team during the inception phase based on the following:
   • Employ the relevant evaluation criteria.
   • Apply an evaluation matrix geared towards addressing the key evaluation questions taking into account the data availability challenges, the budget and timing constraints.
   • Follow the same WFP decentralized evaluation approach used during the BLS study while incorporating the feedback and lessons learned from the BLE study.
   • Ensure through the use of mixed methods that women, girls, men, and boys from different stake-holder groups participate and that their different voices are heard and used.
   • Follow the same methodology used during BLS study while incorporating the feedback and lessons learned from BLE study. The sample size will be calculated using a 95% confidence level,
   • Sample selection based on 5% margin of error, prevalence rate of 50%, and non-response rate 15%.
   • Apply to sample students sampled in each school adopting a similar approach as the BLS.

The chosen methodology must ensure impartiality and minimize bias, and combine quantitative, qualitative, and participatory methods, using various data sources.

Organizational Performance Tool (OPI) will be used to assess the performance of Local Government in managing the home-grown school feeding program. KII and FGD will be done with a range of stakeholders at the federal, provincial, district, local level, and school/community. The participants for the OPI workshop, KII AND FGD's will be selected in consultation with program unit, sub-office, and field coordinators. The qualitative sample should adhere to the BLS survey. The same, or similar, number of FGDs and KIIs should be conducted, individuals should be selected to participate following a similar process, and the themes included should align with BLS.

The evaluation findings, conclusions, and recommendations must reflect GESI analysis, and the report should provide lessons/ challenges/ recommendations for conducting GESI responsive evaluations in the future.

Independence and impartiality of the evaluation
The following mechanisms are in place to ensure independence and impartiality in evaluation.
- WFP Decentralized Evaluation Quality Assurance System (DEQAS) is aligned with the UNEG norms and standards, the application of which will contribute to enhance further the quality, independence, credibility and utility of the evaluation.
- Nomination of the Evaluation Manager in line with WFP guidelines
- Setting up an Evaluation Committee and an Evaluation Reference Group.
- Ensuring that the evaluation is conducted by qualified independent consultants who sign the pledge of ethical conduct and confidentiality agreement.
- Ensuring that the required information is provided to the evaluation team.
- Discussing with CO staff the implications of impartiality and independence principles
- The evaluation team will need to expand on the methodology presented in the ToR and develop a detailed evaluation matrix in the inception report.

Ethical Considerations
Team will follow 2020 UNEG Ethical Guidelines, signs confidentiality and ethical conduct agreements. Flexibility for disruptions, culturally sensitive data tools, ethnic minority representation. Inception report covers sensitive info. Collaborative, safe data collection planning.

Training on data collection must include research ethics, particularly to ensure that all participants are fully informed of the nature and purpose of the evaluation and their involvement. Only participants who have given informed written or verbal consent should be involved in the evaluation.

Quality assurance
The WFP evaluation quality assurance system includes processes, checklists, and templates for quality assurance. It will be systematically applied during this evaluation. The team will ensure data quality and address quality support recommendations. Transparency is essential. Deliverables undergo quality assurance before submission, followed by a post hoc quality assessment (PHQA) published on the WFP website.

Annex 2: Timeline

	Deliverables	Month 1 May (2023)				Month 2 June (2023)			Month 3 July (2023)				Month 4 August (2023)				Month 5 September (2023)				Month 5 September (2023)				Month 6 October (2023)				Month 7-14 November 2023-June 2024			
	WEEKS	1	2	3	4	1	2	3	4	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Inception Workshop				�																											
2.	Training to enumerators					▮	▮	▮																								
3.	Conduct field work and preliminary analysis						▮	▮	▮	▮	▮	▮	▮	▮																		
4.	Present end of field work debriefing													▮																		
5.	Data analysis and report writing													▮	▮	▮	▮	▮	▮	▮												
6.	Quality assures the draft evaluation report/special study report																	▮	▮	▮	▮	▮	▮	▮	▮	▮	▮	▮				
7.	Finalize the evaluation report /special study report /Briefs																												▮	▮	▮	▮
8.	Dissemination Workshop																															▮

Annex 3: External and internal stakeholders/users

Stakeholders	Role in the Programme	Interest in the program	Involvement in Evaluation	Stage to involve	Processes to engage in the evaluation
Internal Stakeholder					
WFP Country Office (CO) Nepal	**(a)** Planning and Implementation role in partnership with MoEST, MoHP **(b)** Assist, supervise and monitor the performance of partner organizations (WE, MCN and IDS) and their local partners, if any **(c)** Implement Activity1,2 and 6. **(d)** Coordinate partner agencies, sub-recipients and with the government, donor and development partners **(e)** Responsible for the planning, implementation and evaluation of WFP interventions at the country level	A direct stake in the evaluation and an interest in learning from experience to inform decision-making. Ensure evidence based credible evaluation results and their analysis	• Development of the ToR • Evaluation Management • Nomination of Evaluation Manager • Selection of the evaluation team • Briefing the evaluation team and overseeing the performance of the Evaluation Team • Sharing reference materials and documents • Support to establish connection between the program team and the evaluation team • Ensure the quality of the evaluation works and results, • Organize debriefing meetings including inception workshop and dissemination of evaluation results Review of IR, draft MTE, and special study report.	• Inception Phase • Training of surveyors • Facilitating field survey • Report submission stages and collate comments from the relevant stakeholders • Sharing the reports (drafts and final) to the key stakeholders (In all phases, planning/preparation phase, inception phase, Data collection, Data analysis and reporting; and Dissemination and follow up)	• Consultations • Sharing the reports and documents • Email

Stakeholders	Role in the Programme	Interest in the program	Involvement in Evaluation	Stage to involve	Processes to engage in the evaluation
WFP Regional Bureau (RB) Bangkok	Provide technical support to the Cos on relevant thematic areas to strengthen clear strategic directions on transition procedure and improve the quality of program (including food safety and quality, gender and disability inclusion)	Responsible for both oversight of COs and technical guidance and support, the RB management has an interest in an independent/impartial account of operational performance as well as in learning from the evaluation findings to apply this learning to other country offices.	Support CO management to ensure quality, credible and utilization of decentralized evaluation results. Assess learnings from the evaluation and planning for future programs.	Inception Phase Data analysis and reporting	Indirect through MREKM Unit/WFP
WFP HQ school feeding unit		Responsible for issuing and overseeing the rollout of normative guidance on corporate program themes, activities, and modalities, as well as overarching corporate policies and strategies. They also have an interest in the lessons that emerge from evaluations, as many may have relevance beyond the geographical area of focus.	• Review key policy, strategic and programmatic considerations from the onset of the evaluation. • Provide strategic guidance, program support, oversight, and to extract lessons for sharing globally • Review and internalize evaluation findings and implement related recommendations of the evaluation	Inception Phase Data analysis and reporting	Indirect through MREKM Unit/WFP

Stakeholders	Role in the Programme	Interest in the program	Involvement in Evaluation	Stage to involve	Processes to engage in the evaluation
Office of Evaluation in Rome (OEV)		OEV has a stake in ensuring that decentralized evaluations deliver quality, credible and useful evaluations respecting provisions for impartiality as well as roles and accountabilities of various decentralized evaluation stakeholders as identified in the evaluation policy.	Review and utilize the evaluation findings, as appropriate, to feed into evaluation processes in the future.	Inception Data analysis and reporting	Indirect through MREKM Unit/WFP
WFP Executive Board (EB)		The WFP governing body has an interest in being informed about the effectiveness of WFP programs.	This evaluation will not be presented to the Board, but its findings may feed into thematic and/or regional syntheses and corporate learning processes.		
EXTERNAL STAKEHOLDERS					
1. Beneficiaries					
Students (Boys and Girls), specifically from 1 to 5 grade (Boys-111,460; Girls-130,161- Total 241,621), disaggregation by districts in Table 2.)	Ultimate recipients of food assistance program	Study, Play and receive mid-day meal	Respondents in the evaluation	Data and information collection (Field survey)	Interview
Schools (Number 2462)	Shoulder responsibilities in the mid-day meal program pursuant to the Midday Meal in Community Schools: Standard and Programme	Increase enrolment, reduce dropout, improve student learning and concentration by providing on-site, hot school meals, and improve dietary	Provide unbiased data and information about the program implementation and assistance received from	Data and information collection (Field survey)	Interview, survey, consultations

Stakeholders	Role in the Programme	Interest in the program	Involvement in Evaluation	Stage to involve	Processes to engage in the evaluation
	Facilitation Handbook 2019 (MM Handbook)	diversity in combination with literacy activities.	the different agencies and federal, provincial and local levels Sharing evaluation results and act on the recommendations		
SMCs	Keep in track delivery of food items and tallying, to ensure that the deliveries are accurate and meet the following months' needs, deliver services as per the mid-day meal facilitation handbook 2019 (MM Handbook).	Delivery is accurate and meet students' needs and that the schools have properly utilized, oversee and monitor implementation of mid-day meal program.	Provide unbiased data and information about the program implementation and assistance received from the different agencies and federal, provincial and local levels Sharing evaluation results and act on the recommendations	Data and information collection (Field survey) Implementation of findings	Interview
Parents/ Guardians	Provide domestic learning environment and opportunity for study and extracurricular activity Monitor children's activities and receipt of services through the schools and feedback to the schools directly or through teachers or SMC members.	Quality education to the children Quality midday meals to their children	Respondent in the evaluation Sharing evaluation results and act on the recommendations	Data and information collection (Field survey) Implementation of findings	Interview

Stakeholders	Role in the Programme	Interest in the program	Involvement in Evaluation	Stage to involve	Processes to engage in the evaluation
2. Government of Nepal					
2.1 Federal					
(a) Government of Nepal, Ministry of Education, Science and Technology Including CEHRD, ERO	Overall responsible agency for education policy, curriculum and teacher training frameworks, standard setting, mobilizing national as well as international resources, conducting monitoring and evaluation, and capacitating stakeholders Activity 1 and Activity 5, and participate and contribute to Activity 6 related activities	Support WFP to align with GoN priorities, assist to harmonize with the action of other partners, and achieve the expected results. Capacity development, Quantity and Quality of resources available from the project and access to the resources; sustainability of the program as well as lessons learned as the direct institutional beneficiary. Results and Outcomes from the Programme Own and share the evaluation results across related development partners, incorporate in in policy Use the evaluation results and lessons learned in new policy and strategies formulation, policy amendments and policy processes.	Member of the evaluation reference group. Review evaluation reports Sharing evaluation results and act on the recommendations	Key informants on program strategy, context, and performance Data and information collection Sharing the MTE report through WFP Implementation of findings	Key Informants

Stakeholders	Role in the Programme	Interest in the program	Involvement in Evaluation	Stage to involve	Processes to engage in the evaluation
(b) MoHP	Partner with WFP and IDS to provide an Integrated Package of School Health and Nutrition Interventions that will lead to increase better use of health and dietary Practices (Activity 2) Family Welfare Division of the MoHP in Activity 5	Capacity development, Quantity and Quality of resources available from the project and access to the resources; sustainability of the program as well as lessons learned as the direct institutional beneficiary. Towards results and Outcomes from the Programme Own and share the evaluation results across related development partners, incorporate in in policy Use the evaluation results and lessons learned in new policy and strategies formulation, policy amendments and policy processes.	Review evaluation reports Sharing evaluation results and act on the recommendations	Key informants on program strategy, context, and performance Data and information collection Sharing the MTE report through WFP Implementation of findings	Key Informants
(c) MoALD	Assist and coordination to implement Activity 4 to Mercy Corps, and partner with WFP	Capacity development Evaluation results, specifically impact of HGSF	Review of the evaluation reports Sharing evaluation results and act on the recommendations	Data and information collection Sharing the MTE report through WFP Implementation of findings	Key informant

Stakeholders	Role in the Programme	Interest in the program	Involvement in Evaluation	Stage to involve	Processes to engage in the evaluation
2.2 Provincial Government					
(a) MoSD, specifically EDCU	Coordination with line ministries, technical backstopping, coordination and collaborations with local governments	Effective implementation, Efficient and timely delivery of quality mid-day meals and services as per other components of the program; accountability of the local governments	Review of evaluation reports Sharing evaluation results and act on the recommendations	Data and information collection Sharing the MTE report through WFP Implementation of findings	Key informant
(b) MoLMAC, specifically AKCs	Assist and coordination to implement Activity 4 to Mercy Corps, and partner with WFP	Evaluation results, specifically impact of HGSF	Review of the evaluation reports	Data and information collection Sharing the MTE report through WFP Implementation of findings	Key informant interview
2.3 Local Governments					
Municipal Executive Office) and Education Development Section	Pursuant to LGOA 2018 and MM Handbook 2019 assist, oversee and implement community education program, monitor mid-day meal management and related activities at the community schools under their respective jurisdictions, including coordination of HGSF related activities in support of Midday Meal program.	Quality of education delivery at the community schools, increase in students' enrolment, decrease in drop-out, increase in retention rate, and ensure that the mid-day meal menu in the schools is properly diversified for improved nutrition.	Sharing evaluation results and act on the recommendations	Data and information collection Sharing the MTE report through WFP Implementation of findings	Key informant interview
International agencies and development partners					

Stakeholders	Role in the Programme	Interest in the program	Involvement in Evaluation	Stage to involve	Processes to engage in the evaluation
UN Country Team (UNCT)	The UNCT's harmonized action will contribute to the realization of the government's developmental objectives. Facilitate the involvement of various agencies to partner, coordinate and collaborate with WFP at the policy and activity level as required by the nature and objective of the program.	Ensuring that WFP programs are effective in contributing to the United Nation's concerted efforts	No direct involvement	Sharing the MTE report through WFP	Participation in lessons learned and dissemination workshop
NGOs (WFP Nepal's implementing Partners) (IDS, World Education Inc.; Mercy Corps)	Based on the Plan of Operation WFP Nepal's implementing Partners have roles as follows. Activity 2: IDS, Activity 3: WE., Activity 4: MCN Activity 6: All partners and cooperating agencies	WFP's implementing partners will be keen to know the findings of the special study to develop actionable items to inform the literacy program	Data collection/Key Informants Share experiences on program implementation from their sides Collect documents and reports	Data and information collection Sharing the MTE report through WFP	key informant interviews
USDA Food Assistance Division (FAD)	Donors like USDA would be involved as the primary stakeholders for the evaluation. They will be involved in reviewing the TOR, Inception report, and evaluation report. They are also member of the Evaluation Reference Group. They would be updated on the study's evaluation status, progress, challenges, and mitigation measures.	USDA has a specific interest in ensuring that operational performance reflects USDA standards and accountability requirements, as well as an interest in learning to inform changes in project strategy, results framework, and critical assumptions.		Sharing the MTE report through WFP	-

Stakeholders	Role in the Programme	Interest in the program	Involvement in Evaluation	Stage to involve	Processes to engage in the evaluation
Local Education Development Partner Group (LEDPG)	Would be involved as a secondary stakeholder with an interest in the evaluation findings They would be consulted to ascertain knowledge and information on the overall context and as well as specific delivering of the program components They would also be engaged for future planning processes	The LEDPG includes the United Nations Children's Fund (UNICEF), United States Agency for International Development (USAID), Civil Society, and others under the School Sector Development Plan (SSDP) supporting the Government education sector plan and programs.		Sharing the MTE report through WFP	-
Others	Respective perspectives of these stakeholders would be sought in the form of interviews and interactions with key informants With these stakeholders having a significant influence on the effectiveness and sustainability of the program, their inputs on the program would be used to identify gaps and provide adequate recommendations for the future.	A wide range of actors, such as local suppliers, farmers, and cooperatives groups, school administrators, school management committee, and local communities are involved in the provision of school meals and are expected to benefit from some of the capacity development activities		Sharing the MTE report through WFP	Key Informant Interview

Annex 4: Project districts
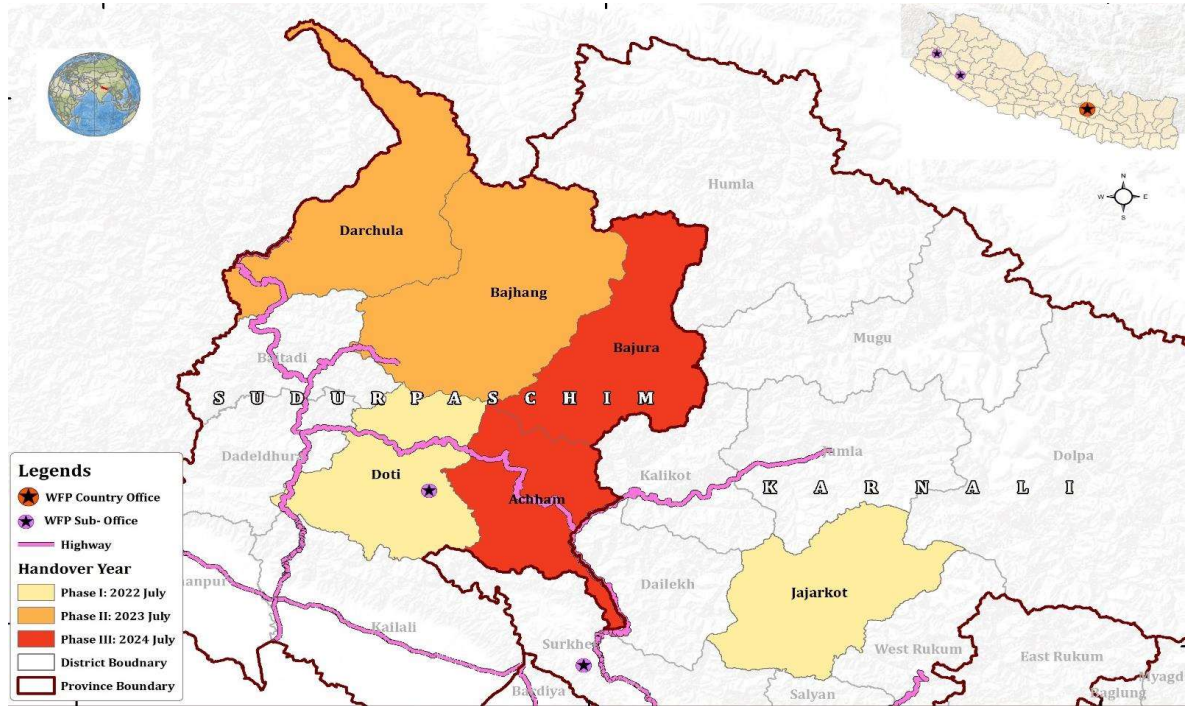
Annex 5: Results framework

WFP Nepal FY2020 McGovern-Dole Program: *Results Framework #1*

WFP Nepal FY2020 McGovern-Dole Program: *Results Framework #2*

MGD SO2: Increased Use of Health and Dietary Practices

MGD 2.1: Improved Knowledge of Health and Hygiene Practices	MGD 2.2: Increased Knowledge of Safe Food Prep and Storage Practices	MGD 2.3: Increased Knowledge of Nutrition	MGD 2.4: Increased Access to Clean Water and Sanitation Services	MGD 2.5: Increased Access to Preventative Health Interventions	MGD 2.6: Increased Access to Requisite Food Prep and Storage Tools and Equipment
Provide an Integrated SHN Package 3.3 Improve Healthy Behaviors and Practices (SBCC) *(IDS)*	Support Improved Safe Food Prep and Storage 2.1 Provide Training on Food Safety, Handling, Storage, and Prep *(WFP)*	Provide an Integrated SHN Package 3.3 Improve Healthy Behaviors and Practices (SBCC) *(IDS)*	Provide an Integrated SHN Package 3.1 Coordinate Government School Health and Nutrition Programs *(IDS)*	Provide an Integrated SHN Package 3.1 Coordinate Government School Health and Nutrition Programs *(IDS)*	Support Improved Safe Food Prep 2.2 Provide Non-Food items *(WFP)*
		Promote Improved Nutrition 5.1 Procure Local Vegetables, Rice, Pulses,, Fruits *(MC)*	Provide Integrated SHN Package 3.2 Rehabilitate/ Construct WaSH Infrastructure *(IDS)*	Provide an Integrated SHN Package 3.4 Strengthen School and LG Support System on Health and Nutrition *(IDS)*	

Abbreviations

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

Framework Key

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

WFP Nepal FY2020 McGovern-Dole Program: *Foundational Results and LRP Results*
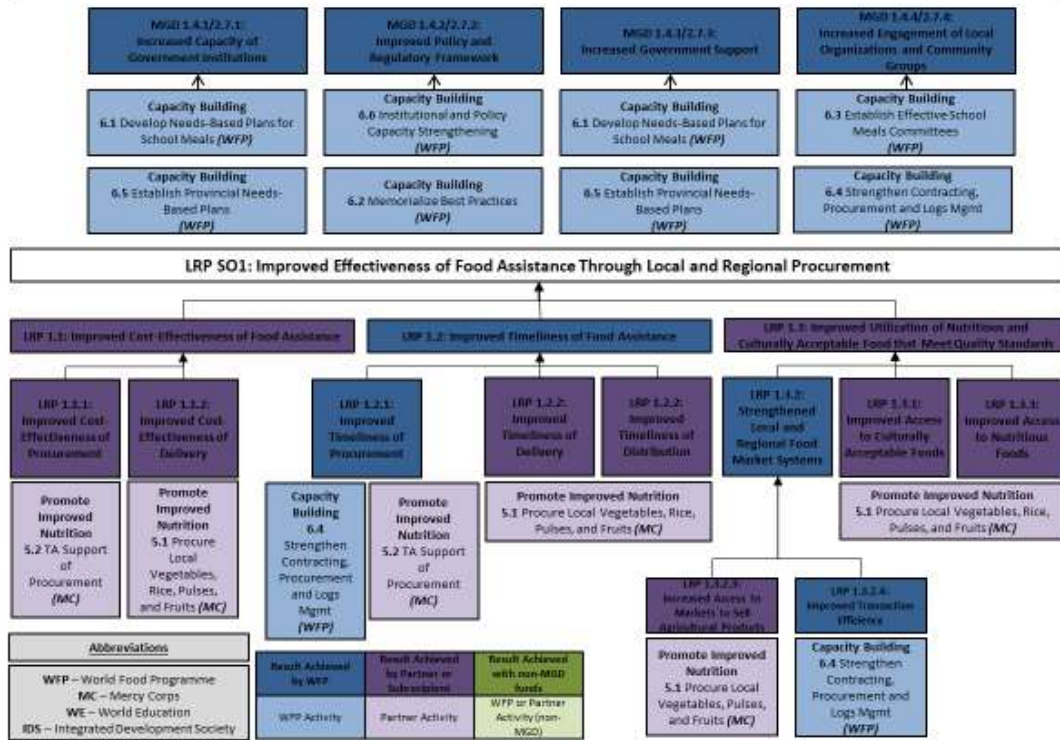
WFP Nepal FY2020 McGovern-Dole Program: *Foundational Results and LRP Results*
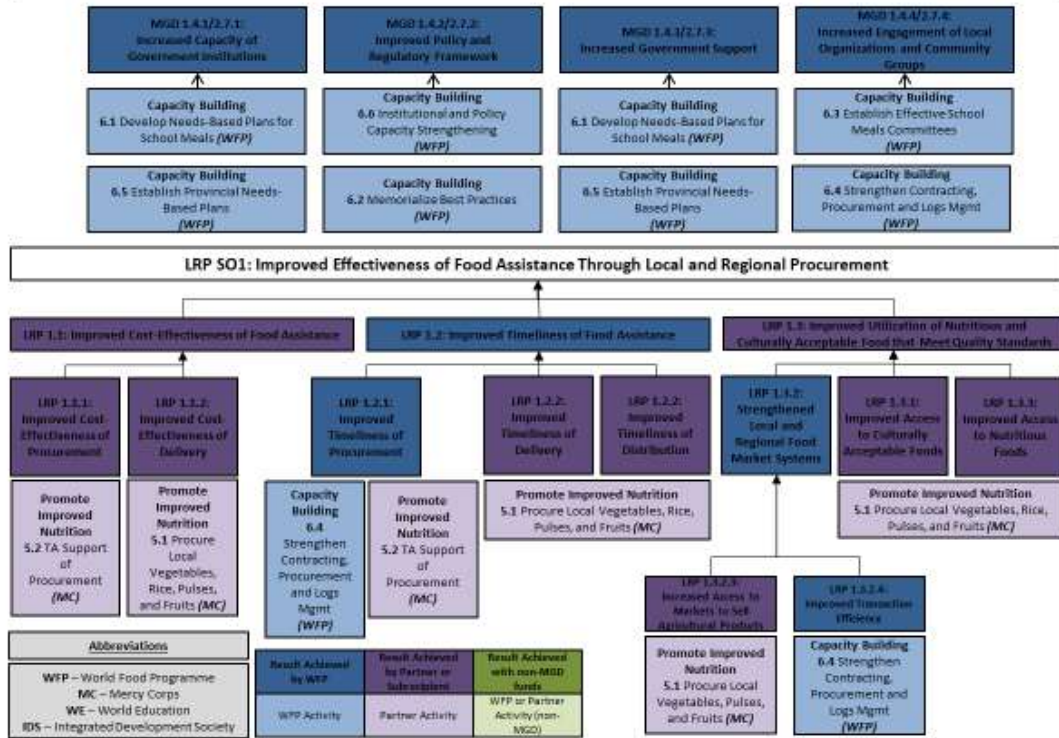
Annex 6: Theory of change (reconstructed at baseline)
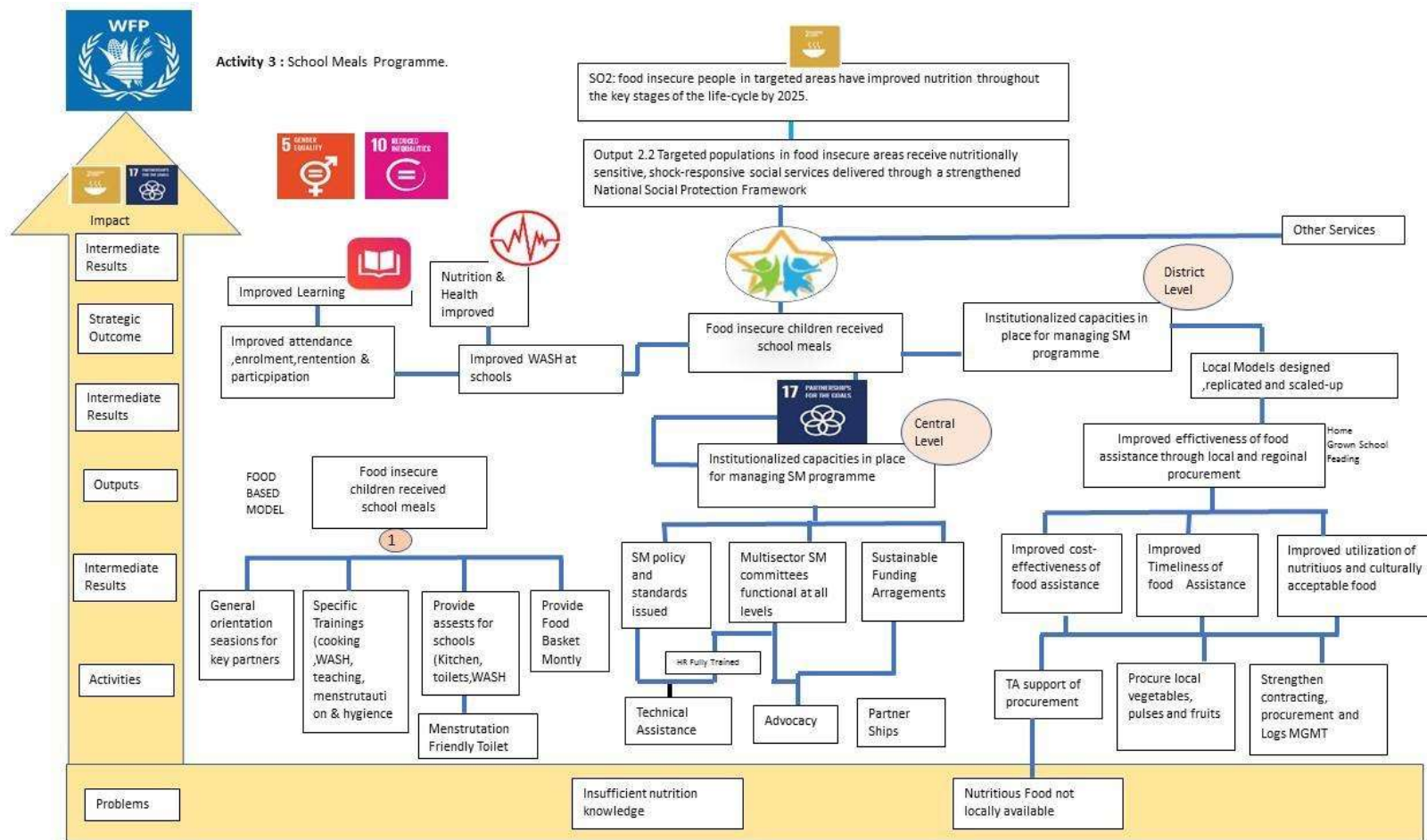
Annex 7: Performance monitoring plan

Indicator Number	Performance Indicator	Data Source	Disaggregation	Baseline	Targets				Life of project
					2021	2022	2023	2024	
Standard 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	Baseline Survey Midterm Evaluation Endline evaluation	Total (fluency & comprehension)	1	2	1	4	6	6
			Female	0.7	-	0.7	4	6	6
			Male	1.2	2	1.2	4	6	6
			Total (Oral reading fluency)	11.4	20	11.4	16	18	18
			Female	11.2	-	11.2	16	18	18
			Male	11.6	-	11.6	16	18	18
Standard 2	Average student attendance rate in USDA supported classrooms/schools	Head count and review of attendance register during routine process monitoring	Total	61%	70%	61%	80%	85%	85%
		Baseline Survey, Midterm evaluation Endline evaluation	Female	61%	70%	61%	80%	85%	85%
			Male	61%	70%	61%	80%	85%	85%
Standard 3	Number of teaching and learning materials provided as a result of USDA assistance	Input Output Monitoring	n/a	0	904,506	982,186	291,150	-	1,273,336
Standard 4	Number of teachers/educators/te	Baseline survey, midterm evaluation	Total	25	-	25	619	998	998

Indicator Number	Performance Indicator	Data Source	Disaggregation	Baseline	Targets				Life of project
					2021	2022	2023	2024	
	aching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance	and endline evaluation	Female	6	-	6	204	330	330
			Male	19	-	19	415	669	669
Standard 5	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	Input Output Monitoring	Total	0	932	952	950	-	1,426
			Female	0	310	314	314	-	471
			Male	0	622	638	637	-	955
Standard 6	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	Baseline survey, midterm and endline evaluation	Total	62	-	62	309	665	665
			Female	7	-	7	46	100	100
			Male	54	-	54	263	565	565
Standard 7	Number of school administrators and officials trained or certified as a result of USDA assistance	Input Output Monitoring	Total	0	921	1,428	950	-	1,902
			Female	0	307	214	143	-	285
			Male	0	614	1,214	808	-	1,617
Standard 8	Number of educational facilities (i.e., school buildings, classrooms, improved water sources, and latrines)	Input Output Monitoring	Total		400	500	1,000	308	1,808
			Improved Water Sources (hand washing station)	0	200	250	500	154	904

Indicator Number	Performance Indicator	Data Source	Disaggregation	Baseline	Targets				Life of project
					2021	2022	2023	2024	
	rehabilitated/constructed as a result of USDA assistance		Latrines (maintenance)		200	250	500	154	904
Standard 9	Number of students enrolled in school receiving USDA assistance	Resource Allocation Plan/Integrated Education Management Information System (IEMIS)	Total	156,410	276,314	381,319	268,011	175,537	432,019
			Pre-Primary Female	11,991	21,100	24,812	15,447	10,098	71,457
			Pre-Primary Male	11,231	19,763	24,784	15,133	10,022	69,702
			Primary Female	60,696	106,805	100,932	64,440	44,067	108,507
			Primary Male	53,392	93,953	93,186	59,278	40,331	99,609
			Secondary Female	10,053	34,693	70,446	58,073	36,342	70,446
			Secondary Male	9,047	26,665	67,159	55,640	34,677	67,159
Standard 10	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	Documentation of development of guidelines routinely during project implementation.School meal/School Health and Nutrition (SHN) policy at different tiers of government	Total	0	16	37	59	22	61
			Education (Stage 1-2)	0	16	37	22	2	61
			Education (Stage 3-5)	0	0	-	37	22	59
Standard 12	Number of public-private partnerships formed as a result of USDA assistance	Input Output Monitoring	Education	0	142	111	60	-	171

Indicator Number	Performance Indicator	Data Source	Disaggregation	Baseline	Targets				Life of project
					2021	2022	2023	2024	
Standard 13	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	Process Monitoring	n/a	0	2,297	2,462	1,590	799	2,462
Standard 16	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	Input Output Monitoring	n/a	0	17,396,712	66,996,144	41,685,840	8,312,472	134,391,168
Standard 17	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	Input Output Monitoring	Total	0	241,621	291,217	174,034	115,451	341,917
			New, Female	0	127,906	24,812	15,447	10,098	178,263
			Continuing, Female	0	-	127,906	74,613	49,719	127,906
			New, Male	0	113,715	24,784	15,133	10,022	163,654
			Continuing, Male	0	-	113,715	68,841	45,612	113,715
Standard 18	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	Input Output Monitoring	Total		322,754	293,992	178,234	116,876	346,117
			Human Assets/Capital, Female, New	0	162,599	24,812	15,447	10,098	178,263
			Human Assets/ Capital, Female, Continuing		-	127,906	74,613	49,719	127,906

Indicator Number	Performance Indicator	Data Source	Disaggregation	Baseline	Targets				Life of project
					2021	2022	2023	2024	
			Human Assets/ Capital, Male, New		140,380	24,784	15,133	10,022	163,654
			Human Assets/ Capital, Male, Continuing		-	113,715	68,841	45,612	113,715
			Household Assets/ Capital, Female, New		3,955	2,220	1,140	-	3,360
			Household Assets/ Capital, Female, Continuing		-	-	2,220	1,140	3,360
			Household Assets/ Capital, Male, New		15,820	555	285	-	840
			Household Assets/ Capital, Male, continuing		-	-	555	285	840
Standard 19	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	Baseline Survey Midterm Evaluation Endline evaluation	Total	699	-	699	14,955	17,366	17,366
			Female	390	-	390	4,486	5,965	5,965
			Male	309	-	309	10,469	11,400	11,400
Standard 20	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	Baseline Survey Midterm Evaluation Endline evaluation	Total	23	-	23	1,600	1,723	1,723
			Female	4	-	4	160	172	172
			Male	19	-	19	1,440	1,551	1,551

Indicator Number	Performance Indicator	Data Source	Disaggregation	Baseline	Targets				Life of project
					2021	2022	2023	2024	
Standard 22	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	Input Output Monitoring	Total	0	2,577	6,044	791	799	6,044
			Female		515	1,209	79	80	1,209
			Male		2,062	4,835	712	719	4,835
Standard 23	Number of individuals trained in child health and nutrition as a result of USDA assistance	Input Output Monitoring	Total	0	9,464	23,008	1,800	-	24,808
			Female		3,079	6,902	1,620	-	8,522
			Male		6,385	16,106	180	-	16,286
Standard 27	Number of schools using an improved water source	Input and Output monitoring Routine process monitoring Baseline Survey Midterm Evaluation Endline evaluation	n/a	208	408	458	858	1,112	1,112
Standard 28	Number of schools with improved sanitation facilities	Input and Output monitoring Routine process monitoring Baseline Survey Midterm Evaluation Endline evaluation	n/a	148	248	498	898	902	902
Standard 29	Number of students receiving deworming medication(s)	Input and Output monitoring	n/a	0	148,032	305,055	214,409	140,430	305,055
Standard 30	Number of individuals participating in USDA food security programs	Input and Output Monitoring	Total	-	334,600	301,694	178,386	175,537	416,427
			Students Female	-	162,599	196,190	137,960	90,507	196,190

Indicator Number	Performance Indicator	Data Source	Disaggregation	Baseline	Targets				Life of project
					2021	2022	2023	2024	
			Students Male	-	140,380	185,129	130,051	85,030	185,129
			School administrators and officials Female	-	153	369	143	-	369
			School administrators and officials Male	-	613	2,093	808	-	2,093
			Teachers Female	-	575	839	156	-	839
			Teachers Male	-	1,239	1,694	318	-	1,694
			Cook Female	-	191	246	-	-	246
			Cook Male	-	575	2,216	-	-	2,216
			Producers Female	-	15,820	2,220	1,140	-	3,360
			Producers Male	-	3,955	555	285	-	840
			School governance structure member Female (SMP and SWASH CC)	-	2,505	6,749	-	-	6,749
			School governance structure member Male	-	5,709	15,582	-	-	15,582

Indicator Number	Performance Indicator	Data Source	Disaggregation	Baseline	Targets				Life of project
					2021	2022	2023	2024	
			(SMP_SWASH CC)						
			Government officials, female	-	58	224	-	-	224
			Government officials, male	-	228	896	-	-	896
Standard 30	Number of individuals participating in USDA food security programs that include an LRP component	Input and Output Monitoring	Total	-	334,600	301,694	178,386	175,537	416,427
			Students Female	-	162,599	196,190	137,960	90,507	196,190
			Students Male	-	140,380	185,129	130,051	85,030	185,129
			School administrators and officials Female	-	153	369	143	-	369
			School administrators and officials Male	-	613	2,093	808	-	2,093
			Teachers Female	-	575	839	156	-	839
			Teachers Male	-	1,239	1,694	318	-	1,694
			Cook Female	-	191	246	-	-	246
			Cook Male	-	575	2,216	-	-	2,216
			Producers Female	-	15,820	2,220	1,140	-	3,360

Indicator Number	Performance Indicator	Data Source	Disaggregation	Baseline	Targets				Life of project
					2021	2022	2023	2024	
			Producers Male	-	3,955	555	285	-	840
			School governance structure member Female (SMP and SWASH CC)	-	2,505	6,749	-	-	6,749
			School governance structure member Male (SMP_SWASH CC)	-	5,709	15,582	-	-	15,582
			Government officials, female	-	58	224	-	-	224
			Government officials, male	-	228	896	-	-	896

Indicator Number	Performance Indicator	Data Source	Disaggregation	Baseline	Targets 2021	2022	2023	2024	Life of project
Standard 31	Number of individuals benefiting indirectly from USDA-funded interventions	Input/Output Monitoring	n/a	-	1,271,480	1,001,624	592,242	582,783	1,382,537
Standard 32	Number of schools reached as a result of USDA assistance	Input/Output Monitoring	Total	0	2,297	2,462	1,590	799	2,462
			Pre-Primary	0	1,783	1,920	1,240	623	1,920
			Primary	0	1,474	1,576	1,018	511	1,576
			Secondary	0	823	886	572	288	886
Standard 33	Number of schools reached **with LRP activities** as a result of USDA assistance	Input/Output Monitoring	n/a	0	791	791	1,590	799	1,590
LRP 5	Cost of commodity procured as a result of	Input and Output Monitoring	Total (US$)	0	405,306	176,400	957,480	217,350	1,351,230

Indicator Number	Performance Indicator	Data Source	Disaggregation	Baseline	Targets				Life of project
					2021	2022	2023	2024	
	USDA assistance (by commodity and source country)		Vegetables (US$)	0	405,306	176,400	393,750	217,350	787,500
			Rice (US$)	0	-	-	172,200	-	172,200
			Lentils (US$)	0	-	-	391,530	-	391,530
LRP 6	Quantity of commodity procured as a result of USDA assistance (by commodity and source country)	Input and Output Monitoring	Total (MT)	0	640	280	1,355	345	1,980
			Vegetables (MT)	0	640	280	625	345	1,250
			Rice (US$)	0	-	-	420	-	420
			Lentils (MT)	0	-	-	310	-	310
FFPr 21	Number of individuals who have received short-term agricultural sector productivity or food security training as a result of USDA assistance	Input and Output Monitoring	Total	0	19,775	2,775	4,200	4,200	4,200
			Producers Female New	0	15,820	2,220	1,140	-	3,360
			Producers Male New	0	3,955	555	285	-	840
			Producers Female Continuing	0	-	-	2,220	3,360	3,360
			Producers Male Continuing	0	-	-	555	840	840
LRP 12	Number of individuals in the agriculture system who have applied improved management practices	Baseline Survey Midterm Evaluation Endline evaluation	Total	15	-	15	1,665	2,940	2,940
			Small holder producers Female; age 15-29		-	-	400	706	706

Indicator Number	Performance Indicator	Data Source	Disaggregation	Baseline	Targets				Life of project
					2021	2022	2023	2024	
	or technologies with USDA assistance		Small holder producers Male; age 15-29		-	-	100	176	176
			Small holder producers Female; age 30+	10	-	10	932	1,646	1,646
			Small holder producers Male; age 30+	5	-	5	233	412	412
FFPr 12	Number of organizations with increased performance with USDA assistance	Baseline Survey Midterm Evaluation Endline evaluation	Government agencies	0	-	22	39	45	45
Custom 1	Average retention rate	Baseline Survey Midterm Evaluation Endline Evaluation	Total	92	-	92	94	95	95
			Female	92.4	-	92.4	94	95	95
			Male	91.7	-	91.7	94	95	95
Custom 2	Number of schools receiving food commodities for school meal program on timely basis	Input Output Monitoring	n/a	0	-	791	1,590	799	1,590
Custom 3	Number of schools conducting at least one annual health screening.	Input and Output monitoring	Total	0	-	477	954	559	908
			Pre-Primary	0	-	372	744	436	708
			Primary	0	-	305	611	358	581

Indicator Number	Performance Indicator	Data Source	Disaggregation	Baseline	Targets				Life of project
					2021	2022	2023	2024	
			Secondary	0	-	172	343	201	327
Custom 4	Number of adolescent girls aged 10-19 years receiving biannual weekly Iron Folic Acid supplementation	Input and Output monitoring	n/a	0	-	14,089	29,037	21,805	29,037
Custom 5	Number of schools with provision of sanitary pads.	Routine process monitoring	n/a	0	-	1,352	1,317	719	1,317
Custom 6	Number of schools with toilet with sanitary pads disposal bins.	Routine process monitoring	n/a	0	-	875	954	519	954
Custom 7	Number of schools supported for segregated waste management pit.	Input and Output monitoring	n/a	0	-	904	610	610	1,514
Custom 8	Number of schools practicing segregated waste management practice.	Routine process monitoring Baseline Survey Midterm Evaluation Endline Evaluation	n/a	508	-	795	954	1,113	1,113
Custom 9	Number of local governments recognizing and rewarding teachers making changes or taking special initiatives for their students to achieve reading outcomes	Input Output Monitoring	n/a	0	-	21	21	21	21

Indicator Number	Performance Indicator	Data Source	Disaggregation	Baseline	Targets				Life of project
					2021	2022	2023	2024	
Custom 10	Number of school meals committee established at municipal level as per the standard guideline.	Input Output Monitoring	n/a	0	-	37	56	56	56
Custom 11	Minimum diet diversity of school age children	Baseline Survey Midterm Evaluation Endline Evaluation	Total	93	-	93	95	95	95
			Boys	93	-	93	95	95	95
			Girls	93	-	93	95	95	95
Custom 12	Percentage of parents having school going children aware about the benefits of school meal program.	Baseline Survey Midterm Evaluation Endline Evaluation	Total	16	-	16	30	50	50
			Male	14	-	14	28	48	48
			Female	19	-	19	33	53	53
Custom 13	Percentage of local government developing contextualized instructional materials.	Input Output Monitoring	n/a	33	-	33	55	60	60
Custom 14	Percentage of students aware about the importance of school meal program	Baseline Survey Midterm Evaluation Endline Evaluation	Total	13	-	13	40	60	60
			Boys	12	-	12	39	59	59
			Girls	14	-	14	41	61	61
SBCC Custom Indicators									
SBCC Custom 1			Total	19	-	19	17	15	15

Indicator Number	Performance Indicator	Data Source	Disaggregation	Baseline	Targets				Life of project
					2021	2022	2023	2024	
	Health related absenteeism among school age children	Baseline Survey Midterm Evaluation Endline Evaluation	Boys	18	-	18	16	14	14
			Girls	20	-	20	18	16	16
SBCC Custom 2	Percent of school age children with good personal hygiene.	Baseline Survey Midterm Evaluation Endline Evaluation	Total	33	-	33	55	65	65
			Boys	29	-	29	51	61	61
			Girls	37	-	37	59	69	69
SBCC Custom 3	Percent of adolescent girls reporting practice of hygienic menstrual behavior.	Baseline Survey Midterm Evaluation Endline Evaluation	n/a	79	-	79	85	85	85
SBCC Custom 4	Percent of school age children reporting hand washing practice at critical times.	Baseline Survey Midterm Evaluation Endline Evaluation	Total	9	-	9	45	65	65
			Boys	6	-	6	42	62	62
			Girls	13	-	13	49	74	74
SBCC Custom 5	Number of schools with at least one set of Information Education and Communication and behavior change package.	Baseline Survey Midterm Evaluation Endline Evaluation	n/a	218	-	954	1,113	1,272	1,272
SBCC Custom 6	Number of schools celebrating national sanitation related campaign at the community level.	Input Output Monitoring	n/a	621	-	908	1,060	1,211	1,211

Indicator Number	Performance Indicator	Data Source	Disaggregation	Baseline	Targets				Life of project
					2021	2022	2023	2024	
	Number of school age children receiving school meal on all school days	Baseline Survey Midterm Evaluation Endline Evaluation	Total	0		232,974	139,227	92,361	273,534
			Boys	0	-	110,800	67,179	44,507	130,924
SBCC Custom 7			Girls	0		122,174	72,048	47,854	142,610

Source: World Food Programme, PMP, 2022.

Annex 8: Project midterm progress and target by activities

Activities	Results	Targets (2023)	Progress (March 2023)	Percent
1	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	50,693,832	33,2971,20	65.7
	Number of schools receiving food commodities for school meal program on timely basis	1,457	1457.00	100.0
2	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	5,395	3380.00	62.7
3	Number of individuals trained in child health and nutrition as a result of USDA assistance	32,753	23289.00	71.1
	Number of schools using an improved water source	944	536.00	56.8
	Number of schools with improved sanitation facilities	714	466.00	65.3
	Number of individuals participating in USDA food security programs that include an LRP component	516,101	181501.00	35.2
	Number of schools conducting at least one annual health screening.	1,436	1436.00	100.0
	Number of adolescent girls aged 10-19 years receiving biannual weekly Iron Folic Acid supplementation	56,905	56905.00	100.0
	Number of schools with provision of sanitary pads.	1,374	1374.00	100.0
	Number of schools with toilet with sanitary pads disposal bins.	394	394.00	100.0
	Number of schools supported for segregated waste management pit.	1,063	1063.00	100.0
4	Number of teaching and learning materials provided as a result of USDA assistance	1,918,238.0	1,013,732.0	52.8
	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	1,805	873.00	48.4
	Number of school administrators and officials trained or certified as a result of USDA assistance	1,891	970.00	51.3
	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	6,314	4017.00	63.6
	Percentage of local government developing contextualized instructional materials.	133	133.00	100.0
	Number of local governments recognizing and rewarding teachers making changes or taking special initiatives for their students to achieve reading outcomes	21	21	100.0
5	Number of schools reached with LRP activities as a result of USDA assistance	2,248	1457.00	64.8

Activities	Results	Targets (2023)	Progress (March 2023)	Percent
	Cost of commodity procured as a result of USDA assistance (by commodity and source country) (US$)	599,875	194569.00	32.4
	Quantity of commodity procured as a result of USDA assistance (by commodity and source country)	977	337.31	34.5
6	Number of school meals committee established at municipal level as per the standard guideline.	37	37	100.0

Annex 9: Project budget and expenditure

Unit: Million US$

Costs	Particulars	2021	2022	2023	2024	Total
Commodity cost	Budget	6.7	3.8	2.3	-	12.7
	Expense	4.7	4.4	1.3	-	10.3
	Percent	69.9	116.9	55.2		1.2
Capacity strengthening	Budget	1.3	1.9	1.6	0.6	5.5
	Expense	0.4	1.7	1.1	-	3.2
	Percent	28.5	89.1	69.1	-	58.5
Implementation cost	Budget	1.0	0.8	0.4	0.4	2.5
	Expense	0.1	0.6	0.4	-	1.1
	Percent	8.7	76.7	122.1	-	45.0
Support cost	Budget	1.9	1.2	0.8	0.2	4.2
	Expense	0.4	1.5	1.3	-	3.2
	Percent	21.6	120.1	153.9	-	76.6
Total	Budget	10.89	7.78	5.15	1.19	25.00
	Expense	5.52	8.27	4.14	-	17.93
	Percent	50.7	106.3	80.4	-	71.7

Source: WFP-CO

Annex 10: Evaluation matrix

Evaluation criteria	Evaluation questions	Indicator	Data source/ Collection methods	Data analysis	Data quality
Coherence	1. How do the McGovern-Dole project and its specific components complement the already existing efforts and programs of the GoN and/or other organizations working in the region? 1.1 To what extent the McGovern-Dole intervention is adding value without duplicating the efforts of other projects in the education sector in Nepal? 1.2 How was the McGovern-Dole project synergetic with other WFP operations and with what other actors were doing to contribute to WFP's overriding educational objectives in Nepal?	• Complementarities & synergy with existing efforts and programs of federal, provincial, & local government • Complementarities and synergy with another organizations/project • Value addition with efforts of other projects working in the area • Support of other actors on achieving overriding educational objectives	*Data source:* Primary and secondary *Methods:* • Desk review • Interviews with WFP Officials; Education officials; EDCU Officials; LGs (Education Section) & Implementing partner.	Qualitative analysis Triangulation: Comparing views of different stakeholders and secondary data	Strong, collected based on desk review & interviews
	2. To what extent was the intervention design and delivery in line with human rights principles and standards, including GEEW, and wider equity issues?	• Design and delivery in line with human rights principles and standards, such as humanity, neutrality, impartiality & operational independence • Integration of GEEW and equity issues in design and implementation	*Data source:* Primary *Methods:* • Interviews with WFP Officials; Education officials; EDCU Officials; LGs (Education Section) & Implementing partners. • Focus group discussion with adolescent girl	Qualitative analysis, Triangulation: Comparing views of different stakeholders, primary and secondary data	Strong, collected based on desk review & interviews

Evaluation criteria	Evaluation questions	Indicator	Data source/ Collection methods	Data analysis	Data quality
	3. How well is the project aligned with the Nepal government's education and school feeding policies and strategies?	• Alignment with the Nepal government's education and school feeding policies and strategies especially, • Education policy, • School Sector Development plan. • National School Health and Nutrition Strategy. • National School Meal program	*Data source:* Primary and secondary *Methods:* • Desk review of policies and strategies *Qualitative methods* • Interviews with WFP Officials; Education officials; EDCU Officials; LGs (Education Section) & Implementing partners.	Qualitative analysis, triangulation Triangulation: Comparing views of different stakeholders, primary and secondary data	Strong, collected based on desk review and interviews
Relevance	1. To what extent the project's strategy and plan is relevant to the need of beneficiaries, men, women, boys, and girls in the Nepalese context?	• Perceived relevance of beneficiaries, men, women, boys, and girls (education, nutritional security, personnel health and hygiene, agriculture production and income)	*Data source:* Primary *Methods:* Qualitative • Interviews with WFP Officials; Education officials; EDCU Officials; LGs (Education Section) & Implementing partners. • Focus group discussion with local communities, adolescent girl. • Review of progress reports	Qualitative analysis Triangulation: Comparing views of different stakeholders, primary and secondary data	Strong, collected based on desk review and interviews
	2. To what extent are the WFP-supported school feeding activities aligned with the government-led national school meals program? E.g., do objectives/modalities/ targeting/ food basket align? [if not, is there a plan/approach envisaged to ensure institutionalization and sustainability?]	• Align with the government-led national school meals program. • Approach taken by government to ensure institutionalization and sustainability	*Data source:* Primary and secondary *Methods:* • Desk review of national school meal program *Data source:* Primary *Methods:* Qualitative *Qualitative methods* • Interviews with WFP Officials; Federal and provincial government education officials; EDCU Officials; LGs	Qualitative analysis, explanation building Triangulation: Comparing views of different stakeholders, primary and secondary data	Strong, collected based on desk review and interviews

Evaluation criteria	Evaluation questions	Indicator	Data source/ Collection methods	Data analysis	Data quality
			(Education Section) & Implementing partners		
	3. How well the program is designed to address the Gender Equality Disability and Social Inclusion (GEDSI) issues in the Nepalese context?	• Perceived relevance on addressing Gender Equality Disability and Social Inclusion (GEDSI) issues in the Nepalese context	*Data source:* Primary *Methods:* Qualitative and quantitative methods Qualitative methods • Interviews with WFP Officials; Education officials; EDCU Officials; LGs (Education Section) & Implementing • Focus group discussion with local communities, adolescent girl. • Focus group discussion with parents. Quantitative survey • Head teacher • Nepali teacher • School health and nutrition focal	Quantitative Analysis Qualitative analysis, Triangulation: Comparing views of different stakeholders, primary and secondary data	Strong, collected based on desk review and interviews
Effectiveness	1. How effective school meal operation (all components) is concerning results (output, outcome, and impact) achieved by the project at this stage? (Annex 15 for indicators) 1.1 Is the project on track to reach the set targets? Why or why were not results achieved? 1.2 What additional measures/ adjustments to the	• Results achieved by the project. • Literacy (Quality of literacy education; attentiveness; attendance) • Health and dietary practices (knowledge on health and hygiene; safe food production and storage; clean water and sanitation; access to preventive health intervention; food preparation and storage) • Increased capacity (National and provincial need-based plan; policy	*Data source:* Primary *Methods:* Qualitative and quantitative methods Quantitative survey • Head teacher • Student • Parent • EGRA assessment • Cook • Nepali teacher • SHN teacher • Implementing partner's interview	• Descriptive analysis • Comparison between 2021 baseline and mid-term evaluation • Inferential statistic (significance test) • Qualitative analysis,	Strong, collected based survey and interviews

Evaluation criteria	Evaluation questions	Indicator	Data source/ Collection methods	Data analysis	Data quality
	project design, if any, should be undertaken to enhance the effectiveness of the intervention?	and regulatory framework; engagement of local communities) • Local and regional procurement (Price differences at local and regional market; user perception on timeliness of availability; timely utilisation and distribution of fruits/vegetables) • Factors affecting on achievements of project results • Best practices of the project • Challenges and migration measures • Changes in project and activities design, including transitional plan • Additional measures/ adjustments required for achieving results	Qualitative methods • Interviews with WFP Officials; & Implementing partners • Focus group discussion with parents. • Organizational performance index of local government • Farmer group survey/interactions	• Triangulation: Comparing views of different stakeholders, primary and secondary data	
	2. Were (are) the outputs and outcomes for men, women, boys, girls, and other relevant categories achieved (likely to be achieved)? 2.1. How effective was the program for vulnerable groups like marginalized, minority groups, elderly, and differently able groups? 2.2. Why do results differ across groups of people?	• Achievements of outputs and outcomes (above indicators) or Annex17 by different groups, including differential impacts and reasons for change • Perceived reasons for difference in result across group (targeting, affirmative actions. • Perception on factors supporting and/or hindering for achievements of results.	*Data source:* Primary *Methods:* Qualitative and quantitative methods Quantitative survey • Head teacher • Student • Parent • EGRA assessment • Cook • Nepali teacher • SHN teacher • Implementing partner's interview Qualitative methods • Interviews with WFP Officials; & Implementing partners	• Descriptive analysis • Comparison between 2021 baseline and mid-term evaluation • Inferential statistic (significance test) • Qualitative analysis, Triangulation: Comparing views of different	Strong, collected based on field survey

Evaluation criteria	Evaluation questions	Indicator	Data source/ Collection methods	Data analysis	Data quality
			• Focus group discussion with parents. • Farmer group survey/interactions • Interview with Education ministry officials (Federal and provincial), EDCU Officials, LGs (Education Section)	stakeholders, primary and secondary data	
	3. How did effectiveness change after government handover? 3.1 How might the government program implement particularly effective aspects of the McGovern-Dole project?	• Changes in literacy (Quality of literacy education; improved attentiveness; attendance) • Knowledge on health and hygiene; safe food production and storage • Implementation of government program aligning with the McGovern-Dole project (Capacity strengthening; school health and nutrition. • Perceived effectiveness of school meal program (Cash based) • Changes in literacy (Quality of literacy education; improved attentiveness; attendance) • Knowledge on health and hygiene; safe food production and storage • Home grown school feeding program	*Data source:* Primary *Methods:* Quantitative methods Quantitative survey • Head teacher • Student • Parent • EGRA assessment • Cook • Nepali teacher • SHN teacher • Implementing partner's interview Qualitative methods • Interviews with WFP Officials; & Implementing partners • Interview with • Education ministry officials (Federal and provincial), EDCU Officials • Interview with • LGs (Education Section) • Interview with Implementing partners • Interview with farmer groups	Comparison between transition and non-transition program districts, including inferential statistics. Qualitative analysis, Triangulation: Comparing views of different stakeholders, primary and secondary data	Strong, collected based on field survey

Evaluation criteria	Evaluation questions	Indicator	Data source/ Collection methods	Data analysis	Data quality
	4. How effective is the capacity strengthening work to build national capacity in school feeding? What evidence is there of progress?	6. Capacity of stakeholders to implement in implementing school feeding such as • Support for preparation of policy, guidelines, and plan at federal provincial and local level • Allocation of resources from federal, provincial and local government for implementing school feeding • Establishment of institutional structure/ institutional mechanism for implementing school meal program • Alignment of the capacity strengthening activities with the government plan and priorities.	*Data source:* Primary *Methods:* Qualitative • Interviews with WFP Officials; & Implementing partners • Interview with Education ministry officials (Federal and provincial), EDCU Officials • Interview with • LGs (Education Section) • Interview with Implementing partners	Qualitative analysis, Triangulation: Comparing views of different stakeholders, primary and secondary data	Strong, collected based on field survey
	5. What is the impact of COVID-19 pandemic/other crises on anticipated project outcomes with specific reference to impact of COVID 19 on school children's return to school and contribution to achievement of project outcomes? What alternatives has WFP proposed in these circumstances and how much traction do they have?	• Impact of COVID 19 on school program area • Alternative measures taken by project during pandemic period. • Effective of alternative measures in improving children education and nutrition •	*Data source:* Primary and Secondary sources *Methods:* Qualitative • Interviews with WFP Officials; & Implementing partners • Interview with Education ministry officials (Federal and provincial), EDCU Officials • Interview with • LGs (Education Section) • Interview with Implementing partners Quantitative survey • Head teacher • Student • Parents	Descriptive statistics Qualitative analysis, Comparing views of different stakeholders, primary and secondary data	Strong, collected based on field survey

Evaluation criteria	Evaluation questions	Indicator	Data source/ Collection methods	Data analysis	Data quality
			• Cook Desk review • Secondary sources of information		
Efficiency	1. How is the efficiency of the program, in terms of transfer cost, cost per beneficiary, logistics, and timeliness of delivery at this stage? 1.1. Which components are inefficient or how efficiencies can be improved?	• Review of expense on transfer cost, cost per beneficiary, logistics, and timeliness of delivery • Expenditure by activity	*Data source:* Primary and Secondary sources *Methods:* Qualitative • Review of Financial reports and Expenditure • Interaction with the WFF Officials (project team)	Descriptive statistics Qualitative analysis, Triangulation: comparing views of different stakeholders and respondents	Strong, collected based on project records
	2. How are the processes, systems, analysis, and tools been put in place to support the McGovern-Dole design, implementation, monitoring & evaluation, and reporting, including the specific arrangements (e.g., third-party monitoring to complement WFP Nepal field monitoring)?	• Processes, systems, analysis, and tools put in place to support the McGovern-Dole • design, • implementation, • monitoring & evaluation, and • reporting, including third-party monitoring. • Use of above tools and findings from this assessment to revise/update annual plan	*Data source:* Primary and Secondary sources *Methods:* Qualitative • Monitoring report review • Interaction with the WFF Officials (project team) • Interaction with Implementing partners	Qualitative analysis, triangulation and respondents	Strong, collected based on field survey
	3. How efficient is WFP's approach to strengthening national capacity in school feeding? Has WFP been able to timely mobilize the required skills/personnel/ technical support to be able to provide the right support to national	• Type of technical support provided to the national/provincial & local government on school feeding (policy, program, institutional measures) • financial support to the national/provincial & local government in implementing school meal program.	*Data source:* Primary sources *Methods:* Qualitative • Interviews with WFP Officials; & Implementing partners • Interview with Education ministry officials (Federal and provincial), EDCU Officials	Qualitative analysis, triangulation and respondents	Strong, collected based on field survey

Evaluation criteria	Evaluation questions	Indicator	Data source/ Collection methods	Data analysis	Data quality
	actors (at technical, management and advocacy levels)?	• Policy lobbing/influence with the national/provincial & local government on implementing school meal program (Policy lobby issues and outcomes)	• Interview with • LGs (Education Section) • Interview with Implementing partners		
	4. How efficient is WFP approach to strengthening regional and local food market systems?	• Type of locally procured foods in the schools (transition district), including volume of food procured) (transition and non-transition district) • Capacity of local government and school management committees (SMC), to manage local food procurement. (Transitions and non-transition district) • Linkages of farmer groups with schools on supply of fresh vegetables/fruits (transition and non-transition district) • Problems and challenges for effective implementation regional and local good procurement • Perception on timeliness of procurement of fruits and vegetables (non-transition district)	*Data source:* Primary and secondary sources *Methods:* Qualitative and Quantitative methods Qualitative methods • Interviews with WFP Officials; & Implementing partners • Interview with Education ministry officials (Federal and provincial), EDCU Officials • Interview with • LGs (Education Section) • Interview with the SMC chair • Interview with the farmer groups Quantitative survey • Head teacher • Cook Record review • Schools	Qualitative analysis, Triangulation: comparing views of different stakeholders and respondents	Strong, collected based on field survey
Impact	1. Have there been any unintended outcomes, either positive or negative? What are they? What are the areas that the result directly affected?	• Unintended outcomes, either positive or negative of school meal program • Effect of un-intended outcomes on result area (literacy, health and dietary practice, food assistance)	*Data source:* Primary *Methods:* Qualitative and quantitative methods • Interviews with WFP Officials; & Implementing partners	Qualitative analysis, triangulation Descriptive analysis	Medium (based on perceptions, difficult to attribute the change)

Evaluation criteria	Evaluation questions	Indicator	Data source/ Collection methods	Data analysis	Data quality
			• Interview with Education ministry officials (Federal and provincial), EDCU Officials • Interview with • LGs (Education Section) • Interview with Implementing partners • Special study reports • Focus group discussion. • Parent survey • Student survey • Farmer group survey Quantitative survey • Head teacher • Student • Parents • Cook	Triangulation: comparing views of different stakeholders and respondents	
	2. What are the intermediate effects of the project among direct beneficiaries (students, teachers, cooks) and indirect beneficiaries (parents, community) and different marginalized groups of the McGovern-Dole project? 2.1. Has the intervention made any difference to gender relations (equality) in the medium or long term?	Intermediate effects of the project among direct beneficiaries (students, teachers, cooks) and indirect beneficiaries (parents, community) • Students' performance in literacy • Supplementing the school feeding food basket • Access to sanitary pads • Absentee from school • Reduce dependency on import foods. • Difference to gender relations (equality) in the medium or long term? • Literacy outcomes	*Data source:* Primary *Methods:* Qualitative and quantitative methods Qualitative methods • Interviews with WFP Officials; & Implementing partners • Interview with Education ministry officials (Federal and provincial), EDCU Officials • Interview with • LGs (Education Section) • Interview with Implementing partners • Special study reports	Qualitative analysis, triangulation Triangulation: comparing views of different stakeholders and respondents	Medium (based on perceptions, difficult to attribute the change)

Evaluation criteria	Evaluation questions	Indicator	Data source/ Collection methods	Data analysis	Data quality
		• Absentee from schools • Enrolment • Attendance	• Focus group discussion with adolescent's girl and parents. Quantitative survey • Head teacher • Student • Parents • Cook • Teacher (EGR/SHN)		
	3. How effective were the project interventions in changing cultural taboos in the community related to girl's education, menstruation and hygiene, caste discrimination, and early marriage"	Change in cultural taboos in the community related to • girl's education, • menstruation and hygiene, • caste discrimination, and • early marriage	*Data source:* Primary *Methods:* Qualitative and quantitative methods • Interviews with WFP Officials; & Implementing partners • Interview with EDCU Officials and • LGs (Education Section) • Interviews with Implementing partners • Focus group discussion with adolescent's girl and parents. Quantitative survey • Head teacher • Adolescent girl • Parents • SHN teacher	Qualitative analysis, Triangulation: comparing views of different stakeholders and respondents	Strong, collected based on field survey, and interviews
	4. Are local communities fully involved in and contributing toward school feeding?	• Number and type of initiatives taken by PTAs. • Linkages with farmers on home grown school feeding program. • Engagement of school management committee in school feeding program	*Data source:* Primary *Methods:* Qualitative and quantitative methods Qualitative methods • Interviews with WFP Officials; & Implementing partners	Qualitative analysis, Descriptive analysis	Strong, collected based on field survey, and interviews

Evaluation criteria	Evaluation questions	Indicator	Data source/ Collection methods	Data analysis	Data quality
			• Interview with Education ministry officials (Federal and provincial), EDCU Officials • Interview with • LGs (Education Section) • Interview with Implementing partners • Special study reports • Interview with SMC chair • Focus group discussion with adolescent's girl and parents. Quantitative survey • Head teacher • Student • Parents • Cook • Teacher (EGR/SHN)	Triangulation: comparing views of different stakeholders and respondents	
Sustainability	1. To what extent has WFP's capacity strengthening work resulted in a sustainable program in the following areas: a strategy for sustainability; sound policy alignment; stable funding and budgeting; quality program design; institutional arrangements; local production and sourcing; partnership and coordination; community participation, equity, and ownership? 1.1. How has the Nepal government progressed	Any program/strategy design at the federal, provincial and local level for • policy alignment with the meal program • stable funding and budgeting. • quality program design; institutional arrangements. • local production and sourcing; partnership and coordination. • community participation, • equity, and ownership Efforts of national government towards implementing nationally owned school	*Data source:* Primary *Methods:* Qualitative methods • WFP Officials; & Implementing partners • Interview with Education ministry (Federal and provincial) and EDCU Officials • Interview with • LGs (Education Section) • Interview with Implementing partners • Interview with SMC chair • Focus group discussion with parents.	Qualitative analysis, Triangulation: comparing views of different stakeholders and respondents	Strong, collected based on interview

Evaluation criteria	Evaluation questions	Indicator	Data source/ Collection methods	Data analysis	Data quality
	towards developing a nationally owned school feeding program?	feeding (cash-based meal program) and policy reforms for ensuring sustainability	• Organizational performance assessment		
	2. To what extent has the WFP school implementation model been adapted to align with the national school feeding model in preparation for handover?	Alignment of the WFP school feeding model with the national school feeding model (home grown food production, local and regional procurement, improving nutritional and dietary diversity etc) Activities adopted by national and local government for implementing school meal program or likely to be adopted.	*Data source:* Primary and Secondary sources *Methods:* Qualitative methods • Desk review of National School Meal Programme *Qualitative methods* • WFP Officials; & Implementing partners • Interview with Education ministry (Federal and provincial) and EDCU Officials • Interview with • LGs (Education Section) • Interview with Implementing partners • Interview with SMC chair • Focus group discussion with parents	Qualitative analysis, Triangulation: comparing views of different stakeholders and respondents	Strong, collected based on interview
	3. To what degree the local communities (PTAs, farmers groups, etc.) of Nepal are involved in and contributing towards the school feeding?	Involvement of local communities (PTAs, farmers groups, etc.) in the school feeding, including their contribution Capacity of local communities to oversee and monitor school feeding program Recognition of community roles in school feeding activities	*Data source:* Primary sources *Methods:* Quantitative and Qualitative methods • Farmer survey • Parent survey • Head teacher interview • Focus group discussion with parents. • Interview with SMC chair	Qualitative analysis, Triangulation: comparing views of different stakeholders and respondents	Strong, collected based on field survey, interaction with respondents
	4. How are the operational and maintenance mechanisms developed for the	Community-level, sub-national (including government) governance and management systems required for the	*Data source:* Primary *Methods:* Qualitative	Qualitative analysis, Triangulation:	Strong, collected

Evaluation criteria	Evaluation questions	Indicator	Data source/ Collection methods	Data analysis	Data quality
	sustainability of this program? What are the key gaps and priority areas for ensuring sustainability of School Feeding moving forward?	successful implementation and sustainability of school meal programs. Operational and maintenance mechanisms developed for the sustainability of this program. Key gaps or challenges for ensuring sustainability. Future priority for ensuring sustainability.	• WFP Officials; & Implementing partners • Interview with Education ministry (Federal and provincial) and EDCU Officials • Interview with • LGs (Education Section) • Interview with Implementing partners • Interview with SMC chair • Focus group discussion with parents	comparing views of different stakeholders and respondents	based on interview

Annex 11: Methodology

The evaluation followed mixed-method approaches drawing on quantitative and qualitative data collection methods. The evaluation findings are based on the six evaluation criteria (coherence, relevance, effectiveness, efficiency, impact, and sustainability) as proposed in the inception report. These criteria are most general and invariably used as a core reference for evaluating national and international development projects and interventions by the national and international agencies. However, the definition of these criteria and accompanying questions varies by their needs, interests, and requirements of the agency sponsoring the evaluation and scope and nature of the project. The evaluation puts the LGs, schools, students, teachers, and parents in the centre as beneficiaries and seeks their responses keeping the interest and concerns of the USDA as a financing agency, MoEST as executing agency, WFP and its POs as implementing agency. While doing so, the terms of reference, the evaluation framework and the questions proposed in the inception report remain the guiding documents and references.

A.   Desk Review

Secondary documents were reviewed to complement primary data collected through the project and POs, which were later triangulated to ensure complementarity and consistency across data points. During the desk review, the evaluation team further assessed availability, check collected data and information systematically for accuracy, consistency, and validity, and identify any limitations/caveats in drawing conclusions.

B.   Quantitative Survey

Adhering to the BLS, the MTE conduct quantitative interviews with different categories of respondents who were selected randomly, applying the same strategies as followed in the BLS, and the sample size was estimated at a 95% confidence level, 5% margin of error, a prevalence rate of 50%, and a 2297 population size (number of program schools in the six districts) using the following formula. This gave 330 schools required for the survey.

n = Nx/(N+x), where

n = Required overall minimum sample size.

N = Population size = 2297 schools.

x = Sample size that would be required for infinite population, given by

x = [(Z1-α/2)2× P(1-P)] /(ME)2].

α = Significance level, chosen as 0.05 for 95% confidence interval.

Z = Z-score corresponding to the selected value of α.

P = Prevalence proportion of key indicators in the population (conservative rate of 0.5 is assumed); and ME = Margin of error, taken to be 0.05

The BLS did not adjust a non-response of 15% in the estimated sample size, though this may not impact on the survey report. While designing the sample, the primary beneficiary should be considered rather than the schools. In this case, students are the primary beneficiary, whereas schools are the primary sampling unit. If the number of students were used for estimating the sample size, the number of sample schools could be far lower, where a sample size of the students would be almost equal to the number of schools. While the evaluation used the same sampling formula, sample size was re-estimated due to the increase in the number of schools (2462 schools) while the sample size was estimated in the BLS from 2297 schools. With 2462 schools in the program districts, the required sample size was estimated at 333. Given that the probability of any schools not participating in the survey is nil, the MTE did not add a non-response rate like BLS.

In harmony with the BLS, the MTE followed stratified sampling method and distributed the sample size based on the population probability of the school by the district, adjusting the sample size rounding number upward, which meant less than 0.5 will also increase sample size by one rather than reduction by 1. Besides, this the evaluation did not decrease the sample size if the sample size of the schools was lower than the BLS. Adjusted sample size by district is shown in Table 1 below:

Table 1: Adjusted sample size for evaluation

Districts	Total schools (No)		Baseline Sample size	Proposed sample size (No)		
	Number	Proportion		Required	Adjusted	Final
Jajarkot	458	0.19	58	61.9	62	62
Doti	424	0.17	56	57.3	58	58
Darchula	344	0.14	49	46.5	47	49
Bajhang	447	0.18	64	60.5	61	64
Bajura	250	0.10	34	33.8	34	34
Achham	539	0.22	69	74.3	75	75
Total	2462	1.0	330	61.9	337	342

The BLS has already selected 330 schools. The evaluation replaced the schools from the same wards of the municipality if those schools were merged or limited students were present. Additional and replaced schools were selected randomly within the studied wards of the selected municipalities. The schools were also be replaced if the number of students is less than three in grade three. The schools were replaced by selecting adjoining schools within the selected wards as far as possible. Table 2 presents the number of schools surveyed. The evaluation replaced only four schools.

Table 2: Number of schools surveyed

Districts	Schools surveyed			Number of schools surveyed				
	Target	Progress	School replacement	Primary (1-3)	Primary (1-5)	Basic (1-8)	Secondary (1-10)	Higher Secondary (1-12)
Achham	75	75	1 (SN=41)	10	25	12	15	13
Bajhang	64	64	-	7	21	16	8	12
Bajura	34	34	1 (SN=157)	4	11	8	8	3
Darchula	49	49	-	0	10	13	9	17
Doti	58	58	1 (SN=273)	4	20	10	14	10
Jajarkot	62	62	1 (SN=315)	7	24	16	9	6
Total	342	342	4	32	111	75	63	61

Table 3 shows data collection methods used in the quantitative survey.

Table 3: Data collection methods for quantitative survey

SN	Respondents	Information sought	Tools	Methods
1	Grade III students	Literacy performance of early-grade students, focusing on phonological awareness, phonics/decoding, fluency, reading comprehension, and listening comprehension	National EGRA instruments used in BLS	EGR standard test / CAPI
2	Students (Grade IV to VIII) survey	Knowledge and practices of health and hygiene, awareness of the importance of SMP, school attendance;	Structured & coded questionnaire	Structured interview/ CAPI
3	Parents survey (Grade IV to VIII)	Household-level background information and perception on the SMP; dietary diversity	Structured & coded questionnaire	Structured interview/ CAPI
4	Parents survey (Grade III)	Household-level background information and perception on the SMP; dietary diversity; education, living conditions, socioeconomic factors influencing education	Structured & coded questionnaire	Structured interview/ CAPI
5	Headteacher interview	School-level information; food distribution; use of new and quality techniques and tools	Structured & coded questionnaire	Structured interview/ CAPI
6	Nepali teacher interview	Use of new and quality teaching techniques and tools	Structured & coded questionnaire	Structured interview/ CAPI

SN	Respondents	Information sought	Tools	Methods
7	SHN teacher interview	School health and nutrition-related information	Structured & coded questionnaire	Structured interview/ CAPI
8	Cook interview	Food preparation and storage practices	Structured & coded questionnaire	Structured interview/ CAPI
9	Classroom observation	Teaching and learning practices of Nepali subject	ERO checklists for observation	Checklist / CAPI
10	School observation	School infrastructure and physical facilities	Structured & coded questionnaire	Checklist/ CAPI
11	Schools record review	Attendance rate/ Retention rate/Food distribution records	Structured questionnaire	Record Review/ CAPI
12	Storekeeper	Knowledge and practice related to storing foods, warehouse management	Structured & coded questionnaire	Structured interview/ CAPI

Grade 3 students for EGRA assessment:

The evaluation randomly selected a maximum of 10 students from Grade III for EGRA, comprising of 5 boys and 5 girls. The students were selected randomly based on the number of students present on the day of the survey. The evaluation increased the sample size by 20% to reach the required sample size.

The evaluation adopted the national EGRA tool used in the BLS. In addition, the structured interview was carried out with the parents of grade 3 students to collect explanatory variables for the "special study" based on the BLS. Data were disaggregated across the student's age, grade, gendersex, and other demographics. The EGRA results were also used as a response variable for the special study. The table 4 below presents the number of parents and students reached during survey.

Table 4: Number of students and parents covered for EGRA assessment.

Districts	EGR (grade 3)		Parents (Grade 3)	
	Target	Progress	Target	Progress
Achham	750	742 (-8)	225	225
Bajhang	640	686 (+46)	192	197 (+5)
Bajura	340	366 (+26)	102	101 (-1)
Darchula	490	532 (+42)	147	145 (-2)
Doti	580	601 (+21)	174	175 (+1)
Jajarkot	620	527 (-93)	186	184 (-2)
Total	**3420**	**3454 (+34)**	**1026**	**1027 (+1)**

Students

The BLS interviewed grade 4 to 8 students for health and hygiene knowledge and practices, and awareness about the importance of SMP representing two students (preferably boys and girls) from each of the available grades from four to eight. Despite the BLS planning to interview 3300 students in total @ of two students (boy and girl) from each of the available grades from four to eight to interview, it ended up in interviewing 2087 students which is 63.2% of the planned sample. Learning from this, this MTE increased sample size through upward or downward movement in each grade such that sample size may not be compromised (Table 5). For example, if the school has no grade 6 to 8, the required sample size was drawn from grade 4 and 5. Likewise, if the required sample size is not found in grade 5, it would be drawn either from grade 4 or 6, depending on availability of the study. The proposed change is likely to end the situation of ending the survey with numbers lower than the planned one. The purpose of is to ensure no compromise on the sample size as much as possible.

Table 5: Number of students interviewed

Districts	Student survey (Grade IV to VIII)		Gender of the students	
	Target	Actual surveyed	Boy	Girl
Achham	750	780	369	411
Bajhang	640	715	352	363
Bajura	340	362	176	186
Darchula	490	594	295	299
Doti	580	643	300	343
Jajarkot	620	682	324	358
Total	**3420**	**3776**	**1816**	**1960**

The evaluation surveyed 3776 students representing grade 4 to 8 students, as applicable following random sampling methods. The students' interviews were carried out, obtaining consent from the head teacher and the students.

Parents survey

The parents' survey focused on household-level background information, dietary diversity of the children, and their perception about the SMP. The BLS surveyed a total of 1849 parents comprising 809 parents from the special study and rest from different grades (1040) (table 6). In this case also, the BLS did not reach the required sample size of the parents, which is obvious given the nature of schools selected, i.e., primary, basic, and secondary, which might not have selected grades. Not to repeat such a case, the evaluation used the sampling approach as described earlier in the case of students, i.e. Upward adjustment on sample size if a sampled school has no selected grade.

Table 6: Number of parents interviewed

Districts	Parent survey (Grade 3 to Grade 8)	
	Target	Progress
Achham	600	604
Bajhang	512	574
Bajura	272	306
Darchula	392	470
Doti	464	508
Jajarkot	496	549
Total	**2736**	**3011**

The evaluation used the same questionnaire for the BLS with small improvements to respond to the changed contexts. While selecting the households, attempts were made to represent households, considering different castes/ethnicity and socio-economic conditions in the village to the possible extent.

Head teacher interviews

The evaluation conducted a structured interview with 342 head teachers of the 342 schools (Table 7). Interviews were carried out either during leisure time or during school off hours, depending upon the interests of the head teacher. During the head teacher interview, the records of the schools were also reviewed of the last fiscal year focusing on attendance rate, retention rate, school meal distribution etc.

Table 7: Number of headteacher interviewed.

Districts	Record review		Headteacher		School infra	
	Target	Progress	Target	Progress	Target	Progress
Achham	75	75	75	75	75	75
Bajhang	64	64	64	64	64	64
Bajura	34	34	34	34	34	34
Darchula	49	49	49	49	49	49
Doti	58	58	58	58	58	58
Jajarkot	62	62	62	62	62	62
Total	**342**	**342**	**342**	**342**	**342**	**342**

Early Grade Nepali teacher

The evaluation interviewed Nepali teachers/educators/teaching assistants in target schools to assess the use of new and quality teaching techniques or tools because of USDA assistance and understand and explore teaching and learning methods used in the class, the level and type of teacher student engagement during teaching as well as the nature of support received from the teacher in all districts to understand the effectiveness of the program. The MTE interviewed 147 teachers where the literacy component was implemented (Table 8). However, the evaluation interviewed Nepali subject teacher. The list of teachers teaching early grades was obtained from the school principal and then randomly selected for the interview. Priority was given to those who have received training from the project support. Interviews were carried out either during leisure time or during school hours depending upon the respondents' interest.

Table 8: Number of Nepali teacher interviewed

Districts	Nepali teacher		Classroom observation	
	Target	Progress	Target	Progress
Achham	75	70		6
Bajhang	64	62 (-2)	64	47 (-17)
Bajura	34	33 (-1)	34	29 (-5)
Darchula	49	46 (-3)	49	44 (-5)
Doti	58	55		21
Jajarkot	62	54		17
Total	**342**	**320 (-6)**	**147**	**120 (-27)**

School, health, and nutrition (SHN) focal person

The SHN focal person interviewed to assess students receiving deworming medication(s), use of improved water source, celebrating national sanitation-related campaigns at the community level and annual health screening. The evaluation mapped the SHN focal person for selected schools in consultation with the head teacher. The MTE interviewed 210 SHN focal persons (Table 9) from four districts to understand the effect of interventions. Prior appointments were made for the interview.

Table 9: Number SHN teachers interviewed

Districts	SHN teacher interview		Record review		Observation	
	Target	Progress	Target	Progress	Target	Progress
Achham	75	69 (-6)	75	75	75	75
Bajhang	64	61 (-3)	64	64	64	64
Bajura	34	34	34	34	34	34
Darchula	49	46 (-3)	49	49	49	49
Total	**222**	**210 (-12)**	**222**	**222**	**222**	**222**

Cook

Cook refers to an individual or person who is assigned to prepare/cook meal in that school. S/he could be a support staff, schoolteacher or any other individual formally or informally assigned to prepare/cook food for the students. The cook survey focused on the use of new safe food preparation and storage practices because of USDA assistance. The MTE interviewed 327 cooks those were available at the survey day (Table 10).

Cook interview was conducted with individual cooking the meal at the day of school survey. This cook survey explores quality and process of cooking, maintaining stock and other related aspects. The interview of the cook will be followed by the kitchen observation or will be carried out within the kitchen itself.

Table 10: Number cooks interviewed

Districts	Cook survey		Number of schools		
	Target	Progress	Cooked meal	Catering (Outside)	No meal
Achham	75	73 (-2)	75	-	-
Bajhang	64	63 (-1)	63	-	1 (THR)
Bajura	34	34	34	-	-
Darchula	49	49	49	-	-
Doti	58	55 (-3)	55	3	-
Jajarkot	62	53 (-9)	55	6	1 (CB)
Total	**342**	**327 (-15)**	**331**	**9**	**2**

C.   Qualitative survey

A mix of key informant Interviews (KIs), Focus Group Discussions (FGDs) and observations were used for the qualitative studies where respondents were selected purposively. While the quantitative survey provided numbers, qualitative discussions helped to delineate the program's change process or uptake process across the targeted beneficiaries.

Key informant interview (KII):

Respondents for the KII were selected based on their first-hand knowledge on the project, and their engagement. The participants for KII will be identified purposively in consultation with program unit, sub-office, and field coordinators. The evaluation intends to conduct KIIs with nearly half of the local government leaders and officials from the project area, followed by interaction with the federal, district and provincial stakeholders. Table 11 presents a number of key informant interviews planned and conducted.

Table 11: Key informant interviews planned and conducted

Level	Participants/Institutions	Planned	Progress
Federal	Ministry of Education, Science, and Technology	1	1
	Food for Education Project	1	1
	Center for Education and Human Resource Development	1	1
	Implementing Partners (IIDS, Mercy Crop, World Education)	3	3
	WFP Official (project team, SMP, RBB)	6	6
Provincial	Ministry of Social Development, one per province	2	2
District	Education Development and Coordination Unit, one per district	6	6
Municipal	Mayor or Deputy Mayor (one per eighteen selected municipalities or three per district)	18	18
	Officials of education section (One per thirteen selected municipalities or three per district)	18	18
	Storekeepers (3 per non-transition district)	13	13
School	School Management Committee members (Chairperson selected eighteen) municipalities	18	18
Total		**86**	**87**

The evaluation team interviewed different people who have informed perspectives on different aspects of the project implementation. The interviews were unstructured and cover different aspects of evaluation such as the engagement of the local project coordination unit, difficulties in working with different levels of the government (federal, provincial, and local), selection of the activity/project, the extent of participation of beneficiaries, perceptions of the respondents on 7 evaluation criteria as mentioned above (relevancy, effectiveness, efficiency, coherence, impact, sustainability, lessons learned). Interaction with the storekeeper focused on management and handling of the food.

Table 12: Data collection tools for KII

SN	Respondents	Information sought	Instruments	Methods
1	Government officials	Perception on relevance, coherence, effectiveness of the program and current situation of the education.	Checklist	Semi-structured interview
2	Municipalities	Workshop/meeting with the educational section/municipal officials for OPI	Checklist	Focus group discussion
3	School Management Committees	Awareness about SMP and complementary activities, perceived benefits, their engagement in monitoring school activities, gaps, experiences, and the challenges	Checklist	Semi-structured interview
4	Implementing partners	Effectiveness/achievements, Coherences, efficiency; Adaptive strategies; Efforts for sustainability; Challenges and combating strategies, lessons	Checklist	Semi-structured interview
5	WFP officials at the central level	Effectiveness/achievements, efficiency; Coherences, Adaptive strategies; Efforts for sustainability; Challenges and combating strategies; Impacts of intervention; lessons learned	Checklist	Semi-structured interview

KIIs were conducted individually in a very friendly and participatory manner. Depending on the time availability, KII was carried at the time convenient to the interviewees. KIIs focused on interpreting quantitative data, understanding the how and why of the quantitative findings, generating recommendations, and understanding different perspectives, mostly used for validating study findings.

Focus group discussion.

The FGDs was conducted with female students of grade 8 as well with the community members. Three FGDs each for adolescent students and community members in each of the six project districts were conducted. The FGD provided qualitative feedback and insights into program implementation and overall gender and social inclusion dimension of the program amongst others. Hence, a total of 18 focus group discussions were conducted to collect and validate information collected through different sources (table 13).

Table 13: Number of focus group discussion conducted

SN	Respondents	Information sought	Instruments	Number
1	Adolescent girls, from class 6-8, two per district	Perception of SMP, factors affecting on girls' education in the community, knowledge, and practice on personal hygiene including menstrual hygiene and sanitation	Checklist	18
2	Parents/ Communities	Parents' perception about the SMP, its benefits, and their engagement	Checklist	18
	Total			**36**

School Observation

These focused on the observation of the assets and facilities that are required for running a school smoothly. The infrastructure observation tool employed consist of observing the classrooms, libraries, storeroom, kitchen, toilets, and other WASH-related components. Infrastructure observations were carried out in all schools. It further considered any infrastructural changes in the school due to the pandemic and make notes for the same, wherever required. School observation will be carried out in all 342 schools.

Class Observation

Observation of Nepali subject teaching class was carried out. The enumerators randomly selected Nepali class of grade 3. The observation focused on the level of attentiveness of the students, use of different teaching methods and other learning parameters. The observation needs to be made at different times during the class and capture students' attentiveness at different intervals in the class. The enumerators need to sit throughout the class period after obtaining consent from head teacher and Nepali teacher. The classroom observation checklists of the Education Review Office (ERO) were used for this purpose. The trainers from ERO facilitated the training as applicable. Hence a total of 120 classrooms (teaching) observation were made, where teachers are trained in early grade teaching.

Internal Quality System

Like all other research and studies carried out by NARMA, this evaluation report has also passed through the following processes and steps;

D. Before data collection
   (a) Recruiting only qualified and experienced surveyors who have more than 5 years of experience in CAPI technique and field survey
   (b) Shortlisting candidates (surveyors) for training
   (c) Mandatory training for the shortlisted surveyors organized by in-house survey expert
   (d) Final selection of surveyors after the training, based on marks received in the test carried out by the research firm, ensuring selection of males and females.
E. During data collection and analysis
   (a) Daily monitoring of enumerators' works by supervisors fielded in the district
   (b) Daily reporting on field works/surveys/performance by the supervisors to the data analyst and in-house survey expert
   (c) Monitoring and supervision of field activities by experts (consultants)
   (d) Presentation of field experience by surveyors in a workshop participated by experts and guest experts, and interaction
   (e) Review of data quality and preliminary data analysis results by in-house survey expert
 F. Report Preparation Stage
   (a) Frequent consultations with subject matter consultations
   (b) Preliminary review and scanning of report by in-house expert

Ethical consideration and Conflicts of Interest
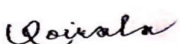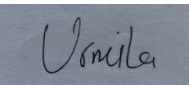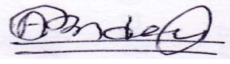
The evaluation adopted the UNEG ethical guidelines. Accordingly, it safeguarded and ensured ethics at all stages of the evaluation process, including receiving informed consent from all respondents, protecting respondents' privacy and confidentiality, considering cultural sensitivity, and respecting respondents' dignity, diversity, and anonymity. Likewise, during the data collection, participants were fully informed about the nature and purpose of the evaluation and expected involvement from them.

Besides considering the aforementioned ethical issues, the research firm ensured no conflicts of interest (COI). Despite the firm had earlier proposed experts by confirming that s/he was not engaged earlier in the project design and implementation at any stage, again, the firm requested all experts to sign the following COI firm (table below) to ensure that the evaluation results are free from any types of COI.

CoI Declaration

The Personnel deployed for this MTE of the McGovern-Dole, FY20-FY24 award cycle acknowledges that he/she has read and fully understand these undertakings:

1. Undertakes not to use confidential information, related to the above-mentioned assignment, in any manner not specifically authorized by or to the detriment of WFP-Nepal or its clients or its affiliates and agrees not to disclose confidential information to any third party either during the term of his/her deployment except as may be necessary in the proper course of his/ her deployment or after the term of his/her deployment.
2. Acknowledges that any confidential information of the said assignment shall remain exclusive property of WFP-Nepal. The personnel agree immediately to disclose to the WFP-Nepal all confidential information developed in whole or in part by the personnel during the term of the personnel agreement in this assignment.
3. Understands his/her role and responsibilities to be fulfilled and agrees to being available for the end line evaluation-related activities under agreed terms, conditions, and assigned worked days, and not participating in another related contract or similar assignment with a schedule that conflicts his/her involvement in this project.
4. Understands his/her obligations to disclose any conflicts of interest that he/she may have and will ensure he/she effectively manages those conflicts of interest as representative of Sambodhi Research and Communications Pvt. Ltd.

S.N	Team Member	Signature
1	Dr. Birendra Bir Basnyat - Team Leader and Evaluation Specialist	*BBBasnyat*
2	Dr. Laxman Acharya – Education and Literacy Expert	*Lacharya*
3	Dr. Uma Koirala - Health and Nutrition Expert	*Koirala*
4	Ms. Urmila Simkhada-Gender and Social Inclusion Expert	*Urmila*
5	Mr. Hari Prasad Pandey - Quantitative Researcher	*Pandey*
6	Mr. Ram Datta Pant	*Pant*

Date: 5 June 2023

Annex 12: Data collection tools

1.   School Record Review Tools

QN	Questions	Response
1	Serial number	
2	District	
2	(Rural) Municipality	
3	Name of School	
4	Grade taught (Present)	
5	Type of School (Based on current situation)	1. Primary (Up to grade 5) 2. Basic (Up to grade 8) 3. Secondary/Higher secondary (Up to grade 12)
6	EMIS	
7	Enumerator code	
8	Date	

A. Students receiving meal on all school day.

1. Do the school provide meals to students? Yes/No

1.1. If no, why?

2. Number of days of meals served in school

Grade	Baisakh (April/May)	Jestha (May/June)
2.1. Number of schools open days		
2.2 Number of days meals served to the students		

If not served for all school days, specify the reason.

3. Does the school have a maintained school meal register? (Observe)
   1. Yes
   2. No -> Stop

4. Does the school meal register have a record the number of school meals received by the students disaggregated by school days for the month of Baisakh, 2080?
   1. Yes
   2. No -> Stop

c. Please record the number of school meal received by the students (ECD to grade 6) disaggregated by school days in Jestha, 2080 in the following table.

School days	Was it a school day? 1. Yes 2. No- Go to the next row	Number of boys receiving school meal	Number of girls receiving school meal	Total Number of students receiving school meal
1				
2				
3				
4				
5				
6				
8				
9				
10				
11				
12				
13				
16				
17				
18				
19				
20				
22				
23				
24				
25				
26				
27				
29				
30				
31				

2. Has your school/Palika prepared/provided food menu (Yes/No)? (Take photograph of Menu)[106]

If yes, please give details.

Food menu	Specify menu	Is food prepared according to menu in this day? (Y/N)
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Specify reasons if the food is not prepared according to food menu (Any day).

---

[106] Doti, Jajarkot as these are only two transitioned district.

2. Attendance rate

(a) Headcount of students on survey day

Grade	Enrolled students (Record)		Student present in the class (on survey day)		
	Boy	Girl	Boy	Girl	Specify reason (if less than 80%)
I					
II					
III					
IV					
IV					
VI					
VII					
VIII					

Students' attendance in last two months (Collect pictures of attendance sheet)

Grade I, Grade III and Grade VIII

Roll number	Gender (Men/Women)	Caste: (Brahmin/Chettri..1 Dalit...2 Newar.....3 Other *Janajati* (except Newar)...4 Madhesi...5 Muslim...6 Others.....7	Baisakh (May)	Jestha (June)

3. Retention rate

Record last year's (The academic year 2079) enrolment of students, those who are repeaters from last year (studying in the same grade in the current year), those who were promoted and are studying in the higher grades, and those who are dropouts from the school.

Grade	Gender	Last year's enrolment (Observe 2079 register)	Promoted to higher grades from last year's enrollment. (Observe 2079 register)	Repeaters from last year's enrolment (Observe 2079 register)	Dropouts (Observe 2079 register)
1	Boys				
	Girls				
	Total				
3	Boys				
	Girls				
	Total				
8	Boys				
	Girls				
	Total				

If retention rate is less than 80%, specify reasons.

4. **Students Receiving de-worming medication.**

1. Does the school have maintained Health and Nutrition Register having the required information on number of students receiving de-worming medications in the last academic year (2079)?
1. Yes-> Record the necessary information
2. No -> Go to next module.

Please record the number of students receiving de-worming medications

Grade	Boys	Girls
1		
3		
8		
Total		

If no, specify reasons

5. **Related Absenteeism Among School Age Children**

1. Does the school have maintained Health Register or specified health related absenteeism on students absent due to sickness in the month of Jestha, 2080?
1. Yes-> Record the necessary information (also review attendance records)
2. No -> Go to next module.
Please record the number of students who were absent due to sickness.

Grade	Boys	Girls
1		
3		
8		

6. Adolescent girls aged 10-19 years receive biannual weekly Iron Folic Acid supplementation.

1. Is record/information about iron folic acid distribution in the year 2079 available (last academic year?	Yes-----1 No-------2
2. What is the number of total adolescent girls in 2079?	....
3. How many adolescent girls received iron folic acid in 2079?	....
4. How is iron folic acid typically distributed?	1. Weekly 2. Biweekly 3. Monthly 4. Quarterly 5. Biannually 6. Other (specify)_____

(Note: One tablet each for a period of 26 weeks in each year/biweekly)

2. Questionnaire for Head Teacher

Consent Form

Namaste! My name is.................. I am here from NARMA, a research organization based in Kathmandu. Now, we are conducting a Mid-term Evaluation of USDA McGovern Dole International MCGOVERN-DOLE Programme managed by World Food Programme. For this purpose, we are collecting data about education, school meal program activities, personal hygiene, school infrastructures, and health and nutrition from 342 schools in 6 districts of Karnali and Sudurpaschim province. We will collect these data interviewing with head teacher, Literacy teacher, SHN focal teacher, cook, students, parents and other concerned local stakeholders.

We are inviting you to participate in this study. During this study, I will ask you questions related to your school in general, EGR components and mid-day meal program.

We value your opinion and there are no wrong answers to the questions. We will use approximately 1 hour of your time. There will be no risk because of your participation in the study. Your participation is completely voluntary. You are free to withdraw your consent and discontinue participation in this survey at any time. All information gathered will be strictly treated as confidential and will be used only for the study purposes. If you need further information, you can contact Dr Birendra Bir Basnyat, Kathmandu (Email: narma@narma.org.np; Ph. No. 01-4984807).

Your participation will be highly appreciated. The answers you give will be used for planning school meal related programs and services.

Are you willing to participate in the study?   1 = Yes   2 = No (End interview)

Date: ___/____/2080

Section 1: Interview Information		
Q. No	**Question**	
HT1	Name of School:	
HT2	Name of Village:	
HT3	Province name	Karnali ....1 Sudurpashcim 2
HT4	District name	Jajarkot ....1 Accham ....2 Bajura..3 Bajang ....4 Darchula ....5 Doti 6
HT5	Name of Rural/Urban Municipality:	
HT6	Ward no.:	
HT7	Sampled school EMIS Number:	
HT8	Up to which grade the school operates	
H9	Up to which grade the school functions (Based on Exiting Status	Basic (ECD- 3) ....1 Basic (ECD- 5) ....2 Basic (ECD-8) ....3 Secondary (ECD-10) ....4 Secondary (ECD-12) 5
HT10	Name and code of the Interviewer:	
HT11	Name and code of the Supervisor:	____
HT12	Date of Interview	DD MM YYYY
HT13	Interview Start Time:	Hour Minute

HT14	Is the school benefitting from other interventions?	SHN .... 1 EGR.. 2 HGSF... 3 Others .... 4 None 5
HT14b	Name agency supporting	
	GPS coordinates of the school	
HT15	Latitude	
HT16	Longitude	
HT17	Altitude) m	

**Section 2: Questions related to school's general information**
Q. No	**Question**	**Responses**	**Skip to**

Q. No	Question	Responses	Skip to
HT18	Code of the respondent/ ID		
HT18a	Is the respondent the school Head teacher?	Yes .... 1 No 2	
HT18b	If no, then probe his/her designation.		
HT19	What is your gender?	Male.. 1 Female .... 2 Other (specify)... 3 Not willing to express 4	
HT20	What is your ethnicity?	Brahmin/Chhetri .... 1 Dalit .... 2 Newar .... 3 Other *Janjaati* (excluding Newar) .... 4 Madhesi.. 5 Muslim .... 6 Other (Specify) 96	
HT21	Do you have any disability?	Yes .... 1 No .... 2 → HT22	
HT21a	If 'Yes', what type of disability do you have?	Hearing deficiency .... 1 Visual impairment (±6) .... 2 Speech impairment .... 3 Physical disability... 4 Other (Specify) 96	
HT22a	Total years of experience as a teacher		
HT22b	Years of experience as a teacher in this school		
HT23	Total years of experience as Head Teacher		
HT23c	Years of experience as Head Teacher in this school		
HT24	Number of teachers by gender	a. Male b. Female c. Other (Specify)	
HT25	Number of teachers by ethnicity	Brahmin/Chhetri Dalit Newar	

Q. No	Question	Options	Skip to
		Other Janajati (excluding Newar). Madhesi Muslim Other (Specify	
HT26	Is the number of teachers adequate according to the grades school is operating?	Yes ....1 No 2	
HT27	How is the availability of classrooms for early grades (1-3)? (If more than 40 students in class than inadequate)	Adequate ....1 Not Adequate 2	
HT27a	If not adequate, how are you managing it?		
HT27b	How early grade teacher, especially Nepali subject is taking the class? (Multiple response)	Teaching Nepali subject only in early grade ....1 Teaching all subjects in early grade............2 Teaching multiple grades in one classroom ....3 Other specify 4	

Module 3: School and Community Relation			
Q. No	**Question**	**Options**	**Skip to**
HT28	When was the current School Management Committee formed? (Review record)	DD / MM / YYYY	
HT28a	Number of SMC members by gender (Review record)	a. Male b. Female c. Other	
HT28b	Number of SMC members by ethnicity (Review record)	Brahmin/Chhetri Dalit Newar Other Janajati (excluding Newar) Madhesi Muslim Other (Specify)	
HT29	Have the SMC members received any orientation or training on school management?	Yes .... 1 No... 2	HT30
HT 29a	If 'Yes', by whom? (Mention the agency/organization)		
HT29b	If 'Yes', what were core contents of the training? (Multiple response possible)	Roles and responsibilities of SMC members 1 Generating support for school development 2 Strengthening of community participation in school activities .... 3 Development and administration of School Improvement Plan (SIP) .... 4 Creating a learning-environment in school..5 Budgeting for school activities..6 School good governance .... 7 Monitoring and supervision .... 8 Parents engagement.. 9 Promoting reading skills............................... 10 Other (Specify) .... 11 Don't know..12	
HT30	How many meetings of SMC were held in the year of 2079? (Record review)	_____.	**If "0", go to HT 31**

HT30a	Did the meeting discuss about the following..........?	Topic	Yes= 1	No= 2	
		Activities to promote reading skills in early grades			
		Mid-day Meal			
		School Health and Nutrition (WASH in school)			
		Educational Activities			
		Enrolment			
		Other (Specify) _____			
HT31	Has Committee of the Parent-Teachers' Association been formed?	Yes .... 1 No .... 2 ▼ ►HT33			
HT31a	Total number of members in PTA (Review record)				
HT31b	Total number of males in PTA				
HT31C	Total number of females in PTA				
HT32	How many meetings of the Executive Committee were held in the last year? (Record review)	_____			
HT32a	Did the meeting discuss about the following..........?	Topic	Yes= 1	No= 2	
		Activities to promote reading skills in early grades			
		Regular attendance of students			
		Parent's engagement			
		Students' performance			
		Other (Specify) _____			
HT33	Has Child Club been formed?	Yes .... 1 No .... 2 ▼ ►HT35			
HT34	If 'Yes', what is the number of members in Child Club by gender?	a. Male b. Female			
HT34a	If 'Yes', what is the number of Child Club members by ethnicity?	a. Dalits b. non-Dalit			
HT34b	If 'Yes', how many meetings were held in the last year?	No. of meetings Don't know..98			
HT35	Does your school organize meetings with parents regularly?	Yes, for all grades .... 1 Yes, for early grades (Grade 1 to 3) .... 2 No .... 3 ▼ ►HT36			
HT35a	If 'Yes', what are the agendas discussed in the parents meeting? (Multiple responses possible)	Students' performance .... 1 Regular attendance of students...................... 2 Parent's support to children at home .... 3 Others (Specify)... 4			
HT35b	If 'Yes', what is the frequency of meeting with parents?	Monthly .... 1 Quarterly .... 2 Semi-annually .... 3 Annually... 4 Others (specify).. 5			
HT35c	If 'Yes', who usually attends the meetings?	Father.. 1 Mother .... 2 Male guardian .... 3 Female guardian... 4 Others....(Siblings, uncle, aunts, etc.)			
HT35d	How many number of parents meetings were conducted in last	Grade 1: __times..1 Grade 2: __times..2 Grade 3: __times..3			

	academic session? (Observe the record)		
HT351	Does the school have a Food Management Committee (FMC)?	Yes .... 1 No 2	→HT355
HT352	If 'Yes', what is the number of members by gender?	a. Male b. Female	
HT353	If 'Yes', what is the number of members by ethnicity?	a. Dalits b. non-Dalits	
HT353	What is the frequency of plan meeting per academic year? (Check records)	__ __ No. of Times	
HT354	How many times the committee has met in last two academic years? (Check records)	__ __ No. of Times	
HT355	Is there a designated focal teacher/person involved in the FMC?	Yes .... 1 No 2	→
HT355a	If yes please specify the reason.		

Module 4: Internal Efficiency			
Q. No	**Question**	**Options**	**Skip to**
HT36	Is there School Operation Calendar (school routine)? (Observe)	Yes, observed.. 1 Yes, but not observed .... 2 No.. 3	
HT37	Do you have the updated School Improvement Plan (SIP) ? (Observe)	Yes, observed.. 1 Yes, but not observed .... 2 No.. 3	→HT38
HT37a	If 'Yes', does it include the following:	<table><tr><td>S.N.</td><td>Needs</td><td>Yes</td><td>No</td></tr><tr><td>1.</td><td>Early Grade Reading /Teacher training</td><td></td><td></td></tr><tr><td>2.</td><td>Use of mother tongue in early grades</td><td></td><td></td></tr><tr><td>3.</td><td>School Meal Management</td><td></td><td></td></tr><tr><td>4.</td><td>SHN/WASH</td><td></td><td></td></tr><tr><td>5.</td><td>Inclusive education</td><td></td><td></td></tr><tr><td>6.</td><td>Extra- curricular activities</td><td></td><td></td></tr><tr><td>7.</td><td>Increase instructional time</td><td></td><td></td></tr><tr><td>8.</td><td>MC/PTA, parents meeting</td><td></td><td></td></tr><tr><td>9.</td><td>learning materials</td><td></td><td></td></tr><tr><td>10</td><td>Other quality pedagogy.</td><td></td><td></td></tr></table>	
HT38	How is the regularity of students in early grades?	90% and above...1 80-90%...2 70-80%...3 60-70%...4 Below 60% 5	HT39
HT38a	If below 70% (codes 4 or 5), what are the main reasons for the absence? (Multiple responses possible)	Because of sickness...1 Because of long distance from home to school2 Because of the adverse climate ....3 Because of festivals ....4 Because of involvement in household works/farm works ....5 Because of financial crisis ....6 Lack of students' awareness/or interest............7 Lack of parental awareness...................................8 Lack of parental support ....9 As the students above grade 6 do not get Midday meal 10	

		Mensuration (for girls) .... 11 Child marriage .... 12 Other (Specify) _____.......................... 13	
HT39	How is the regularity of the Nepali language teachers for early grades?	90 % and above..1 80-90%..2 70-80%..3 60-70%..4 Below 60% 5	HT41
HT39a	If below 70% (codes 4 or 5), what are the main reasons for the irregularity? (Multiple response possible)	Lack of motivation/less interested ....1 Transfer of teachers ....2 Teachers attending trainings................................3 Long distance...4 Climatic conditions ....5 Frequent replacement of teachers etc...............6 Others (Specify) 7	
HT40	If below 60-70%, has the school taken any action to increase the attendance?	Yes..1 No...2	HT41
HT40a	If yes, what actions does the school usually take to increase the attendance? (Multiple response possible)	Strictly follows the school guidelines/ protocol 1 Encourages those who regularly attend............. 2 Properly evaluates the teacher............................ 3 Marks the teacher as absentee............................ 4 Asks justification from the teacher .... 5 Stops the promotion of the teacher .... 6 Other (Specify)_____......X	
HT41	Do teachers prepare lesson plans?	Yes..1 No...2 Don't know 98	HT43
HT42	Do you review and provide feedback on lesson plans prepared by teachers?	_____	
HT43	Do you monitor the classroom activities of the early grade Nepali language teachers?	Yes..1 No...2	HT44
HT43a	If 'Yes', how frequently?	Daily ....1 Weekly..2 Every 15 days ....3 Monthly ....4 Quarterly..5 Others.. 96	
HT44	As per your observation, do the early grade teachers need further support?	Yes..1 No...2 Don't know 98	HT45
HT44a	If 'Yes', in which area? (Please record top two priority areas)	_____ _____	
HT45	Did local municipality officials monitor your school activities in the last year?	Yes..1 No...2 Don't know 98	HT46
HT45a	If 'Yes', how many times did they monitor your school activities during education calendar year of 2079?	One time .... 1 Two times ....2 Three times ....3 Four times ....4 More than four times 5	
HT46	What is the allocated time for Nepali language class for early grades? (G1 –G3)	45 minutes a day...1 60 minutes a day...2	

		90 minutes a day...3	
		Others (specify).. 96	
HT47	Was monthly meeting with teachers conducted in the last academic year/ 2079? (Pls check the meeting minutes)	Yes...1 No...2	➤HT48
HT47a	If yes, how many times were the meeting conducted in the last academic year? (Review record)	..... times Record not available for review 98	
HT47b	If 'Yes', what are the common issues discussed during the meeting? (Choose all that apply).	Early grade Students' performance ....1 Challenges faced during teaching/learning. activities ....2 Mitigation measures for the challenges ....3 Support needed from school management ....4 Involvement of parents ....5 Status on implementation of SIP.........................6 Other (Specify)_____ 96	
HT48	Did the school/Nepali teacher participate in mobile meeting o**rganized by LG's or EGRP program** in last academic year?	Yes...1 No...2 ▼➤HT50	
HT48a	If yes, how many times were the mobile meeting conducted in the last academic year? (Observe the record)	Yes...1 No...2	
HT50	In your opinion, how is the overall learning achievement of grade 2 students?	Excellent..1 Satisfactory...2 Poor 3	HT51
HT50a	If 'Poor', why? (Multiple response possible)	Frequent absence of subject teachers ....1 Frequent absence of students ....2 Lack of parental support ....3 Lack of teaching-learning materials.....................4 Less effective teaching methods..................... 5 Lack of trained teachers ....6 Less effective teaching-learning activities...........7 Different mother tongues of the students..........8 Ignoring students learning capacity/ performance ....9 Other (Specify) 10	
HT50b	If 'excellent', why? (Multiple response possible)	Regularity of subject teachers...............................1 Regularity of students..2 Parental support ....3 Adequate teaching-learning materials.................4 Effective teaching methods..................... 5 Trained teachers ....6 Effective teaching-learning activities....................7 Use of mother tongues in teaching ....8 Teaching based on students learning capacity/ performance ....9 Other (Specify) 10	
HT51	How is the student's assessment performed? (Multiple response possible)	Internal evaluation ....1 Exams ....2 Continuous Assessment System ....3 Other (Specify) 4	
HT52	Do you use the student evaluation to improve their performance?	Yes... 1 No... 2	➤HT53
HT52A	How do you use the results of assessment?	To promote students ....1 To plan for remedial teaching.............................. 2 To improve overall instruction 3	

	(Multiple response possible)	To support individually.......................................4 Other (Specify) 5	
HT53	Are there any school-going age children in your catchment area not admitted to school?	Yes..1 No... 2 Don't know 98	HT54
HT53a	If 'Yes', why are they not admitted? (Multiple response possible)	Involvement in household chores........................ 1 Socio cultural factor .... 2 Lack of parental awareness/Illiteracy. .... 3 To support the family financially .... 4 Feeling less importance of education by children .... 5 Child marriage .... 6 Sickness... 7 Disability.. 8 Other (Specify) 9	
HT54	Does the school help the parents to help improve student learning?	Yes..1 No.. 2	HT55
HT54a	How does school mobilize parents for improving students' learning achievement? (Multiple response possible)	Awareness program for the parents .... 1 Regular meetings/ interactions with parents .... 2 Involving parents in volunteer activities in school .... 3 Involving parents in developing learning materials .... 4 Organizing reading melas .... 5 Involving parents in developing school plans/SIP .... 6 Requesting parents to support learning at home .... 7 Awarding supportive parents.............................. 9 Parental education/literacy classes.................... 10 Other (Specify) 11	

Module 5: Capacity strengthening

Q.No.	Question	Options	Skip to
HT55	Has your school received assistance of teaching materials through WEP or other partners?	Yes ....1 No 2	HT57
HT55a	If yes please specify name of organization		
HT55b	If 'Yes' what types of materials have you received? (Multiple response possible)	Digital resources and materials (audio-video, e-library, online materials, laptops etc.) ....1 Levelled reading materials ....2 Book corner/ library ....3 Computer/Tablet/Laptop ....4 Flash cards/ charts ....5 Locally made materials ....6 Other (Specify)..7	HT57
HT56	If the assistance of 'Digital resources and materials' received, how is the use of such resources?	Regular ....1 Occasional ....2 Never.. 3 Don't know 4	
HT57	Has any teachers/staff member of your school received new knowledge and skills through WFP or other partners in the last 12 months?	Yes ....1 No 2	HT58

Q.No.	Question	Options	Skip to
HT57a	If yes, what new knowledge/skills were learnt by the teachers/staff members through these program/trainings? (Multiple response possible)	On improving literacy skills of the early grade students,..1 On improving the quality of teaching/instruction by the teachers ....2 On school health, hygiene and nutrition.............3 On safe food preparation and storage................4 On school management ....5 On financial management......................................6 On school community relation.............................7 Home grown school meal program.....................8 Local and regional procurement ....9 Other (Specify) 10	
HT58	Have all early grade teachers (teaching Nepali subject) been trained in EGR instruction?	Yes, all early grade Nepali subject teachers are trained ....1 Yes, but only one or some Nepali subject teachers are trained ....2 No, none of the Nepali subject teachers are trained ....3 ▼➔ HT60	
HT58a	How many teachers are trained?		
HT58b	How many are transferred from school?		
HT59	Have the EGR trained teachers demonstrated improved teaching skills after the training?	Yes...1 No..2 ➔ HT60	
HT59a	If 'Yes', in what ways? (Multiple response possible)	Application of enhanced teaching methods1 Preparation and use of additional teaching materials besides textbooks...................................2 Better organization and management of classroom arrangement ....3 Better communication with parents ....4 Better communication with students ....5 Preparation and use of teaching plans ....6 Use of continuous assessment chart ....7 Better support based on student learning skills and personalized learning ....8 Better record keeping and follow-up on lessons9 Better access and use of technological equipment .... 10 Provision of instructions to children in mother tongue .... 11 More interactive class delivery .... 12 Use of integrated curriculum .... 13 Other (Specify) 14	

Module 6: Mid-Day Meal

Q.No.	Question	Options	Skip to
HT59b	What type of MDM program your school is implementing?	Cash based ....1 In-kind based (Food support) 2	HT60
59b1	If cash based, are you providing cooked meal to the children?	Yes ....1 No 2	HT60A
59b2	If no, why?		
59b3	Is the amount sufficient for purchasing food?	Yes ....1 No 2	HT60A
59b3	If no, how are you managing it?		
HT60	Is the school getting the right amount of ration (80g of fortified rice, 20g of lentils, and 10g of fortified vegetable oil, 2gram iodized salt) for all students of grades 1-6 for entire 180 school days?	Received entire amounts for all days...................1 Received between 80%-99% of the days.............2 Received between 60%-79% of the days.............3 Received between 50%-59% of the days....4 Received between 40%-49% of the days.............5 Received between 20%-39% of the days............ 6 Received less than 20% of the days......................7 Not received at all..8 Don't know...98	
HT60A	Has the school provided mid-day meal every day the school is open?	Every day the school is open.................................1 Every day the school is open (except Friday)......2 Every day the school is open (except on exam days) ....3 Every day the school is open (except on Fridays and exam days)..4 Only sometimes...5 Never..6	
HT61B	If never, then why?	School distributes the food/cash for the children to take home ....1 Very smaller number of students.............................2 Cooking infrastructure poor/damaged ....3 The school is open for a short duration and it's impossible to provide mid-day meal....................4 Shortage of staffs ....5 Other specify)96..	HT61
HT60C	If the school distributes the food/cash for the children to take home, then what are the advantages of such a process? (Please mention 3 advantages)		
HT60D	If the school distributes the food/cash for the children to take home, then what are the disadvantages of such a process? (Please mention 3 advantages)		
HT61	Has the school, in collaboration with WFP/ Partner Organization, or any local NGOs initiated any actions towards exploring availability of locally produced food in view of transition of current in-kind-based mid-day meal into cash-	Yes ....1 No ....2 Don't know...3	

	based home-grown school feeding in the future?		
HT61a	If yes what have you done ?		
HT62	Has the school adapted home-grown school meal menus developed and circulated by CEHRD? Or Have been developed locally by LG officials	Yes, observed ....1 Yes, could not be observed ....2 No ....3 Don't know..98 Not applicable 96	
HT63	Is the school receiving fresh, locally purchased vegetables from WFP/Partner Organization / Cooperatives / farmer groups for the mid-day meal? (Observe)	Yes, ...1 No ....2 Don't know..98	
HT64	Are you receiving lentils (Daal) from WFP/Partner Organization for the students?	Yes, ...1 No ....2 Don't know..98	
HT65	How confident are you about ensuring adequate dietary diversity in school meals by the use of locally produced food items once the current in-kind-based support transitions into cash-based Home-Grown School Feeding?	Very confident...1 Somewhat confident ....2 Not so confident...3 Don't know..98	
HT66	What community feedback mechanisms are in practice regarding School Meal Programme? (Multiple response possible)	Report to SMC/FMC ....1 Report to headteacher/teacher ....2 Telephonic contact with the concerned ....3 Emails...4 Report to partners ....5 Toll Free Helpline/Namaste WFP ....6 Suggestion box ....7 Complaint handling teacher... ....8 Report to WFP staff..9 Report to distribution center staff.......................10 Report to local government ....11 Other (Specify) 12	
HT67	Have you ever used Namaste WFP to provide suggestions or feedback about the program?	Yes ....1 No ....2 Don't know..98	HT69
HT68	If 'Yes', how satisfied are you with the redressal process of 'Namaste WFP' in terms of ease of use, timeliness of the redressal and quality of the redressal?	Very satisfied ....1 Somewhat satisfied ....2 Not so satisfied ....3 Don't know 98	HT69 HT69
HT68a	If somewhat or not satisfied, why? (Record the top reason)	_____	
HT69	What would be the best option for school children, parents and others to communicate their issues to WFP?	Through SMC/FMC...1 Report to school/headteacher/teacher.................2 Logbook...3 School complaint/suggestion box ....4 WFP toll free hotlines..5 Report to WFP staff..6 Report to partner staff ....7 Report to local government 8	

		Report to distribution center staff ....9 SMS to WFP...10 Viber/ Facebook messenger to WFP ....11 Other (Specify) 96	
HT70	Does your school receive any support for midday meal from Local Government /community/ any organization other than WFP/its partner?	Yes .... 1 No ....▼	→ **HT71**
HT70a	If 'Yes', what kind of support?	Cash (unconditional)...1 Cash (for cook allowance)...2 In-kind (unconditional) ....3 In kind (stove/fuel support ....4 Other (Specify) 96	
HT71	Does your school have a designated cook?	Yes ....1 No ....2 Not applicable (Not prepare meal) 97	← → **HT72** ← → **HT72**
HT71a	If 'No', how is it managed?	_____	
HT72	Do you have a set of Information Education and Communication and Behavior Change package? (Observe)	Yes, observed ....1 Yes, could not be observed ....2 No .... 3 Don't know...98	
HT 73	How do you rate your overall perceptions on the following?		/

S.N.	Items	1= Strongly Disagree	2= Disagree	3= Neither agree nor disagree	4= Agree	5= Strongly Agree	**97=Not applicable**
1	School Meal Programme has increased students' enrolment.						
2	School Meal Programme has increased students' attendance.						
3	School Meal Programme has decreased students' dropouts.						
4	School Meal Programme has increased students' attentiveness in class.						
5	School Meal Programme has increased students' interest in studying.						
6	School Meal Programme has increased overall students learning outcome.						
7	WFP's intervention (midday meal, EGR, SHN) has contributed to increased Grade 1-3 students learning outcome for Nepali subject.						
8	The Mobile Meetings of Head teachers and EGR teachers are focused on the pertinent activities of early grade reading.						

9	Reading Motivator is supporting the teachers for material preparation.						
10	Reading Motivator is supporting the teachers for use of teaching/learning materials.						
11	Reading Motivator is supporting the teachers by providing feedback based on classroom observation.						
12	Reading Motivator is supporting the teachers for demonstrating education activities.						
13	There are grade appropriate reading materials in the early grades.						
14	School has adopted an inclusive pedagogy.						
15	Students get additional support for enhancing their reading skills when required.						

Module 7: Linkages with the Local Government			
Q.No.	Question	Options	Skip to
HT74	Has your local government developed any recognizing and reward mechanism for teachers?	Yes ....1 No ....2 Don't know...3	HT76
HT75	If 'Yes', what have they done?		
HT76	Has your local government made any changes or taking special initiatives for their students to achieve reading outcomes?	Yes ....1 No ....2 Don't know...3	HT78
HT77	If 'Yes', what have they done?		
HT78	Has your local government developed any teaching materials contextualizing the local situation or in local languages?	Yes ....1 No ....2 Don't know...3	HT76
HT79	If 'Yes', what have they done?		
HT80	Has your local government established the school meal committee at the municipal level as per the guidelines? Committee comprises of LG elected representative, education unit head, agriculture unit head, admin head	Yes ....1 No ....2 Don't know...3	HT82
HT81	If 'Yes', what have they done?		
HT82a	What are the major challenges for implementing MDM in your localities?		
HT82b	What are the major challenges for improving educational outcome in your locality?		
HT82c	Has the municipality conducted any teacher capacity strengthening training in the last two years?	Yes ....1 No 2	
HT82d	If yes, please specify		

Module 8: Factors Affecting Educational Performance			
Q. No	Question	Options	Skip to
HT83	Have you/your school undertaken any activities to understand the special need of any students and prioritize team during teaching?	Yes ....1 No 2	HT85
HT84	If yes, what have you done?		
HT85	Did Nepal teacher provided extra priority and care to children whose mother tongue is not Nepali?	Yes ....1 No 2	HT87
HT86	yes, how?		
HT87	Is Nepali teacher regular in the class?	Yes ....1 No 2	HT89
HT88	What have you done to ensure regularity of Nepali teacher?		
HT89	Did you or your school design any specific mechanism targeting low performing students, e.g., separating them students into groups and coach them?	Yes ....1 No 2	HT 91
HT90	If yes, what have you done?		
HT91	Did the parents supervise children study at home or support on child education?	Yes ....1 No 2	HT 92
HT92	Has any one of the children complained about poor reading environment at their home?	Yes ....1 No 2	HT 92
HT93	Has your school developed any reward/incentive mechanism for teachers, considering the performance of the teacher?	Yes ....1 No 2	HT 95
HT94	If yes, what have you done?		
HT95	Are the teacher motivated to undertake their duties?	Yes ....1 No 2	HT 97
HT96	Give reasons? Why		
HT97	How do you rate the behavior of the teacher in the classroom?	Good ....1 Acceptable ....2 Bad 2	
HT98	Give reasons? Why		

3. Questionnaire for Nepali Subject Teacher

Consent Form

Namaste! My name is................... I am here from NARMA, a research organization based in Kathmandu. Now, we are conducting a Mid-term Evaluation of USDA McGovern Dole International MCGOVERN-DOLE Programme managed by World Food Programme. For this purpose, we are collecting data about education, school meal program activities, personal hygiene, school infrastructures, and health and nutrition from 342 schools in 6 districts of Karnali and Sudurpaschim province. We will collect these data interviewing with head teacher, Literacy teacher, SHN focal teacher, cook, students, parents, and other concerned local stakeholders.

During this study, I will ask you questions related to your experiences in Early Grade Reading instructions, related training/supports that you might have received and your use of EGR tools and techniques in teaching Nepali in early grades. Besides, we would like to sit in one of your classes and have real time experience of the methods that you use.

We value your opinion and there are no wrong answers to the questions. We will use approximately 1 hour of your time. There will be no risk because of your participation in the study. Your participation is completely voluntary. You are free to withdraw your consent and discontinue participation in this survey at any time. All information gathered will be strictly treated as confidential and will be used only for the study purposes. If you need further information, you can contact Dr Birendra Bir Basnyat, Kathmandu (Email: narma@narma.org.np; Ph. No. 01-4984807).

Your participation will be highly appreciated. The answers you give will be used for planning school meal related programs and services.

Are you willing to participate in the study?   1 = Yes   2 = No (End interview)

Section 1: Interview Information		
Q. No	**Question**	
NT1	Name of School:	
NT2	Name of Village:	
NT3	Province name	Karnali ....1 Sudurpashcim 2
NT4	District	
NT5	Name of Rural/Urban Municipality:	
NT6	Ward no.:	
NT7	Sampled school EMIS Number:	
NT7a	Up to which grade the school operates	
NT8	Up to which grade the school functions (Based on Exiting Status	Basic (ECD- 3) ....1 Basic (ECD- 5) ....2 Basic (ECD-8) ....3 Secondary (ECD-10) ....4 Secondary (ECD-12) 5
NT9	Name and code of the Interviewer:	
NT10	Name and code of the Supervisor:	___
NT11	Date of Interview	DD MM YYYY
NT12	Interview Start Time:	Hour Minute

Module 2: Background Information of Respondent

Q.N.	Questions /Response	Category	Skip To
NT13	Identification code of the respondent		
NT14	What is your gender?	Male .... 1 Female .... 2 Other.. 3 Prefer not to respond 4	
NT15	What is your age?		
NT16	What is your formal education?	Under SLC ....1 SLC/SEE...2 +2/Intermediate ....3 Bachelor ....4 Master's or above...5 Other (Specify) _____ 96	
NT17	Type of appointment	Permanent.. 1 Temporary (Fixed source)/Palika .... 2 Temporary (Niji shrowt)/School Internal.. 3 Voluntary teacher................................4 Rahat teacher.....................................5	
NT17a	Do you have any disability/ impairment?	Yes ....1 No .... 2 ◄►NT18	
NT17b	If 'Yes', what type of problems do you have?	Hearing deficiency .... 1 Visual impairment .... 2 Speech impairment .... 3 Physical disability .... 4 Other (Specify) 96	
NT18	How long have you been teaching in total? (In years)		
NT19	How long have you been teaching in this school?		
NT20	What is the total number of students in grade 3? (Check attendance register)	Male Female	
NT21	(If total number of students is greater than 45) What is the total number of sections in grade 3?	Number of sections	
NT21a	Teaching grade	Multi-grade teaching in same class ....1 Multi-subject teaching ....2 Multi-grade teaching (Nepali only) ....3 Early grade teaching (Nepali only) ....4 Other (specify)..5	
NT22	What mother tongues do the majority of students in your class speak? (Multiple response possible)	Nepali..1 Doteli..2 Tharu..3 Achhami ....4 Baitadi..5 Bajhangi ....6 Magar..7 Bajureli ....8 Darchuleli ....9 Other (Specify) _____............... 10	
NT22a	Which language do you mostly use while teaching Nepali subject?	Nepali..1 Doteli..2 Tharu..3 Achhami ....4 Baitadi..5	

Q.N.	Questions /Response	Category	Skip To
		Bajhangi 6	
		Magar...7	
		Bajureli 8	
		Darchuleli 9	
		Other (Specify) _____..................10	
NT23	Do you have regular meetings with the head-teacher to discuss on teaching learning achievements and challenges?	Yes ....1 No 2	→ NT26
NT24	If 'Yes', how frequently?	In less than a month.....................................1 Monthly ....2 Bimonthly ....3 Quarterly...4 Half- yearly..5 Yearly 6	
NT25	If 'Yes', what is the focus of the meeting? (Multiple response possible)	Pedagogy .... A Class management.. B School administration................................... C Management of daily activities ....D Student's performance ....E Regularity of students ....F Parent- teacher meetings ....G Extra-curricular activities ....H Infrastructure management........................I Other (Specify)_____....................X	
NT26	How supportive is the school management in mitigating the challenges shared?	Very supportive ....1 Supportive ....2 Not supportive...3 Don't know..4	
NT26A	Specify reason		

Module 3: Literacy Support and Trainings

Q.N.	Questions /Response	Category		Skip To
NT27	As a Nepali teacher have you received any training or support from WFP/ partner/other organizations? (In last 2 years)	Yes....................................1 No.....................................2 →		T31
NT27a	What type of support did you receive (or currently receiving) being a Nepali language teacher, from WFP or its partners? (Multiple response possible)	Response		
	Content/Materials	1 = Yes	2 = No	
	a) Training on Early Grade Reading instruction	1	2	
	b) Training on general pedagogy and assessment	1	2	
	c) Use of Teacher's Guide	1	2	
	d) Integrated Curriculum	1	2	
	e) Teaching materials (audio-video, CD/DVD, online materials, laptops etc.)	1	2	
	f) Print materials (Charts/Pictures, Word cards, Flash cards, milestone, chart or continuous assessment chart, etc.)	1	2	
	g) Classroom based game materials (e.g., chamatkari ball)	1	2	
	h) Book corner	1	2	
	i) Book corner with leveled readers	1	2	
	j) Supplementary reading materials	1	2	

NT28	If 'Training received', when did you receive it last?	Year.................................□□□□	
NT28a	If 'Training received', how long was the last duration of training?	Months. or days	
NT29	If any training(s) was/were received, what were the contents of the training(s)? (Multiple response possible)	Letter reading .... 1 Matra reading .... 2 Word reading .... 3 Reading fluency .... 4 Listening comprehension............................. 5 Reading comprehension .... 6 Writing skills .... 7 Classroom management.............................. 8 Assessment and evaluation,........................ 9 Communicating with parents.....................10 Materials preparation and use...................11 Raising parental awareness on EGR ....12 Conducting digital learning activities ....13 Use of integrated curriculum ....14 Inclusion of children with disability in classroom ....15 Other (Specify) 16	

NT30	How effective was the training regarding following components?	Response			
	Component	Highly Effective=1	Somewhat Effective=2	Not Effective= 3	
a.	Teaching letter reading				
b.	Teaching matra reading				
c.	Teaching vocabulary				
d.	Teaching reading fluency				
e.	Teaching listening comprehension				
f.	Teaching reading comprehension				
g.	Teaching writing skills				
h.	Classroom management				
i.	Assessment and evaluation				
j.	Communicating with parents				
k.	Materials preparation and use				
l.	Raising parental awareness on EGR				
m.	Implementing digital teaching activities				
n.	Use of integrated curriculum				
o.	Inclusion of differently abled students in class				
x.	Other (Specify) _____				
NT31	If 'Training not received', what type of contents would you like to be included in the training? (Multiple response possible) (Ask all teacher)	Teaching methods .... 1 Early grade reading skills .... 2 Use of additional teaching materials besides textbook .... 3 Classroom management.............................. 4 Communicating with parents .... 5 Communicating with teachers .... 6 Prepare and use lesson plans .... 7 Use of continuous assessment charts 8	

		Support to students based on the capacity .... 9 Record keeping and follow-up on lessons. .... 10 Use of technological equipment .... 11 Dealing with children with different mother tongues .... 12 Dealing with children with special needs 13 Making class interactive .... 14 Use of integrated curriculum .... 15 Others (Specify) 16	
NT32	Do you receive any support from reading motivators?	Yes .... 1 No .... 2 ➤ No idea/not applicable .... 3 ➤	NT33 NT36
NT32a	If 'Yes', what type of support have you received? (Multiple response possible)	Materials preparation .... 1 Activity demonstration .... 2 Classroom observation and feedback 3 Support on tole learning .... 4 Others (Specify)_____ 4	
NT33	What kind of support do you expect from reading motivators? (Multiple responses possible)	Additional materials preparation .... 1 Activity demonstration .... 2 Classroom observation and feedback .... 3 Support to teach early grade reading skills .... 4 Provide support to children who are lagging behind .... 5 Support for classroom arrangement .... 6 Support for communicating with parents .... 7 Development of sample lessons plan .... 8 Use of continuous assessment charts ..... 9 Record keeping and follow-up on lessons .... 10 Use of technological equipment .... 11 Dealing with children with different mother tongues .... 12 Dealing with children with special needs .... 13 Support on tole learning .... 14 Others (Specify) 15	
NT34	Are you satisfied with the support received from reading motivators?	Yes .... 1 No 2	
NT34a	Why? Give reasons. (Please specify top two reasons)	1._____ 2._____	
NT35	Do you participate in the mobile meeting regularly? (no teacher mobile meetings in Bajura previous year)	Yes .... 1 ➤ No 2	NT36
NT351	If yes, how many times?		
NT35a	If 'No', why? (Please specify top two reasons)	1._____ 2._____	
NT36	If yes, how do you get benefit from the mobile meetings?	Develop new materials .... 1 Learn new techniques .... 2 Networking 3	

	(Multiple response possible)	Discuss issues during teaching and its mitigation strategies ....4 Others (Specify)...5	
NT37	What materials in general do you use to teach early grade reading/ literacy? (Multiple response possible)	Response	
	Materials	Reported Yes....1 No....2	Observed Yes...1 No....2
a.	Textbooks		
b.	Teacher's Guide		
c.	Curriculum		
d.	Lesson plan		
e.	Charts/ Pictures		
f.	Word cards/ Flash cards		
g.	Electronic audio- video materials /Digital Materials		
h.	Online materials /Internet		
i.	Book corner/Library		
j.	Levelled readers		
k.	Supplementary reading materials		
l.	Locally available materials		
x.	Other (Specify) _____		
NT38	(If Book Corner mentioned in NT37), What types of supplementary reading materials are available in the book corner? (Multiple responses possible) (Observe)	Grade appropriate books...................1 Story books..................... ....2 Informative books...............................3 Others (Specify)......................... 4	
NT39	(If Supplementary Reading Materials mentioned in NT37) What is your perception about the benefit of the supplementary reading materials on the development of literacy and overall learning outcomes of the children? (Multiple response possible)	Improves children's exposure to reading materials...1 Improves children's footfall to library/Book Corner ....2 Improves children's interest in reading ....3 Improves children motivation to go to school consistently ....4 Motivates children to stay longer at school ....5 Improves child's attentiveness in class .6 Improves children's learning outcomes ....7 Other (Specify)...8 No benefits..9	
NT40	How do you rate the sufficiency of available teaching learning materials?	Sufficient...1 Not sufficient 2	
NT41	How regularly are these materials used?	Regularly...1 Often ....2 Sometimes ....3 Never..4	
NT42	Do you encourage other subject teachers to use these resources while teaching?	Yes...1 No...2	

Module 4: Learning support (Use of Skills Learned)

Q.N.	Questions /Response	Category			Skip To
NT43	Has the training on EGR instruction or pedagogy helped you to improve your teaching skills? (Don't ask this question if EGR training is not taken)	Yes.. 1 No 2			NT44
NT43a	If yes, how have the trainings contributed to improve teaching methods?	Category			
		Regularly	Often	Seldom	
a.	Apply enhanced teaching methods				
b.	Started to develop and use additional teaching materials besides textbooks				
c.	Better organization and management of classroom arrangement				
d.	Better communication with parents				
e.	Better communication with students				
f.	Helped prepare and use teaching plans				
g.	Use of continuous assessment chart				
h.	Provide better support based on student learning skills and personalized learning				
i.	Better record keeping and follow-up on lessons				
j.	Better access and use to technological equipment				
k.	Started to provide instructions to children in mother tongue				
l.	Started to make the class more interactive				
m.	Use of integrated curriculum				
x.	Others (Sepcify) _____				
NT44	What is the allocated time for Nepali language class for early grades?	45 minutes a day .... 1 60 minutes a day .... 2 90 minutes a day .... 3 Others (Specify) 96			
NT45	Do you prepare a lesson plan for teaching?	Yes, observed .... 1 Yes, not observed .... 2 No 3			
NT46	What method of teaching do you usually apply? (Multiple response possible)	Lecture ....1 Reading the text aloud and explanation of the text .... 2 Oral questions... 3 Asking the students to read individually .. 4 Asking the students to read in peers and groups... 5 Written question-answer .... 6 Discussion .... 7 Display .... 8 Game...9 Others (Specify) _____ 10			

Module 5: Student assessment and facilitation

Q.N.	Questions /Response	Category	Skip To
NT47	How do you assess the students' performance? (Multiple response possible)	Written exams ....1 Oral exams ....2 Portfolio assessment.....................................3 Use of continuous assessment chart..4 No assessment at all 5	NT50 NT50 NT49 NT49

Q.N.	Questions /Response	Category		Skip To
NT48	(*If 'Portfolio assessment'* is mentioned) Please specify the contents of the portfolio.	Response		
	Contents	Yes	No	
a.	Class participation			
b.	Regularity			
c.	Homework			
d.	Class tests			
e.	Oral presentations			
f.	Performances			
x.	Other (Specify) _____			
NT49	How are the findings of portfolio assessment or continuous assessment used? (Multiple responses possible)	Support for struggling readers....................1 Giving extra time to needy children............2 Group work during classroom ....3 Simplifying the text during classroom.......4 Other (Specify) 5		
NT50	What do you do for the low performing students? (Multiple responses possible)	Additional support class ....1 Separate grouping and support ....2 More attention in the regular class............3 Counselling to students ....4 Calling parents for meeting ....5 Other (Specify) ....6 Tole learning ....7 No any special support 8		
NT51	Do you prepare report cards on students reading progress and discuss with parents/students?	Yes ....1 No ....2 →		NT53
NT52	If 'Yes', in what intervals?	Monthly ....1 Quarterly...2 Half- annually ....3 Annually 4		
NT53	What difficulties do children mostly face in their learning? (Multiple response possible)	Distance problem..1 Language barrier...2 Financial barriers...3 Traditional norms (Gender biased, Early marriage, chaupaddi, household responsibilities..4 Lack of required textbooks ....5 Lack of adequate stationery ....6 Lack of supplementary reading materials 7 Not conducive class/school environment ....8 Lack of family support....................................9 Ineffective teaching methodology........... 10 Teachers' behavior/corporal punishment.. 11 Bullying .... 12 Other (Specify 13		
NT54	Are there any Special Need children in your class?	Yes ....1 No ....2 →		NT59
NT55	If 'Yes', what type of Special Need children are there?			
	Type	Number		
a.	Children with hearing difficulty	_____		

Q.N.	Questions /Response	Category	Skip To
b.	**Children with visual impairment**	_____	
c.	Children with learning difficulty	_____	
d.	Children with speech difficulty	_____	
e.	Children with physical difficulty	_____	
X.	Other (Specify) _____	_____	
NT56	If 'Yes', what strategy of learning facilitation do you implement to the children with Special Learning Needs? (Multiple response possible)	Keeping them in the front benches ....1 Using audio- visual aids more ....2 Giving assistive devices................................3 Use of individualized education plan (IEP) ....4 Others (Specify) ....5 No special facilitation strategy in place..6	
NT57	How are the children with special need (hidden disability) identified?	Assessment ....1 Others (Specify) 96	
NT58	Did your receipt any trainings to facilitate the class for special needs children?	Yes ....1 No 2	
NT58A	If yes, please specify		

Module 6: Parental Involvement

Q.N.	Questions /Response	Category	Skip To
NT59	What do you do to involve the parents for the improvement in learning outcomes of the children? (Multiple response possible)	By rewarding certificates to the children, ... 1 By sending letters to parents...................... 2 By telephoning parents................................ 3 By arranging parents' meetings .... 4 Other (Specify)... 5 Do nothing 6	
NT60			

Module 7: Factors affecting educational outcome			
Q. No	Question	Options	Skip to
NT61	Have you/your school undertaken any activities to understand the need of the students and prioritize team during teaching?	Yes... 1 No...2	NT63
NT62	If yes, what have you done?		
NT63	Did you provide extra priority and care to children whose mother tongue is not Nepali?	Yes... 1 No...2	NT65
NT64	IF yes, how?		
NT65	Did you design any specifical mechanism targeting low performing students, e.g., separating them students into groups and coach them	Yes... 1 No...2	NT 67 ◄
NT66	If yes, what have you done?		
NT67	Did the parents supervise children study at home or support on child education?	Yes... 1 No... 2	
NT68	Has any one of the children complained about poor reading environment at their home?	Yes... 1 Yes... 2	NT 69
NT69	If yes, what was that about		

NT70	Have you received any special skills/knowledge training/academics prior to joining as the teacher?	Yes.. 1 No.. 1 ➤	
NT71	If yes, what have you done?		
NT 72	What are the main challenges that you encountered in the teaching/learning?		
NT 73	Are you satisfied with the present job? Give reasons?		
NT 74	What is your future career plan?		
NT 75	What are the social factors that influence learning/teaching in your locality?		
NT76	How has covid-19 affected learning skill of students?		
NT77	Have you received any training in last year?	Yes.. 1 No.. 1	
NT77A	If yes, what was training about?		

Thank you for your time and cooperation.

4. Questionnaire for School Health and Nutrition Focal Teacher (or Head Teacher)

Consent Form

Namaste! My name is……………… I am here from NARMA, a research organization based in Kathmandu. Now, we are conducting a Mid-term Evaluation of USDA McGovern Dole International MCGOVERN-DOLE Programme managed by World Food Programme. For this purpose, we are collecting data about education, school meal program activities, personal hygiene, school infrastructures, and health and nutrition from 342 schools in 6 districts of Karnali and Sudurpaschim province. We will collect these data interviewing with head teacher, Literacy teacher, SHN focal teacher, cook, students, parents, and other concerned local stakeholders.

We are inviting you to participate in this study. During this study, I will ask you questions related to school health and nutrition in this school in relation to the School Meal Programme being implemented by WFP.

We value your opinion and there are no wrong answers to the questions. We will use approximately 1 hour of your time. There will be no risk because of your participation in the study. Your participation is completely voluntary. You are free to withdraw your consent and discontinue participation in this survey at any time. All information gathered will be strictly treated as confidential and will be used only for the study purposes. If you need further information, you can contact Dr Birendra Bir Basnyat, Kathmandu (Email: narma@narma.org.np; Ph. No. 01-4984807).

Your participation will be highly appreciated. The answers you give will be used for planning school meal related programs and services.

Are you willing to participate in the study?　　　1 = Yes　　　2 = No (End interview)

Section 1: Interview Information		
Q. No	**Question**	
SHT 1	Name of School:	
SHT 2	Name of Village:	
SHT 3	Province name	Karnali ....1 Sudurpashcim 2
SHT 4	District name	Jajarkot ....1 Accham ....2 Bajura...3 Bajang ....4 Darchula ....5 Doti 6
SHT 5	Name of Rural/Urban Municipality:	
SHT 6	Ward no.:	
SHT 7	Sampled school EMIS Number:	
SHT 7a	Up to which grade the school operates	
SHT8	Up to which grade the school functions (Based on Exiting Status	Basic (ECD- 3) ....1 Basic (ECD- 5) ....2 Basic (ECD-8) ....3 Secondary (ECD-10) ....4 Secondary (ECD-12) 5
SHT9	Name and code of the Interviewer:	
SHT 10	Name and code of the Supervisor:	____
SHT 11	Date of Interview	DD　　　MM　　　YYYY
SHT12	Interview Start Time:	Hour　　Minute

Section 2:	Background information of SHN teacher		
Q.N.	**Questions/Response**	**Category**	**Skip To**
SHT13	Name of respondent and ID		
SHT14	What is your gender?	Male ....1 Female..2 Other (Specify)...3 Not willing to express 4	
SHT14a	Do you have any disability?	Yes.. 1 No...2 ➡	SHT16
SHT14b	If 'Yes', what type of disability do you have?	Hearing deficiency ....1 Visual impairment ....2 Speech impairment ....3 Physical disability...4 Other (Specify)..96	
SHT16	Number of years of experience as SNH teacher		
SHT17	Have you received any training on SHN provided by WFP and partner organization or other organization?	Yes...1 No...2 ➡ SHT19	
SHT18	What major topics were covered during the training related to SHN? (Multiple response possible)	<table><tr><td></td><td>Yes</td><td>No</td></tr><tr><td>Food preparation safety</td><td></td><td></td></tr><tr><td>Health, hygiene and nutrition</td><td></td><td></td></tr><tr><td>Mensuration hygiene</td><td></td><td></td></tr><tr><td>Waste management</td><td></td><td></td></tr><tr><td>Pest management</td><td></td><td></td></tr><tr><td>Communication for behavior change</td><td></td><td></td></tr><tr><td>Not included those topics</td><td></td><td></td></tr><tr><td>First-Aid Kits</td><td></td><td></td></tr><tr><td>Other (Specify) ____</td><td></td><td></td></tr></table>	

Module 3: SCHOOL WASH INFRASTUCTURE AND HYGIENE			
Q.N.	**Questions /Response**	**Category**	**Skip To**
SHT19	What is the main source of DRINKING water in this school?	Piped water...1 Tube well ....2 Protected dug well..............................3 Cart with small tank/drum...............4 Tanker truck...5 Bottled/jar water ....6 Children carry water from home ....7 Spring water/River water ....8 Other (specify) _____..................96	
SHT20	Is there a provision of purifying water (treatment) before drinking in school?	Yes...1 No..2 ➡	**SHT22**
SHT21	What are the methods school have been using to purify water before drinking?	Let it stand and settle/sedimentation/storing, collecting ....1 Strain it through cloth.......................................2	

	(Multiple answers possible. Probe, but don't read possible answers)	Boil it...3 Add bleach/chlorine............................4 Use a water filter.................................5 Solar disinfection (Sodis method) ....6 Warm it ....7 Other (Specify) 8	
SHT22	Is there a provision of dustbins, in each of the following places, in school?		
	A. Classrooms	Yes...1 No...2	
	B. Toilets	Yes...1 No...2	
	C. Kitchen	Yes...1 No...2	
	D. Teachers/staff room	Yes...1 No...2	
	E. Playing ground/School premises	Yes...1 No...2	
SHT23	Do school staff and students use the dustbins to dispose waste? (Ask only if 1 in either SHT22A or SHT22B or SHT22C).		
	A. School staff and teachers	Yes...1 No...2	
	B. Students	Yes...1 No...2	
SHT24	Does the school have separate dustbins/waste management pits/ditches to dispose waste for different types of waste?		
	A. (Ask only if 1 in SHT22A) Classrooms	Yes...1 No...2	
	B. (Ask only if 1 in SHT22B) Toilets	Yes...1 No...2	
	C. (Ask only if 1 in SHT22C) Kitchen	Yes...1 No...2	
	D. (Ask only if 1 in SHT22D) E. Teacher /Staff room	Yes...1 No...2	
SHT25	What type of toilets does the school have? (Observe and record) (Multiple answer possible)	Flush toilet (attached) . ...1 Ventilated improved pit latrine.......................2 Pit latrine. (with slab)........................... ....3 Pit latrine. (without slab).......................... ....4 Composting toilet/Eco-san .... 5 Bio-gas toilet ....6 No facility at school/open ground................. 7 Other (Specify) 8	
SHT26	During school hours, where do children typically go as an alternative of toilet?	Toilet in school only ....1 Toilet at home ....2 Open fields/grounds..3 Both toilet and fields..4	
SHT27			
	A. Does the school have a separate toilet for boys?	Yes...1 No...2	
	B. Does the school have a separate toilet for boys?	Yes...1 No...2	
	C. Does the school have common toilet for both boys and girls?	Yes...1 No...2	

							Skip To
	D. Does the school have separate toilet for teachers/staff?	Yes..1 No..2					
	E. Does the school have disability friendly toilet (in existing toilet or separate) ?	Yes..1 No..2					
SHT28	Do the toilets have regular supply of water?	Yes, in all toilets...1 Yes, in some of them........................... 2 No..3					
SHT29	Does the school have handwashing facility/(Tippy taps)? *(Reported only)*	Yes..1 No..2					
SHT30	What do the students mainly use to wash hand?	Water only ....1 Both soap and water ....2 Other things...3 Do not wash hands 4					
SHT31	Is there availability of water and cleaning agent/soap for handwashing? (Observe and record)	Yes, water only ....1 Yes, both water and soap ....2 No...3					
SHT32	What changes have you observed in school dropouts and absenteeism since the implementation of SHN WASH program? (Multiple response possible)	Less male student dropouts .... 1 Less male student absenteeism due to sickness .... 2 Less girl student absenteeism due to sickness .... 3 Less girl student dropouts.............................4 WASH program is not implemented..............5 Other (specify)... 6 No change 7					

SHT33	On a scale of 1-5, where 1 is least satisfied and 5 is most satisfied, what is your perception of the school toilets in terms of:	Strongly Disagree	Disagree	Neither agree nor-disagree	Agree	Strongly Agree	
a.	Availability: can use when necessary without having to wait	1	2	3	4	5	
b.	Accessibility: easy to reach, easy to use	1	2	3	4	5	
c.	Cleanliness: facility is kept clean	1	2	3	4	5	
d.	Adequacy of water: there is adequate water in the toilet	1	2	3	4	5	
e.	Safety: door can be latched, adequate lighting	1	2	3	4	5	

Module 4: Health and Menstrual Hygiene

Q.N.	Questions /Response	Category			Skip To
SHT34	Were there any of the following health screening program conducted in school during last academic year?	Health screening	Yes	No	
		1 Height measurement			
		2 Weight measurement			
		3 Vision test			
		4 Hearing test			
		5 Dental hygiene			
		96 Others(specify)			

SHT35	Were the children given deworming tablets twice in the last year to prevent from worm infestation?	Yes, twice a year ....1 Yes, but only once a year ....2 No 2	
SHT36	Were the adolescent girls given iron and folic acid supplementation tablet weekly in the last year?	Yes ....1 No 2	
SHT37	Is there a Health and Nutrition Register maintained in the school, and can you show it to me? (Observe and record)	Yes, observed ....1 Yes, not observed ....2 No 3	
SHT38	Has the school received and used first aid tool kit boxes from the government WFP/partner organization? (Observe and record)	Yes, observed ....1 Yes, not observed ....2 No 3	→SHT40
SHT39	Does the school refill the free items for the first aid kit from any local health facilities?	Yes ....1 No 2	
SHT40	Have there been any trainings on menstrual hygiene for girls conducted in your school? (Only for basic schools', with grade 6 & above)	Yes ....1 No ....2 Not applicable 97	SHT42
SHT41	In what ways did these trainings benefit the girls? (Multiple response possible)	Fewer girl absenteeism..1 Lesser reported health problems............2 Increased practice of using sanitary pads...3 Observed changes in community behavior ....4 Others (Specify) ....5 Not applicable 6	
SHT42	What are the changes you have observed in the hygiene knowledge and practices of the students since the implementation of WASH? (Multiple response possible)	Regular use of latrine at home...........................1 Regular use of latrine at school..........................2 Hand washing with soap after using latrine, before eating food ....3 Clean drinking water from a safe source (e.g. tube well, or treated water collected from river/lake) ....4 Maintain a waste disposal system (Water drainage, garbage pits, waste basket/dust bins)..5 Keep the School building and compounds clean...6 Maintaining hygienic environment while eating food..7 Use and disposal of sanitary pads by adolescent girls during menstruation ....8 WASH program is not implemented... 9 Other (Specify) .... 10 Don't Know 11	
SHT43	Are menstrual pads/sanitary napkins adequately available at school? (Only for basic schools' grade 6 & above)	Yes ....1 No ....2 Don't know...3	

SHT44	Do the students regularly attend school during menstruation?	Yes ....1 No 2	
SHT45	What facilities are available in the school toilet to properly dispose of sanitary pads? (Multiple response possible)	Dustbin ....1 Shoot/Burning chamber/Incinerator ....2 Other (Specify) ....3 No more facility/throw haphazardly............. 4	
SHT46	What is the provision of disposing sanitary napkin/pad at the school? (Multiple response possible)	Burn/ Incinerator ....1 Dig a hole and throw and cover ....2 Drop in toilet..3 Throw it in dustbin ....4 Throw haphazardly without covering. ....5 Other (Specify) ....6 No more practice of above.............................7	
SHT47	Has this school celebrated national sanitation related campaign at the community or school level?	Yes ....1 No 2	
SHT47a	If yes, what have you celebrated?		

Module 8: Factors influencing educational outcome			
Q. No	**Question**	**Options**	**Skip to**
SHT48	Have you/your school undertaken any activities to understand the need of the female students and prioritize team during teaching?	**Yes..1......** **No...2..**	
SHT48A	If yes, specify?		
SHT49	Has any one of the children complained about poor reading environment at their home?	**Yes..1......** **No...2..**	
SHT49A	If yes, specify?		
SHT50	What are the social factors that influence learning/teaching in your locality?		
SHT51	Are you satisfied with the teaching and learning environment at school? Please elaborate		

Thank you for your valuable time and Information.

5. Questionnaire for Students (Grade IV to VIII)

Consent Form

Namaste! My name is.................. I am here from NARMA, a research organization based in Kathmandu. Now, we are conducting a Mid-term Evaluation of USDA McGovern Dole International MCGOVERN-DOLE Programme managed by World Food Programme. For this purpose, we are collecting data about education, school meal program activities, personal hygiene, school infrastructures, and health and nutrition from 342 schools in 6 districts of Karnali and Sudurpaschim province. We will collect these data interviewing with head teacher, Literacy teacher, SHN focal teacher, cook, students, parents, and other concerned local stakeholders.

We are inviting you to participate in this study. During this study, I will ask you questions related to health, hygiene, sanitation facilities, school meal, and study materials etc.

We value your opinion and there are no wrong answers to the questions. We will use approximately 1 hour of your time. There will be no risk because of your participation in the study. Your participation is completely voluntary. You are free to withdraw your consent and discontinue participation in this survey at any time. All information gathered will be strictly treated as confidential and will be used only for the study purposes. If you need further information, you can contact Dr Birendra Bir Basnyat, Kathmandu (Email: narma@narma.org.np; Ph. No. 01-4984807).

Your participation will be highly appreciated. The answers you give will be used for planning school meal related programs and services.

Are you willing to participate in the study? 1 = Yes 2 = No (End interview)

Module 1: Background Characteristics

Q. No	Questions	Response
SC1	Name of School:	
SC2	Name of Village:	
SC3	Province Name and Number:	
SC4	District:	
SC5	Name and code of Rural /Urban Municipality:	
SC6	Ward no.:	
SC7	Sampled school EMIS #:	
SC8	Up to which grade the school operates	
SC9	Up to which grade the school functions	Basic (ECD- 3) ....1 Basic (ECD- 5) ....2 Basic (ECD-8) ....3 Secondary (ECD-10) ....4 Secondary (ECD-12) 5
SC10	Name and code of the Interviewer:	
SC11	Name and code of the Supervisor:	
SC12	Date of Interview	DD MM YYYY
SC13	Interview Start Time:	Hour ☐☐ Minute ☐☐
SC14	UID of selected student	_____

Module 2: Respondent Characteristics (For grades 4-8)

Q.N.	Questions /Response	Category	Skip To
SC15	Code of respondent?		
SC16	What is your gender?	Male ....1 Female..2 Other...3 Not willing to express....................................4	
SC17	What is your age?	Completed age	
SC18	Which grade do you study?	Grade..	
SC18a	Do you have any disability?	Yes ....1 No ....2 ►SC19	
SC18b	If 'Yes', what type of disability do you have?	Hearing deficiency ....1 Visual impairment ....2 Learning disability ....3 Speech impairment ....4 Physical disability ....5 Other (Specify) 96	
SC19	What is the name of your guardian? (Record only one name)	_____	

Module 3: School Meal Related Questions

Q.N.	Questions /Response	Category	Skip To
SC45d	Does the school offer you the mid-day-meal every day	Everyday...1 Every day except Friday..2 Most of the days (3-4 days)...........................3 Sometimes (1-2 days).....................................4 Never..5 →	SC46
SC45e	Is the mid-day meal same every day or these are different varieties?	Different varieties.........................1 Mostly same...................................2 Always same..................... ....3 Don't know...................................98	
SC45f	Is the meal sufficient to satisfy your hunger?	Sufficient..1 Not sufficient...................................2 Don't know.................................	
SC45g	How hot is the mid-day meal provided at school?	Hot/lukewarm...............................1 Cold...2 Don't know...................................98	
SC46	(For grades 4-8) On an average, how many school days in a week do you eat tiffin/snacks at home after returning from school?	No. of days	
SC47	(For grades 4-8) On an average, how many school days in a week do you eat dinner at home?	No. of days	
SC49	(For grades 4-8) In your opinion, what are the advantages of School Meal Programme for the students? (Multiple response possible)	Motivates children to go to school consistently..1 Motivates children to stay longer at school ....2 Promote girl child's enrolment ....3 Improves children's ability to learn or	

Q.N.	Questions /Response	Category	Skip To
		concentrate once they are in class ....4 Improves learning outcomes.......................5 Improves good health and hygiene behavior of school age children ....6 Improves awareness about nutrition among school age children ....7 Provides nutritional benefits/ improves nutritional status of school age children ....8 Saves money of household to provide school lunch for children ....9 Improves awareness about the use of locally available fresh foods ....10 Other (Specify) ....11 Don't know...12	

Module 4: WASH/Personal Hygiene

Q.N.	Questions /Response	Category	Skip To
SC45a	Do you usually purify your drinking water at home or school?	Yes ....1 No ....2 Don't know..98	SC45c
SC45a1	If yes, where do you purify water?	Home ....1 School..2 Both 3	
SC45b	If yes, then how do you purify your drinking water? (Multiple response possible)	Boiling ....1 Filtering ....2 Through Chlorination/Medication ....3 Sodis..4 Others specify ....5 Do don;t know..6	
SC45c	?Where do you dispose your waste	Anywhere (no fixed place)..........................1 In a waste bin/container ....2 In a pit dug to collect waste/manure pit...3 Other specify) 96	
SC50	(For grades 4-8) How often or what critical times do you wash your hands? *Multiple response, probe but don't read out options.*	Before, during, and after preparing food.1 Before eating..2 After using the toilet (for urination, defecation, menstrual hygiene...................3 After helping someone who just used the toilet..4 After blowing one's nose, or coughing or sneezing...5 After touching an animal, animal feed or animal waste ....6 After touching garbage ....7 Do not wash hands...................................... 8 Other (Specify)...9	→ SC53
SC51	What do you mostly use to wash your hand?	Water only...1 Both soap and water ....2 Other (Specify) 96	→ SC53
SC52	(If student does not mention soap), What is the main reason that you don't use soap to wash your hand?	There is no soap available ....1 There is no enough water to rinse the soap away ....2 It takes longer time to wash with soap .....3 Not necessary...4 Other (Specify)..96	

Q.N.	Questions /Response	Category						Skip To
SC53	(For all grades 4-8) On a scale of 1-3, how well the students-maintained personnel hygiene? *1=Very good, 2= Good, and 3=Poor* (Observe and record)	Very good (1)		Good (2)		Poor (3)		
		B	G	B	G	B	G	
	a. Trimmed nail							
	b. Groomed hair							
	c. Clean teeth							
	d. Clean dress							
	e. Clean shoes/Slipper							
SC54	(For grades 4-8) Did you take deworming tablet in the school in the last academic year?	Yes ....1 No ....2 Don't know... 98						SC56
SC55	If yes, how many times in last academic year?	_____times						

Module 5: Menstruation Related Questions (Girl studying on 6-8 grades)

Q.N.	Questions /Response	Category	Skip To
SC56	(Only for grade 6-8 girls) Has your menstruation started?	Yes ....1 No 2	→ SC68
SC57	If 'yes', are you aware of menstrual hygiene?	Yes ....1 No 2	
SC58	If 'yes', do you speak about menstrual hygiene to anybody?	Yes ....1 No 2	→ SC60
SC59	Who do you usually speak about menstrual hygiene?	Grandmother/Mother/Aunt........................1 Sister ....2 Relative ....3 Friend Female ....4 Friend Male SHN Focal Teacher ....5 Head Teacher...6 Other teachers.. 7 Any Healthcare related person ....8 Male members of the family...............9 Other (Specify) _____..................96	
SC60	What sanitary materials do you mostly use during your menstruation period?	Nothing...1 Commercial/disposable sanitary pad.. 2 Old clean cloths .... 3 Old dirty cloths .... 4 Reusable/Homemade pad.......................... 5 Other (Specify) 96	
SC61	What are your hygienic practices you do during your menstruation period? (Multiple response, probe but don't read out options)	Change of menstrual pad every six hours1 Safe disposal of the menstrual pad .... 2 Hand washing before and after changing the pads...3 Changing sanitary pad every 6 hours..4 Others (Specify)..5	
SC62	Are menstrual pads/sanitary napkins adequately available at school?	Yes ....1 No ....2 Don't know..3	SC65

SC63	If yes, have you ever used sanitary pads from the school during your menstruation?	Yes ....1 → SC65 No 2	
SC64	If 'No', why?	Not needed......................................1 Feeling uncomfortable to ask for...............2 No enough pad ....3 Others (Specify) 96	
SC65	Do you regularly attend school during your menstruation period?	Yes ....1 → SC66 No 2	
SC65a	If 'No', why?	Religious belief..1 Health ....2 Embarresment/shyness .... 3 S chool environment not conducive changing sanitary pads............................... 4 School does not have appropriate toilet .... 5 School does not have appropriate place to through pads .... 6 Other (specify) 96	
SC66	Does the toilet have regular supply of water?	Yes ....1 No 2	
SC67	Did you take biannual weekly iron and folic acid supplementation tablet in the school?	Yes ....1 No ....2 → SC68	
SC67a	If yes, then how many tablets did you take?	Tablet number............... ☐☐	

Module 6: School Health Facilities (For grades 4-8)

Q.N.	Question /Response	Category	Skip To
SC68	Do you get First Aid in school when required?	Yes ....1 No .... 2 Don't know...98	
SC70	Does school measure your height and weight	Yes ....1 No 2	
SC71	Do you have your eyes, ears, teeth, heart, etc. checked at school?	Yes ....1 No 2	

Module 7: Community Feedback Mechanism (For grades 4-5)

Q.N.	Questions /Response	Category	Skip To
SC72	How will you provide feedback on school meals or address your questions/concerns? (Multiple response possible)	Namaste WFP toll Free numbers................1 Report to Child Club ....2 Report to teacher/s..3 Report to Reading Motivator ....4 WFP/ CP staff..5 SMC/FMC ....6 School Principal/teacher...............................7 Parents..8 Others (Specify) ....9 Don't know... 10	
SC73	How would you like to receive information on WFP related activities?	SMC/FMC ....1 Teacher/principal ....2 Child club ....3 Reading motivator ....4 WFP staff ....5 WFP partner staff (NGO)...........................6 Radio 7	

Q.N.	Questions /Response	Category	Skip To
		Printed materials..8	
		Parents 9	
		Others (Specify) 96	
		Don't know.. 98	
SC74	(Only for class 4-8 students) Does your school have comments/suggestion box?	Yes ....1 No .... 2 Don't know.. 3	
SC75	Interview End Time:	Hour ☐☐ Minute ☐☐	

Thank you for your valuable time and information.

6. Questionnaire for Parents (Grade III to VIII)

Namaste! My name is……………… I am here from NARMA, a research organization based in Kathmandu. Now, we are conducting a Mid-term Evaluation of USDA McGovern Dole International MCGOVERN-DOLE Programme managed by World Food Programme. For this purpose, we are collecting data about education, school meal program activities, personal hygiene, school infrastructures, and health and nutrition from 342 schools in 6 districts of Karnali and Sudurpaschim province. We will collect these data interviewing with head teacher, Literacy teacher, SHN focal teacher, cook, students, parents, and other concerned local stakeholders.

We are inviting you to participate in this survey. During this study, I will ask you questions related to you and your household's background characteristics, your child's study activities, and the mid-day meal that your child is receiving at school as a beneficiary of School Meal Programme.

We value your opinion and there are no wrong answers to the questions. We will use approximately 1 hour of your time. There will be no risk because of your participation in the study. Your participation is completely voluntary. You are free to withdraw your consent and discontinue participation in this survey at any time. All information gathered will be strictly treated as confidential and will be used only for the study purposes. If you need further information, you can contact Dr Birendra Bir Basnyat, Kathmandu (Email: narma@narma.org.np; Ph. No. 01-4984807).

Your participation will be highly appreciated. The answers you give will be used for planning school meal related programs and services.

Are you willing to participate in the study? 1 = Yes 2 = No (End interview)

Module 1: Background Characteristics of Survey Area

Q. No	Question	
PT1	Name of School:	
PT2	School Category	Primary...1 Basic...2 Secondary..3
PT3	Sampled school EMIS #:	
PT4	Province Name and Number:	
PT5	District:	
PT6	Name and code of Rural /Urban Municipality:	
PT7	Ward no.:	
PT8	Name and code of the Interviewer:	
PT9	Name and code of the Supervisor:	
PT10	Interview Start Time:	

Module 2: Household's General Information

Q.N.	Questions /Response	Category	Skip To
PT11	Code of reference child		
PT11a	Name of reference child		
PT12	Grade of reference child		
PT13	Age of reference child		
PT13a	Gender of reference child	Boy... 1	

Q.N.	Questions /Response	Category	Skip To
		Girl 2	
		Other (Specify)_____ 96	
PT14	Code of parent		
PT15	Gender of respondent (observe)?	Male.. 1	
		Female 2	
		Other (Specify)_____ 96	
		Not willing to express 3	
PT16	What is your relation to the child?	Father... 1	
		Mother 2	
		Brother 3	
		Sister... 4	
		Other (Specify)... 96	
PT17	What is your household size? (Only who are living currently together at home)	Total no. of family members.........................	
PT17a	No household member above 11 years or older		
PT17b	No household member above 11 years or older completing 6 years of schooling (primary)		
PT18	Is there any member of your household that needs help due to long term difficulties or any type of disability?	Yes 1	
		No 2	►PT21
PT20	If 'Yes', what type of disability do these members have? (Multiple responses possible)	Seeing.. 1	
		Hearing 2	
		Communicating 3	
		Understanding... 4	
		Physical disability.. 5	
		Dressing and or washing 6	
		Other (Specify).. 7	
PT21	What is the ethnicity of household head?	Brahmin/Chhetri... 1	
		Newar... 2	
		Other Janajati (excluding Newar) 3	
		Dalit 4	
		Muslim... 5	
		Madhesi... 6	
		Other (Specify)_____ 96	
PT22	How many school-going age children (Year 5-16 or less) are there in the family?	No. of children..	
PT23	Among them, currently, how many children are going to school?	No. of children..	
PT24	What is your formal education?	No formal schooling 0	
		Grade___ completed 1-10	
		SEE/ SLC... 11	
		Intermediate/ +2... 12	
		Bachelor 13	
		Master or above 14	
PT25	What is the child's mother's formal education?	No formal schooling 0	
		Grade___ completed 1-10	
		SEE/ SLC... 11	
		Intermediate/ +2... 12	
		Bachelor 13	

Q.N.	Questions /Response	Category	Skip To
		Master or above .... 14 Other (Specify)... 96 Don't know...98	
PT26	What is the child's father's formal education?	No formal schooling ....0 Grade___ completed ....1-10 SEE/ SLC.. 11 Intermediate/ +2... 12 Bachelor .... 13 Master or above .... 14 Other (Specify)... 96 Don't know...98	
PT27	Which language is mostly spoken at home?	Nepali ....1 Doteli ....2 Tharu..3 Achhami ....4 Baitadi ....5 Bajhangi...6 Bajureli.. ....7 Darchuleli.. 8 Magar/Kham...9 Other (Specify)... 96 Don't know... 98	
PT28	What is the main source of income of your family?	Agriculture/Livestock/Poultry/ Aquaculture 1 Wage employment(Farm/non-farm)..............2 Salaried worker...3 Migrant labour (Within Nepal)........................4 Self-employment/business ....5 Retired/pension ....6 Social security allowance ....7 Traditional occupation ....8 Migrant labor (India) ....9 Remittance (Abroad) ....10 Other (Specify).. 11	
PT29	What is the secondary source of income of your family?	Agriculture/Livestock/Poultry/ Aquaculture 1 Wage employment (Farm/non-farm).............2 Salaried worker...3 Migrant labor (Within Nepal) ....4 Self-employment/business ....5 Retired/pension ....6 Social security allowance ....7 Traditional occupation ....8 Migrant labor (India) ....9 Remittance (Abroad) ....10 Other (Specify).. 11	
PT29a	Is the child's father seasonally migrating to India or currently working abroad?	Yes .... 1 No 2	
PT30	Do you produce staple crops like rice, wheat, corn, millet etc. for your family?	Yes .... 1 No .... 2 →	PT32
PT31	If 'Yes', how many months of the year do your produces fulfill your family's need?	Whole year.. 1 About 10 months... 2 About 8 months .... 3 About 6 months .... 4 Less than 6 months 5	

Q.N.	Questions /Response	Category		Skip To
PT32	Including your household's farm and off-farm incomes and without selling of fixed assets and borrowing, how many months of the year do your resources fulfill your family's basic need?	Whole year .... 1 About 10 months.. 2 About 8 months.. 3 About 6 months.. 4 Less than 6 months 5		
PT33	How long does it take (by walking) for your child to reach school from home?	Minute		
PT34	How far is the nearest health post/ hospital from home?	Minute		
PT35	How far is the nearest marketplace from home?	Minute		
PT36	Do you have____ at home? (Ask one by one)	Yes	No	
a.	Electricity	1	2	
b.	Television	1	2	
c.	Radio	1	2	
d.	Computer/ laptop/Tablet	1	2	
e.	Internet	1	2	
f.	Supplementary reading materials	1	2	
g.	Telephone/mobile (Android/Smart)	1	2	
h.	Toilet	1	2	
i.	A separate room/spot for child to study	1	2	
j.	Vehicle (Motorbike/Car/Jeep etc.)	1	2	
k.	Solar light	1	2	
l.	Refrigerator	1	2	
m.	Animal cart	1	2	
n.	Sewing machine	1	2	
o.	Biogas	1	2	
p.	LP gas	1	2	

Module 3: Dietary Diversity

Q.N.	Questions /Response	Category	Skip To
PT37	Was yesterday a special day, like a celebration or feast day or a fast day where you ate special foods or more or less than usual or did not eat because of fasting?	Yes .... 1 No 2	→SC39
PT38	Was the day before yesterday a special day, like a celebration or feast day or a fast day where you ate special foods or more or less than usual or did not eat because of fasting?	Yes .... 1 No 2	

Direction: If "yes" in PT**38**, then ask about yesterday in PT **.39**If "no" in PT**38**, then ask about day before yesterday in PT.**39**

Enumerator Instructions: Now I would like you to describe everything (meals and snacks) that your child ate or drank yesterday during the day and night, whether are home or outside the home. Please include all foods and drinks, any snacks or small meals, as well as any main meals. Start with the first food or drink of the morning. Write down all foods and drinks mentioned. When composite dishes (like porridge, sauce or stew) are mentioned, ask for the list of ingredients. When the respondent has finished, please probe for meals and snacks not mentioned.

PT39	Did your child eat following food items yesterday (or the day before if yesterday was unusual)? (Ask one by one)		
Food Group	Examples	Response	
		1=Yes	2=No
1. Grains, White Roots and Tubers	Rice, wheat, maize, sorghum, millet, barley, potato, cassava. Roti, bread	1	2
2. Pulses	Beans, peas, lentils (daal), soy products, chickpeas.	1	2
3. Nuts and Seeds	Peanuts, tree nuts (ex. almonds, walnuts), pumpkin seeds, sesame seeds, ground nuts, sunflower seeds	1	2
4. Dairy *Products*	Milk, Cheese, Yogurt or other milk products (does not include butter, ghee, ice cream)	1	2
5. Meat, Poultry and Fish	Goat, buff, chicken, pigeon, pork, duck, dried or fresh fish	1	2
6. Eggs	Eggs from Chicken, Duck, or any other bird	1	2
7. Dark Green Leafy Vegetables	Including wild forms (ex. nettle/*shishnu*) + locally available vitamin A rich leaves such as spinach, pumpkin leaves, kale, Chinese cabbage	1	2
8. Other Vitamin Rich Fruits and Vegetables	Pumpkin, Carrot, Squash, or Sweet Potato, persimmon, ripe mango or papaya that are orange inside + other locally available vitamin A rich vegetables and fruits	1	2
9. Other Vegetables	Other vegetables (e.g., Tomato, Onion, Eggplant, Green Beans, Cauliflower, Okra)	1	2
10. Other Fruits	Other fruits, including wild fruits and 100% fruit juice made from these	1	2
11. Small Protein Foods	Snails (*Ghungi*), Insect Larvae (*Barula, Aringal, Mahuree*), Grubs (*Khumre kira*), Fish Eggs	1	2
12. Oils and Fats	Ghee, butter, vegetable oil added to food or used for cooking including oil extracted from nuts	1	2
13. Spices, Condiments and Seasoning	Spices (Black Pepper, Salt, cumin), Condiments (Ketchup), flavoring pastes used in small amounts (ginger, garlic, tomato)	1	2
14. Other Foods and Beverages	Savory and friend snacks (crisps, samosa, Tea, coffee, alcohol, thin broth or soup, pickles (achar), sugary snacks (ex. biscuits, crisps), candy, fried snacks (ex. samosa)	1	2
15. Other specify		1	2

Module 4: Child Studies Related Questions

Q.N.	Questions /Response	Category	Skip To
PT40	Currently, does your child go to school regularly (in almost all school open day)?	Yes ....1 ➤PT42 No 2	
PT40a	In last month, how many days children went to school?		
PT41	If 'No', why? (Multiple response possible)	Child's frequent sickness ....1 Long distance from home to school ....2 Sickness of family members ....3 Child's involvement in household works ....4 Child's involvement in agricultural/ livestock activities ....5 Road blockage due to natural calamities , floods , road blockage due to landslide) ....6 No study materials available.......................7	

Q.N.	Questions /Response	Category	Skip To
		School closed due to Covid-19 pandemic/ political reasons 8	
		Child not interested 9	
		Other (Specify)... 10	
PT42	How often does the child study at home in recent times?	Everyday/Regularly (as required)................1	➡ PT44
		Few days a week 2	
		Never..3	
PT43	If 'few days a week' or 'Never', why? (Multiple response possible)	Child's involvement in taking care of siblings 1	
		Child's frequent sickness 2	
		Sickness of family members 3	
		Child's involvement in household works.. 4	
		Child's involvement in activities related to farming/ livestock 5	
		No study materials available....................... 6	
		Child do not have interest on study 7	
		Child gives more interest to watch 8 and play games in gadgets 9	
		Child engaged in livelihood activities (NTFPs collection) 10	
		No one to guide/help with lessons........11	
		Other (Specify)..12	
PT44	If every day or regularly, on average how long does the child study at home in a day?	3 hours or more.. 1	
		1-2 hours 2	
		Less than 1 hour 3	
PT45	Does the child have the complete set of textbooks?	Yes, all books are available.........................1	➡ PT47
		Yes, but only few books are available 2	
		No books are available................................. 3	
		Don't know...98	
PT46	If 'no, why?	School has not distributed the textbooks 1	
		School distributed only few books 2	
		Obtained books are torn or lost................. 3	
		Other (Specify)...96	
PT47	Other than textbooks, what reading materials are available for the child at home? (Multiple response possible)	Story books 1	
		Newspapers.. 2	
		Flashcards/Charts.. 3	
		Online learning materials 4	
		Dictionary 5	
		Reference books.. 6	
		No other materials available....................... 7	
		Other (Specify) 8	
PT47a	Does the reference child have necessary stationaries?	Yes 1	➡ PT48
		No 2	
PT47b	If no, then what are the reasons?	School doesn't provide............................... 1	
		Lack of money.. 2	
		Distributed stationary is torn/broken or lost 3	
		Stationary shop is far away 4	
		Don't know.. 5	
PT48	Does anyone at your home guides/helps child to study or do homework?	Yes 1	
		No one helps 2	➡ PT50

Q.N.	Questions /Response	Category	Skip To
PT49	If 'Yes', who helps the child to study or do homework at home? (Multiple response possible)	Father/Mother..............................1 Sister/Brother................................2 Relatives ....3 Neighbors.......................................4 Tuition ....5 Other (Specify) 6	PT51
PT50	If 'No one helps', why? (Multiple response possible)	Child does quite well in studies (does not require help)............................1 Lack of family members' capacity to support the child ....2 Too busy to help ....3 No relatives/neighbors are available to help......................................4 Child not interested ....5 It is not our responsibility ....6 Others (Specify)............................7	
PT51	(Ask if answer is yes in PT48) How is the child helped for the studies? (Multiple response possible)	Managing study time for the child............1 Observing child's study related activities ....2 Managing reading materials.......................3 Explaining things ....4 Arranging tuition...........................5 Checking homework ....6 Help children to complete homework...7 Other (Specify)..............................8	
PT52	What types of activities does the child mostly do at home? (Multiple response possible)	Helps in household works..........................1 Takes care of young siblings ....2 Takes care of cattle ....3 Helps in the farm ....4 Self-study......................................5 Takes additional tuition classes.................6 Engaged in livelihood activities..............7 Not involved in any activities......................8 Sports ....9 Other (Specify)............................10	
PT52a	If child support on agricultural work (farming/livestock rearing) after returning from school, how many hours in a day?	...... hrs	
PT52b	If child support on income generating/business after returning from school, then how many hours in a day?	...... hrs	
PT52c	If child support on household work/take care of siblings after returning from school, then how many hours in a day?	...... hrs	
PT52d	If child undertake self-study, after returning from school, then how many hours in a day?	...... hrs	
PT53	How satisfied are you with your child's performance in studies?	Highly satisfied.............................1 Somewhat satisfied.......................2 Not satisfied..................................3 ➔PT55	
PT54	If 'highly/ partially satisfied', why?	Child is getting good results.......................1 Attends school regularly 2	

Q.N.	Questions /Response	Category	Skip To
	(Multiple response possible)	Does homework well....................................3 Engages in co-curricular activities..............4 Child is overall smart ....5 Other (Specify)..6	
PT55	If not satisfied why? (Multiple response possible)	Child is not getting good results.................1 Child does not attend school regularly.....2 Child does not do homework well............3 Child does not engage in co- curricular activities ....4 Child is not overall smart.............................5 Child is not interested in study...................6 Child spend most of the time in playing/entertainment ....7 Other (Specify)..8	
PT56	Do you talk to the teachers about the child's performance?	Yes ....1 No 2	PT58
PT57	If 'Yes', how frequently? (Select the closest option)	Every month ....1 Every two months ....2 Every three months ....3 On a half-yearly basis ....4 On a yearly basis...5	PT59
PT58	If 'No', why? (Multiple response possible)	No time ....1 Not aware ....2 Don't think it is important...........................3 Not invited ....4 Feel shy/not confident................................5 Do not know what to talk ....6 Teacher do not give time............................7 Other (Specify)..8	
PT59	Do you talk to child about his/her studies?	Yes ....1 No 2	PT61
PT60	If yes, when	Everyday ....1 Weekly...2 Occasionally...3 At the time of result only ....4 Never..5	PT62
PT61	If 'Never', why? (Multiple response possible)	No time ....1 Not aware...2 Cannot support in studies..........................3 Do not think it is important........................4 Do not think it is my role............................5 Other (Specify)..6	

Module 5: Child Health and School Meal Programme

Q.N.	Questions /Response	Category	Skip To
PT62	Has your child been absent in the school in the last month due to health-related reason/ illnesses? (*Record the number of days absent. Record zero if no absent*)	Days absent.. ☐☐ Don't know...98	
PT63	(Ask only if a number greater than 0 is recorded in PT62) Can you please elaborate the symptoms of your child's illness?	Fever...1 Diarrhea.. 2 Injury...3 Don't know... 4 Other (Specify)................................. 96	

Q.N.	Questions /Response	Category	Skip To
PT64	Has your child been absent in the school in the last 30 days due to reasons other than health? *(Record the number of days absent. Record zero if no absent)*	Days.......................................☐☐ Don't know......................................98	
PT65	On average, how many days in a week does the child eat morning meal/ breakfast at home?	Everyday.. 1 3-4 days a week .... 2 1-2 days a week .... 3 Only occasionally/Never 4	PT69
PT66	If '1-2 days a week or occasionally/ Never', why?	There is shortage of food .... 1 No one is there to cook meal .... 2 Other (Specify)_____....................96	
PT69	(For all parents) On average, how many school days in a week does the child eat lunch or mid-day snacks at home (after returning from school)?	Everyday.. 1 3-4 days a week .... 2 1-2 days a week .... 3 Only occasionally/Never 4	PT71
PT70	If '1-2 days a week or occasionally/Never', why?	There is shortage of food ....1 No one is there to cook meal .... 2 Other (Specify)_____....................... 96	
PT71	(For all parents) In your opinion, what are the advantages of School Meal Programme for the child? (Multiple response, probe but don't read out options)	Motivates children to go to school consistently.. 1 Motivates children to stay longer at school .... 2 Promotes girl child's enrolment................ 3 Improves children's ability to learn or concentrate once they are in class .... 4 Improves learning outcomes..................... 5 Improves good health and hygiene behavior of school age children................. 6 Improves awareness about nutrition among school age children......................... 7 Provides nutritional benefits/ improves nutritional status of school age children .... 8 Saves money of household to provide lunch to school children .... 9 Improves awareness about the use of locally available fresh foods.......... 10 Increases the student admission rate..11 Increases awareness about the usefulness of textbooks made locally..12 Other (Specify) .... 13 Don't know.. 14	

Module 6: Take home ration.

Q.N.	Questions /Response	Category	Skip To
PT73	(Only for parents of grade 4-6 students) Did your child receive any take home ration distributed by WFP/ School during school closures in last academic year?	Yes ....1 No ....2 Don't Know 98	PT75

Q.N.	Questions /Response	Category	Skip To
PT74	If 'Yes', how many times did your child receive take home ration distributed by WFP/ School since Baishakh 2079?	_____ times .... 1 Don't know.. 98	
PT75	(For all parents) Were you informed about alternative school teaching arrangements (like on-line teaching, radio-based teaching, television-based teaching, or community teaching-Tole Sikai) when the school was closed due to COVID-19?	Yes .... 1 No .... 2 Don't know.. 98	PT77
PT76	If yes, did the child participate in alternative school arrangement?	Yes .... 1 No .... 2 Don't know.. 98	
PT77	Do you know about Namaste WFP Toll Free number to register any complaint, queries or provide suggestion?	Yes .... 1 No .... 2 → PT80	
PT78	If yes, have you/family member ever used /Call Namaste WFP Toll Free number to register any complaint, queries or provide suggestion?	Yes .... 1 No .... 2 Don't know.. 98	PT80
PT79	If 'Yes', was the issue reported at Namaste WFP solved?	Yes ....1 No ....2 Don't know..98	
PT80	When you have any feedbacks or complaints about school meal, how would you like to voice your feedback or complaint or whom do you feel comfortable to share it with?	Report to SMC/FMC .... 1 Report to school Principal/teacher............ 2 Log book/complain book............................. 3 Use school complaint/suggestion box...... 4 Call through WFP toll free hotlines............ 5 Report to WFP staff .... 6 Report to cooperating partner staff .... 7 Report to local government........................ 8 Report to distribution center staff............. 9 Report to local government...................... 10 SMS to WFP.. 11 Viber/Facebook/Messenger...................... 12 Do not want to share with anyone.......... 13 Other (specify) _____ 14	
PT81	**Interview End Time:**		

Module 7. Living Condition (For Grade 3 Parents only)

SN	Questions	Answer	Skip
PT82	Roofing of the house where you live?	Thatch/Straw..1 Mud...2 Tile ....3 Stone slate ....4 Zinc..5 Concrete/RCC ....6 Plastic sheet ....7 Other Specify 8	
PT83	What is your main source of energy for lightening? *Note: only one response*	Electricity (National grid).................................1 Electricity (Micro-hydro) ....2 Solar...3 Kerosene..4 Candle ....5 Others specify...6	

SN	Questions	Answer	Skip
PT84	What type of fuel do your family mostly use for cooking? *Note: only one response*	Firewood..1 Electricity..2 Crop residue ....3 Kerosene...4 Cattle dung...5 Gas ....6 Bio-gas..7 Others specify...8	
PT85	Main source of drinking water *Note: only one response*	Tap (Private/Public) ....1 Protected Spring/well/ ....2 Protected Pond/water hole ....3 Stream/River ....4 Pond/water hole ....5 Others specify...6	
PT86	Travel time to bring water to the home (One way)	.... min	
PT87	Do you have toilet at home?	Yes... 1 No 2	
Module 8: Factors affecting literacy outcome (Grade III parents only)			
PT88	Did you (child's father/mother) supervise children study or support on study?	Yes... 1 No 2	
PT89	Has your child complained about poor reading environment at home?	Yes... 1 No 2	
PT90	How was the Childs educational capacity changed after the COVID?	Increase .... 1 Same .... 2 Decrease... 3	
PT91	Give reasons		
PT92	Have your children complained about the teacher's behavior or denied going to schools due to teacher behavior?	Yes... 1 No 2	
PT93	IF yes please specify		
PT94	Are teacher motivated on their work or teaching properly?	Yes... 1 No 2	
PT95	Give reasons		
PT96	Are you satisfied with the children performance at school?	Yes... 1 No 2	
PT97	Give reasons		
PT98	Child absent at school (Number of days last year),	1. Due to illness 2. Due to way of family member (travel with them) 3. Due to engagement in economic activities 4. Other specify	

Thank you for your time and information!

7. Questionnaire for Cook

Namaste! My name is................... I am here from NARMA, a research organization based in Kathmandu. Now, we are conducting a Mid-term Evaluation of USDA McGovern Dole International MCGOVERN-DOLE Programme managed by World Food Programme. For this purpose, we are collecting data about education, school meal program activities, personal hygiene, school infrastructures, and health and nutrition from 342 schools in 6 districts of Karnali and Sudurpaschim province. We will collect these data interviewing with head teacher, Literacy teacher, SHN focal teacher, cook, students, parents, and other concerned local stakeholders.

We are inviting you to participate in this study. During this study, I will ask you questions related to school meal program and your jobs such as cooking and distributing mid-day meal and related activities.

We value your opinion and there are no wrong answers to the questions. We will use approximately 1 hour of your time. There will be no risk because of your participation in the study. Your participation is completely voluntary. You are free to withdraw your consent and discontinue participation in this survey at any time. All information gathered will be strictly treated as confidential and will be used only for the study purposes. If you need further information, you can contact Dr Birendra Bir Basnyat, Kathmandu (Email: narma@narma.org.np; Ph. No. 01-4984807).

Your participation will be highly appreciated. The answers you give will be used for planning school meal related programs and services.

Are you willing to participate in the study?   1 = Yes   2 = No (End interview)

Module 1: Background Characteristics

QNo	Question	Response
CS1	Name of School and EMIS no.	
CS2	Province Name and Number:	
CS3	Name and Code of District:	
CS4	Name and code of Rural /Urban Municipality:	
CS5	Ward no.:	
CS6	Name of the village	
CS7	Type of Mid-Day meal	Cash based .... 1 In-kind based 2
CS7a	Is cooked meal served to the students?	Yes .... 1 No 2
CS7b	Is not served why?	
CS7c	How are you using the food/cash received from the WFP/Local governments?	End interview
CS7c	Is cook available for interview? (Any person who is cooking meal on particular	Yes .... 1 No 2
CS7d	If not available why?	End interview
CS8	Name and code of the Interviewer:	
CS9	Name and code of the Supervisor:	
CS10	Interview start time:	

Module 2: Background Information of Respondent

Q.N.	Questions /Response	Category
CS11	Disability status of the respondent:	Hearing deficiency .... 1 Visual impairment.. 2 Learning disability... 3 Speech impairment .... 4 Physical disability .... 5 Multiple disability.. 6 Other (Specify) _____ .... 96 None 97
CS12	Gender of the respondent:	Male .... 1 Female .... 2 Other 3
CS13	Age of the respondent	
CS14	Caste/ethnicity of the respondent:	Brahmin/Chhetri .... 1 Dalit.. 2 Newar .... 3 Other Janajati (excluding Newar).......................... 4 Madhesi .... 5 Muslim... 6 Other (Specify)_____ 96
CS15	Number of years working as a cook in the school (Write '0' if less than 1 year)	Complete year .... ☐☐

Module 3: Training Exposure

Q.N.	Questions /Response	Category	Skip To
CS16	Have you received any training related to cooking?	Yes. .... 1 No .... 2 →	CS21
CS17	How many times have you received training?	No. of times	
CS18	What all topics were discussed during the training? (Multiple response possible)	Commodity management........................... 1 Record keeping... 2 Storage type and utilization .... 3 Health and hygiene..................................... 4 Food preparation and items required..... 5 Checking food items before cooking .... 6 Measuring food before cooking............... 7 Ensuring personal health and hygiene.... 8 Ensuring cleanliness of food commodities before cooking.................... 9 Checking of cooked food .... 10 Prevention of nutrient loss...................... 11 Storage equipment.................................... 12 Food safety .... 13 Safety gears .... 14 Other (Specify) 15	
CS19	In your opinion, was the training useful?	Yes .... 1 → No 2	CS21
CS20	If not, why? (Write up to two major reasons)	1._____ 2._____	

Module 4: Kitchen Safety and Availability of Equipment/Resources (Observe)

Q.N.	Questions /Response	Category		Skip To
CS21	Does your school have a separate kitchen? (Observe)	Yes ....1 No 2		→ CS23
CS22	If no separate kitchen, where do you prepare food?	Inside school premise ....1 Outside school premise..........................2 At own home.....................................3 Other (Specify) 96		
CS23	Is the kitchen/place where you cook food clean? (Observe)	Very clean..1 Satisfactory ....2 Not clean...3 Not applicable 97		
CS24	Does the kitchen/place where meal is cooked have following amenities? (Ask if CS21=1)	Yes	No	
	a) Window			
	b) Chimneys			
	c) Improved cooking stove/Cylinder cooking (Gas) stove and Heater			
	(c) Sufficient cooking utensils			
CS25	Is the place where students eat food clean? (Observe)	Very clean..1 Satisfactory ....2 Not clean...3 No separate place for students to eat...4		

Module 5: Personal Hygiene of the Cook (Observe)

Q.N.	Questions /Response	Category	Skip To
CS26	Clothes worn by the cook are clean	Yes. .... 1 No 2	
CS27	Well-trimmed nails	Yes. .... 1 No 2	
CS28	Well-groomed beard (Only for male cook)	Yes. .... 1 No .... 2 Not applicable 97	
CS29	Well-groomed hair	Yes. .... 1 No 2	
CS30	Washes his/her hand with soap and water as appropriate	Yes. .... 1 No .... 2 Not applicable 97	

Module 6:   Knowledge/Practice of Cook Related to Hygiene, Cooking , Storing and Distribution of Food

Q.N.	Questions /Response	Category	Skip To
CS31	What are the occasions you wash your hand? (Multiple response possible)	Before handling food and often during food preparation ....1 After using the latrine................................2 After finishing food preparation...3 After storing foods ....4 After serving food.................5 Don't wash hands with soap.......6 Other (Specify)_____ 7	

CS32	When do you wash the utensils (cooking pot, lids, scoops, knives, plates etc.) with clean water and soap? (Multiple response possible)	Before food preparation...........................1 After food preparation..............................2 Before serving food ....3 After eating food..4 At the end of the day.................................5 Not using water and soap ....6 Other (Specify) _____.....................7	
CS33	Generally, when do you clean the kitchen? (Multiple response possible)	Before food preparation...........................1 After food preparation..............................2 At the morning ....3 At the end of the day.................................4 At the end of the week..............................5 Other (Specify)_____.....................6	
CS34	How do you get the number of students (who eat meal) present on the day? (Multiple response possible)	Doing a manual headcount of the students during class.................................1 Checking the attendance register for the day ....2 Confirming with the Head teacher or the teacher in charge.................................3 Do not count ....4 Other (Specify) 5	
CS35	How do you measure the quantity of various food items (rice, lentil, oil, spices) on the basis of student head count?	Using standard measuring weights/containers ....1 Use roughly estimated measurements ....2 Other (Specify) 96	
CS36	What do you check for, in the food item, to determine if it is fit for cooking or not? (Multiple response possible)	Expiry date ....1 Packaging..2 Color of the food ....3 Presence of pests ....4 Color of the package...................................5 Do not check ....6 Other (Specify) _____.....................7	
CS37	Do you clean the food items before cooking?	Always...1 Clean depending on the food items........2 Occasionally..3 Do not clean 4	
CS38	How do you ensure that food is clean before cooking? (Multiple response possible)	Rinse it in water and cook ....1 Remove unwanted food matters then cook...2 Remove foreign matters and then wash it with clean water thoroughly before cooking ....3 Use clean containers to collect it from the store...4 Other (Specify) X	
CS39	Do you check the food after cooking?	Yes ....1 No 2	→ CS41
CS40	How do you check the food after cooking? (Can also be observed) (Multiple response possible)	Taste the food .... 1 Look for the presence of foreign Particles (looking/touching food) ....2 Smell the food..3 Other (Specify) 4	
CS41	How do you store cooked food before serving the students?	Store cooked food in covered cooking pots in a clean, safe place before serving 1	

	(Observe)	Store cooked food in open containers inside the kitchen ....2 Store cooked food outside the kitchen without covers ....3 Other 96	
CS42	Are the food hot/warm when the students get them? (observe)	Yes ....1 No ....2 Not applicable 97	
CS43	On what basis do you serve the cooked food to the students?	Equal distribution of food for all students. ....1 Different quantities according to grade of the students...2 Different quantities according to gender of the students ....3 Different quantities according to the age/need of the students ....4 Based on experience..................................5 Other (Specify) 96	
CS44	Are there any measures in place to prevent food from contamination from pests and rodents?	Yes ....1 No ....2 ➤CS46	
CS45	What are the measures taken? (Observe and record up to three measures)	Measure 1 _____ Measure 2 _____ Measure 3 _____	
CS46	How do you ensure the proper food storage and safety? (Multiple response possible)	Proper lock system ....1 No more water spillage..............................2 Proper ventilation ....3 Food stacked using palates......................4 Food placed in dry, high places to avoid soggy/humidity..5 Other (Specify) 6	
CS47	Do you ensure prevention of nutrient loss of fortified food?	Yes ....1 No ....2 ➤ CS49 Not Applicable ....3 ➤ CS49	

CS48	How do you ensure the nutrient loss of fortified food?
	    1. For rice:
	    2. For salt:
	    3. For oil:
		.1_____
		.2_____
		 .3_____	

CS49	Do students wash their hands before eating the meal? (Observe)	Yes (all/mostly do) ....1 No (all/mostly don't do).............................2 Don't know..98	
CS50	How do they wash your hands most of the time?	Only with water..1 Water with soap...2 Water with mud...3 Water with Ash..4 Never...5 Other (specify..96	
CS51	Is there any wastage of food in your school?	Yes ....1 No ....2 Don't know..98	
CS52	Does your school have FMC (Food Management Committee)/SMP (School Management Committee) or a focal	Yes ....1 No ....2 ➤ CS55	

Q.N.	Questions /Response	Category	Skip To
	person responsible for School Meal management?		
CS53	Do they provide feedback to You?	Yes ....1 No 2	CS55
CS54	What are the feedbacks they provide to you? (Multiple response possible)	Kitchen cleanliness....................................1 Preparation and distribution of food on time...2 Storing food items properly...................3 Waste food management........................4 Cleanliness of kitchen utensils ....5 Proper counting of students number ....6 Other (Specify) 7	
CS55	What are the common problems you encounter while fulfilling your role and responsibilities? (Multiple response possible)	Not getting foods on time due to bad weather ....1 Not getting food due to lockdown...........2 Lack of proper kitchen ....3 Lack of cooking amenities ....4 Lack of storeroom ....5 No budget for storeroom maintenance. ....6 No incentives/Not getting salary on time.. 7 Overburdened -Too many responsibilities ....8 Discriminatory treatment by students and staff (only for Dalits)...........................9 Other (Specify) 10	
CS56	When you have any feedbacks or complaints about your work or school meal, whom do you share it with?	SMC/ FMC.. 1 School Principal ....2 School Complaint/suggestion box...........3 WFP toll free hotlines................................. 4 WFP staff ....5 Implementing partners..........................6 Distribution center staff.........................7 I don't share it with anyone.......................8 Other (Specify) 96	
CS57	How would you like to voice your feedbacks, queries or suggestions about school meal?	SMC/ FMC.. 1 School Principal ....2 School Complaint/suggestion box...........3 WFP toll free hotlines................................. 4 WFP staff ....5 Implementing partners..........................6 Distribution center staff.........................7 Other (Specify) 96	

Module 7: Mid-day Meal preparation (Cash based school)

Q.N.	Questions /Response	Category	Skip To
CS58	Do you know/heard about food menu/basket for school meal?	Yes ....1 No 2	CS63
CS59	Have you/your school prepared food menu or in coordination with Palika, School? Or have fixed menu?	Yes ....1 No 2	CS63
CS59a	How was food menu prepared?		

CS60. If yes, can you tell the menu by days as follows.

SN	Day	Name of food	Food items
1	Sunday		
2	Monday		
3	Tuesday		
4	Wednesday		
5	Thursday		
6	Friday		

Q.N.	Questions /Response	Category	Skip To
CS61	Do you follow prescribed menu in your school?	Always ....1 Sometimes ....2 Never..3	
CS62	If not regularly followed (1&2), why food menu has not been followed?	Insufficient fund/budget ....1 Children don't prefer food items ....…......2 Unavailability of cooking staff...................…......3 Prescribed foods locally not available........4 Other specify 5	
CS63	Does your school serve ready-made food procured from outside?	Yes...1 No ....…......2	➤CS67
CS64	If yes for how, many days		
CS65	Why readymade foods are procured from outside?	Lack of person to work in the kitchen.....1 Students did not like food cooked in the school ...2 As per the request/order of the head teacher/teacher ....3 It is cheap to buy ready-made food ....4 Other specify 5	
CS65a	Does your school serve junk foods, like biscuits, *Dalmoth*, Instant noodles in the meal?	Yes...1 No...2	➤CS67
CS66	How often you serve food such as junk foods, like *biscuits, Dalmoth, instant* noodles during school meal?	1= Daily (More than 5 days) 2=Sometimes (3 to 5 days a week) 3= Little (1-2 days a week) 4= Very low (Less than 10%)	

Module 8: Challenges

CS67	What are your main challenges/ problems you encountered as cook?		
CS68	Do you think that students have or would have same nutritious lunch as they do have now after cash-based meal program	Yes.....1 No.....2	
CS69	Give reasons		
CS68	Are food items available at local level?	Yes.....1 No.....2	
CS69	What support you expect?	1. 2. 3.	

8. Questionnaire for Storekeeper

Namaste! My name is……………… I am here from NARMA, a research organization based in Kathmandu. Now, we are conducting a Mid-term Evaluation of USDA McGovern Dole International MCGOVERN-DOLE Programme managed by World Food Programme. For this purpose, we are collecting data about education, school meal program activities, personal hygiene, school infrastructures, and health and nutrition from 342 schools in 6 districts of Karnali and Sudurpaschim province. We will collect these data interviewing with head teacher, Literacy teacher, SHN focal teacher, cook, students, parents, and other concerned local stakeholders.

We are inviting you to participate in this study. During this interview, I will ask you questions related to school meal program and your jobs as a manager/storekeeper and activities related to managing/safe storing of foods received, distribution of foods to the schools and keeping the records.

We value your opinion and there are no wrong answers to the questions. We will use approximately 1 hour of your time. There will be no risk because of your participation in the study. Your participation is completely voluntary. You are free to withdraw your consent and discontinue participation in this survey at any time. All information gathered will be strictly treated as confidential and will be used only for the study purposes. If you need further information, you can contact Dr Birendra Bir Basnyat, Kathmandu (Email: narma@narma.org.np; Ph. No. 01-4984807).

Your participation will be highly appreciated. The answers you give will be used for planning school meal related programs and services.
Are you willing to participate in the study?   1 = Yes   2 = No (End interview)

Module 1: Background Characteristics

QN	Questions /Response	Category
SK1	Province Name and Number:	
SK2	Name and Code of District:	
SK3	Name and code of Rural /Urban Municipality:	
SK4	Ward no.:	
SK5	Name of the village:	
SK6	Code of the FDP/EDP/Warehouse:	
SK7	Name and code of the Interviewer:	
SK8	Name and code of the Supervisor:	
SK9	Interview start time:	

Module 2: Introduction of Respondent

QN	Questions /Response	Category	Skip To
SK10	What is your position?	_____	
SK11	What is your gender?	Male…………………………………….1 Female………………………………….2 Other ………………………………………………3 Prefer not to respond………………4	
SK12	What is your ethnicity?	Brahmin/Chhetri………………………1 Dalit…………………………………………2 Newar…………………………………….3 Other Janajati (excluding Newar)..4 Madhesi…………………………………5	

		Muslim..6 Other (Specify) _____...........96	
SK13	How many years have you been working as a FFEP staff?	No. of year.........................⬚⬚ (complete year)	

Module 3: Condition of Warehouse (Observe and Record)

QN	Questions /Response	Category	Skip To
SK14	Is the warehouse lockable?	Yes...1 No... 2	
SK15	Does the warehouse have windows for ventilation?	Yes...1 No... 2	
SK16	Is there any evidence of the presence of rodents in the store during the last working month?	Yes...1 No... 2	
SK17	Is there any evidence of the presence of insects (weevil and others) during the last working month?	Yes...1 No... 2	
SK18	Is there any evidence of mold and excess of humidity?	Yes...1 No... 2	
SK19	Is there any evidence of spillage or leakage?	Yes...1 No... 2	
SK20	Is the food stored on the ground?	Yes...1 No... ....2 ➔ SK22	
SK21	If yes, does the EDP use pallets for commodities' storage?	Yes...1 No... 2	
SK22	Does the EDP have a pest/insects' management plan?	Yes...1 No... 2	
SK23	Does EDP carry out pest/ insects control measures?	Yes...1 No... ....2 ➔ SK24	
SK23a	What pest/insect control measures are being used? (Record up to 3 measures)	1._____ 2._____ 3._____	

Module 4: Training on Storekeeping (If possible observe and record the response)

QN	Questions /Response	Category	Skip To
SK24	Are you trained in safe food storage practices?	Yes. .... 1 No .... 2 ➔ SK29	
SK25	When was the last time that you received the training?	............⬚⬚ months before	
SK26	What were the topics discussed during the training? (Multiple response possible)	Commodity management.........1 Record keeping..........................2 Storage type and utilization......3 Health and hygiene....................4 Food preparation and items required..5 Food measurement.....................6 Storage equipment.....................7 Others (specify) 8	
SK27	In your opinion, was the training useful?	Yes...1 No..2	
SK28	Why was it/was it not useful? Please explain. (Record up to three points).	1._____ 2._____	

		3._____	
SK29	Do you maintain proper record of the food items that you receive from WFP? (to be observed for verification)	Yes...1 No..2	
SK30	Do you review records from school while providing foods to the schools?	Yes...1 No..2	
SK31	Do you maintain proper records while distributing food to schools? (to be observed for verification)	Yes...1 No..2	
SK32	How do you keep a record of the food items? (Multiple options)	Issue waybills ....1 Record stack cards...................... 2 Maintain manual records...............3 Maintain digital records..................4 Other (specify) ....5 Don't know 6	
SK33	How many schools are you working wit currently?	No. of schools................ ☐☐	
SK34	What are the challenges do you face in record keeping? (Record up to two challenges)	1. _____ 2. _____	

Module 5: Warehouse Management

QN	Questions /Response	Category	Skip To
SK35	What steps are taken by you as soon as the food commodities arrive at the EDP? (Multiple response possible)	Check waybills .... 1 Unload the food commodities ..... . 2 Carry to the warehouse .... 3 Stack food commodities correctly... 4 Record stack card .... 5 Enter received quantity...................... 6 Other (specify) _____ .... 7 Don't know....................................... 8	
SK36	What precautions do you take while carrying food and storing it in the warehouse? (Multiple response possible)	Check the warehouse before storing food bags .... 1 Protect food commodities. from rain .... 2 Not using hooks to pull/move food bags .... 3 Handling food bags with care (avoiding stepping, throwing)......4 Store in a cool and dry place.......... 5 No specific actions taken..............6 Other (specify) .... 7 Don't know....................................... 8	
SK37	What are the steps taken by you to ensure that the food items are of good quality and fit for storing in the warehouse? (Multiple response possible)	Check lumps/damp/mold .... 1 Check the pest .... 2 Check the smell................................ 3 Check for damaged food packets. 4 Check expiry date..........................5 No specific actions taken............. 6 Other (specify) .... 7 Don't know....................................... 8	
SK38	What steps do you take before storing the food in the warehouse?	Clean the warehouse .... 1 Check the pest 2	

		Check the smell............................... 3 Check for lumps/damp/ mold. .... 4 Remove weevils .... 5 Store according to LIFO/FIFO/ FEFO as applicable...................................... 6 No specific actions taken.......... 7 Other (specify) .... 8 Don't know.. 9	
SK39	Once the food is stored in the warehouse, what precautions do you take to ensure its safety? (Multiple response possible)	Check for holes and leakage in the food bags/packets .... 1 Check for hole and leakage in the warehouse roof and walls................................... . 2 Use pallets to keep food stacks .... 3 Use tarpaulins/plastic sheet to cover the food stacks.. 4 Protect from condensation drips .... 5 Allow ventilation in the warehouse .... 6 Inspect the stacks from time to time..7 Use of FIFO technique (first in first out) to deliver food .... 8 Check expiry date ....9 Other (specify) .... 10 Don't know...................................... 11	

Module 6: Coordination with the Schools (Questions related to FMC/SMC)

QN	Questions /Response	Category	Skip To
SK40	Are you satisfied with the way food is stored safely and hygienically at school?	Very satisfactory............................1 Satisfactory......................................2 Not satisfied....................................3 Don't know....................................98	SK42 SK42
SK41	Why are you not satisfied with the way food is stored at school? (Record up to 3 points)	1._____ 2._____ 3._____	
SK42	Do you provide feedback to school for proper food storage?	Yes...1 No...2	SK45
SK43	Generally what sorts of feedback do you provide? (Multiple response possible)	Proper handling and distribution of foods...................1 Proper store keeping..................2 Proper record keeping...............3 Preparation of hygienic foods. 4 Food measurement....................5 Proper management of cooking spot................................6 Arrangement of cooking amenities.....................................7 Other (Specify) 8	
SK44	Does the school follow the feedback provided by you?	Yes...1 No...2 Don't know................................98	

SK45	What are the common problems you encounter while fulfilling your role? (Multiple response possible)	Food commodities not arrived on time .... 1 Lack of proper warehouse .... 2 Lack of supporting staff .... 3 Lack of budget for warehouse maintenance... .... 4 No incentives...................................... 5 Overburdened -Too many responsibilities.................................... 6 Limited support from schools .... 6 Limited support from local government .... 6 Other (Specify) 7	
SK46	How has the COVID pandemic impacted your work? (Please mention up to three points)	1._____ 2._____ 3._____	
SK47	Did you experience any challenges while managing Take Home Rations?	Yes. .... 1 No ....2 ➡ SK49	

Module 7: Community Feedback Mechanism

Q.N.	Questions /Response	Category	Skip To
SK49	When you face any problem or have any feedbacks, who/how would you like to share it?	Local government t/ representative........................1 SMC/FMC...................................... 2 School Principal/teachers...........3 Namaste WFP toll free numbers...................................... 4 WFP... 5 CP staff..6 Viber/Facebook Messenger.......7 Suggestion box...........................8 Email...9 SMS...10 Others (specify).........................96	
SK50	How/from whom would you like to receive information related to your Job?	WFP staff.......................................1 WFP partner staff (NGO)............ 2 Government leader (Ward Chair, Gaunpalika/Nagarpalika member) ....3 Viber/Facebook messenger........4 Radio...5 Printed materials......................... 6 SMC/FMC.......................................7 Others (specify)..........................96	
SK51	**Interview end time:**		

9. Checklist for School Observation

Q.N.	Questions/Response	Category
SO1	Name of School:	
SO2	Name of Village:	
SO3	Province Name and Number:	
SO4	District:	
SO5	Name and code of Rural /Urban Municipality:	
SO6	Ward no.:	
SO7	Sampled school EMIS #:	

Instruction to the observer:

Observe and choose the option about the school environment focusing the material and facility aspects in school.

Q.N.	Questions/Response	Category	Skip To
SO8	Is there an open space/playground for students?	Yes .... 1 No 2	
SO9	Is there a wall/ fence surrounding school compound?	Yes .... 1 No 2	
SO10	Are there adequate number of classrooms?	Yes .... 1 No 2	
SO11	Are benches/desks adequate for students? (Observe grades 1, 3 and 5)	Grade 1: Yes .... 1 No .... 2 Grade 3: Yes .... 1 No .... 2 Grade 5: Yes .... 1 No 2	
SO12	Is the ventilation adequate in classrooms? (Observe grades 1, 3 and 5)	Grade 1: Yes .... 1 No .... 2 Grade 3: Yes .... 1 No .... 2 Grade 5: Yes .... 1 No 2	
SO13	Is the light adequate in classrooms? (Observe grades 1, 3 and 5)	Grade 1: Yes .... 1 No .... 2 Grade 3: Yes .... 1 No .... 2 Grade 5: Yes .... 1 No 2	
SO14	Are there dustbins in classrooms? (Observe grades 1, 3 and 5)	Grade 1: Yes .... 1 No .... 2 Grade 3: Yes .... 1 No .... 2 Grade 5:	

Q.N.	Questions/Response	Category	Skip To
		Yes 1	
		No 2	
SO15	Are there separate dustbin/pits to dump trash according to the nature of waste? (Observe in school premises)	Yes .... 1 No 2	
SO16	Is the school premise clean?	Yes .... 1 No 2	
SO17	Is there a separate teachers' office/working station?	Yes .... 1 No 2	
SO18	Is there telephone (landline) facility?	Yes .... 1 No 2	
SO19	Is there electricity facility?	Yes .... 1 No 2	
SO19a	Is there solar energy facility?	Yes .... 1 No 2	
SO20	Is there Internet facility? (Should be in functional condition)	Yes .... 1 No 2	
SO21	Is there computer lab? (Should be in functional condition)	Yes .... 1 No 2	
SO22	Is there a science laboratory?	Yes .... 1 No 2	
SO23	Is there a library?	Yes .... 1 No 2	
SO24	Digital Library	Yes .... 1 No 2	
SO25	Audio-Visual room	Yes .... 1 No 2	
SO26	Book corners	Yes .... 1 No 2	
SO27	First aid box	Yes .... 1 No 2	
SO28	Dispensary	Yes .... 1 No 2	
SO29	Kitchen	Yes .... 1 No 2	
SO30	Canteen	Yes .... 1 No 2	
SO31	Complaint/suggestion box	Yes .... 1 No 2	
SO32	What is the main source of drinking water?	Piped water .... 1 Tube well .... 2 Protected dug well .... 3 Tanker /truck .... 4 Bottled water..5 Students brings water from home....6 Spring water .... 7 Other (Specify) _____...................96	
SO33	What is the drinking water purifying technique in use?	Let it stand and settle/ sedimentation.... 1 Strain it through cloth .... 2 Boil it .... 3 Add bleach/chlorine .... 4 Use a water filter .... 5 Solar disinfection (Sodis method) 6	

Q.N.	Questions/Response	Category	Skip To
		Boil to lukewarm .... 7 Don't purify water .... 8 Other (Specify) 96	
SO34	Are there separate toilets for boys' students?	Yes .... 1 No 2	SO35
SO34a	What is the type of boys' toilet? (Observe the main/common toilet if there is no more separate boys toilet.)	Flush toilet (attached) . ... 1 Ventilated improved pit latrine .... 2 Pit latrine. (with water)......................... ...... 3 Pit latrine. (without water)......................... 4 Composting toilet/Eco-San........................ 5 Bio-gas toilet.. 6 No facility at school..................................... 7 Other (Specify) 12	
SO34b	Is there water available in boys' toilet? (Observe the main toilet if no more separate toilet for boys.)	Yes .... 1 No.. 2	
SO35	Are there separate toilets for girls' students?	Yes .... 1 No.. 2	SO36
SO35a	What is the type of girls' toilet? (Observe the main toilet if more than one girl toilets.)	Flush toilet (attached) . ... 1 Ventilated improved pit latrine .... 2 Pit latrine. (with water)......................... ...... 3 Pit latrine. (without water)......................... 4 Composting toilet/Eco-San........................ 5 Bio-gas toilet.. 6 No facility at school..................................... 7 Other (Specify) 12	
SO35b	Is there water available in girls' toilet? (Observe the main	Yes .... 1 No.. 2	
SO36	Are there shared toilets for both boys and girls?	Yes .... 1 No 2	SO39
SO37	What is the type of shared toilet? (Observe the main toilet if more than one shared toilet.)	Flush toilet (attached) . ... 1 Ventilated improved pit latrine .... 2 Pit latrine. (with water)......................... ...... 3 Pit latrine. (without water)......................... 4 Composting toilet/Eco-san .... 5 Bio-gas toilet.. 6 No facility at school..................................... 7 Other (Specify) 12	
SO38	Is there water available in the shared toilet? (Observe the main toilet if more than one shared toilet)	Yes .... 1 No 2	
SO39	Are there handwashing station in the school premise?	Yes .... 1 No 2	SO42
SO40	Is there soap or other liquid based hand wash available in handwashing station?	Yes .... 1 No 2	
SO41	Is there water available in handwashing station?	Yes .... 1 No 2	
SO42	Are menstrual pads/sanitary napkins available at school?	Yes .... 1 No 2	
SO43	Is there a facility within the girls' toilet (separate or shared) to collect/dispose sanitary pads?	Yes .... 1 No 2	
SO44	Is there facility to safely dispose the collected sanitary napkins/pads at the school?	Yes .... 1 No 2	

10. Early Grade Reading Assessment

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• of] hfFr xf]Og . To;}n] ltdLn] h] hfGb5f} ToxL pQ/ b]pm .
• d}n] ;f]w]sf] jf lbPsf] kf7 slt ;dod kl9;Sbf /x]5f egL Vofn /fVg] 5' .
• d ltdLnfO{ ltd|f] kl/jf/sf af/]df s]xL s|Zgx¿ klg ;f]Wg]5' . h:tM ltd|f] kl/jf/df sf]sf] x'g'x'G5 < ltd|f]] cfdf s] ug'{x'G5 < ltd|f] a'af s] ug'{x'G5 <
• ltd|f] kl/jf/n] 3/df k|of]u ug]{ efiff s'g xf] < ltd|f] 3/df s]s] ;fdfgx¿ 5g\ cflb .
• ;f]lwPsf k|Zgx¿dWo] ltdLn] s'g} k|Zsf] pQ/ lbg grfx]df jf g;s]df klg km/s kg]{ 5}g .
• ltdLn] d;Fu s]xL v]Ng rfxG5f} eg] ;f]Wg ;S5f} === .
• s] ltdL ca v]n v]Ng tof/ 5f} < ;'? u/f}F t <

ljBfyL{ k|ltlj|mof kmf/fd @)&#

df}lvs ;xdlt ePsf] xf] <   xf]   ☐

olb df}lvs ;xdlt gePdf pSt ljBfyL{nfO{ wGojfb lbg'xf];\ / csf]{ ljBfyL{nfO{ af]nfO{ oxL kmf/fdsf] k|of]u u/L plNnlvt lgb]{zgx¿ bf]xf]¥ofpg'xf];\ .

A. k/LIf0f ldltM	ut]M dlxgfM ;nM	J. sIff	sIff #
B. sfo{j|md lhNnf ;d"x -EGRP nfu" ePsf lhNnfsf ;Gbe{df dfq_	lhNnf ;d"x 1 lhNnf ;d"x 2	K. ;]S;g÷ju{	
C. cg';Gwfg ;d"x		L. ljBfyL{sf] /f]n g+=	

D. efiff
 -3/ kl/jf/df a9L af]lng]
     efiffnfO{ L1 / To;kl5
     af]lng]   bf];|f]
     efiffnfO{ L2 /fVg]_
	L1
	
	 L2
		M. lnË	5fq ☐
			 5fqf ☐

E. k/LIfssf] gfd			
F. k/LIfssf] sf]8			
G. ljBfnosf] gfd			
H. ljBfno EMIS sf]8			
I. lgoldt ljBfno ;~rfng x'g] ;do	k"/f lbgM laxfgM ck/fXgM	k/LIf0f ubf{{sf] ;doM k"jf{XgM ☐ ck/fXgM ☐ -Pp6df lrgf] nufpg'xf];\ ._

pkv08 ! : >'ltaf]w

	☐ ^) ;]s]G8
ca d ltdLnfO{ Pp6f ;fgf] syf k9]/ ;'gfp"5' . d}n] k9]sf] Wofgk"j{s ;'g . To;kl5 d ltdLnfO{ s]xL k|Zgx¿ ;f]W5' . ;s];Dd /fd|f];Fu pQ/ b]pm . ;ljtf / uLtf rf}/df v]ln/x]sf lyP . ToxfF ufO{j:t' rl//x]sf lyP . Pp6f uf]?n] pgLx¿nfO{ nv6\of] . uf]7fnf] To; uf]7]nfO{ xsf¥of} /f]s . pgLx¿ uf]7fnfO{ wGojfb lbP/ uP .	ljBfyL{n syf gb]Vg] u/L jfrg ug{'{xf];\ . ljBfyL{nfO{ k|Zgx¿ klg x]g{ glbg'xf];\ .
(☐) ! = l7s (☐)) = a]l7s (☐) ♤ = pQ/ glbPsf]	olb ljBfyL{n hflGbgF eGf]]/ eg]b]lv pQ/ glbPsf] sf]7fdf lrgf] nufpg'xf];\ .

k|Zgx¿M	l7s -!_	a]l7s -)_	pQ/ glbPsf] - 🔔_
!_ ;ljtf / uLtf sxfF v]ln/x]sf lyP < pQ/ M rf}/df			
@_ ;ljtf / uLtfnfO{ s] n] nv]6Øf] < pQ/ M– uf]?n] .			
#_ uf]7fnfnfO{ lsg wGojfb lbP < pQ/ M– uf]?nfO{ /f]s]sf]n] .			

w]/]/} /fd|f] k|of;;, wGojfb ! ca csf]{ pkv08df hfcf}F x} .

pkv08 @: cIf/ klxrfg

	🕐🕑 ^) ;]s]G8
- o; kfgfdf g]kfnL j0f{dfnsf cIf/x¿ /flvPsf 5g\ . s[kof ltdLn] hfg];Dd oL cIf/x¿ k9\g'kg]{{ 5 . -;'?df tn lbPcg;'f/ oL ltg cIf/x¿ -c, u, g_ sf] cEof; u/fpg'xf];\ ._ [pSt kfgfdf æcÆ ;Í]t ug'{xf];\, pbfx/0fsf] nflu, of] /c/ xf] .] [To;} u/L pSt kfgfdf æuÆ ;Í]t ug'{xf];\ / of] s'g cIf/ xf] egL ;f]Wg'xf];\ .] - l7s pQ/ ePdf _ √√ l7s, of] /u/ xf] . - a]l7s pQ/ ePdf _ ×× of] t /u/ kf] xf] t . [pSt kfgfdf "g" ;Í]t ug'{xf];\ / of] s'g cIf/ xf] egL ;f]Wg'xf];\ .] - l7s pQ/ ePdf _ √√ l7s, of] /g/ xf] . - a]l7s pQ/ ePdf _ ×× of] t /Gf/ kf] xf] t . - ha d ";'?" eG5', ltdLn] k9\g ;'? u/ . k|To]s cIf/nfO{ b]vfp"b} Tof] cIf/nfO{ pRrf/0f u/ . - ltdLn] ;]s]Dd rfF8f] t/ Wofgk"j{s k9\g]g] k|of; u/ . - olb ltdLnfO{ yfxf gePsf] s'g] cIf/ cfPdf ltdL csf]{ csf]{ cIf/ k9\g ;S5f} . ltd|f] cf}Fnf klxnf] cIf/df /fv t . /fVof] < /fVof] eg n ca k9\g ;'? u/ t . ";'?"	ha ljBfyL{{n] klxnf] cIf/ k9\g ;'? u5{g, 38L x]g{ ;'? ug'{{xf];\ . ➲➲olb ljBfyL{n} ;Íf]r dfgdf jf Pp6 cIf/df ltg ;]s]G8;Dd k9\g /f]lsPdf csf]{ k9\g ;Í]t ug'{{xf];\ . ✋✋38Ldf ! ldg]6 k'u]kl5 /f]lsg eGg'xf];\ . ✋✋olb ljBfyL{n} klxnf] x/kmdf -!) cIf/x¿_ ;xL ¿kdf gk9]df wGojfb eGg'xf];\ / of] pksf]{ aGb ug'{{xf];\ . tn cGTodf lbPsf] afs;df lrgf] -√_-√_ nufO{ csf]{ pkv08df hfg'xf];\ .

- ljBfyL{{n] unt k9]sf cIf/¿nfO{ " / " lrXg nufpg'xf];\ .
- tkfOF{n] cufl8 g} unt egL lrXg nufPsf cIf/x¿ ;Rofpg' k/]df " ∅∅ " lrXg nufpg'xf];\ .
- ljBfyL{{n] k9]sf] clGtd cIf/kl5 "] " lrXg lbg'xf];\ .

---

km	/	P	cf}	w	x	P	h	cM	s
y	0f	O	c+	p	em	;	w	/	7
d	a	v	lf	if	O{	a	O	ª	s
`	if	e	P]	9	em	cf]	q	Gf	P
j	O	n	g	3	9	b	t	z	8
0f	k	t	e	1	y	3	u	6	8
7	6	cf	c	P	ª	v	lf	cM	Jf
u	1	;	`	d	r	c+	C	km	Tf
C	z	cM	o	P]	c	n	5	cf]	Kf
r	P	b	h	cf	u	cf}	5	x	O

✍✍ o; sfo{sf] cGTodf af"'sL /x]sf] ;do -;]s]G8df_ n]Vg'xf];\ .	
✍✍ ljBfyL{n] klxnf] x/kmdf s'g] ;xL pQ/ glbPsfn] k7g sfo{ /f]lsPsf] .	

*   w]/}/} /fd|f] k|of;, wGojfb ! ca csf]{ pkv08df hfcf}F x} .

pkv08 # Ù dfqf klxrfg

	⏰⏰ ^) ;]s]G8

o; kfgfdf g]kfnL j0f{{dfnfsf dfqf /flvPsf 5g\ . s[kof ltdLn] hfg];Dd oL dfqfx¿ k9\g'kg]{{ 5 .
;'?df tn lbPsf';f/ oL ltg dfqfx¿ f, l, ' -sf, l3, x'_ sf] cEof; u/fpg'xf];\ .
    [pSt kfgfdf "sf" cf}Fnfn] ;Í]t ug'{xf];\, pbfx/0fsf nflu, of] /sf]/ xf] .
o;df - f _ dfqf nfu]sf] 5 eGg'xf];\ .
    [pSt kfgfdf "l3" ;Í]t ug'{xf];\, ca o;df s'g dfqf nfu]sf] 5 egL ;f]Wg'xf];\]
    -l7s pQ/ cfPdf _ √√ l7s, of] /l3/ xf] . o;df - l _ dfqf nfu]sf] 5 eGg'xf];\ .
    -a]l7s pQ/ cfPdf _ ×× of] t /l3/ sf] xf] t . o;df - l _ dfqf nfu]sf] 5 eGg'xf];\ .
    [pSt kfgfdf "x'" ;Í]t ug'{xf];\ / o;df s'g dfqf nfu]sf] 5 egL ;f]Wg'xf];\ .]
    - l7s pQ/ cfPdf _ √√l7s, of] /x'/ xf] . o;df - ' _ dfqf nfu]sf] 5 eGg'xf];\ .
- a]l7s pQ/ cfPdf _ ×× of]t /x'/ sf] xf] t . o;df - ' _ dfqf nfu]sf] 5 eGg'xf];\ .
-    ha d ";'?" eG5', ltdLn] k9\g ;'? u/ . k|To]s dfqf nfu]sf] cIf/nfO{ b]vfp"b} Tof] dfqf nfu]sf] cIf/nfO{ pRrf/0f u/ .
-    ltdLn] ;];]Dd rf]"8f] t/ Wofgk"j{s k9\g] k|of; u/ .
-    olb ltdLnfO{ yfxf ePsf] s'g} dfqf cfPdf ltdL csf{ dfqf nfu]sf] cIf/ k9\g] ;S5 . ltd|f] cf}Fnf dfqf nfu]sf] klxnf] cIf/df /fv t . /fVof} < /fVof} eg] n ca k9\g ;'? u/ t . ";'?"
-    ljBfyL{n] unt k9]sf dfqf nfu]sf cIf/x¿nfO{ " / " lrXg nufpg'xf];\ .
-    tkfOF{n] cufl8 g unt egL lrXg nufPsf dfq pSt cIf/x¿ ;Rofpg' k/]df " ∅∅ " lrXg nufpg'xf];\ .
-    ljBfyL{n] k9]sf] clGtd dfqf o'St cIf/ kl5 "] " lrXg lbg'xf];\ .
	ha ljBfyL{n] klxnf] dfqf k9\g ;'? u5{g\, 38L x]g{ ;'? ug'{{xf];\ .
	
	➲➲olb ljBfyL{n] ;Í]{r dfg]df jf Pp6} dfqfdf ltg ;]s]G8;Dd k9\g /f]lsPdf csf]{{ dfqf k9\g ;Í]t ug'{xf];\ .
	
	✋✋38Ldf ! ldg]6 k'u]kl5 /f]lsg eGg'xf];\ .
	
	✋✋olb ljBfyL{n] klxnf] x/kmdf -!) dfqfx¿_ ;xL ¿kdf k9]df wGojfb eGg'xf];\ / of] pksfof{ aGb ug'{{xf];\ . tn cGTodf lbPsf] afs;df lrgf]{{ -√_-√_ nufO{ csf]{ pkv08df hfg'xf];\ .

of]	nf}	v"	w'	b+	9f]	Ef]	v]	e"	?
d}	wf}	lff	yL	v'	gf}	3f]	lf]	3"	sf
z}	km'	kf]	b'	o}	5f]	e}	n'	af]	emf}
rL	9f}	vL	q"	l8	Uf}	s]	k}	lr	z"
9f}	lt	5}	rf}	emf]	kf}	5f]	g]	/f]	gf}
n]	3f]	o}	ls	8L	j'	wf}	7]	jf	x]
b]	sf}	df	xf}	qf	t"	u[	nf	km"	5"
df]	7"	Rff]	af	u}	k[	ed"	1f	6f]	Df]
d]	uf	;f	8f}	h'	;}	af}	tf]	w"	k]m
;]	hf	g"	6"	hf}	¿	iff]	b}	9f	j]

✑✑	o; sfo{sf] cGTodf af‚‛sL /x]sf] ;do -;]s]G8df_ n]Vg'xf];\ .	
✑✑	ljBfyL{n] klxnf] x/kmdf s'g] ;xL pQ/ glbPsf]n] k7g sfo{ /f]lsPsf] .	

* w]/} /fd|f] k|of;, wGojfb ! ca csf]{ pkv08df hfcf‰F x} .

pkv08 $Ù lg/y{s zAb klxrfg

	⏱⏱ ^) ;]s]G8
- o; kfgfdf j]mxL lg/y{s zAbx¿ /flvPsf 5g\ . s[kof ltdLn] hfg];Dd oL zAbx¿ k9\g'kg]{ 5 . -;'?df tn lbPcg';f/ oL ltg lg/y{s zAbx¿ - zflvg}, 5b\s', kmfdf]]_ sf] cEof; u/fpg'xf];\ ._ [pSt kfgfdf "zflvg}" ;Í]t ug'{xf];\, pbfx/0fsf nflu, of] "zflvg}" xf] eGg'xf];\ .] [pSt kfgfdf "5b\s'" ;Í]t ug'{xf];\, ca o;nfO{ pRrf/0f u/ eGg'xf];\ .] - l7s pQ/ cfPdf _ √√l7s, of] "5b\s'" xf] . - a]l7s pQ/ cfPdf _ ×× of] t "5b\s'" kf] xf] t . [pSt kfgfdf "kmfdf]]" ;Í]t ug'{xf];\, Ps k6s km]l/ k|of]; u/ . o;nfO{ pRrf/0f u/ .] - l7s pQ/ cfPdf _ √√l7s, of] "kmfdf]]" xf] . - a]l7s pQ/ cfPdf _ ×× of] t "kmfdf]]" kf] xf] t . - ha d ";'?" eG5', ltdLn] k9\g ;'? u/ . k|To]s zAbnfO{ b]vfp“b‛b} Tof] zAbnfO{ pRrf/0f u/ . - ltdLn] ;];]Dd rf‚‛8f] t/ Wofgk'j{s k9\g k|of]; u/ . - olb ltdLnfO{ yfxf gePsf] s'g} zAb cfPdf ltdL csf]{{ zAb k9\g ;5f} . ltd|f] cf}Fnf klxnf] zAbdf /fv t . /fVof} < /fVof} eg] n ca k9\g ;'? u/ t . ";'?"
ha ljBfyL{n] klxnf] zAb k9\g ;'? u5{g\, 38L x]g{{ ;'? ug'{{xf];\ .
➲➲olb ljBfyL{n] ;Íf]r dfg]df jf Pp6} afs;df ltg ;]s]G8;Dd k9\g /f]lsPof csf]{{ k9\g ;Í]t ug'{xf];\ .
	☝☝38Ldf ! ldg]6 k'u]kl5 /f]lsg eGg'xf];\ .
- ljBfyL{n] unt k9]sf zAbx¿nfO{ " / " lrXg nufpg'xf];\ . - tkfOF{n] cufl8 g} unt egL lrXg nufPsf zAbx¿ ;Rofpg' k/]]df uf]nf] lrXg " ⊘⊘ " nufpg'xf];\ . - ljBfyL{n] k9]sf clGtd zAbkl5 "] " lrXg lbg'xf];\ .	☝☝olb ljBfyL{n] klxnf] x/kmdf -% lg/y{s zAbx¿_ ;xL ¿kdf gk9]df wGojfb eGg'xf];\ / of] pkv08 aGb ug'{xf];\ . tn cGTodf lbPsf] afs;df lrgf] -√_-√_ u/L csf]{{ pkv08df hfg'xf];\ .

;fPr'	ls9	nkm	hfU;f	lskm{
hfcf}/	xf]gfsf	P]s'nf]	¥of]k	hfGkf
gf]sL	kfNsf	/]lnh'	gfkm]	Qlr
iflj	klGb;	ylkm	lacf]	88f/f]
P]rf5	n'kf;]	x'bfeL	1fk|f	3f]g?
emyf]	r}pjf]	pF1f	;fK3'	z0ff}}
lnef]	/]w}	u[d	rljf}	cfnLj
jftfj]	;Dknf	njf]t	tf5f	gf/em
hgfj]	sd[[z	c+j|m	O{gfh	rªa\zf
ofdf}	6f]5f	dns	uf]yb\f	r:7f

| 🖐 | o; sfo{sf] cGTodf af‚‛sL /x]sf] ;do -;]s]G8df_ n]Vg'xf];\ . | |

⬜ ljBfyL{n] klxnf] x/kmdf s'g} ;xL pQ/ glbPsf]n] k7g sfo{ /f]lsPsf] .	

* w]/} /fd|f] k|of;, wGojfb ! ca csf]{ pkv08df hfcf}F x} .

pkv08 %Ù df}lvs k7g cg'R5]b

pkv08 % -s_M df}lvs k7g cg'R5]b	🕐🕐 ^) ;]s]G8
tkfOF{n] lgb\{zgx¿ k9\b} ubf{ ljBfyL{nfO{ syf n]lvPsf] p4/0f -cg'R5]b _ lbg'xf];\ .	
oxf¨" Pp6f ;fgf] syf 5 . d ltdLnfO{ of] syf k9\g lbG5' . ltdLn] 7"nf] :j/df Wofgk"j{s l56f] k9 x} . ltdLn] kl9;]kl5 d ltdLnfO{ ToxL syf;Fu ;DalGwt s]xL k|Zgx¿ ;f]Wg] 5' . ha d ;'? ug{ eG5' To;kl5 ltdL syf k9\g ;'? u/ . olb syf k9\bf ltdLn] ghfg]sf] s'g} zAb cfPdf ltdL csf]{ zAb k9\g ;S5f] . ltd|f] cf}Fnf klxnf] zAbdf /fv . /fVof} < /fVof} eg] n ca k9\g ;'? u/ . ";'?"	➲➲olb ljBfyL{n] ;Íf]r dfg]df jf Pp6f} zAbdf ltg ;]s]G8;Dd k9\g /f]lsPdf csf]f{{ zAbdf hfg ;Ít ug'{{xf];\ .
/df ljBfnoaf6 3/ kmlj{mFb} lyof]\ . pgn] k;Gbf dflg;x¿sf] le8 b]lvg\ . le8df ;fyLx¿n] afnsyfsf] lstfa lsg]sf] b]lvg\ . /df 3/ df k'lug\ . pgn] cfdfnfO{ afnsyfsf] lstfa lslglbg elgg\ . cfdfn] lstfa lslglbg' eof] . /dfn] syfsf] lstfa k9/ cfdfnfO{ ;'gfOg\ . z'j|maf]/ ljBfnodf syf eGg k|ltof]{lutf eof] . Tof] k|ltof]{lutfdf /df k|yd eOg\ . cfk"m k|yd ePsf] j'em/ cfdfnfO{ ;'gfOg\ . cfdfn] v';L eO/ csf]{{ lstfa klg lslglbg' eof] .	✋✋ olb ljBfyL{n] kf7sf] klxnf] x/kmaf6 s'g} zAbx¿ ;xL ¿kmdf gk9]df cf]w;Fu ;DalGwt s'g} klg k|Zgx¿ g;f]Wg .
	✋✋ olb ljBfyL{n] cfkm"n] ghfg]sf] zAbdf atfPdf To;nfO{ pQ/ glbPsf] egL lrgf] - √√ _ nufpg'xf];\ .
- ljBfyL{n] k9]sfdWo] unt zAAbnfO{ " / " lrXg nufpg'xf];\ .	olb ljBfyL{n] # ldg]6;Dddf klg k7g sfo{ ;Dk"0f{ ug{ ;]g eg] ljBfyL{nfO{ wGojfb lbO{ pSt sfo{ aGb ug'{xf];\ . To;kl5 ljBfyL{ kl9;]sf] c+zaf6 dfq af]w k|Zgx¿ ;f]Wg'xf];\ .
- olb tkfOF{n] cufl8 g} unt " / " lrXg nufPsf] zAbx¿ ;Rofpg k/]df ;s{n " ⬜ " ug'{{xf];\ .	
- ljBfyL{n] ^) ;]s]G8;Dd syf k9\g ;lg eg] k9]sf] clGtd zAbkl5 "] " lrXg lbg'xf];\ .	
- ^) ;]s]G8;Dddf k9]sf] eP clGtd zAbkl5 "] " lrXg lbg'xf];\ .	
- olb ljBfyL{n] ^) ;]s]G8;Dddf klg syf kl9;]s eg] p;nfO{ kl9/xg lbg'xf];\ / ljBfyL{n] k"/f syf k9\g nufPsf] ;donfO{ l6kf]6 ug'{{xf];\ .	
- olb ljBfyL{n] ^) ;]s]G8leqdf syf kl9;S5 eg] afFsL /x]sf] ;do l6kf]6 ug'{{xf];\ .	
pkv08 % M k7g af]wsf nflu k/LIfsnfO{ lgb]{zg ljBfyL{n] syf kl9;]kl5 p;nfO{ lbOPsf] cg'R5]bsf] kfgf] lng'xf];\ . ljBfyL{nfO{ p;n] k9]sf] syf;"u ;DalGwt k|Zg ;f]w'xf];\ . ljBfyL{n] !*) ;]s]G8 -# ldg]6_ leqdf hlt syf kl9;S5 Tof"f{;Dsf] k|Zg ;f]w'xf';\ . t/ k|Zg gbf]xf]/\ofpg'xf';\ .	
olb ljBfyL{n] !);]s]G8;Dd klg ;f]lwPsf] k|Zgsf] pQ/ glbPdf pQ/ glbPsf] egL lrgf] -😊_ nufpg'xf];\ . To;kl5 csf]{ k|Zg ;f]Wg'xf';\ .	
ca d ltdLnfO{ ltdLn] ev|{/ k9]sf] syfaf6 s]xL s'g} k|Zg ;f]Wg] 5' . k|Zg¿sf] pQ/ ;];;Dd ;xL lbg k|of; u/ .	
(⬜) ! = l7s	

k|Zgx¿M	l7s -!_	a]l7s -)_	pQ/ glbPsf] -🛎_
(☐)) = a]l7s (☐) 🛎 = pQ/ glbPsf]			
k|Zgx¿M			
!_ /df sxfFaf6 3/ kmls{b} lyOg\ < pQ/ M— ljBfnoaf6			
@_ pgsf ;fyLx¿n] s] lsg]sf lyP < pQ/ M afn syfsf] lstfa			
#_ /dfn] syf k9]/ s;nfO{ ;'gfOg\ < pQ/ M cfdfnfO{			
$_ /dfsf] ljBfnodf j]msf] k|ltof]lutf eof] < pQ/ M— syf jfrg			
%_ cfdfn] /dfnfO{ lsg csf]{ lstfa lslglbg' eof] < pQ/ M— /df k|yd ePsLn]			

*   w]/\/} /fd\|f] k\|of;, wGojfb ! xfd\|f] sfd ;lsof]] . ca hfpm x} .

11. Class observation form

विद्यालयको नाम [   ] विद्यालयको EMIS कोड [ ][ ][ ][ ][ ][ ][ ][ ][ ]

कक्षा [   ] पढाइएको भाषा विषय [   ] पाठ [   ]

मिति (गते/महिना/साल) _ _/_ _/२० _ _ अवलोकन सुरु गरेको समय (२४ घण्टे ढाँचा) [   ]

अवलोकन कर्ताको नाम [   ] अवलोकन कर्ताको कोड नं [   ]

खण्ड १ पठन सीप विकास

[तपाईंको अवलोकनअनुसार सही विकल्पमा ठिक (P) चिन्ह लगाउनुहोस् I[

पठन सिपका आयम	कथन	ठिक (1)	बेठिक (0)
१.१ ध्वनि सचेतना (Phonological Awareness)	a) शिक्षकले पाठसँग सम्बन्धित वर्ण अक्षर शब्द वा शब्दांश (Syllables) ठिक ढङ्गले उच्चारण गरी सुनाए ।		
	b) विद्यार्थीहरूले पाठसँग सम्बन्धित वर्ण अक्षर वा शब्दको ठिक उच्चारण गरे ।		
१.२ लेख्यवर्ण सचेतना (Graphophonemic Awareness)	a) विद्यार्थीहरूले वर्ण अक्षर वा शब्दलाई छुट्याएर गर्ने अभ्यास गरे ।		
	b) विद्यार्थीहरूले वर्ण अक्षरलाई सँगै मिलाएर पढ्न वा उच्चारण गर्ने अभ्यास गरे ।		
१.३ पठन प्रवाह (Reading Fluency)	a) शिक्षकले विद्यार्थीहरूले सुन्नेगरी गति यति वा लय मिलाएर नमुना		
	b) विद्यार्थीले एक्लै वा जोडीमा बसेर गति यति वा लय मिलाएर पाठ पढ्ने अवसर पाए ।		
१.४ शब्द भण्डार (Vocabulary)	a) शिक्षकले नयाँ शब्दहरूको परिचय गरे वा पाठमा भएका गाह्रा शब्दहरू अर्थसहित छलफल गरे ।		
	b) शिक्षकले मौखिक वा लिखित रूपमा विद्यार्थीहरूलाई शब्दहरूलाई वाक्यमा प्रयोग गर्न वा जोडा मिलाउने/ छुट्याउने जस्ता कार्यहरू गर्न लगाए ।		
१.५ बोध (Comprehension)	a) शिक्षकले पढ्नु वा सुन्नुभन्दा अगाडि वा पढ्दा पढ्दै पाठ केको बारेमा हो भन्ने अनुमान लगाउने वा पाठका बारे विद्यार्थीका पूर्वज्ञान आदिका बारेमा सोधे ।		
	b) विद्यार्थीहरूलाई पाठ पढिसकेपछि वा सुनिसकेपछि शिक्षकले त्यसै पाठसँग सम्बन्धित प्रश्न सोधे ।		
	c) शिक्षकले सोधेका प्रश्नहरूमध्ये कम्तीमा एउटा ठ्याक्कै पाठैबाट उत्तर नआउने खालको थियो ।		
	d) शिक्षकले विद्यार्थीहरूलाई पाठ आफै पढ्न पनि लगाए ।		
	e) धेरैजसो विद्यार्थीले पढेका पाठका आधारमा प्रश्नको उत्तर दिन सके ।		
लेखाइ (Writing)	a) विद्यार्थीले शुद्ध लेखन जस्तै अक्षर लेखन/ हिज्जे मिलाउन/ अनुलेखन/ श्रुति लेखन/ स्वतन्त्र लेखन/ वाक्य लेखन गरे ।		
	b) विद्यार्थीले मौलिक लेखन जस्तै प्रश्नहरूको आफ्नै ढङ्गले उत्तर दिने/अनुच्छेद लेख्ने/ मौलिक कथा लेख्ने अभ्यास गर्ने अवसर पाए । *(यसमा कालो सेतो पाटीबाट सार्ने जस्ता कार्य पर्दैनन् I)*		

कथन नं	कथन	सहमत	आंशिक सहमत	असहमत	असम्बन्धित
२.१	शिक्षकले पठनपाठन गर्दा सबै विद्यार्थीलाई समेटे ।				
२.२ क	शिक्षकले छात्र र छात्रालाई समान रूपमा समेटे ।				
२.२ ख	शिक्षकले समूहकार्य (जस्तै जोडा वा व्यक्तिगत वा साना समूह कार्य) गराए ।				
२.३	कक्षा शिक्षणको समयमा अधिकांश विद्यार्थीहरूले शिक्षकको निर्देशनलाई पालन गरेका थिए ।				
२.४	कक्षा शिक्षकको समयमा आधाभन्दा बढी विद्यार्थीले स्वेच्छिक (रूपमा हात उठाएर वा भन्छु भनेर) प्रश्न/ जिज्ञासाका उत्तर दिएका थिए ।				
२.५ क	विद्यार्थीहरूले एक्लै वा समूहमा पाठ पढ्दै गर्दा अधिकांशका आँखा पाठमै थिए ।				
२.५ ख	विद्यार्थीहरूले दिएका सही जवाफमा शिक्षकले सकारात्मक पृष्ठपोषण दिए ।				
२.६	विद्यार्थीले गलत जवाफ दिँदा शिक्षकले सुधारका लागि पृष्ठपोषण दिए । (विद्यार्थीहरूलाई हप्काउने गलत जवाफलाई बेवास्ता गर्ने वा सही उत्तर नदिई भएन वा गलत भयो मात्र भनेमा पृष्ठपोषण बुझिन्न ।)				
२.७	शिक्षकले कक्षा शिक्षणमा उपयुक्त ढङ्गले शैक्षिक सामग्रीको प्रयोग गरेका थिए ।				
२.८ क	शिक्षकले शिक्षकणको समयमा घुमीघुमी विद्यार्थीहरूको वैयक्तिक वा समूह कार्यको अवलोकन गरे ।				
२.८ ख	शिक्षकले "*म गर्छु, हामी गछौँ र तिमी गर*" को विधिलाई अवलम्बन गरे ।				
२.८ ग १	विद्यार्थीहरूले व्यक्तिगत कार्य गर्दा शिक्षकले अप्ठ्यारोमा परेका विद्यार्थहरूलाई सहयोग गरे ।				
२.८ ग २	विद्यार्थीहरूले समूह कार्य गर्दा शिक्षकले अप्ठ्यारोमा परेका विद्यार्थहरूलाई सहयोग गरे ।				
२.८ घ	शिक्षकले पाठ पढाइरहेको बेला विद्यार्थीहरूले बुझे वा नबुझेको मूल्याङ्कन गरे ।				
२.८ ङ	शिक्षकले समय निर्धारण नै गरी विद्यार्थीहरूलाई प्रश्न सोध्ने वा समूहमा छलफल गरी नबुझेका कुरा प्रस्ट हुने मौका प्रदान गरे ।				

२.९ समग्र कक्षा अवलोकनको आधारमा पाठको समीक्षा गर्नुहोस् ।

कथन नं	क्षेत्र	धेरै राम्रो	ठिकै	सुधार रहेको	आवश्यक
२.९ क	शिक्षकको पूर्वतयारी				
२.९ ख	शिक्षकले विद्यार्थीलाई पाठप्रति गराएको उत्प्रेरणा				
२.९ ग	विद्यार्थीको सक्रिय सहभागिता				
२.९ घ	बाल केन्द्रित विधिको प्रयोग				
२.९ ङ१	पृष्ठपोषण				
२९ ङ२	मूल्याङ्कन				

खण्ड ३ कक्षा कोठाको वातावरण तथा शैक्षिक सामग्रीको व्यवस्थापन
[तपाईंको अवलोकनअनुसार सही विकल्पमा ठिक (P) चिह्न लगाउनुहोस् ।]

कथन नं	कथन	सहमत	आंशिक सहमत	असहमत	असम्बन्धित
३.१	कक्षाकोठाको भित्तामा पढाइ लेखाइसँग सम्बन्धित पोस्टर रेखा चित्र वा पेन्टिङ टाँसिएका थिए ।				
३.२	विद्यार्थीका कार्यहरू देखिने गरी भित्तामा प्रदर्शन गरिएका थिए ।				
३.३	कक्षा कोठामा विद्यार्थीहरूको पहुँचमा अतिरिक्त पाठ्यसामग्रीहरू (जस्तै पुस्तक कर्नर, कक्षा पुस्तकालय आदि) राखिएका थिए ।				
३.४	सबै विद्यार्थीहरूलाई पुग्ने गरी डेस्क/ बेन्च/ म्याट उपलब्ध थिए ।				
३.५	कक्षा कोठाको सरसफाइ उपयुक्त थियो ।				
३.६	कक्षा कोठामा पर्याप्त प्रकाश आउने खालको थियो ।				
३.७	कक्षा कोठाको तापक्रम उपयुक्त (साह्रै तातो वा चिसो नभएको) थियो ।				
३.८	कक्षा कोठामा विद्यार्थीहरूका लागि विभिन्न क्रियाकलाप गर्न पर्याप्त ठाउँ थियो ।				

धन्यवाद भन्दै अन्तरवार्ता टुङ्ग्याउनुहोस् ।

अवलोकन अन्त्य भएको समय (२४ घण्टे ढाँचा) [   ] मिति (गते/महिना/साल) ___/___/२०___

विद्यालयको छाप

अवलोकन कर्ताको सही

प्रधानाध्यापकको सही
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12. Checklist for Interaction with Federal Government Officials

(MOEST/CEHRD /FFEP Officials)

Name:
Organization:
Position:
Contact number:

Q.N.	Main Question	Probe Questions
1	Overview of education sector: Could you please shed some lights on the overall situation of education in the country and Provinces?	• What are the key problems in education standards? [*Probe points: General overview of attendance and enrolment in schools; How is it varied across gender?*] • Is the situation different for Karnali and Sudurpaschim Province? How? • What is your perspective on the type of infrastructure present in the basic grade schools in Karnali and Sudurpaschim? Do you feel that the infrastructure provided to schools is adequate or needs to be improved? If so, what are the gaps that you feel are there? [*Probe points: What are the sanitation measures (WASH) being provided and if those are sufficient?*]

Q.N.	Main Question	Probe Questions
2	Role of MDM in educational outcomes: How the SMP has contributed to improving educational performance at the national level in general and province in particular?	• How do you think has the situation changed over the last three years? • Why do you feel there has been a change and what has led to it? • Has the introduction of MDM affected the enrolment, attendance and dropout and repetition rates? • How the USDA McGovern-Dole program has contributed? Which aspects of the program particularly helped for improvement?
3	Understanding of the project (FY 20): Do you feel that there is a need for the USDA McGovern Dole FFECN intervention?	• How it supports the GoN's initiative on SMP? • What do you think are some of the strengths and weaknesses of the overall program design? [further probes: benefits to the intended beneficiaries; stakeholders' coordination, collaboration, and engagement; monitoring and evaluation; and capacity strengthening (focus: education, nutrition, hygiene components, and management, national school meals programs and contextualize national policy to local need) • Can you also elaborate on how the government's NSMP has has been influenced by the McGovern Dole initiative?
4	Coherences and complementarities: How do the McGovern-Dole project complement the existing efforts and programs of the GoN and/or other organizations working in the region?	• Do you think the intervention supports the already existing initiative on SMP? *[Probe points: What are individual features? What are the synergies and linkages between them? What are the mechanisms of provision of school meals? How are the provisions linked?]* • How McGovern-Dole intervention is adding value in the education sector in Nepal? • How was the McGovern-Dole project synergetic with other actors and educational objectives in Nepal? • To what extent does the program complement other donor-funded initiatives and Nepal government programs? *(Probe: presence of similar interventions in the region, how has the program added value without duplicating the efforts of similar interventions)*
5	Alignment with government priorities: How well is the project aligned with the Nepal government's education and school feeding policies and strategies?	• To what extent are the WFP-supported school feeding activities aligned with the government-led national school meals program? E.g., do objectives/modalities/ targeting/ food basket align? [if not, is there a plan/approach envisaged to ensure institutionalization and sustainability?] • How the SMP has been reflected in the new education sector development plan? • What, in your view, were the activities that have worked, and were they in line with the GoN strategy, plan, and the needs of the schools in the community, and which ones could have been improved? *[Probe: quality of the meal, SHN, EGRP, SMMP & HGSF]*
6	Addressing need of beneficiaries: To what extent the project's strategy and plan is relevant to the need of beneficiaries, men, women, boys, and girls in the Nepalese context?	• Do you feel that the intervention will adequately be able to reach out to the intended beneficiaries? With respect to reaching out to the beneficiaries, are there any gaps that need to be urgently addressed? (*Probe: Demographic, geographic and gender outreach of the program; Gaps in the target outreach; suggestions for increasing outreach)* • How were the community/school needs assessed, what are the response of the school and the community?]

Q.N.	Main Question	Probe Questions
7	Gender and social inclusion: How well the program are designed to address the Gender Equality Disability and Social Inclusion (GEDSI) issues in the Nepalese context?	• What do you think are some of the key anticipated effects on other aspects of inclusion with regards to program impacts on diverse caste and ethnicity particularly on marginalized Dalits, Janajati and children from poor economic status? • In your opinion, to what extent has the project affected the gender-specific (intended and unintended) objectives? *[Probe: equal participation by women in implementation the School Feeding program, impact on the performance of girls]* • Has the intervention made any difference to gender relations (equality) in the medium or long term? • In your opinion, how is WFP'S school meals program contributing to achieving the equity strategy?
8	Educational outcomes: How do you think the program has affected the educational status in the region?	• Do you feel the program has been effective in its endeavor? How has it influenced the education in the region? • What aspect of the program, do you feel, has been most successful in affecting the educational status? • Do you feel that the impact has been equitable across genders? • Do you feel there has been a change in the teaching standards and mechanisms in this region? What is the program's contribution to it? *[Probe: changes in the topics being covered, interest and motivation of teachers, teachers' capabilities to take up modern methods of teaching, use of Digital resources, use of alternative teaching methods during extended closure of schools due to the pandemic]*
9	Sanitation, Health, and Nutrition: Do you feel that the program has contributed to the knowledge about health and hygiene in the region?	• Do you feel the program has been effective in its endeavor? How has it influenced the nutrition in the region? • What aspects do you feel are different now? *[Probe: prevalence of malnutrition in the region amongst school-going children, impact on absenteeism due to sickness/medical reasons]* • How do you think the program has contributed to the infrastructure in schools? *[Probe: Availability of clean drinking water, classrooms, kitchen, storage practices in the schools, infrastructure requirements of the school, lack of infrastructure (if any)]*
10	Home grown school feeding: Do you feel that the program has contributed to home grown school feeding?	• Do you feel the program has been effective in its endeavor? How has it influenced the home-grown school feeding program? • What aspects do you feel are different now? *[Probe: farming system, local food procurement; supply of local food;]* • How do you think the program has contributed? *[Probe: cost effectiveness, engagement of local cooperatives etc. (if any)]*
11	Impacts: Have there been any unintended outcomes, either positive or negative? What are they?	• What are the areas that the result directly affected[107]? • Can you also elaborate on how has the government's NSMP has been influenced by the McGovern Dole initiative? What all components of the program have you seen being taken up by the government?

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[107] Increased enrolment and reduced dropout rates; improved dietary diversity; improved healthy knowledge, attitudes and behaviors among the students; improved learning and teaching environment; strengthened capacity of local and provincial levels of governments; strengthened capacity of local government and schools to procure foods independently and sustainably; improved diversification of menu diversified for improved nutrition; food safety promoted and improved understanding of handling, preparation, and storage of commodities; and strengthened capacity of local and provincial levels to tackle the challenges associated with shift to federalism.

Q.N.	Main Question	Probe Questions
12	Capacity strengthening: How effective is the capacity strengthening work to build national and local capacity in school feeding?	• To what extent has WFP's capacity strengthening work resulted in a sustainable program in the following areas: a strategy for sustainability; sound policy alignment; stable funding and budgeting; quality program design; institutional arrangements; local production and sourcing; partnership and coordination; community participation, equity, and ownership? • What has the effect of the project on strengthening capacity of local government and schools to procure foods independently and sustainably? • What are the intermediate effects of the project among direct beneficiaries (students, teachers, cooks) and indirect beneficiaries (parents, community) and different marginalized groups of the McGovern-Dole project?
13	Sustainability: What is the status of progress achieved with planned steps towards handover and sustainability?	• What are some of the areas that the USDA McGovern Dole MCGOVERN-DOLE FY20 program cycle should focus on to ensure sustainability (particularly following the completion of the program)? [Probe: a strategy for sustainability/exit strategy; policy alignment towards school feeding program food and cash modality, targets envisaged for full takeover of school feeding program by the govt]. • Have the learnings of the school meal program been incorporated in the new education sector plan? If yes, please elaborate. • What are the challenges for ensuring sustainability?
14	COVID impacts: Could you please tell us about effects of the COVID-19 pandemic?	• What has been the impact of COVID-19 on the community in the intervention regions? How has the pandemic affected the education status in the region? Who (students, or school staff) are the worst affected by the pandemic? How has the pandemic affected students' learning and development? Are there policy initiatives to encourage alternative learning arrangements? [Probe: impact of School closure on children, Economic impact on households; changes in household employment patterns] • How has the Covid and covid related school closure affected the outcome of interest? (Literacy achievement and health and nutrition status of school aged children) Probe: further learning loss due to Covid related school closure? • Do you think WFP needs to work differently after COVID19? If yes how and in what areas?
15	Engagement of local institutions: To what degree the local communities (PTAs, farmers groups, etc.) of Nepal are involved in and contributing towards the school feeding?	• What do you think is the contribution of the program in shaping up the role of local institutions? Do you feel the local institutions have created any influence on the approach of local communities towards education and nutrition? [Probe: the presence of SMC/FMC/PTA in schools, the role of Gaunpalika/village municipality in implementation of the program, benefits to local communities]
16	Challenges: How has been the experience of working with WFP on the school meals program?	• Was your (government) expectation met? Were there any challenges that you faced during implementation? [Probe: with WFP and other program partners, EDCU at districts, other stakeholders, community challenges, programmatic level difficulty, internal and external factors that affect the program's ability to create a change]

Q.N.	Main Question	Probe Questions
17	Complaints: How is MOEST/CEHRD managing (complaints) and feedbacks mechanism?	• What mechanisms are set up by MoEST/CEHRD? Are they active? • How are the complaints and feedbacks managed? • Are you aware of WFP's community feedback mechanism?
18	Do you have any suggestions in relation to the program?	•

13. Checklist for Interaction with Provincial Government Officials

Name:
Organization:
Position:
Contact number:

Q.N.	Main Question	Probe Questions
1	Overview of education status in the province: Could you please shed some lights on the overall situation of education in Provinces?	• What are the key problems in education standards? [*Probe points: General overview of attendance and enrolment in schools; How is it varied across gender?*] • What is your perspective on the type of infrastructure present in the basic grade schools? Do you feel that the infrastructure provided to schools is adequate or needs to be improved? If so, what are the gaps that you feel are there? [*Probe points: What are the sanitation measures (WASH) being provided and if those are sufficient?*]
2	Role of MDM in educational outcomes: How the SMP has contributed to improving the educational performance in the province?	• How do you think has the situation changed over the last three years? • Why do you feel there has been a change and what has led to it? • Has the introduction of MDM affected the enrolment, attendance and dropout and repetition rates? • How the USDA McGovern-Dole program has contributed? Which aspects of the program particularly helped for improvement?
3	Understanding of the project (FY 20): Do you feel that there is a need for the USDA McGovern Dole MCGOVERN-DOLE intervention?	• How it supports the provincial government initiatives? • What do you think are some of the strengths and weaknesses? [further probes: benefits to the intended beneficiaries; stakeholders' coordination, collaboration, and engagement; monitoring and evaluation; and capacity strengthening (focus: education, nutrition, hygiene components, and management, national school meals programs and contextualize national policy to local need) • Can you also elaborate on how the provincial government's program been influenced by the McGovern Dole initiative?
4	Coherences and complementarities: How do the McGovern-Dole project complement the existing efforts and programs of your province?	• What are the major programs related to education and nutrition in your province? • Do you think the intervention supports the already existing initiative of your province? *[Probe points: What are individual features? What are the synergies and linkages between them? What are the mechanisms of provision of school meals? How are the provisions linked?]* • How McGovern-Dole intervention is adding value in the education sector? • How was the McGovern-Dole project synergetic with other actors and educational objectives?
5	Alignment with provincial government priorities: How well is the project aligned with the provincial government's education policies and strategies?	• To what extent are the WFP-supported school feeding activities aligned with provincial government priorities? • What, in your view, were the activities that have worked, and were they in line with the provincial strategy, plan, and the needs of the schools in the community, and which ones could

Q.N.	Main Question	Probe Questions
		have been improved? *[Probe: quality of the meal, SHN, EGRP, SMMP & HGSF)*
6	Addressing need of beneficiaries: To what extent the project's strategy and plan is relevant to the need of beneficiaries, men, women, boys, and girls in the Nepalese context?	• Do you feel that the intervention will adequately be able to reach out to the intended beneficiaries? With respect to reaching out to the beneficiaries, are there any gaps that need to be urgently addressed? (*Probe: Demographic, geographic and gender outreach of the program; Gaps in the target outreach; suggestions for increasing outreach)* • How were the community/school needs assessed, what are the response of the school and the community?]
7	Gender and social inclusion: How well the program is designed to address the Gender Equality Disability and Social Inclusion (GEDSI) issues in the Nepalese context?	• What do you think are some of the key anticipated effects on other aspects of inclusion with regards to program impacts on diverse caste and ethnicity particularly on marginalized Dalits, Janajati and children from poor economic status? • In your opinion, to what extent has the project affected the gender-specific (intended and unintended) objectives? *[Probe: equal participation by women in implementation the School Feeding program, impact on the performance of girls]* • Has the intervention made any difference to gender relations (equality) in the medium or long term?
8	Educational outcomes: How do you think the program has affected the educational status in the region?	• Do you feel the program has been effective in its endeavor? How has it influenced the education in the region? • What aspect of the program, do you feel, has been most successful in affecting the educational status? • Do you feel that the impact has been equitable across genders? • Do you feel there has been a change in the teaching standards and mechanisms in this region? What is the program's contribution to it? *[Probe: changes in the topics being covered, interest and motivation of teachers, teachers' capabilities to take up modern methods of teaching, use of Digital resources, use of alternative teaching methods during extended closure of schools due to the pandemic]*
9	Sanitation, Health, and Nutrition: Do you feel that the program has contributed to the knowledge about health and hygiene in the region?	• Do you feel the program has been effective in its endeavor? How has it influenced the nutrition in the region? • What aspects do you feel are different now? *[Probe: prevalence of malnutrition in the region amongst school-going children, impact on absenteeism due to sickness/medical reasons]* • How do you think the program has contributed to the infrastructure in schools? *[Probe: Availability of clean drinking water, classrooms, kitchen, storage practices in the schools, infrastructure requirements of the school, lack of infrastructure (if any)]*
10	Home grown school feeding: Do you feel that the program has contributed to home grown school feeding?	• Do you feel the program has been effective in its endeavor? How has it influenced the home-grown school feeding program?

Q.N.	Main Question	Probe Questions
		• What aspects do you feel are different now? *[Probe: farming system, local food procurement; supply of local food;]* • How do you think the program has contributed? *[Probe: cost effectiveness, engagement of local cooperatives etc. (if any)]*
11	Impacts: Have there been any unintended outcomes, either positive or negative? What are they?	• What are the areas that the result directly affected[108]? • Can you also elaborate on how has the government's NSMP has been influenced by the McGovern Dole initiative? What all components of the program have you seen being taken up by the government?
12	Capacity strengthening: How effective is the capacity strengthening work to build provincial and local capacity in school feeding?	• To what extent has WFP's capacity strengthening work resulted in a sustainable program in province? • What has the effect on strengthening capacity of local government and schools to procure foods independently and sustainably? • What are the intermediate effects of the project among direct beneficiaries (students, teachers, cooks) and indirect beneficiaries (parents, community) and different marginalized groups of the McGovern-Dole project?
13	Sustainability: What is the status of progress achieved with planned steps towards handover and sustainability?	• What are some of the areas that the USDA McGovern Dole MCGOVERN-DOLE FY20 program cycle should focus on to ensure sustainability (particularly following the completion of the program)? *[Probe: a strategy for sustainability/exit strategy; policy alignment towards school feeding program food and cash modality, targets envisaged for full takeover of school feeding program by the govt].* • What are the challenges for ensuring sustainability?
14	COVID impacts: Could you please tell us about effects of the COVID-19 pandemic?	• What has been the impact of COVID-19 on the community in the intervention regions? How has the pandemic affected the education status in the region? Who (students, or school staff) are the worst affected by the pandemic? How has the pandemic affected students' learning and development? Are there policy initiatives to encourage alternative learning arrangements? *[Probe: impact of School closure on children, Economic impact on households; changes in household employment patterns]* • How has the Covid and covid related school closure affected the outcome of interest? (Literacy achievement and health and nutrition status of school aged children) Probe: further learning loss due to Covid related school closure • Do you think WFP needs to work differently after COVID19? If yes how and in what areas?

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[108] Increased enrollment and reduced dropout rates; improved dietary diversity; improved healthy knowledge, attitudes and behaviors among the students; improved learning and teaching environment; strengthened capacity of local and provincial levels of governments; strengthened capacity of local government and schools to procure foods independently and sustainably; improved diversification of menu diversified for improved nutrition; food safety promoted and improved understanding of handling, preparation, and storage of commodities; and strengthened capacity of local and provincial levels to tackle the challenges associated with shift to federalism.

Q.N.	Main Question	Probe Questions
15	Engagement of local institutions: To what degree the local communities (PTAs, farmers groups, etc.) of Nepal are involved in and contributing towards the school feeding?	• What do you think is the contribution of the program in shaping up the role of local institutions? Do you feel the local institutions have created any influence on the approach of local communities towards education and nutrition? *[Probe: the presence of SMC/FMC/PTA in schools, the role of municipality in implementation of the program, benefits to local communities]*
16	Challenges: How has been the experience of working with WFP on the school meals program?	• Was your (government) expectation met? Were there any challenges that you faced during implementation? [*Probe: with WFP and other program partners, EDCU at districts, other stakeholders, community challenges, programmatic level difficulty, internal and external factors that affect the program's ability to create a change]*
17	Complaints: How is province managing school level community (complaints) and feedbacks mechanism?	• What mechanisms are set up? Are they active? • How are the complaints and feedbacks managed? • Are you aware of WFP's community feedback mechanism?
18	Do you have any suggestions in relation to the program?	

14. Checklist for interaction with local government officials (Educational focal)

Q.N.	Main Question	Probe Questions
1	Overview of education status: Could you please shed some lights on the overall situation of education in your municipality?	• What are the key problems in education standards? [*Probe points: General overview of attendance and enrolment in schools; How is it varied across gender?*] • What is your perspective on the type of infrastructure present in the basic grade schools? Do you feel that the infrastructure provided to schools is adequate or needs to be improved? If so, what are the gaps that you feel are there? [*Probe points: What are the sanitation measures (WASH) being provided and if those are sufficient?*]
2	Role of MDM in educational outcomes: How the SMP has contributed to improving the educational performance in the municipality?	• How do you think has the situation changed over the last three years? • Why do you feel there has been a change and what has led to it? • Has the introduction of MDM affected the enrolment, attendance and dropout and repetition rates? • How the USDA McGovern-Dole program has contributed? Which aspects of the program particularly helped for improvement?
3	Understanding of the project (FY 20) Do you feel that there is a need for the USDA McGovern Dole MCGOVERN-DOLE intervention or in-kind-based school meal program?	• What do you think are some of the strengths and weaknesses of the program? [further probes: benefits to the intended beneficiaries; stakeholders' coordination, collaboration, and engagement; monitoring and evaluation; and capacity strengthening (focus: education, nutrition, hygiene components, and management, national school meals programs and contextualize national policy to local need) • Can you also elaborate on how has been influenced by the McGovern Dole initiative?
4	Coherences and complementarities: How do the McGovern-Dole project complement the existing efforts and programs of your LGs?	• What are the major programs related to education and nutrition in your municipality? • Do you think the intervention supports the already existing initiative of your municipality? [*Probe points: What are individual features? What are the synergies and linkages between them? What are the mechanisms of provision of school meals? How are the provisions linked?*] • How McGovern-Dole intervention is adding value in the education sector? • How was the McGovern-Dole project synergetic with other actors and educational objectives?
5	Alignment with local government priorities: How well is the project aligned with the Nepal government's education and school feeding policies and strategies?	• To what extent are the WFP-supported school feeding activities aligned with local government priorities? • What, in your view, were the activities that have worked, and were they in line with the local strategy, plan, and the needs of the schools in the community, and which ones could have been improved? [*Probe: quality of the meal, SHN, EGRP, SMMP & HGSF)*
6	Addressing need of beneficiaries: To what extent the project's strategy and plan is relevant to	• Do you feel that the intervention will adequately be able to reach out to the intended beneficiaries? With respect to reaching out to the beneficiaries, are there any gaps that

Q.N.	Main Question	Probe Questions
	the need of beneficiaries, men, women, boys, and girls in the Nepalese context?	need to be urgently addressed? (*Probe: Demographic, geographic and gender outreach of the program; Gaps in the target outreach; suggestions for increasing outreach*) • How were the community/school needs assessed, what are the response of the school and the community?]
7	Gender and social inclusion: How well the program is designed to address the Gender Equality Disability and Social Inclusion (GEDSI) issues in the Nepalese context?	• What do you think are some of the key anticipated effects on other aspects of inclusion with regards to program impacts on diverse caste and ethnicity particularly on marginalized Dalits, Janajati and children from poor economic status? • In your opinion, to what extent has the project affected the gender-specific (intended and unintended) objectives? *[Probe: equal participation by women in implementation the School Feeding program, impact on the performance of girls]* • Has the intervention made any difference to gender relations (equality) in the medium or long term? • How effective were the project interventions in changing cultural taboos in the community related to girl's education, menstruation and hygiene, caste discrimination, and early marriage?" • In your opinion, how is WFP'S school meals program contributing to achieving the equity strategy?
8	Educational outcomes: How do you think the program has affected the educational status in the region?	• Do you feel the program has been effective in its endeavor? How has it influenced the education in the region? • What aspect of the program, do you feel, has been most successful in affecting the educational status? • Do you feel that the impact has been equitable across genders? • Do you feel there has been a change in the teaching standards and mechanisms in this region? What is the program's contribution to it? *[Probe: changes in the topics being covered, interest and motivation of teachers, teachers' capabilities to take up modern methods of teaching, use of Digital resources, use of alternative teaching methods during extended closure of schools due to the pandemic]*
9	Sanitation, Health, and Nutrition: Do you feel that the program has contributed to the knowledge about health and hygiene in the region?	• Do you feel the program has been effective in its endeavor? How has it influenced the nutrition in the region? • What aspects do you feel are different now? *[Probe: prevalence of malnutrition in the region amongst school-going children, impact on absenteeism due to sickness/medical reasons]* • How do you think the program has contributed to the infrastructure in schools? *[Probe: Availability of clean drinking water, classrooms, kitchen, storage practices in the schools, infrastructure requirements of the school, lack of infrastructure (if any)]*
10	Home grown school feeding: Do you feel that the program has contributed to home grown school feeding?	• Do you feel the program has been effective in its endeavor? How has it influenced the home-grown school feeding program?

Q.N.	Main Question	Probe Questions
		• What aspects do you feel are different now? *[Probe: farming system, local food procurement; supply of local food;]* • How do you think the program has contributed? *[Probe: cost effectiveness, engagement of local cooperatives etc (if any)]*
11	Impacts: Have there been any unintended outcomes, either positive or negative? What are they?	• What are the areas that the result directly affected[109]? • Can you also elaborate on how has the government's NSMP has been influenced by the McGovern Dole initiative? What all components of the program have you seen being taken up by the government?
12	Capacity strengthening: How effective is the capacity strengthening work to build provincial and local capacity in school feeding?	• What has the effect on strengthening capacity of local government and schools to procure foods independently and sustainably? • Are you aware of the transition of the USDA McGovern-Dole program to government owned NSMP? With the change in program modality, do you feel that local government have adequate capacity to fulfil the assigned roles and responsibilities? • What are the intermediate effects of the project among direct beneficiaries (students, teachers, cooks) and indirect beneficiaries (parents, community) and different marginalized groups of the McGovern-Dole project?
13	Sustainability: What is the status of progress achieved with planned steps towards handover and sustainability?	• What are some of the areas that the USDA McGovern-Dole FY20 program cycle should focus on to ensure sustainability (particularly following the completion of the program)? *[Probe: a strategy for sustainability/exit strategy; policy alignment towards school feeding program food and cash modality, targets envisaged for full takeover of school feeding program by the govt].* • What are the challenges for ensuring sustainability?
14	COVID impacts: Could you please tell us about effects of the COVID-19 pandemic?	• What has been the impact of COVID-19 on the community in the intervention regions? How has the pandemic affected the education status in the region? Who (students, or school staff) are the worst affected by the pandemic? How has the pandemic affected students' learning and development? Are there policy initiatives to encourage alternative learning arrangements? *[Probe: impact of School closure on children, Economic impact on households; changes in household employment patterns]* • How has the Covid and covid related school closure affected the outcome of interest? (Literacy achievement

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[109] Increased enrollment and reduced dropout rates; improved dietary diversity; improved healthy knowledge, attitudes and behaviors among the students; improved learning and teaching environment; strengthened capacity of local and provincial levels of governments; strengthened capacity of local government and schools to procure foods independently and sustainably; improved diversification of menu diversified for improved nutrition; food safety promoted and improved understanding of handling, preparation, and storage of commodities; and strengthened capacity of local and provincial levels to tackle the challenges associated with shift to federalism.

Q.N.	Main Question	Probe Questions
		and health and nutrition status of school aged children) Probe: further learning loss due to Covid related school closure • Do you think WFP needs to work differently after COVID19? If yes how and in what areas?
15	Engagement of local government on educational activities? Are policies and incentive mechanism developed for improvement of educational situation in the municipalities?	• Has LGs developed any policy/guidelines/working procedures for implementing the SMP or educational improvement in the locality? If yes, what and highlight those policies? • Has your LGs developed any incentive mechanism for the teacher to improve educational attainment? If yes, what are they and when was it developed? • Has the LGs engaged in monitoring and evaluation of the SMP program in their locality? • What are the challenges of local government for engagement
16	Monitoring capacity: Do the local government had capacity to monitor the SMP? What are the problems that you generally encounter? How is WFP supporting on addressing it?	• What is the current status of the monitoring capacity among local government staffs? Please elaborate. • To what extent has the design of the WFP's capacity strengthening (monitoring capacity) activities been based on needs assessments/ of national capacity? Do capacity strengthening activities align with government plans and priorities for school feeding? What are the areas that needs to be considered by WFP for monitoring capacity strengthening? Any feedback and suggestion?
17	Challenges: How has been the experience of working with WFP on the school meals program?	• How local communities are involved in and contributing toward school feeding? • What do you think is the contribution of the program in shaping up the role of local institutions? Do you feel the local institutions have created any influence on the approach of local communities towards education and nutrition? *[Probe: the presence of SMC/FMC/PTA in schools, the role of municipality in implementation of the program, benefits to local communities]*
18	Challenges: What are the challenges encountered during implementation?	• Was your expectation met? Were there any challenges that you faced during implementation? [*Probe: with WFP and other program partners, EDCU at districts, other stakeholders, community challenges, programmatic level difficulty, internal and external factors that affect the program's ability to create a change]*
19	Complaints: How is province managing school level community (complaints) and feedbacks mechanism?	• What mechanisms are set up? Are they active? • How are the complaints and feedbacks managed? • Are you aware of WFP's community feedback mechanism?
20	Do you have any suggestions in relation to the program?	•

15. Checklist for interaction with EDCU

Q.N.	Main Question	Probe Questions
1	Overview of education status: Could you please shed some lights on the overall situation of education in your municipality?	• What are the key problems in education standards? [*Probe points: General overview of attendance and enrolment in schools; How is it varied across gender?*] • What is your perspective on the type of infrastructure present in the basic grade schools? Do you feel that the infrastructure provided to schools is adequate or needs to be improved? If so, what are the gaps that you feel are there? [*Probe points: What are the sanitation measures (WASH) being provided and if those are sufficient?*] • *What do you think are some of the major barriers to education? [Probe: Community constraints, cultural barriers, behavioral barriers, school infrastructure, terrain, remoteness, limited transportation facility, limited health facilities]*
2	Role of MDM in educational outcomes: How the SMP has contributed to improving the educational performance in the municipality?	• How do you think has the situation changed over the last three years? • Why do you feel there has been a change and what has led to it? • Has the introduction of MDM affected the enrolment, attendance and dropout and repetition rates? • How the USDA McGovern-Dole program has contributed? Which aspects of the program particularly helped for improvement?
3	Understanding of the project (FY 20) Do you feel that there is a need for the USDA McGovern Dole MCGOVERN-DOLE intervention or in-kind-based school meal program?	• What do you think are some of the strengths and weaknesses of the program? [further probes: benefits to the intended beneficiaries; stakeholders' coordination, collaboration, and engagement; monitoring and evaluation; and capacity strengthening (focus: education, nutrition, hygiene components, and management, national school meals programs and contextualize national policy to local need) • Can you also elaborate on how has been influenced by the McGovern Dole initiative?
4	Coherences and complementarities: How do the McGovern-Dole project complement the existing efforts and programs of your province?	• How McGovern-Dole intervention is adding value in the education sector? • How was the McGovern-Dole project synergetic with other actors and educational objectives?
5	Alignment with government priorities: How well is the project aligned with the Nepal government's education and school feeding policies and strategies?	• To what extent are the WFP-supported school feeding activities aligned with the government priorities? • What, in your view, were the activities that have worked, and were they in line with the local strategy, plan, and the needs of the schools in the community, and which ones could have been improved? *[Probe: quality of the meal, SHN, EGRP, SMMP & HGSF)*
6	Addressing need of beneficiaries: To what extent the project's strategy and plan is relevant to the need of beneficiaries, men, women, boys, and girls in the Nepalese context?	• Do you feel that the intervention will adequately be able to reach out to the intended beneficiaries? With respect to reaching out to the beneficiaries, are there any gaps that need to be urgently addressed? (*Probe: Demographic, geographic and gender outreach of the program; Gaps in the target outreach; suggestions for increasing outreach*)

Q.N.	Main Question	Probe Questions
		• How the community/school needs were assessed, what are the response of the school and the community? • *Do you think the school meals program benefited the students, schools including teachers and cooks, and the community? [Probe: students (grades, increase awareness, attendance), schools, and community in your school]*
7	Gender and social inclusion: How well the program is designed to address the Gender Equality Disability and Social Inclusion (GEDSI) issues in the Nepalese context?	• What do you think are some of the key anticipated effects on other aspects of inclusion with regards to program impacts on diverse caste and ethnicity particularly on marginalized Dalits, Janajati and children from poor economic status? • In your opinion, to what extent has the project affected the gender-specific (intended and unintended) objectives? *[Probe: equal participation by women in implementation the School Feeding program, impact on the performance of girls]* • Has the intervention made any difference to gender relations (equality) in the medium or long term? • How effective were the project interventions in changing cultural taboos in the community related to girl's education, menstruation and hygiene, caste discrimination, and early marriage?" • In your opinion, how is WFP'S school meals program contributing to achieving the equity strategy? • *In your opinion, to what extent has the project affected the gender-specific (intended and unintended) objectives? [Probe: equal participation by women in implementing the School Feeding program, impact on the performance of girls, improvements in terms of girl friendly learning spaces, menstrual hygiene awareness, and separate toilets for girls and boys), behavior changes in relation to personal hygiene, menstrual hygiene, and eating habits]*
8	Educational outcomes: How do you think the program has affected the educational status in the region?	• *In your opinion has the teaching quality and involvement of the teachers improved over the last few years? [Probe: training to teachers, topics covered, any changes in teaching methods, have the WASH facilities (maintaining toilets), provision of school meals/take-home ration, etc. influenced the interest/motivation levels of teachers)]* • Do you feel the program has been effective in its endeavor? How has it influenced the education in the region? • What aspect of the program, do you feel, has been most successful in affecting the educational status? • Do you feel that the impact has been equitable across genders? • Do you feel there has been a change in the teaching standards and mechanisms in this region? What is the program's contribution to it? *[Probe: changes in the topics being covered, interest and motivation of teachers, teachers' capabilities to take up modern methods of teaching, use of Digital resources, use of alternative teaching methods during extended closure of schools due to the pandemic]*

Q.N.	Main Question	Probe Questions
9	Sanitation, Health, and Nutrition: Do you feel that the program has contributed to the knowledge about health and hygiene in the region?	• Do you feel the program has been effective in its endeavor? How has it influenced the nutrition in the region? • What aspects do you feel are different now? *[Probe: prevalence of malnutrition in the region amongst school-going children, impact on absenteeism due to sickness/medical reasons]* • How do you think the program has contributed to the infrastructure in schools? *[Probe: Availability of clean drinking water, classrooms, kitchen, storage practices in the schools, infrastructure requirements of the school, lack of infrastructure (if any)]*
10	Home grown school feeding: Do you feel that the program has contributed to home grown school feeding?	• Do you feel the program has been effective in its endeavor? How has it influenced the home-grown school feeding program? • What aspects do you feel are different now? *[Probe: farming system, local food procurement; supply of local food;]* • How do you think the program has contributed? *[Probe: cost effectiveness, engagement of local cooperatives etc. (if any)]*
11	Impacts: Have there been any unintended outcomes, either positive or negative? What are they?	• What are the areas that the result directly affected[110]? • Can you also elaborate on how has the government's NSMP has been influenced by the McGovern Dole program initiative? What all components of the program have you seen being taken up by the government?
12	Capacity strengthening: How effective is the capacity strengthening work to build provincial and local capacity in school feeding?	• What has the effect on strengthening capacity of local government and schools to procure foods independently and sustainably? • Are you aware of the transition of the USDA McGovern-Dole program to government owned NSMP? With the change in program modality, do you feel that local government have adequate capacity to fulfil the assigned roles and responsibilities? • What are the intermediate effects of the project among direct beneficiaries (students, teachers, cooks) and indirect beneficiaries (parents, community) and different marginalized groups of the McGovern-Dole program?
13	Sustainability: What is the status of progress achieved with planned steps towards handover and sustainability?	• What are some of the areas that the USDA McGovern Dole program FY20 cycle should focus on to ensure sustainability (particularly following the completion of the program)? [Probe: a strategy for sustainability/exit strategy; policy alignment towards school feeding program food and cash modality, targets envisaged for full takeover of school feeding program by the govt]. • What are the challenges for ensuring sustainability?

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[110] Increased enrollment and reduced dropout rates; improved dietary diversity; improved healthy knowledge, attitudes and behaviors among the students; improved learning and teaching environment; strengthened capacity of local and provincial levels of governments; strengthened capacity of local government and schools to procure foods independently and sustainably; improved diversification of menu diversified for improved nutrition; food safety promoted and improved understanding of handling, preparation, and storage of commodities; and strengthened capacity of local and provincial levels to tackle the challenges associated with shift to federalism.

Q.N.	Main Question	Probe Questions
		• Are you aware of the transition of the USDA McGovern Dole program FY 20 Cycle to the government owned NSMP? With the change in program modality, do you feel that EDCU have adequate capacity to fulfil the assigned roles and responsibilities?
14	COVID impacts: Could you please tell us about effects of the COVID-19 pandemic?	• What has been the impact of COVID-19 on the community in the intervention regions? How has the pandemic affected the education status in the region? Who (students, or school staff) are the worst affected by the pandemic? How has the pandemic affected students' learning and development? Are there policy initiatives to encourage alternative learning arrangements? *[Probe: impact of School closure on children, Economic impact on households; changes in household employment patterns]* • How has the Covid and covid related school closure affected the outcome of interest? (Literacy achievement and health and nutrition status of school aged children) Probe: further learning loss due to Covid related school closure • Do you think WFP needs to work differently after COVID19? If yes how and in what areas? • *Was Take home ration distributed for your district? If yes, what was your role in the planning and distribution of THR during the COVID period/ school closure? Did you face any challenges in fulfilling your role?* • *Were the beneficiaries informed about the objective, quantity, date, time, and venue of the distribution? If not, why? What, in your opinion, could have been done differently for effective implementation?* • *What is your opinion about THR? Was it beneficial to the households and community? If yes, how? Do you have any suggestions for THR? Were you informed about the school re-opening guideline? In your opinion, to what extent these guidelines are followed by schools and teachers in your municipality?*
15	Engagement of local institutions: To what degree the local communities (PTAs, farmers groups, etc.) are involved in and contributing towards the school feeding?	• *How has* the *interaction between EDCU and the local government evolved over time? Is there regular communication between the officials? [Probe: Increased coordination, ease of communication, structural changes, etc.]* • How local communities are involved in and contributing toward school feeding? • What do you think is the contribution of the program in shaping up the role of local institutions? Do you feel the local institutions have created any influence on the approach of local communities towards education and nutrition? *[Probe: the presence of SMC/FMC/PTA in schools, the role of municipality in implementation of the program, benefits to local communities]*
16	Challenges: How has been the experience of working with WFP on the school meals program?	• Was your expectation met? Were there any challenges that you faced during implementation? [*Probe: with WFP and other program partners, EDCU at districts, other stakeholders, community challenges, programmatic level difficulty, internal and*

Q.N.	Main Question	Probe Questions
		external factors that affect the program's ability to create a change]
17	Complaints: How is province managing school level community (complaints) and feedbacks mechanism?	• What mechanisms are set up? Are they active? • How are the complaints and feedbacks managed? • Are you aware of WFP's community feedback mechanism?
18	Do you have any suggestions in relation to the program?	

16. Checklist for interaction with Project team/WFP officials/Implementers

Name:
Organization:
Position:
Contact number:

Q.N.	Main Question	Probe Questions
1	Overview of education sector: Could you please shed some lights on the overall situation of education in the country and Provinces?	• What is your view on attendance, enrolment, dropouts and repetitions in the project location? (in addition, focus on barriers and facilitators in relation to attendance, enrolment, dropouts and repetitions) • Do the boys and girls both attend school? If no, why do you think it is not the case? • How does the local community perceive sending girls to schools? Do they feel it is necessary for girls to go to school? • What is your perspective on the type of infrastructure present in the basic grade schools in Karnali and Sudurpaschim? Do you feel that the infrastructure provided to schools is adequate or needs to be improved? If so, what are the gaps that you feel are there? *[Probe points: What are the sanitation measures (WASH) being provided and if those are sufficient?]*
2	Role of MDM in educational outcomes: How the SMP has contributed to improving the educational performance at the national level in general and province in particular?	• How do you think has the situation changed over the last three years? • Why do you feel there has been a change and what has led to it? • Has the introduction of MDM affected the enrolment, attendance and dropout and repetition rates? • How the USDA McGovern-Dole program has contributed? Which aspects of the program particularly helped for improvement?
3	Understanding of the project (FY 20) Do you feel that there is a need for the USDA McGovern Dole McGovern-Dole intervention?	• How USDA McGovern Dole program FY 20 Cycle supports the GoN's initiative on SMP? • What do you think are some of the strengths and weaknesses of the overall program design? [further probes: benefits to the intended beneficiaries; stakeholders' coordination, collaboration, and engagement; monitoring and evaluation; and capacity strengthening (focus: education, nutrition, hygiene components, and management, national school meals programs and contextualize national policy to local need) • Can you also elaborate on how the government's NSMP has been influenced by the McGovern Dole initiative?
4	Coherences and complementarities: How do the McGovern-Dole project complement the existing efforts and programs of the GoN and/or other organizations working in the region?	• Do you think the intervention supports the already existing initiative on SMP? *[Probe points: What are individual features? What are the synergies and linkages between them? What are the mechanisms of provision of school meals? How are the provisions linked?]* • How McGovern-Dole intervention is adding value in the education sector in Nepal?

Q.N.	Main Question	Probe Questions
		• How was the McGovern-Dole project synergetic with other actors and educational objectives in Nepal? • To what extent does the program complement other donor-funded initiatives and Nepal government programs? *(Probe: presence of similar interventions in the region, how has the program added value without duplicating the efforts of similar interventions)?*
5	Alignment with the WFP's CSP and partners policy?	• *Is the McGovern-Dole program in line with WFP's policy, guideline, CO CSP? If yes how? Are there other CSP activities that complement the McGovern-Dole program? Is there any duplication of efforts within Nepal CO?* • *To what extent the recommendations from previous evaluations are incorporated in this cycle?*
6	Alignment with government priorities: How well is the project aligned with the Nepal government's education and school feeding policies and strategies?	• To what extent are the WFP-supported school feeding activities aligned with the government-led national school meals program? E.g., do objectives/modalities/ targeting/ food basket align? [if not, is there a plan/approach envisaged to ensure institutionalization and sustainability?] • How the SMP has been reflected in the new education sector development plan? • What, in your view, were the activities that have worked, and were they in line with the GoN strategy, plan, and the needs of the schools in the community, and which ones could have been improved? *[Probe: quality of the meal, SHN, EGRP, SMMP & HGSF)*
6	Addressing need of beneficiaries: To what extent the project's strategy and plan is relevant to the need of beneficiaries, men, women, boys, and girls in the Nepalese context?	• Do you feel that the intervention will adequately be able to reach out to the intended beneficiaries? With respect to reaching out to the beneficiaries, are there any gaps that need to be urgently addressed? *(Probe: Demographic, geographic and gender outreach of the program; Gaps in the target outreach; suggestions for increasing outreach)* • How were the community/school needs assessed, what are the response of the school and the community?]
7	Gender and social inclusion: How well the program is designed to address the Gender Equality Disability and Social Inclusion (GEDSI) issues in the Nepalese context?	• How well the program is designed to address the Gender Equality Disability and Social Inclusion (GEDSI) issues in the Nepalese context? • How is program designed to address the Gender Equality Disability and Social Inclusion (GEDSI) issues in the Nepalese context? • What do you think are some of the key anticipated effects on other aspects of inclusion with regards to program impacts on diverse caste and ethnicity particularly on marginalized Dalits, Janajati and children from poor economic status? • In your opinion, to what extent has the project affected the gender-specific (intended and unintended) objectives? *[Probe: equal participation by women in implementation the School Feeding program, impact on the performance of girls]* • Has the intervention made any difference to gender relations (equality) in the medium or long term?

Q.N.	Main Question	Probe Questions
		• In your opinion, how is WFP'S school meals program contributing to achieving the equity strategy?
8	Effectiveness: How effective school meal operation (all components) is with regards to results (output, outcome, and impact) achieved by the project at this stage?	• Is the project on track to reach the set targets? • What are the best practices that contribute to it? • What are the challenges and mitigation measures? • How has the program design and activities changed? [Probe: factors that triggered these changes (e.g., COVID), benefits/disadvantages of the changes, the response of the stakeholders/beneficiaries towards these changes, suggestions for further changes] • What additional measures/adjustments are required to enhance effectiveness of the intervention?
8a	Educational outcomes: How do you think the program has affected the educational status in the region?	• Do you feel the program has been effective in its endeavor? How has it influenced the education in the region? • What aspect of the program, do you feel, has been most successful in affecting the educational status? • Do you feel that the impact has been equitable across genders? • Do you feel there has been a change in the teaching standards and mechanisms in this region? What is the program's contribution to it? *[Probe: changes in the topics being covered, interest and motivation of teachers, teachers' capabilities to take up modern methods of teaching, use of Digital resources, use of alternative teaching methods during extended closure of schools due to the pandemic]*
9	Sanitation, Health, and Nutrition: Do you feel that the program has contributed to the knowledge about health and hygiene in the region?	• What is your perception about the overall program design? [further probes: benefits to the intended beneficiaries; stakeholders' coordination, collaboration and engagement; monitoring and evaluation; and capacity strengthening (focus: education, nutrition, hygiene components, and management, national school meals programs and contextualize national policy to local need)] • Do you feel the program has been effective in its endeavor? How has it influenced the nutrition in the region? • What aspects do you feel are different now? *[Probe: prevalence of malnutrition in the region amongst school-going children, impact on absenteeism due to sickness/medical reasons]* • How do you think the program has contributed to the infrastructure in schools? *[Probe: Availability of clean drinking water, classrooms, kitchen, storage practices in the schools, infrastructure requirements of the school, lack of infrastructure (if any)]*
10	Home grown school feeding: Do you feel that the program has contributed to home grown school feeding?	• What are some of the strategies included in the design that deal with the transition of in-kind-based to home-grown school feeding? [further probes: what has been done so far and what remains? • What are some of the anticipated barriers and facilitators in relation to the transition (focus on policy and institutional barriers? How can the barriers be tackled?

Q.N.	Main Question	Probe Questions
		What factors will be most significant for successful implementation of the HGSF?) • Do you feel the program has been effective in its endeavor? How has it influenced the home-grown school feeding program? • What aspects do you feel are different now? *[Probe: farming system, local food procurement; supply of local food;]* • How do you think the program has contributed? *[Probe: cost effectiveness, engagement of local cooperatives etc. (if any)]*
11	Impacts: Have there been any unintended outcomes, either positive or negative? What are they?	• What are the areas that the result directly affected[111]? • Can you also elaborate on how has the government's NSMP has been influenced by the McGovern Dole initiative? What all components of the program have you seen being taken up by the government?
12	Capacity strengthening: How effective is the capacity strengthening work to build national and local capacity in school feeding?	• To what extent has WFP's capacity strengthening work resulted in a sustainable program in the following areas: a strategy for sustainability; sound policy alignment; stable funding and budgeting; quality program design; institutional arrangements; local production and sourcing; partnership and coordination; community participation, equity, and ownership? • What has the effect of the project on strengthening capacity of local government and schools to procure foods independently and sustainably? • What are the intermediate effects of the project among direct beneficiaries (students, teachers, cooks) and indirect beneficiaries (parents, community) and different marginalized groups of the McGovern-Dole program?
13	Sustainability: What is the status of progress achieved with planned steps towards handover and sustainability?	• What are some of the areas that the USDA McGovern Dole MCGOVERN-DOLE FY20 program cycle should focus on to ensure sustainability (particularly following the completion of the program)? [Probe: a strategy for sustainability/exit strategy; policy alignment towards school feeding program food and cash modality, targets envisaged for full takeover of school feeding program by the govt]. • Have the learnings of the school meal program been incorporated in the new education sector plan? • What are the challenges for ensuring sustainability?

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111 Increased enrolment and reduced dropout rates; improved dietary diversity; improved healthy knowledge, attitudes and behaviors among the students; improved learning and teaching environment; strengthened capacity of local and provincial levels of governments; strengthened capacity of local government and schools to procure foods independently and sustainably; improved diversification of menu diversified for improved nutrition; food safety promoted and improved understanding of handling, preparation, and storage of commodities; and strengthened capacity of local and provincial levels to tackle the challenges associated with shift to federalism.

Q.N.	Main Question	Probe Questions
14	COVID impacts: Could you please tell us about effects of the COVID-19 pandemic?	• What has been the impact of COVID-19 on the community in the intervention regions? How has the pandemic affected the education status in the region? Who (students, or school staff) are the worst affected by the pandemic? How has the pandemic affected students' learning and development? Are there policy initiatives to encourage alternative learning arrangements? [Probe: impact of School closure on children, Economic impact on households; changes in household employment patterns] • How has the Covid and covid related school closure affected the outcome of interest? (Literacy achievement and health and nutrition status of school aged children) Probe: further learning loss due to Covid related school closure? • How school feeding program was adjusted during COVID to meet the nutritional requirement of the school-age children? Please share your learnings. What was the community's response to this? • What led to initiating the THR distribution? • How was the planning done for distribution of THR during the COVID period/ school closure? Probe for coordination with government • Did you face any challenges for the management of THR? • What, in your opinion, could have been done differently for effective implementation? • What is your opinion about THR? Was it beneficial to the households and community? If yes, how? Do you have any suggestions for THR?
15	Engagement of local institutions: To what degree the local communities (PTAs, farmers groups, etc.) of Nepal are involved in and contributing towards the school feeding?	• What do you think is the contribution of the program in shaping up the role of local institutions? Do you feel the local institutions have created any influence on the approach of local communities towards education and nutrition? *[Probe: the presence of SMC/FMC/PTA in schools, the role of Gaunpalika/Village municipality in implementation of the program, benefits to local communities]*
16	Challenges: How has been the experience of working with WFP on the school meals program?	• Was your (government) expectation met? Were there any challenges that you faced during implementation? *[Probe: with WFP and other program partners, EDCU at districts, other stakeholders, community challenges, programmatic level difficulty, internal and external factors that affect the program's ability to create a change]*
17	Complaints: How is MOEST/CEHRD managing school level community (complaints) and feedbacks mechanism?	• What mechanisms are set up by MoEST/CEHRD? Are they active? • How are the complaints and feedbacks managed? • Are you aware of WFP's community feedback mechanism?
18	Do you have any suggestions in relation to the program?	•

17. Checklist for interaction with SMC members

Name:
Position:
Institution:
Province:
District:
Municipality: Location:

Q.N.	Main Question	Probe Questions
1	Educational status: Could you please shed some lights on the overall situation of primary education in the school that you represent?	• We would like to understand your perspective on the status of primary education in your locality? What are the key problems in education? *[Probe points: General overview of attendance and enrolment in schools; How is it varied across gender?]* • What is your perspective on the type of infrastructure present in the basic grade schools in your locality? Do you feel that the infrastructure provided to schools is adequate or needs to be improved? If so, what are the gaps that you feel are there? *[Probe points: What are the sanitation measures (WASH) being provided and if those are sufficient?]*
2	School meal program: Are you aware of the USDA McGovern-Dole program? If no, have you heard about WFP's school meals program (*Vishwo Khadya Karyakram, litho pitho karyakram*)?	• Are you aware of the school meals program by WFP? What is the role of the SMC/ FMC in the functioning of the school meals program? [Probe: do you consider the role of SMC/FMC important? In your opinion, would the program be as effective in the absence of the SMC/FMC? If not, why? What role does the FMC play in the case of a cash-based model?] • Are you aware about the complementary activities of the school meal program (school health and nutrition or WASH, Early Grade Reading). If yes, what do you think are some of the benefits of the program? (Improvements in terms of menstrual hygiene awareness and separate toilets for girls and boys) • What is your opinion about the contribution of school meals program including different complementary activities in improving the enrolment, attendance, retention, literacy performance of the students, improving health and hygiene practices, etc.? Have you seen any gaps? How can it be further strengthened? • Are you engaged in monitoring of the school meals program including the complementary activities? If yes, please elaborate. If no, please specify the reasons. • What are some of the benefits on WASH activity? (further probes: handwashing practices, clean toilets, availability of disposable bins, washing and drying station and any other) • What is your perception about the ownership of the program by local community? How do you think the sense of ownership be built among different local stakeholder including your committee of the program?

Q.N.	Main Question	Probe Questions
		• What is your opinion about the sustainability of the program? How do you think the sustainability (focus on human and financial resources following completion of the program) of the program can be ensured? • Is your school receiving any support from local government? If yes, can you please elaborate? What kind of further support do you expect from local government? • What do you think are the factors that will motivate the GON (particularly at local level) to implement the program effectively)?
3	Engagement of communities: Could you please tell us about activities associated with the USDA McGovern-Dole program?	• How are community members engaged in program activities? • Have your municipality received any other interventions from others including the government other than the WFP? If yes, how these interventions contributed to the outcomes?
4	Gender impacts	• What do you think are some of the key anticipated effects of program in terms of GEEW (equal and meaningful participation of women in implementing the School Feeding program,) impact on the performance of girls, menstrual hygiene awareness and separate and toilets for girls and boys and children with disabilities) • What do you think are some of the key anticipated effects on other aspects of inclusion with regards to program impacts on diverse caste and ethnicity particularly on marginalized Dalits, Janajati and children from poor economic status? (caste/ethnicity and economic status) • Has the school meal program contributed to changes in community behavior/ outlook towards education, gender, etc.? How? [Probe: breaking the gender norms, social and cultural taboos, changed the community's perception about the importance of education (for girls and boys)]
4	Challenges: What are challenges related to community engagement in the SMP?	• What are some of l challenges in execution of the program (coordination among various stakeholders, community challenges, socio-cultural/religious barriers, terrain, school infrastructure, safety and security of the staff and any other) • What are the ways to tackle the barriers, if any?
5	COVID-19 and its effects: Could you please tell us about effects of the COVID-19 pandemic?	What has been the impact of COVID-19 on the community in the intervention regions? How has the pandemic affected the education status in the region? Who (students, or school staff) are the worst affected by the pandemic? How has the pandemic affected students' learning and development? Are there policy initiatives to encourage alternative learning arrangements? [Probe: impact of School closure on children, Economic impact on households; changes in household employment patterns] How has the Covid and covid related school closure affected the outcome of interest? (Literacy achievement and health and nutrition status of school aged children) Probe: further learning loss due to Covid related school closure) What will be role of SMC to tackle challenges that may surface to pandemic?

Q.N.	Main Question	Probe Questions
6	Complaints and feedback: How are the SMC managing school complaints and feedback mechanism?	Are you aware of national complaint and feedback guideline? How is its implementation status at your municipality? What mechanisms are set up by Municipal office, if any? Are they active? How are the complaints and feedbacks managed? Are you aware of WFP's complaint and feedback mechanism (Namaste WFP)? How would you like to collaborate for establishing joint community feedback mechanism to support smooth execution of the project?
7	Suggestion: Do you have any suggestions in relation to the program?	• Are there any suggestions you would want to provide for smooth execution of the program?

18. Checklist for focus group discussion with parents

Province: ....

District: ....

Municipality/ ward: ....

Old VDC name: ....

Location: ....

Date: ....

Start time: ....

End time: ....

Participants' Characteristics Table

S.N.	Gender	Age	Education	Family type (Nuclear/Joint)	Caste/ethnicity	Disability status (if any) Yes/No

Questions

Q.N.	Main Question	Probe Questions
1.	Status of Primary education: In your opinion, what is the situation of primary education in the location?	• Why do you think education is important? [further investigate: better opportunities, compete in the labor market, gain socio-emotional and life skills necessary to navigate and adapt to a changing world, make decisions on important matters, contribution to the communities etc.? • What is your view on attendance, enrolment, dropouts and repetitions in the location? (in addition, focus on barriers and facilitators in relation to attendance, enrolment, dropouts and repetitions) • In your observations/views between boys and girls students who attend school regularly. In your location all school going boys and girls are enrolled? In your location are there any school going aged children that are not enrolled in school? Are there any reasons for not enrolled? ? If this is the case how can the situation be improved? [How is the trend on enrolment, attendance and dropout from diverse caste and ethnicity (Brahmin/Chhetri, Dalits, Janajati, Madhesis etc.) perspectives? If negative, how can the situation be improved?]
2.	Barriers for education: What the barriers education? probe further to explore if there are differences barriers for boys, girls, different	Topics to be covered: Financial reasons, household chores, parents and community's attitudes, menstruation and menstrual hygiene and traditional practices. • Practicing traditional gender roles

Q.N.	Main Question	Probe Questions
	ethnic groups and socio-economic status.	• Child marriage • Violence against girls • Gender inequality and discrimination • Agricultural labour • Income generating activities
2a.	Financial reasons	What are the y financial barriers? • Cost of transportation, textbooks and uniforms • Reliance on girl's income to support the household • Girls spending less time to support the household chores (including care for younger siblings) if enrolled in school
2b	Household chores	• How common is it in the community that girls get engaged in household chores (probe cleaning home, cleaning dishes, looking after younger siblings, looking after livestock, fetching firewood and water and any other)? • What do you think that girls' engagement in household chores affect their education? Do they drop out from school due to household chores? • Do the parents in the community put pressure on the girls to engage in household chores? What do you feel about it?
2c	Parents and community members' attitudes	• How willing are you or other community members in sending girls to the school? Why? • How reluctant are you or other community members in sending girls to the school? Why? • Are you or other community members less interested in investing in girls' education as compared to boys? If yes, any examples?
2d.	Menstruation and menstrual hygiene	• Are there any stigmas attached to menstruation in the community? If yes can you, please elaborate (e.g. girls during menstruation should not: take bath, go to school, cook, touch plants, enter temple and any other) • Have your daughter/s or any other girls in the community been missing classes due to their periods? If yes why? (Probe: lack of pad, no place in the school to change pad, no place to dispose and any other) • Have you heard of any form of harassment that your daughter/s face at school due to the blood stain in the clothes caused by the periods? • What do you understand by menstrual hygiene? What are some of the consequences of poor menstrual hygiene? • What types of reusable cloths (if no use of sanitary pads) are commonly used by your daughter/s? How do they clean, dry and store? • Are sanitary pads easily available in the school? How do your daughter/s access the sanitary pads from your school? Are there any focal teachers specifically assigned for menstrual hygiene? • Is there a separate toilet for girls to change their sanitary pad? • Are disposable bins available dispose the sanitary pads in the community?

Q.N.	Main Question	Probe Questions
2e	Traditional practices (Chaupadi and other such practices)	• Have the practices such as *Chaupadi* impacted your daughter/s' (or other girls in the community) education? If yes, how? • Are there other (other than *Chaupadi*) such practices in your community that have hindered girls' education? If yes, how?
3	Gender equality and education	• Why do you think it is important to educate both boys and girls? Why both girls and boys should have equal opportunities in their life? Do you think similar opportunities must be available for both? Why? • Do you think hunger affects the education of children? Does it affect boys and girls differently or in the same manner? How?
4	Are you aware of the USDA McGovern-Dole program? If no, have you heard about WFP's school meals program (*Vishwo Khadya Karyakram*, *litho pitho karyakram*)?	• Are you aware of the school meals program by WFP? Can you tell us about the features of this program? How do you think has the school meals program affected the performance of students (grades, increase in awareness, attendance) of your child in the community? • What do you think are some of the benefits of the program for the children, parents and community? menstrual hygiene awareness and separate toilets for girls and boys) • What are some of the benefits on SHN/WASH activity? (further probes: handwashing practices, clean toilets, availability of disposable bins, washing and drying station and any other). • What are some of the benefits of EGR program (instruction to interviewers: implemented only in three districts) • How do you think will the community members respond to the program activities? • Do you, as a community, have any role to play in the school meals program? Can you please elaborate about your role? Can you also discuss about how the community should be involved in the execution of SMP?
5	What is your opinion towards girls' personal hygiene?	• Do your daughter/s or girls in the community share their problems with respect to menstrual hygiene? If yes, how do you respond? • Have there been any positive changes in girls' behavior lately in relation to menstrual hygiene? If yes, could you please provide some examples? If yes, what factors are responsible for the positive changes?
6	Could you please tell us about effects of the COVID-19 pandemic?	• What have been some of the effects of COVID-19 on the education of your child or the children in your community? • Were the children from your community able to access any forms of alternative learning practices during school closure. Can you please elaborate? • What are some of the other effects of COVID-19? i) school closure on children; ii) economic effects on households; iii) changes in household employment patterns: and iv) health and nutrition status. • How has the Covid and covid related school closure affected the outcome of interest? (Literacy achievement and health and nutrition status of school aged children) Probe: further learning loss due to Covid related school closure • Overloaded by caregiving roles

Q.N.	Main Question	Probe Questions
		• Increased domestic violence, abuse and exploitation of girl
7	How do you think as a community member you can contribute to the project (ownership and sustainability)?	• Do you think the community will own the project? Are you willing to contribute to the successful implementation of the project? If yes, how would you like to contribute? • Will you still be involved in the project following the completion of the project (only activities that are intended to continue)? How would you like to involve yourself?

19. Checklist for focus group discussion with adolescent girl

FGD with Adolescent Girls (Class 6-8)

Province:

District:

Municipality/ ward:

Old VDC name:

Location:

Date: ....

Start time: ....

End time: ....

Participants' Characteristics Table

S.N.	Name	Age (in completed years)	Grade	Family type (Nuclear/Joint)	Caste/ethnicity	Disability Status (If any) Yes/No

Questions

Q.N.	Main Question	Probe Questions
1	What is your opinion towards mid-day meal or school health and nutrition activities?	• Are you aware about the school meals program or school health and nutrition activities? Are you aware about its different components like SHN, mid-day meal, EGR? If yes, what do you think are some of the benefits of SHN, midday meal and EGR (PROBE individually)? • Have there been any effects in your attitude/behavior due to the SHN, mid-day meal, EGR? If yes, any examples. • Who generally prepares/cooks the mid-day meal? Are girls and boys provided with equal portion of meal?

Q.N.	Main Question	Probe Questions
2	What do you think some barriers of girls' education?	Topics to be covered • Financial barriers, household chores, parents' attitudes, traditional practices, gender discrimination, child marriage and menstrual hygiene
2a.	What are the financial barriers?	Are the following y financial barriers? • Cost of transportation, textbooks and uniforms • Reliance on girl's income to support the household
2b.	How do you perceive your roles/ responsibilities in carrying out household chores?	• What are the household chores that you are engaged in? (probe cleaning home, cleaning dishes, cooking food, looking after younger siblings, looking after livestock, fetching firewood and water etc.). • How does your engagement in household chores affect your education? Have you dropped out from school due to household chores? • Do your parents put pressure on you to engage in household chores? If yes, how do you feel about it?
2c.	How do your parents feel about your education?	• How willing are your parents for sending you to school? • How reluctant are your parents for sending you to the school? • Are the parents in the community less interested in investing in daughter's education as compared to sons? If yes, why? If yes, any examples?
2d.	Are the traditional practices barriers for education?	• Have the traditional practices such as *Chaupadi* impacted your education? If yes, how? • Do you know of any other (other than *Chaupadi*) such practices in your community that have hindered your education? If yes, how?
2e.	What is your opinion on menstruation and menstrual hygiene?	• What do you understand by menstruation? (probe for age at which most girls usually get their first period, duration of normal menstruation days, interval between two menstrual cycles and any other) • Are there any stigmas attached to menstruation in the community? If yes, can you, please elaborate (e.g. girls during menstruation should not: take bath, go to school, cook, touch plants, enter temple and any other) • Have you or anyone you know of face harassment in the school due to the blood stain in the clothes caused by the periods? • Are you missing classes due to periods or do you know anyone who are missing classes for the same reason? If yes, can you please elaborate why did you or someone you know missed the classes during menstruation (eg, lack of pad, no place in school to change pad, no place to dispose pad, I feel sick during menstruation) • What type of reusable/cloths, use and throw napkins do you or your friends commonly use? What do you or other girls at school/community understand by menstrual hygiene? What are the consequences of poor menstrual hygiene?

Q.N.	Main Question	Probe Questions
		• How frequently you change the pad? If you are using reusable/cloth napkins (non-sanitary pads), how do you clean, dry and store? • Are sanitary pads available in the school? How do you access the sanitary pads from your school? Do you feel comfortable going and asking for the sanitary pads at the school? Are there any focal teachers specifically focusing on menstruation hygiene? Are you able to get sufficient pads required at school and at home? If not, why? If yes, how many is provided? • Is there a separate toilet for girls to change their sanitary pad? • Is disposable bin available dispose the sanitary pads in the school toilet?
3.	What is your opinion toward personal hygiene at your school?	• Is there anyone at your school who impart the knowledge about personal hygiene at your school. What is the topic discussed? • Is there anyone at school stationed who would hear to your problems in relation to menstrual hygiene? • Does your health and population teacher impart knowledge and discuss about menstruation and menstrual hygiene? If yes, please elaborate, what are the topics discussed? How frequently it is done? • Have there been any effects in your attitude/behavior due to the knowledge imparted by health and population teacher? If yes, any examples.
4.	What is your opinion towards School sanitation?	• Does your health and population teacher impart knowledge and discuss about school sanitation? How frequently it is done? • Have there been any effects in your behavior/attitude due to the knowledge that is imparted by health and population teacher? If yes, any examples.
5.	First Aid Kit	• What you normally do when you feel sick at school? (Probe; headache, fever, vomiting, cut injury) • Is there first aid kit/service in your school? • Have you ever used?
6.	Iron folic acid tablet (iron *chakki*)	• Have you heard about iron folic acid tablet (iron *chakki*) If no, move to the next question? • How often is the iron folic acid (iron *chakki*) distributed at your school? • Who distributes the iron folic acid (iron *chakki*) in your school? (health and population teacher, Female Community Health Volunteers etc.) • In the past year, how many times IFA was distributed in your school? If it was not distributed biannually, have you taken IFA? If it was not distributed biannually, did you receive it through nearest health facility or FCHVs?
7.	Deworming tablets	• Have you heard about deworming tablets? If no, move to the next question • How often are the deworming tablets distributed at your school?

Q.N.	Main Question	Probe Questions
		• Who distributes deworming tablets in your school? (Health and population teacher, Female Community Health Volunteers etc.) • In the past year, how many times deworming tablets were distributed in your school? If it was not distributed biannually, did you receive it through nearest health facility or FCHVs?
8.	Are you aware of the USDA McGovern-Dole program? If no, have you heard about WFP's school meals program (*Vishwo Khadya Karyakram, litho pitho karyakram*)?	• If yes, what do you think are some of the benefits of the program? (Improvements in terms of girl friendly learning spaces, menstrual hygiene awareness and separate toilets for girls and boys) • What are some of the benefits on WASH activity? (Further probes: handwashing practices, clean toilets, availability of disposable bins, washing and drying station and any other).
9.	Could you please tell us about effects of the COVID-19 pandemic?	• What have been some of the effects of COVID-19 on your studies? • How have you been managing your studies? (Alternate way of learning medium) • What are some of the other effects of COVID-19 ?: i) access to classroom teaching or alternative education (like radio/television, online classes; change in their household responsibilities during school closure ii) economic effects on households; iii) changes in household employment patterns; iv) increased workloads on women and girls in particular; and (v) health and nutrition status. • How has the Covid and covid related school closure affected the outcome of interest? (Literacy achievement and health and nutrition status of school aged children) Probe: further learning loss due to Covid related school closure
10.	Could you tell us your preferred channels to communicate/receive information on WFP current/ future project (s)?	• How do you communicate with your friends? • Are you engaged in child club? If yes, what kind of activities are performed by child club? Is there is a equal participation of girls and boys in the activities conducted by child club? • What can be the barriers for the girls to have equal participation in the child club? • Are there female members in the leadership position? • Whom do you share your complaints/queries in relation to school activities? How do you share the complaints and queries? • What are the barriers to voice out your queries or provide feedbacks?

20. Farmer Group/Cooperative survey (Institutional Response)

Module 1: Background Characteristics

Q.No	Question		
FC0	Is this a Farmer's group or Cooperative?	Farmer's group..1 Cooperative...2	
FC1	Name of Farmer's Group/Cooperative:		
FC2	Province Name and Number:		
FC3	District Name and code:		
FC4	Name and code of Rural /Urban Municipality:		
FC5	Ward no.:		
FC6	Serial No.:		
		FC7 Name of Respondents	FC8 Position of Respondents
FC11	How far is the nearest public school from here? (Ask KM, if less than 1 KM then write down 1 in box)	Kilometer	
FC11A	How much time does it takes to reach nearest government school from here ?	_____Minutes	
FC12	Name and code of the Interviewer:		
FC13	Name and code of the Supervisor:		

Module 2: Questions Related to Establishment of Farmer Group/Cooperative

Q.N.	Questions /Response	Category	Skip To
FC14	When was your farmer group / cooperative established?	Year	
FC15	How many members are there in your farmer group/cooperative?	Male Female Total No.	
FC15a	How many members are there in your farmer group/cooperative by ethnicity? Are there any disability members in your farmer group/ cooperative?	Brahmin/Chhetri Dalit......... Newar Other Janajati (excluding *Newar*) Madhesi Muslim Other (Specify Don't know 98	
FC15b	Are there any disability members in your farmer group/ cooperative?	Yes..1 No..2	**FC15b**
FC16	Is your farmer group/cooperative registered?	Yes..1 No..2 ➡ **FC18**	
FC17	If yes, where? (Multiple response possible)	Palika/Ward office..1 Farmer group network ....2 District Cooperative Federation Ltd............3 District Administration Office......................4 Co-operative division Office 5	

Q.N.	Questions /Response	Category	Skip To
		District Agriculture Office .... 6 Other (Specify)...96	
FC18	What are the key activities of your farmer group/cooperative? (Multiple response possible)	Organize local farmers ....1 Encourage and mobilize savings by the members ....2 Provide credit/loan services to the members ....3 Support member farmers to grow diverse crops and vegetables......................4 Engage members in income generation activities ....5 Provide seeds/agri-equipment to the members ....6 Participate in home grown school feeding program ....7 Support in local development activities... H Capacity development of women farmer members on leadership and technical skills ....8 Other (Specify)_____ 9	
FC19	Please tell me the total capital of the FG/Coop based on last audit	Rs. _____ Don't know 98	
FC20	What is the figure of last year's turnover?	Rs. _____ Don't know 98	
FC21	Does your farmer group/ cooperative have own building?	Yes..1 No...2	

FC22	Does your farmer group/ cooperative have following physical assets? (Ask one by one)	Yes	No	
	a) Furniture			
	b) Computer/laptop			
	c) Tent/cooking utensils			
	d) Meeting/training hall			
	e) Storeroom/storage facility			
	f) Childcare space			
	g) Drinking water facility			
	h) Washroom /toilets			
	i) Farming tools			
	j) Pests and manure			
	k) Seeds and seedling			
	l) Other (Specify)_____			

Q.N.	Questions /Response	Category	Skip To
FC23	How many schools are there in the catchment area of the farmer group/cooperative?	No. of schools .... Don't know 98	

Module 3: Functions of Farmer Group/Cooperative

Q.N.	Questions /Response	Category	Skip To
FC24	Does your farmer group/ cooperative have executive committee?	Yes .... 1 No 2	→ FC31
FC25	How many members are in the executive committee?	Total no. of members	
FC26	Among them, how many are male and females in the committee?	Male Female	

Q.N.	Questions /Response	Category	Skip To
FC27	How may female members are there in leadership position (chair, deputy-chair, secretary and treasurer)	Total no. of Female leadership	
FC29	Does your farmer group/ cooperative hold executive committee meeting regularly?	Yes .... 1 No 2	
FC30	How often do your farmer group/ cooperative hold executive committee meetings?	Fortnightly .... 1 Monthly .... 2 Bio-monthly .... 3 Other (Specify)_____ 96	

Module 4: Benefitting activities

Q.N.	Questions /Response	Category	Skip To
FC31	How many members are currently benefited from the farmer group/ cooperative as loan holders?	No. of loan holders Don't know..98	
FC32	No. of loan holders by gender?	Male loan holders .... Female loan holders .... Don't know.. 98	
FC33	What kinds of IGAs are being carried out by the loan holders? (Multiple response possible)	Cereal crop farming....................................... 1 Pulse/legumes farming .... 2 Vegetable farming... 3 Mustard/Oil seed farming .... 4 Fruit production.. 5 Cow/Goat/Sheep raising.............................. 6 Poultry farming.. 7 Fishery .... 8 Seed production .... 9 Seeding production and Nursery establishment...10 Being used for non-agriculture purpose. .... 11 Other (Specify) _____ .... 12 No IGAs are being carried out/loan used for other purposes 13	
FC34	Do you have members who are involved in IGAs as a group (such as in farming, grocery, etc.)?	Yes .... 1 No 2	→ FC36
FC35	What sorts of IGAs are these group/s involved in? (Multiple answer possible)	Vegetable farming... 1 Poultry farming.. 2 Goat raising .... 3 Grocery shop.. 4 Nursery establishment .... 5 Other (Specify)_____.................... .6	
FC36	Where do you/members sell the products? (Multiple response possible)	Sell to members... 1 Sell in local market .... 2 Sell to vendor .... 3 Sell in district HQ .... 4 Sell in outside district.................................. 5 Sell to the co-operative. .... 6 Sell to schools 7	FC39

Q.N.	Questions /Response	Category	Skip To
		Don't sell...8	FC39
		Other (Specify) _____.....................9	FC39
FC37	If you/members sell product to the schools, what product do you usually sell?	_____ _____	
FC38	If you sell product to the schools, do you know what was your total sales in the last month?	Yes .... 1 Don't know.. 92	
FC38a	Please specify your total sales in the last month?	Amount (RS)_____	

Module 5: Training Exposures

Q.N.	Questions /Response	Category	Skip To
FC39	Has any member of your farmer group/ cooperative received training/s in the last 12 months?	Yes...1 No ....2 Don't know 98	FC42A
FC40	What were the training/s that were received? (Multiple response possible)	Climate-resilient improved technologies/varieties ....1 Crop diversity ....2 Cereals, legumes, pulses farming...............3 Seasonal/off season vegetable farming....4 Fruit's farming .... 5 Integrated Pest management ....6 Trico-compositing ....7 Micro-irrigation technology ....8 Land management ....9 Improving the quality of farm products .... 10 Standardizing the farm products .... 11 Food safety .... 12 Food procurement....................................... 13 Store handling .... 14 Improved linkages to input suppliers.. 15 Communication & Facilitation.................. 16 Social mobilization .... 17 Leadership.. 18 Gender equality and social inclusion Prevention and reporting GBV/VAWG.... 19 Record keeping... 20 Other (specify)_____ X	
FC41	Are the knowledge and skills imparted through the training helpful for the members other farmer members to improve produces from the farm?	Yes...1 No 2	
FC42	Are the knowledge and skills imparted through the training helpful for the members to improve market linkages?	Yes...1 No 2	

Q.N.	Questions /Response	Category	Skip To
FC42A	Have any farmer members of this institution applied following improved agriculture technologies? (Multiple response possible, Read the options one by one,)	Crop genetics (use of improved seed varieties) ....1 Cultural practices (mulching, staking, improved nursery practices, line sowing, weeding) ....2 Disease and pest management: integrated pest management practices- jhol mal, traps, bio-pesticides) ....3 Soil conservation and fertilizer management: use of compost/ manure, use of lime, use of organic fertilizer, inter cropping of pulses and legumes.......4 Climate smart technology (Drought-tolerant varieties, plastic house/ plastic high tunnel, plastic tunnel) ....5 Water management and water technology (drip irrigation, sprinkler irrigation, plastic pond/recharge pond, cement pond/thai jar) .... 6 Practice of input purchase (seeds, bio-pesticides, micro-nutrients, sprinkler, dip-irrigation set, hermetic bags) ....7 Marketing, Collection and Distribution Center (Practice of produce sale with market price Information, use of collection centre)..8 Post-harvest handling (packing technology, improved transportation, improved handling, use of local made bamboo basket (DOKO), use of hermetic bag) ....9 Record keeping of any activities performed (use of improved varieties, use of bio-pesticides, mulching etc.) ....10 Do nothing/none.......................................11	
FC43	Altogether how many farmer members of this institution have applied above improved agriculture technologies?	Total no. of farmers Don't know.. 98 ►	FC46
FC44	No. of farmer members who applied improved agriculture technologies by gender?	Male farmers Female farmers Don't know.. 98	
FC45	No. of farmer members who applied improved agriculture technologies by ethnicity?	Brahmin/Chhetri Dalit Newar Other Janajati (excluding Newar) Madhesi Muslim Other (Specify Don't know.. 98	

Module 6: Partnership for School Feeding

Q.N.	Questions /Response	Category	Skip To
FC46	Have you heard about the school feeding program which is running in your localities?	Yes .... 1 No.............. 2	
FC47	Has WFP/Palika/school or any organization approached you to talk about the possibility of producing and supplying food items (vegetables, cereals, legumes, fruits etc.) for the school feeding?	Yes............ .... 1 No ....2 → FC49	
FC48	What topics were discussed during the meeting(s)? (Multiple response possible)	Menu of potential food items.................. ...1 Volume of food items (vegetables, cereals, fruits etc.).................................. .... 2 Quality of food items .... 3 Pricing of food items..................................... 4 Storing of food items .... 5 Procurement/supply chain........................... 6 Partnership modality .... 7 About potential schools for the possible partnership .... 8 Economic empowerment of women and marginalized group .... 9 Other (specify) 10	
FC49	Are you currently collaborating? with/ or participating in any school feeding program in your area? (The collaboration can be directly with school or via Palika)	Yes .... 1 No ....2 → FC55	
FC50	If yes, what food commodities do you usually supply? (Multiple response possible)	Vegetables/beans/fruits............................... 1 Pulse/Lentils .... 2 Mustard/oil seeds.. 3 Paddy/rice .... 4 Wheat... 5 Corn.. 6 Barley .... 7 Millet.. 8 Buckwheat .... 9 Egg ....10 Milk ....11 Meat ....12 Local food commodities ....13 Other (Specify)_____ ....14 Don't know..15	
FC51	How do you determine price of the food items (vegetables, cereals, fruits and others)? (Multiple response possible)	Price similar to local market value............. 1 A bit lesser than local market value........... 2 On the basis of negotiation.......................... 3 Consulting with local bodies. .... 4 Based on farmer group/cooperative member suggestion...................................... 5 Other (Specify) _____ 6	

FC52	What advantages are the members and the community getting because of this collaboration? (Multiple response possible)	Higher income for the farmers...................1 Secured income for the farmers................2 Economic Empowerment of women ....3 Employment of local people ....4 Promotion of local farming ....5 Better nutrition of the students ....6 Nutritional status of the local community improved..7 Market not available in village ....8 Others (Specify)...9 No benefits ....10 Don't know..11	
FC53	What challenges are you facing for the success of this collaboration? (Multiple response possible)	Problem in contract pricing.........................1 Fluctuation of market price ....2 Uncertain harvest...3 Poor quality of produces ....4 Lack of storage facility for perishable goods ....5 Lack of extension programs........................6 Lack of fertilizers...7 Lack of irrigation facilities ....8 Not connected with supply chain ....9 Problem of record keeping ....10 Socio cultural behaviors and norms against women ....11 Covid/lockdown ....12 Natural calamities/Disasters.....................13 Unable to procure essential food .. ..14 Lack of information for school ....15 Others (Specify)_____.............16 No challenges...17 Don't know..18	
FC54	How optimistic are you about the sustainability of the collaboration?	Very optimistic...1 ⟶ End of interview Somewhat Optimistic ....2 Not optimistic...3 Don't know..98	

Q.N.	Questions /Response	Category	Skip To
FC55	If you are not currently collaborating with any school, are you willing to collaborate for school feeding in the future?	Yes ....1 No 2	➤End of Interview
FC56	If you wished, would your farmer group/ cooperative be able to collaborate for school meal program?	Yes ....1 No 2	➤End of Interview
FC57	What makes you think that your farmer group/ cooperative is able for this? (Multiple response possible)	Well organized and reputed ....1 Availability of storage ....2 Availability of farming tools ....3 Availability of seeds and seedlings ....4 Availability of fertilizers/manures..............5 Irrigation facilities...6 Fertile land parcels with member	

		Connected with supply chain farmers .... 7 Transportation facilities .... 8 Can sell food on credit for several months .... 9 Skilled human resource to manage store .... 10 Workers skilled in supplying food............ 11 Better farming experience of member farmers... 12 Similar previous experience .... 13 Trained farmers.. 14 Motivation among farmers .... 15 Group/cooperative led by skilled women farmers.. 16 Other (specify) _____ 17	
FC58	What are the food items that you could supply for the school meal program in the future? (Multiple response possible)	Paddy/rice .... 1 Pulse/Legumes .... 2 Green vegetables .... 3 Other Vegetables (onion, tomato, radish) .... 4 Potato/Root Vegetables/Tuber Vegetables .... 5 Sunflower/oil .... 6 Wheat.. 7 Corn... 8 Barley .... 9 Millet .... 10 Buckwheat .... 11 Fresh fruits .... 12 Dry fruits .... 13 Milk/Dairy products .... 14 Egg ....15 Other (specify) 16	
Q.N.	**Questions /Response**	**Category**	**Skip To**
FC59	If you collaborate for the school feeding, how would you determine the price of food items? (Multiple response possible)	Price similar to local market value............ 1 A bit lesser than local market value .... 2 On the basis of negotiation......................... 3 Carrying out market research. .... 4 Based on farmer group/cooperative member suggestion .... 5 Other (specify) _____............... 6	
FC60	How would you ensure the quality of foods? (Multiple response possible)	Well, packing... 1 Fully weighing... 2 Stick label and expiry date........................... 3 Well storing... 4 Supplying fresh and organic crops/ vegetables... 5 Other (specify) _____....6	

FC61	What advantages do you think you and the community will get because of the collaboration? (Multiple response possible)	Higher income for the farmers .... 1 Secured income for the farmers................ 2 Economic empowerment of women .... 3 Employment generation for local people .... 4 Promotion of local farming .... 5 Better nutrition of the students .... 6 Community's nutrition improved .... 7 Others (Specify)... 8 No benefits .... 9 Don't know..10	
FC62	If you collaborate for the school feeding in the future, what challenges do you foresee that may affect your success? (Multiple response possible)	Problem in contract pricing........................ 1 Fluctuation of market price........................ 2 Uncertain harvest.. 3 Poor quality of produces .... 4 Poor storage for perishable goods............ 5 Lack of extension programs .... 6 Lack of fertilizers.. 7 Lack of irrigation facilities .... 8 Problem of supply chain.............................. 9 Problem of record keeping .... 10 Socio cultural behaviors and norms against women .... 11 Covid/lockdown .... 12 Natural calamities/Disasters.................... 13 Not able to buy required food................. 14 Others (specify).. 15 No challenges... 16 Don't know.. 17	
FC63	Does your farmer group/ cooperative have an adequate human resource to manage store and deliver foods to the schools?	Yes .... 1 No 2	
FC64	Does your farmer group/ cooperative have transportation facility?	Yes .... 1 No 2	
FC65	Can your farmer group/ cooperative provide food commodities in credit to the schools?	Yes .... 1 No 2	
FC66	For you to be able to collaborate for the school feeding, what sorts of supports from Palika/WFP/ Programme could be useful? (Multiple response possible)	Improved agricultural extension programs .... 1 Enhanced food processing know- how .... 2 Supply chain know-how............................... 3 Familiar with collaborative approach .... 4 Ensure economic opportunities to small- landholder farmers...................................... 5 Ensure economic opportunities to women led farmer groups/ cooperatives 6 Linkage establish with local governing bodies .... 7 Planning and organizing trainings............ 8 Other (specify)_____ 9	

Field Observation Sheet for Farmer's Improved Farming Technologies

A. Background Information

1. Name of Farmer's Group/Cooperative: _____
2. Serial number of Farmer's Group/Cooperative
3. Province Name and Number:
4. Name and Code of District:
5. Name and Code of Rural /Urban Municipality:
6. Ward no.:
7. Code of farmer:
8. Name of Farmer (Respondent):
9. Contact number of Farmer (Respondent):
10. Distance of the field from Farmer group/cooperative:
11.Cultivation Observed Area (*Ropani*):
12.Please specify the main crop that you grow:

B. Observe the Following Improved Farming Technologies (Select 'Yes' or 'No' options for all components) Please provide rating i.e. High (above 60%), Medium (40-60%) ,Low (less than 30%) and No (negligible) on the following improved farming technologies

Improved Farming Technologies	Rating	Remark
1. Crop genetics (use of improved seed varieties)		
2. Cultural practices (mulching, staking, improved nursery practices, line sowing, weeding)		
3. Disease and pest management: integrated pest management practices- *Jhol mol*, traps, bio-pesticides		
4. Soil conservation and fertilizer management: use of compost/ manure, use of lime, use of organic fertilizer, inter cropping of pulses and legumes		
5. Climate smart technology (Drought-tolerant varieties, plastic house/ plastic high tunnel, plastic tunnel, adopted cultivation calendar)		
6. Water management and water technology (drip irrigation, sprinkler irrigation, plastic pond/recharge pond, cement pond/Thai jar, rainwater harvesting)		
7. Practice of input purchase (seeds, bio-pesticides, micro-nutrients, sprinkler, drip-irrigation set, hermetic bags)		
8. Marketing, Collection and Distribution Center (Practice of produce sale with market price Information, access to and use of collection center)		
9. post-harvest handling (packing technology, improved transportation, improved handling, use of local made bamboo basket (DOKO), use of hermetic bag)		
10. Record keeping of any activities performed (use of improved varieties, use of bio-pesticides, mulching etc.)		

3. Observer's note (if any): (If practices such as local crop promotion, nutrition garden, mixed cropping, relay cropping are observed, please include them as well)

Annex 13: List of stakeholders consulted

SN	Agency/Institutions	Number of Persons
1	WFP-CO Unit	2
2	WFP-Programme Team	3
3	Field Office Surkhet	2
4	Field Office Dhagadi	3
6	MoEST	1
7	CEHRD/MoEST	1
8	FFEP/MoEST	2
5	Crop Development and Agrobiodiversity Centre/Department of Agriculture	1
6	SDD, Surkhet	2
7	EDCUs	5
8	Mayors/Deputy Mayors	18
9	Local Government Line Agencies (Education, Agriculture, Health) sections	45
10	Partner Organization (Pos)	6
11	Local Partners of POs	42

Annex 14: Field mission schedule

A. Field Survey

SN	Name of the district	Date
1	Jajarkot	
2	Bajura	
3	Bajhang	
4	Achham	13 June to 15 July, 2023
5	Doti	
6	Darchula	

B. Stakeholders Consultations, Monitoring and Verification

Team	Experts	Assigned districts	Field Coordinators (Qualitative Interviewer)
1	• Dr Birendra Bir Basnyat, Team leader, Agriculture, M&E Expert • Dr Uma Koirala, Gender, and Nutrition Expert	• Sudurpashcim, Dhanagadi • Doti • Achham • Bajura • Karnali, Surkhet • Jajarkot	Achham – Sanjaya Pokhrel Bajura- Kamal Timilsina Jajarkot – Bhawani Ghimire (22 June-28 June)
2	• Dr Laxman Acharya, Education Expert • Ms Urmila Simkhada, Gender Expert • Mr Ram Datta Panta (Survey Manager)	• Bajhang • Darchula	Darchula – Bimal Poudel Bajhang – Harki Bahadur Karki (22 June-30 June))

Annex 15: Organizational performance assessment methodology

The evaluation carried out organizational performance using tools developed jointly by the WFP and Mercy Corps to assess organizational performance and establish midterm values. The change is compared with the baseline and later this will be further compared with the endline survey to be carried out as part of final evaluation. It carries out performance assessment holistically, tracks the performance of the key organizations across multiple areas of work, both in terms of more immediate aspects of effectiveness and efficiency, and longer-term aspects of relevance and sustainability[112]. The OPI tool comprises the following **seven themes**:

1. the Number of policies, regulations, or administrative procedures on the HGSF component
2. National and international standards (developing food menu in the local context);
3. Integration of the SMP in the educational strategy, and periodic plan;
4. Identification of target population (school, students, local cooperatives and farmers' groups);
5. Participatory planning and decision-making process;
6. Complaints and grievance handling mechanism
7. Networking and partnerships.

A Likert Scale was used to measure the performance of all the municipalities, with scores - 1- extremely low performing; 2- low performing; 3- medium performer; and iv) 4- high performer.

The OPI was carried out in 18 municipalities, which included 12 municipalities covered by the BLS and 6 newly added in the MTE. The participants were selected purposively based on their programmatic knowledge, and comprised of the education section officials, school management committee members and local government officials. The evaluation used the same checklist as used in the BLS.

Approach:
First, the team introduced the background and purpose of preparing OPI together with the scoring processes and mechanisms. After this, adequate time were provided to the round table participants to discuss above seven themes one by one and come to a consensus. In the 2nd stage, the average score for each theme was estimated and finally overall average score was estimated.

Organizational Performance Index (OPI) Tool

1: Number of policies, regulations, or administrative procedures on HGSF component in each of the following stages of development as a result of USDA assistance
- Has LGs prepared any policies, guidelines or administrative procedures related to school meal? If yes give details?
- How these guidelines are being implemented?

Level	Score	Evidence
(Under discussion, preparatory stage)	1	Interactions with the Educational Unit, No evidence required
Consultation with stakeholders on the proposed new or revised policy/regulation/administrative procedure. (Consultative meeting, workshops)	2	Meeting munities, discussion notes (if any)
Policies were presented for legislation/decree to improve the policy environment for education)	3	Draft guidelines,

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112 **https://usaidlearninglab.org/sites/default/files/resource/files/opi_slides.pdf**.

Level	Score	Evidence
Approval (legislation/decree) of new or revised policy/regulation/administrative procedure by relevant authority]	4	Endorsed document (Published or endorsed by municipal assembly

2. Develop food menu in local context, including monitoring of school meal program

- Has LGs prepared food menu for school meal program? Has LGs developed any institutional mechanism/structure for designing and implementing food menu?
- How LGs are monitoring SMP? How recommendations/findings from SMP are implemented?

Level	Score	Evidence
Menu being prepared (Under discussion, preparatory stage)	1	Interactions with the Educational Unit, No evidence required
Menu prepared at the LGs level or discussion on local vegetable farming at municipal level (Consultative meeting, workshops completed)	2	Menu, or Meeting minutes, discussion notes (if any)
At-least of 50% of schools are implementing food menu or Availability of monitoring report at the LGs	3	Monitoring reports, participant feedbacks,
More than 50% of schools are implementing food menu or Organizing of annual or bi-annual review meeting on SMP/food menu and decisions are informed to head teachers/schools	4	Monitoring reports, participant feedbacks, Meeting minutes, letters to schools, information dissemination mechanism

3. Integration of the SMP in periodic education plan, education policy or periodic development plan of the LGs

- Has LGs prepared education related long-term plan and policies? If yes please give details?
- How SMP are integrated in these policies document?

Level	Score	Evidence
Not plan, (Under discussion, preparatory stage)	1	No evidence required
Consultation with stakeholders for inclusion of the SMP in the periodic plan/educational policies. (Consultative meeting, workshops)	2	Meeting minutes, discussion notes
Draft policies and plan prepared, not yet approved	3	Draft policy/plan
Approval (legislation/decree) of plan/policy	4	Endorsed document (Published or endorsed by municipal assembly

4. Identification of target population (school, students, local cooperatives and farmers' groups);

- Has LGs identified the target groups? If ues how are they? What has been done so far?
- What are challenges for identification of target groups?

Level	Score	Evidence
At initial stage, schools are being identified through discussions	1	No evidence required
Information on schools and students collected,	2	Meeting minutes, discussion notes
Identification of schools, cooperative famer groups and information available	3	Information, records of cooperatives and schools
LGs periodically collecting and updating list of farmers, students and cooperatives (Available within Education Section; Database or records exists)	4	Database, records,

5. Participatory planning and decision-making process for implementing SMP
- Any participatory plan being prepared for implementing commercial vegetable farming for SMP? How plan is prepared and implemented?
- Are any committee for sub-committee formed fro implementing SMP? Who are the member of the committee? How committee is supporting for implementing SMP?
- What are challenges for operating the committee? What are major problems encountered?

Level	Score	Evidence
At initial stage, in processes of forming committee with representation of Member, Education Section, Agriculture Section (at discussion stage)	1	No evidence required
At-least one meeting of sub-committee conducted and discussion about commercial/improved vegetable farming	2	Meeting minutes, discussion notes
Organization of sub-committee meeting in every quarter, decision related to food menu, commercial vegetable farming and cropping calendar etc.	3	Meeting minutes, discussion notes
Organization of sub-committee meeting in every quarter, decision related to food menu, commercial vegetable farming and cropping calendar etc.; resource allocation (budget) from LGs for implementing improved farming targeting SMP	4	Meeting minutes, discussion notes, budget allocation from LGs

6. Complaints and Grievance Handling Mechanism
- What are the complaints generally received regarding SMP?
- What has been done to address those challenges?

Level	Score	Evidence
Mapping of stakeholders, committee being established, SMP issues discussed at Education Section of LGs (under discussion)	1	No evidence required
Committee established, discussion about SMP, but no complaints heard so far	2	Meeting minutes, discussion notes
Committee established, discussion on complaints and actions initiated for addressing the complaints	3	Meeting minutes, discussion notes
Complaints about SMP are discussed at LGs meeting; Establishment of committee for investigation or policy reform actions initiated (if any)	4	Meeting minutes, discussion notes

7. Networking and Partnership
- Any network or partnership mechanism develop among cooperative, LGs and Schools for implementing SMP? Please give details? In which area collaboration or partnership are being carried out?
- Any contract signed between these agencies? If yes give details?

Level	Score	Evidence
At initial stage, in process of establishing networks, discussion and interaction	1	No evidence required
At-least one meeting of cooperative/farmer groups and LGs conducted for networking and partnership	2	Meeting minutes, discussion notes
At-least one meeting of cooperative/farmer groups and LGs conducted and decision made for establishment of networks or networks established	3	Meeting minutes, discussion notes
Contract agreement between cooperatives/farmer groups and school/LGs for implementing SMP	4	Meeting minutes, discussion notes,

Annex 16: Definition of indicators including data analysis plan

Indicator Number	Indicator Description	Data source	Measurement Method (Adapted from BLS)	Data disaggregation
Activity 1-Food Distribution				
SBCC Custom 7	Number of school-age children receiving school meals on all school days	School record review	The cooked meal distributed by the schools to the students during the month of a survey period (this fiscal year, i.e., June 2023). School meal register will be reviewed on the number of days the school was open in April (Baisakh) and May (Jestha) 2023, the number of enrolled students, and the number of students who received school meals on each of the days the school was open in last two month of this academic calendar, i.e., April and May 2023 The percentage of school children (ECD to grade 6) receiving school meals on all school days (for the specified period). This is the ratio of the number of days cooked meals served to the number of schools open in the last two months. (Tool: Record review; Question: 1 c and 2)	1. District 2. School level (Primary, Basic, Secondary) 3. Nature of interventions (SMP, SMP+SHN, SMP+SHN+EGR) 4. Program (Transition and non-transition) 5. Gender of students (Boy, Girl)
Standard 2	Average student attendance rate in USDA-supported classrooms/schools	School record review and headcount of students	The average attendance rate of grades 1, 3, and 8 students will be assessed for the reference period of a month (April/May 2023). Data will be collected by reviewing the school/classroom registers and headcount surveys. Attendance rate based on headcount will be measured as the proportion of students that are physically present in school on the day of school visit, Average attendance rate will be calculated accounting for the number of school days during the reference period and actual number of days each of the students was present in the school on those days. (Tool: Record review; Question: 2)	1. District 2. School level (Primary, Basic, Secondary) 3. Nature of interventions (SMP, SMP+SHN, SMP+SHN+EGR) 4. Program (Transition and non-transition) 5. Gender of students (Boy, Girl) 6. Grade (I, III, VIII)

Indicator Number	Indicator Description	Data source	Measurement Method (Adapted from BLS)	Data disaggregation
Custom 1	Average retention rate (by all activities)	School record review	Assessment will be conducted to determine the retention rate for grades 1, 3, and 8 so as to gauge the sample schools' capacity to retain the students in successive operating grades in schools. Data will be collected by reviewing the records of the schools on enrolment registers of Year 2022 and 2023. The retention rate is calculated as the proportion of the students enrolled in Year 2022 who completed the school year by passing to the next grade or repeating the same grade in the school in Year 2023. (Tool: Record review; Question: 3)	1. District 2. School level (Primary, Basic, Secondary) 3. Nature of interventions (SMP, SMP+SHN, SMP+SHN+EGR) 4. Program (Transition and non-transition) 5. Gender of students (Boy, Girl) 6. Grade (I, III, VIII)
Custom 11	Minimum diet diversity of school age children	Parents survey	A child consuming 4 or more food groups out of 7 in the past 24 hours is considered as meeting the minimum dietary diversity (MDD). A 24-hour recall method will be used, where parents will be asked to recall all the meals that the child ate during past 24 hours. The seven food groups are: (1) Grains, roots, and tubers; (PT39, 1) (2) Legumes/pulses and nuts/oils; (PT39, 2 or 3) (3) Dairy products; (PT39, 4)) Flesh food/meat; (PT39, 5 or 11) (5) Eggs; (PT39, 6) (6) Vitamin A-rich fruits and vegetables; and (PT39, 6 7) Other fruits and vegetables. (PT39, 8 or 9 or 10) Children who achieve MDD are more likely to have a higher (more appropriate) micronutrient intake than those who do not. (Tool: parents; PT-39)	1. District 2. School level (Primary, Basic, Secondary) 3. Nature of interventions (SMP, SMP+SHN, SMP+SHN+EGR) 4. Program (Transition and non-transition) 5. Gender of students (Boy, Girl) 6. Grade (Primary, Secondary) 7. Caste of parents 8. Age of students
Custom 12	Percentage of parents having school going children aware about the benefits of school meal program	Parents survey	Parents who can tell any five of the listed benefits of school meal program will be considered as aware about the benefits of SMP. (1) Motivates children to go school consistently; (2) Motivates children to stay longer at school. (3) Promote girl child's enrolment; (4) Improves children's ability to learn or concentrate in class;	1. District 2. School level (Primary, Basic, Secondary) 3. Nature of interventions (SMP,

Indicator Number	Indicator Description	Data source	Measurement Method (Adapted from BLS)	Data disaggregation
			(5) Improves learning outcomes; (6) Improves good health and hygiene behavior of children; (7) Improves awareness about nutrition among school-age children; (8) Provides nutritional benefits/improves the nutritional status of school-age children; (9) Saves money of households to provide lunch to school children; and (10) Improves awareness about the use of locally made textbooks/EGR materials. (Tool: parents; PT-71)	SMP+SHN, SMP+SHN+EGR) 4. Program (Transition and non-transition) 5. Gender of students (Boy, Girl) 6. Grade (Primary, Secondary) 7. Caste of parents 8. Age of students
Custom 14	Percentage of students aware about the importance of school meal program	Students survey	Students who can tell any five of the listed benefits of school meal program will be considered as aware about the benefits of SMP. (1) Motivates children to go school consistently; (2) Motivates children to stay longer at school; (3) Promote girl child's enrolment; (4) Improves children's ability to learn or concentrate in class; (5) Improves learning outcomes; (6) Improves good health and hygiene behavior of children; (7) Improves awareness about nutrition among school age children; (8) Provides nutritional benefits/improves nutritional status of school age children; (9) Saves money of household to provide lunch to school children; and (10) Improves awareness about the use of locally made textbooks/EGR materials. (Tool: parents; SC-49)	1. District 2. School level (Primary, Basic, Secondary) 3. Nature of interventions (SMP, SMP+SHN, SMP+SHN+EGR) 4. Program (Transition and non-transition) 5. Gender of students (Boy, Girl) 6. Grade (Primary, Secondary) 7. Age of students
Activity 2-Support Improved Safe Food Preparation, Handling and Storage				

Indicator Number	Indicator Description	Data source	Measurement Method (Adapted from BLS)	Data disaggregation
Standard 20	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	School cooks survey	This indicator related to safe food preparation and storage practices was measured by interviews with school cooks and observation of cooking procedures. A composite index with a total score ranging from 0 to 12 will be created, including questions related to the cleanliness of the kitchen; whether the kitchen has amenities like windows, chimneys, and an improved cooking stove; hand washing practice of cook; cooking utensils washing practice; cleaning the food items before cooking; food storage practice; measures to prevent food contamination; and practice for preventing nutrient loss. 1. CS23; (1&2) 2. CS 24 a; 3. CS24 b; 4. CS 24, c or d; 5. CS25 (1&2); 6. CS 31 (Any two, 1-5); 7. CS32 (anyone 1-4); 8. CS36 (anyone 1-5); 9. CS 37 (1 or 2). 10. CS 39 (Yes) 11. CS 44 (Yes) 12. CS 47 (Yes) Scores of 8 or above (70% or above) will demonstrate the use of safe food preparation and storage practices.	1. District 2. School level (Primary, Basic, Secondary) 3. Nature of interventions (SMP, SMP+SHN, SMP+SHN+EGR) 4. Program (Transition and non-transition) 5. Cook gender (Men, Women) 6. Cook caste (Dalit, Brahmin/Chettri, Janajiti)
Activity 3- Provide an Integrated Package of School Health and Nutrition Interventions				
Standard 27	Number of schools using an improved water source	School observation and SHN focal teachers survey	Questions related to the source of drinking water at school is included in both school environment observation and interview with SHN focal teacher. Findings from school observation and SHN focal teacher will be reported separately. Drinking water from piped water; tube well/borehole; protected dug well; and protected springs were considered as the	1. District 2. School level (Primary, Basic, Secondary)

Indicator Number	Indicator Description	Data source	Measurement Method (Adapted from BLS)	Data disaggregation
			improved water sources. SHT: 19; 1or 2 or 3 SO: 32; 1 or 2 or 3	
Standard 28	Number of schools with improved sanitation facilities	School observation and SHN focal teachers survey	This indicator will be reported mainly from the school observation. If the school has at least one improved toilet (defined as flush or pour/flush toilet connected to a piped sewer connection, septic tank or pit latrine; VIP latrine, pit latrine with a slab; composting toilet; and bio-gas toilet), then the school is categorized as having improved sanitation facilities. Findings from the information from the interview with SHN focal teacher (who will be asked about the main toilet at the school) will also be analyzed and reported separately. SHT 25; 1or 2 or 3 or 4 or 5 or 6 SO 34a, 35a or 37; (1 or 2 or 3 or 4 or 5 or 6)	1. District 2. School level (Primary, Basic, Secondary)
Standard 29	Number of students receiving deworming medication(s)	Student survey	The government of Nepal has been implementing the deworming program under the school health and nutrition program, in which anti-helminthic tablets are provided to school students twice a year. This indicator is measured by using the information collected from the students. SC 54 and SC55: Receiving medicine at least twice a year	1. District 2. School level (Primary, Basic, Secondary) 3. Gender of students (Boy, Girl) 4. Grade of students (Primary and secondary) 5. Age of the students 6. With and without SHN

Indicator Number	Indicator Description	Data source	Measurement Method (Adapted from BLS)	Data disaggregation
Custom 4	Number of adolescent girls aged 10-19 years receiving biannual weekly Iron Folic Acid supplementation	Students survey	This indicator was measured using the information collected from the adolescent students from grades 6-8 in the sample schools. Adolescent girls who reported receiving a full dose (26 tablets in a year) of IFA tablets were considered as receiving biannual IFA Supplementation. SC 67	1. District 2. School level (Primary, Basic, Secondary) 3. Age of the students 4. With and without SHN
Custom 5	Number of schools with provision of sanitary pads	School observation	Based on the school observation, schools which provide sanitary pads to adolescent girls at school will be considered as having provision of sanitary pads. This indicator will only report only for basic (up to 8 grade) and (secondary (9+ grade schools). SC – 62 SO – 42/43	1. District 2. School level (Primary, Basic, Secondary) 3. Age of the students 4. With and without SHN
Custom 6	Number of schools with toilet with sanitary pads disposal bins	School observation	The school environment observation includes checklist related to availability of container in the toilet for storage/disposal of used sanitary pad. Schools having at least one (girls or shared) toilet with the provision of used pads disposal/collection bins are reported in basic (up to 8 grade) and (secondary (9+ grade schools). SO – 44	1. District 2. School level (Primary, Basic, Secondary) 3. With and without SHN
SBCC Custom 5	Number of schools with at least one set of information education and communication and behavior change package	Head Teachers survey and observation	Head teachers at the schools will be asked about the availability of information education and communication and behavior change package related to health, hygiene, nutrition, etc. Schools where at least one set of IEC/BCC package could be observed will be considered as schools with at least one set of information education and communication and behavior change package. HT-72	1. District 2. School level (Primary, Basic, Secondary) 3. Type of program (SMP+SHN, SMP+SHN+EGR) 4. Gender (Male, Female) 5. With and without SHN

Indicator Number	Indicator Description	Data source	Measurement Method (Adapted from BLS)	Data disaggregation
SBCC Custom 6	Number of schools celebrating national sanitation related campaign at the community level	SHN focal teachers survey	SHN focal teacher will be asked whether the school has celebrated national sanitation-related campaign at the community level in last year. SHT - 47	1. District 2. School level (Primary, Basic, Secondary) 3. Type of program (SMP+SHN, SMP+SHN+EGR) 4. Gender (Male, Female 5. With and without SHN
Custom 3	Number of schools conducting at least one annual health screening	SHN focal teachers survey	This indicator will be measured based on the interview with SHN focal teacher. Health screening related to measurement of height and weight, vision and hearing test, and dental check-up were assessed, and reported separately.	1. District 2. School level (Primary, Basic, Secondary) 3. Type of program (SMP+SHN, SMP+SHN+EGR) 4. Gender (Male, Female 5. With and without SHN
Standard 19	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	Students survey	A composite index with a possible value ranging from 0 to 10 will be created, including students' behavior such as water purification before drinking, waste disposal practice, eating snacks at home during school days, hand washing practice, and personal hygiene. School students who demonstrate health and nutrition practices are defined as those who scored 7 (70%) or more. 1. SC 45 a (1) – Yes 2. SC 45c (2&3) - Yes 3. SC 46 (at least 6 days) – Yes 4. SC 50 (1) - Yes 5. SC 50 (2) - Yes 6. SC 50 (3) - Yes 7. SC 50 (4) - Yes 8. SC 50 (5) - Yes 9. SC 50 (6) - Yes 10. SC 50 (7) - Yes	1. District 2. School level (Primary, Basic, Secondary) 3. Type of program (SMP+SHN, SMP+SHN+EGR) 4. Gender of students (Boy, Girl) 5. Grade of students (Primary and secondary) 6. Age of the students 7. With and without SHN

Indicator Number	Indicator Description	Data source	Measurement Method (Adapted from BLS)	Data disaggregation
Custom 8	Number of schools practicing segregated waste management	School observation	Based on the school environment observation, schools having separate bins for collecting different types of waste were considered as schools practicing segregated waste management. SO – 15	1. District 2. School level (Primary, Basic, Secondary) 3. Type of program (SMP+SHN, SMP+SHN+EGR) 4. With and without SHN
SBCC Custom 1	Health related absenteeism among school age children	Parents survey	Parent's questionnaire included questions related to health-related absenteeism among their children. The plan is to triangulate this information by reviewing the school record. PT – 62	1. District 2. Type of SMP (Cash and in-kind) 3. School level (Primary, Basic, Secondary) 4. Nature of interventions (SMP, SMP+SHN, SMP+SHN+EGR) 5. Program (Transition and non-transition) 6. Caste of students 7. Gender of students (Boy, Girl) 8. Grade of students (primary, secondary)
SBCC Custom 2	Percent of school-age children with good personal hygiene	Observation of students	School students will be observed for their personal hygiene practice, which includes the maintenance of personal hygiene related to trimmed nail, groomed hair, clean teeth, clean dress, and clean shoes/slipper. Each of these aspects will be scored as 0 (poor), 1 (good), and very good (2), with a summative score ranging from 0 to 10, with a higher score indicating better personal hygiene. Students scoring 7 or more (70% or more) are considered as having maintained good personal hygiene.	1. District 2. School level (Primary, Basic, Secondary) 3. Type of program (SMP+SHN, SMP+SHN+EGR) 4. Gender of students (Boy, Girl) 5. Grade of students (Primary and secondary) 6. Age of the students

Indicator Number	Indicator Description	Data source	Measurement Method (Adapted from BLS)	Data disaggregation
			SC 53, a,b,c,d,e	7. With and without SHN
SBCC Custom 3	Percent of adolescent girls reporting practice of hygienic menstrual behavior	Students survey	School adolescent girls will be asked whether they are aware about the menstrual hygiene, speak about menstrual hygiene to anybody, use sanitary pad during menstruation, change pad every six hours, safe disposal of the menstrual pad, and hand washing before and after changing the pads. 1. SC 57 (Yes) 2. SC 58 (Yes) 3. SC 60 (Any response, 2,3,4,5) 4. SC 61 (1) 5. SC 61 (2) 6. SC 61 (3) Scores (1 if positive response and 0 otherwise) are assigned to the students for each of the variables, with the total possible score of 0 to 6, with a higher score representing better menstrual hygiene. A score of 4 or more (70%) is considered as hygienic menstrual behavior.	1. District 2. School level (Basic, Secondary) 3. Age of the students 4. With and without SHN
SBCC Custom 4	Percent of school age children reporting hand washing practice at critical times	Students survey	Students are asked about their hand washing practice at critical moments: before, during, and after preparing food; before eating; after using the toilet (for urination, defecation, menstrual hygiene); after helping someone who just used the toilet; after blowing one's nose, or coughing or sneezing; after touching an animal, animal feed or animal waste; and after touching garbage. 1. SC 50 (1) - Yes 2. SC 50 (2) - Yes 3. SC 50 (3) - Yes 4. SC 50 (4) - Yes 5. SC 50 (5) - Yes 6. SC 50 (6) - Yes 7. SC 50 (7) - Yes	1. District 2. School level (Primary, Basic, Secondary) 3. Type of program (SMP+SHN, SMP+SHN+EGR) 4. Gender of students (Boy, Girl) 5. Grade of students (Primary and secondary) 6. Age of the students With and without SHN

Indicator Number	Indicator Description	Data source	Measurement Method (Adapted from BLS)	Data disaggregation
			Students reporting hand washing for five or more critical times were considered as appropriate hand washing practices at critical times.	
Activity 4- Promoting Improved Literacy				
Custom 9	Number of local governments recognizing and rewarding teachers making changes or taking special initiatives for their students to achieve reading outcomes	• KII with municipalities • Headteacher interview	KII with the municipality officials will be done to gather the necessary information on this indicator. HT 74 (If any one of the survey schools within Palika reporting on development of reward mechanism)	1. District
Custom 13	Percentage (Number) of local government developing contextualized instructional materials.	• KII with municipalities • Head teacher interview	KII with the municipality officials will be done to gather the necessary information on this indicator. HT 78 (If any one of the survey schools within Palika reporting on development of local instruction material)	1. District
Standard 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	Early grade reading assessment (EGRA) of grade three students	Considering the need to ensure the reliability and validity of the tested tool, the Education Review Office (ERO), Ministry of Science and Technology Nepal and obtained the standard assessment tools developed for Early Grade Reading Assessment (EGRA) will be used. Ministry of Education, Science and Technology (MoEST, 2018), Nepal has defined 45 correct words per minute (cwpm) and 80% of the correct responses on the comprehension questions (which is 4 out of 5 questions in the test used) as the benchmark for early grade reading. This benchmark will be used in the analysis. The new bench mark is at-least 30 cwpm (correct words per minute) and 3 correct responses on the comprehension	1. District 2. School level (Primary, Basic, Secondary) 3. Gender of students (Boy, Girl) 4. Language (Local and Nepali) 5. Type of program (SMP, SMP+SHN), SMP+SHN+EGR 6. Nature of SMP (transition and non-transition)

Indicator Number	Indicator Description	Data source	Measurement Method (Adapted from BLS)	Data disaggregation
			questions	7. With and without EGR
			<table><tr><td>Class</td><td></td></tr><tr><td>Pre-basic</td><td>Upto 20 correct words/minutes and at least 1 correct response</td></tr><tr><td>Basic</td><td>20 to 30 correct words/minutes and at least 2 correct responses</td></tr><tr><td>Proficient</td><td>30 to 40 correct words/minutes and at-least 3 correct responses</td></tr><tr><td>Advanced</td><td>40 correct words/minutes and at-least 4 correct answers</td></tr></table>	
Standard 4	Number of teachers/ educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools because of USDA assistance	Nepali teachers survey and class observation	Assessment of Nepali subject teachers will be carried out using a composite index with a total possible score of 69. Data collected from Nepali Teacher Survey contains 25 indicators, and the Class Observation tool (modules 1, 2 and 3) developed by the ERO which contained 44 indicators will be used. These indicators consisted of items that captured the essential elements of the use of new and quality teaching technique. (NT 37 and NT 43) NT 37 (a – l) – 12 indicators (Observed) NT 43 (a – l) – 13 indicators (regular and often) CO Model 1: 15 (Yes) Model 2: 21 (Score 1 if, Agree, partially agree,) Model 3: 8 (Score 1 if, Agree, partially agree,) Out of the total possible score of 69, a score of 48 or above (70% or above) will be used as a benchmark to decide whether the teacher demonstrated the use of new and quality teaching.	1. District 2. School level (Primary, Basic, Secondary) 3. Gender
Standard 6	Number of school administrators and officials in target schools who	Head Teachers survey and observation	A total of 19 questions to the Head Teacher Survey will be used to create a composite index with a total possible score of 19 (1 or 0 for each question).	• District • Type of SMP (Cash and in-kind)

Indicator Number	Indicator Description	Data source	Measurement Method (Adapted from BLS)	Data disaggregation
	demonstrate use of new techniques or tools as a result of USDA assistance		Oral reports as well as document observation will be used as evidence for the use of tools/techniques. Obtaining a total score of 13 or above on these 19 indicators (68% or above) will be used as the benchmark to decide that the Head Teacher demonstrated the use of new techniques or tools. A score of 1 was given for each of these questions on the following basis 1. HT 30 (≥ 6 meetings); 2. HT 30a (≥ 3 contents); 3. HT32 (≥ 3 meetings); 4. HT32A (≥ 3 contents); 5. HT35 (record of meetings observed); 6. HT35a (≥ 3 agendas discussed); 7. HT37 (updated SIP observed); 8. HT37a (≥ 5 contents observed); 9. HT42 (review and feedback on lesson plans reported); 10. HT43 (classroom activities monitored); 11. HT47 (meeting held); 12. HT47a (≥6 meetings); 13. HT47b (≥ 4 issues discussed); 14. HT48a (≥ 2 meetings observed); 15. HT51 (≥ 2 policies reported); 16. HT 52 (use of results reported); 17. HT52A (≥ 3 indicators reported); 18. HT54 (parents mobilization reported); 19. HT54a (≥5 indicators reported).]	• School level (Primary, Basic, Secondary) • Type of program (SMP, SMP+SHN, SMP+SHN+EGR) • Gender
Activity 5- Promote Improved Nutrition: Sustainable Transition to Home-Grown School Meals				
LRP 12	Number of individuals in the agriculture system who have applied improved management practices	Observation of farming practices of a sample of member farmers from the surveyed farmer groups	Farmers adopting at least 7 (out of 10) improved agricultural management practices and technologies will be considered as having applied improved agricultural management practices or technologies. The ten practices included: 1. crop genetics (use of improved seed varieties);	1. District 2. Nature of program (Transition and non-transition)

Indicator Number	Indicator Description	Data source	Measurement Method (Adapted from BLS)	Data disaggregation
	or technologies with USDA assistance		2. improved cultural practices (such as mulching, staking, line sowing weeding, etc.); 3. integrated pest management. 4. adopted soil conservation and fertilizer management techniques (such as use of compost manure, organic fertilizer, inter cropping, relay cropping, etc.); 5. climate smart technology (e.g., plastic tunnel, adopted cultivation calendar, drought tolerant varieties); 6. improved water management (e.g., drip irrigation, cement pond, rainwater harvesting); 7. practicing input purchase; 8. practice of products sale with market price information/access to collection and distribution center; 9. post-harvest handling; and record keeping of agricultural activities.	
FFPr 12	Number of organizations with increased performance with USDA assistance	Workshop at municipalities using Organization Performance Index (OPI) tool	Organizational Performance Index (OPI) tool will be used to administered at 18 municipalities (8 from each of the six program districts) to establish BLS values in relation to the performance of the municipalities visited. The focus will be on Home-Grown School Feeding (HGSF) component of the project. The OPI tool contains seven key themes: i) number of policies, regulations, or administrative procedures on HGSF component; ii) National and international standards (develop food menu in the local context); iii) written operational guideline, standard operating procedures, strategy and plan; iv) target population (identify school's students, local cooperatives and farmers' groups); v)participatory planning and decision making process; vi) successes and challenges analysis (functional school meal management committees, regular meetings etc.); and vii) networking and partnerships.	• District • Nature of program (Transition and non-transition)

Annex 17: Project's complementarity with the GoN's related plans and programmes

WFP Project Components	Complementarities
Food Distribution	Food insecurity is a severe problem in Karnali and Sudurpaschim provinces, so the GoN has been dispatching hundreds of tonnes of subsidized rice every year to these provinces. Even when people have cash earned through several livelihood-related occupations, including remittances, people are often bound to buy at a very high price or reduced amount due to limited production in the project districts. By transporting rice and other foodstuff directly to the districts and LG headquarters, the project complemented the amount of food items transported to these districts (More than 1,000 Mt of rice and lentils distributed already distributed in the current cycle), Ration per student/per day- 80g of fortified rice, 20g of lentils, 10g of fortified vegetable oil and Iodized salt (2g).
School Health and Nutrition	The MSNP (Phase 2) (2018-2022) implemented by federal, provincial and local, delegates local levels play a vital role in health and nutrition. The outcome 3 of the MSNP[113] is specifically important to this project as it vies for improved policies, plans and multisectoral coordination at federal, provincial and local levels to enhance the nutrition status of all population groups[114]. The project complements MSNP II, which brings together health, education, social welfare, WASH, and agriculture and livestock sectors to address malnutrition in the country. Though the MSNP II has come to an end, the government is further considering to design and implement the MSNP III. Province governments have begun to support kitchen construction, rehabilitation and training to cooks as part of their assistance package to SHN components.
Literacy improvement	Nepal National Framework (NNF) for SDG 4 provides key strategies for the country to improve literacy, among others. The NNF envisages to ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant effective learning outcomes. Likewise, SSDP and SESP are the key guiding document for Nepal's School education sector.
Promote Improved Nutrition	Considering the nutritional value of indigenous crops like finger millets, naked barley *(Uwa)*, buck wheat, and fox millet (Chino), the MoALD launched an Indigenous Crop Promotion Programme in 2022 in collaboration with the schools and LGs to support the Mid-day Meal Program targeting schools of the selected municipalities and rural municipalities to provide technical and financial assistance to increase students' awareness on the importance of indigenous crops and recipes**[115]**.
Improved Safe Food Preparation, Handling, and Storage (Cooking)	Activities of international and multilateral agencies such as USAID, UNICEF, and the World Bank have focused on improving food safety practices as they pose significant risks to public health. Not only does the MoALD's Department of Food Technology and Quality Control (DFTQC) regulate the standard and food safety, but it also provides training on improved safe food preparation, handling, storage, and cooking through its regional and district-based (e.g., District Office, Doti). This project's activities relating

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[113] The outcome 3 of the NSMP is improved policies, plans snd multo-sectoral coordination at federal, provincial and local government levels to enhance the nutrition status of all population groups.

[114] NPC (2017), Multisector Nutrition Plan (Phase 2) (2018-2022), National Planning Commission

[115] Work Procedures for Implementing conditional financial transfer grant to the Province and Local Level for Implementing Agricultural Development Porgrammes, 2022, Ministry of Agriculture and Livestock Development (Approved on 19 Janaaury 2023).

WFP Project Components	Complementarities
	to improved safe food preparation, handling, and storage complement DFTQC activities.
Capacity strengthening	The McGovern-Dole Program contributes to the agenda of a five-year IDA funded School Sector Transformation Program (SSTP) (2023-2027)[116]. The development objective of this program is to increase equitable access and improve the quality and governance of school education[117]. Like SSTP, the capacity strengthening component of the McGovern-Dole Program (Activity 6) intends to strengthen capacity across local, provincial, and national levels, with varying levels of efforts focusing increasingly on the local level to manage and take on education, nutrition, hygiene components, and management, and support the national school meals program. These activities support the government's Green, Resilient, and Inclusive Development (GRID) agenda by investing in quality and equitable access to education.

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[116] A financing agreement was signed between the GoN and the World Bank to implement SSTP on June 1, 2023.
[117] World Bank (2023). The World Bank School Sector Transformation Program Operation, Program Appraisal Document, March 2, 2023, Nepal.

Annex 18: Project results disaggregated by respondent categories

Indicator 1: Number of school-age children receiving school meals on all school days (SBCC Custom 7)

Unit: Percent

Respondents	Baseline (2020) (%)	Target (%)		Progress (%)	Remark	
		Mid-term (2023)	Endline (2024)	Mid-term (2023)	% Change	P value
Girl	77.7	80	80	99.4	21.7	0.00000*
Boy	77.7	80	80	99.4	21.7	0.00000*
Total	**77.7**	**80**	**80**	**99.4**	**21.7**	**0.00000***

H_0: $P_1 = P_2$, H_1: $P_1 < P_2$ (Left tailed test).

* Significant at 95% confidence, i.e., access to school meal increased after intervention for both boys and girls

Table 1.1: Number of schools providing school meals

Respondent characteristics	Baseline		Mid-term		
	Schools (Number)	%	Schools (Number)	%	% change
Total	**90**	**77.7**	**342**	**99.4**	**21.7**
District					
Achham	15	76.5	75	100.0	23.5
Bajhang	27	80.9	64	98.4	17.5
Bajura	9	77.6	34	100.0	22.4
Darchula	15	76.8	49	100.0	23.2
Doti	7	71.3	58	100.0	28.7
Jajarkot	17	78.3	62	98.4	20.1
School type					
Primary	65	76.3	143	100.0	23.7
Basic	22	82.7	75	100.0	17.3
Secondary	3	69.7	124	98.4	28.7
District					
Transition (Cash)			120	99.2	
Non-transition (In-kind)			222	99.5	
Nature of intervention					
SMP			120	99.2	
SMP+SHN			75	100.0	
SMP+SHN+EGR			147	99.3	
Gender of students					
Girl	90	77.7	342	99.4	21.7
Boy	90	77.7	342	99.4	21.7

Table 1.2: Number of students receiving school meals (Midline)

Respondent categories	Total number of students enrolled (Grade I -VI)			% of students receiving meal		
	Total	Boy	Girl	Total	Boy	Girl
Total	**41,898**	**19,738**	**22,160**	**99.0**	**99.0**	**99.0**
District						
Achham	10,499	5,015	5,484	100.0	100.0	100.0
Bajhang	8,166	3,873	4,293	97.1	97.2	97.0
Bajura	3,779	1,740	2,039	100.0	100.0	100.0
Darchula	5,752	2,854	2,898	100.0	100.0	100.0
Doti	7,453	3,337	4,116	100.0	100.0	100.0
Jajarkot	6,249	2,919	3,330	97.3	97.1	97.4
School Type						
Primary (1-5)	11,608	5,344	6,264	100.0	100.0	100.0
Basic (1-8)	10,049	4,683	5,366	100.0	100.0	100.0
Secondary (1-12)	20,241	9,711	10,530	98.0	98.0	98.0
Transition						
Transition (Cash)	13,702	6,256	7,446	98.8	98.7	98.8
Non-transition (In-kind)	28,196	13,482	14,714	99.2	99.2	99.1
Nature of Intervention						
SMP	13,702	6,256	7,446	98.8	98.7	98.8
SMP+SHN	10,499	5,015	5,484	100.0	100.0	100.0
SMP+EGR+SHN	17,697	8,467	9,230	98.7	98.7	98.6

Table 1.3: Student perception of meals served at schools

	Transition district			Non-transition district			Overall		
	Boy(n=624)	Girl(n=701)	Total (n=1325)	Boy (n=1192)	Girl (n=1259)	Total (n=2451)	Boy (n=1816)	Girl (n=1960)	Total (n=3776)
School offers meal every day									
Everyday	67.8	69.9	68.9	71.9	72.3	72.1	70.5	71.4	71.0
Every day except Friday	12.8	11.0	11.8	10.4	10.2	10.3	11.2	10.5	10.8
Most of the day	18.4	18.1	18.3	14.8	14.5	14.6	16.0	15.8	15.9
Sometimes	0.2	0.3	0.2	2.5	2.7	2.6	1.7	1.8	1.8
Never	0.8	0.7	0.8	0.4	0.4	0.4	0.6	0.5	0.5
B. Types of food served daily	Boy(n=509)	Girl(n=576)	Total (n=1085)	Boy (n=1030)	Girl (n=1085)	Total (n=2115)	Boy (n=1539)	Girl (n=1661)	Total (n=3200)
Different	76.1	75.6	75.8	9.0	8.6	8.8	32.0	32.6	32.3
Same	23.9	24.4	24.2	91.0	91.4	91.2	68.0	67.4	67.7
C. Sufficient to satisfy hunger	Boy(n=509)	Girl(n=576)	Total (n=1085)	Boy (n=1030)	Girl (n=1085)	Total (n=2115)	Boy (n=1539)	Girl (n=1661)	Total (n=3200)
Sufficient	90.7	92.2	91.5	96.4	96.9	96.7	94.4	95.2	94.8
Not sufficient	9.3	7.8	8.5	3.6	3.1	3.3	5.6	4.8	5.2
D. Serving hot meal	Boy(n=509)	Girl(n=576)	Total (n=1085)	Boy (n=1030)	Girl (n=1085)	Total (n=2115)	Boy (n=1539)	Girl (n=1661)	Total (n=3200)
Hot	93.8	93.7	93.7	97.5	98.2	97.8	96.2	96.6	96.4
Others	6.3	6.3	6.3	2.5	1.8	2.2	3.8	3.4	3.6

Indicator 2: Average student attendance rate in USDA-supported classrooms/schools (Standard 2)

Respondents	Baseline (2020) (%)	Target (%) Mid-term (2023)	Target (%) Endline (2024)	Progress (%) Mid-term (2023)	Achievement % Change	Achievement P value
a. Record review						
Total	60.7	80	85	74.2	13.5	0.00009*
Girl	61.4	80	85	75.0	13.6	0.00008*
Boy	60.0	80	85	73.4	13.4	0.00012*
b. Headcount						
Total	61.2	80	85	63.8	2.6	0.24352
Girl	61.2	80	85	62.6	3.7	0.35456
Boy	61.2	80	85	64.9	1.4	0.16057

H_0: $P_1 = P_2$, H_1: $P_1 < P_2$ (Left tailed test).

* Significant at 95% confidence, i.e., Attendance rate of overall students as well as for both boys and girls is significant based on record review. i.e. Attendance rate of student has been increased after the project implementation at school.

But while testing the attendance based on head count or based on the survey day it is found to be insignificant. That means this contradicts the result of record review.

Table 2.1: Attendance of students (based on record review)

Respondent characteristics	Baseline Number (School)	Baseline %	Mid-term Number (Students)	Mid-term %	% Change
Total	328	60.7	21,486	74.2	13.5
District					
Achham	69	46.7	5,371	66.3	19.6
Bajhang	64	73.0	4,067	81.4	8.4
Bajura	34	67.2	1,964	77.5	10.3
Darchula	49	75.2	3,306	82.0	6.8
Doti	56	62.5	3,667	77.4	14.9
Jajarkot	56	43.7	3,111	64.6	20.9
School type					
Primary	174	62.0	5,507	75.0	13.0
Basic	56	61.1	5,024	72.4	11.3
Secondary	98	59.5	10,955	74.7	15.2
District					
Transition (Cash)			6,778	71.6	
Non-transition (In-kind)			14,708	75.4	
Nature of intervention					
SMP	112	54.7	6,778	71.6	16.9
SMP+SHN	69	46.7	5,371	66.3	19.6
SMP+SHN+EGR	147	71.9	9,337	80.8	8.9
Gender of students					
Girl	328	61.4	11,285	75.0	13.6
Boy	328	60.0	10,201	73.4	13.4
Grade					
1	326	56.6	7,811	70.0	13.4
3	328	64.0	6,237	77.4	13.4
8	154	63.2	7,438	76.0	12.8

Table 2.2: Attendance of students in grade I, III and VIII (based on headcount on survey day)

Respondent characteristics	Baseline Number (School)	%	Mid-term Number (Students)	%	% Change
Total	**330**	**61.2**	**21,486**	**63.8**	**2.6**
District					
Achham	69	56.0	5,371	58.4	2.4
Bajhang	64	67.9	4,067	71.4	3.5
Bajura	34	66.2	1,964	67.4	1.2
Darchula	49	78.7	3,306	72.9	-5.8
Doti	56	54.1	3,667	58.1	4.0
Jajarkot	58	52.4	3,111	57.9	5.5
School type					
Primary	175	56.4	5,507	57.2	0.8
Basic	57	58.9	5,024	64.4	5.5
Secondary	98	65.8	10,955	66.9	1.1
Program					
Transition (Cash)			6,778	58.0	
Non-transition (In-kind)			14,708	66.5	
Nature of intervention					
SMP	114	53.3	6,778	58.0	4.7
SMP+SHN	69	56.0	5,371	58.4	2.4
SMP+SHN+EGR	147	70.4	9,337	71.1	0.7
Gender of students					
Girl	330	61.2	11,285	64.9	3.7
Boy	330	61.2	10,201	62.6	1.4
Grade					
I	330	53.3	7,811	56.2	2.9
III	330	65.6	6,237	68.1	2.5
VIII	155	67.8	7,438	68.1	0.3

Table 2.3: Perception of headteacher on attendance of students and factor affecting attendance

	Transition (Cash)		Non-Transition (In-kind)		Overall	
	No	%	No	%	No	%
Attendance rate in schools (HT 38)						
Above 70%	96	80.0	202	91.0	298	87.1
Less than 70%	24	20.0	20	9.0	44	12.9
Poor attendance in school						
Sickness	5	20.8	3	15.0	8	18.2
Long distance from home	13	54.2	3	15.0	16	36.4
Adverse climate	10	41.7	9	45.0	19	43.2
Festivals	5	20.8	2	10.0	7	15.9
Involvement in household works/farm works	20	83.3	18	90.0	38	86.4
Financial crisis	10	41.7	11	55.0	21	47.7
Lack of students' awareness/or interest	5	20.8	1	5.0	6	13.6
Lack of parental awareness	18	75.0	5	25.0	23	52.3
Lack of parental support	13	54.2	5	25.0	18	40.9
Students above grade 6 do not get Midday meal.	1	4.2	3	15.0	4	9.1
Mensuration (for girls)	0	0.0	0	0.0	0	0.0
Child marriage	4	16.7	1	5.0	5	11.4

Indicator 3: Average retention rate of students (Custom 1)

Respondents	Baseline (2020) (%)	Target (%)		Progress (%)	Achievement	
		Mid-term (2023)	Endline (2024)	Mid-term (2023)	% change	P value
Total	**92.1**	**94**	**95**	**91.3**	**-0.8**	**0.64619**
Girls	92.4	94	95	90.6	-1.8	0.79795
Boys	92.7	94	95	92.0	0.3	0.63331

H_0: $P_1 = P_2$, H_1: $P_1 < P_2$ (Left tailed test).

Not Significant at 95% confidence, i.e. There is no any impact of project on Retention rate of students

Table 3.1: Retention rate of students

Respondent characteristics	Baseline		Mid-term		% change
	Number (School)	%	Number (Students)	%	
Total	**328**	**92.1**	**23,734**	**91.3**	**-0.8**
District					
Achham	67	92.8	5,972	92.4	-0.4
Bajhang	64	91.9	4,609	92.0	0.1
Bajura	34	93.5	2,158	89.2	-4.3
Darchula	49	93.2	3,316	95.1	1.9
Doti	56	90.8	4,084	90.2	-0.6
Jajarkot	58	91.0	3,595	87.8	-3.2
School type					
Primary	175	90.8	6,164	89.0	-1.8
Basic	56	93.3	5,675	91.2	-2.1
Secondary	97	92.7	11,895	92.6	-0.1
District					

Respondent characteristics	Baseline		Mid-term		% change
	Number (School)	%	Number (Students)	%	
Transition (Cash)			7,679	89.1	89.1
Non-transition (In-kind)			16,055	92.4	92.4
Nature of intervention					
SMP	114	90.9	7,679	89.1	-1.8
SMP+SHN	67	92.8	5,972	92.4	-0.4
SMP+SHN+EGR	147	92.7	10,083	92.4	-0.3
Gender of students					
Girl	328	92.4	11,387	90.6	-1.8
Boy	327	91.7	12,347	92.0	0.3
Grade					
1	328	90.1	9,216	89.2	-0.9
3	291	94.2	6,893	91.5	-2.7
8	104	93.7	7,625	93.7	0.0

Indicator 4: Minimum diet diversity of school-age children (Custom 11)

Table 4.1: Types of food consumed by children in past 24 hours

Respondent Characteristics	Daily food items intake			Distribution						
	Number of parents	Average Food Items	SE	1. Grain, Roots and Tubers	2. Legumes/pulses and Nuts/oils	3. Dairy products	4. Flesh food / Meat	5. Eggs	6. Vitamin A rich fruits and vegetables	7. Other fruits and vegetables
				%	%	%	%	%	%	%
Total	**3011**	**4.5**	**0.02**	100.0	100.0	58.8	20.8	13.6	75.3	83.1
District										
Achham	604	4.3	0.03	100.0	100.0	46.9	22.4	11.3	68.2	83.4
Bajhang	574	4.7	0.03	100.0	100.0	79.4	19.3	11.8	80.8	78.4
Bajura	306	4.4	0.05	100.0	100.0	62.7	16.0	9.5	78.4	77.8
Darchula	470	4.9	0.04	100.0	100.0	75.5	20.4	20.2	90.9	86.8
Doti	508	4.4	0.04	100.0	100.0	50.8	19.9	10.8	76.6	82.5
Jajarkot	549	4.3	0.03	100.0	100.0	41.3	24.6	16.9	61.0	88.2
School Type										
Primary (1-5)	1061	4.4	0.03	100.0	100.0	51.9	20.6	13.0	70.2	83.1
Basic (1-8)	719	4.5	0.03	100.0	100.0	61.2	17.8	11.7	77.1	80.3
Secondary (1-12)	1231	4.6	0.02	100.0	100.0	63.4	22.7	15.1	78.6	84.8
Transition										
Transition (Cash)	1057	4.4	0.03	100.0	100.0	45.9	22.3	14.0	68.5	85.4
Non-transition (In-kind)	1954	4.6	0.02	100.0	100.0	65.8	20.0	13.3	79.0	81.9
Nature of Intervention										
SMP	1057	4.4	0.03	100.0	100.0	45.9	22.3	14.0	68.5	85.4
SMP+SHN	604	4.3	0.03	100.0	100.0	46.9	22.4	11.3	68.2	83.4
SMP+EGR+SHN	1350	4.7	0.02	100.0	100.0	74.3	19.0	14.2	83.8	81.2
Gender of students										
Girl	1598	4.5	0.02	100.0	100.0	58.8	20.9	12.7	74.7	83.2

Respondent Characteristics	Daily food items intake			Distribution						
	Number of parents	Average Food Items	SE	1. Grain, Roots and Tubers	2. Legumes/pulses and Nuts/oils	3. Dairy products	4. Flesh food / Meat	5. Eggs	6. Vitamin A rich fruits and vegetables	7. Other fruits and vegetables
				%	%	%	%	%	%	%
Boy	1413	4.5	0.02	100.0	100.0	58.8	20.7	14.5	75.9	83.0
Caste										
Brahmin/Chhetri	2170	4.6	0.02	100.0	100.0	66.8	19.1	13.3	76.5	82.6
Janajati	66	4.5	0.12	100.0	100.0	43.9	34.8	18.2	63.6	86.4
Dalit	775	4.3	0.03	100.0	100.0	37.7	24.4	13.9	72.9	84.4
Age of students										
5-9 Years	1250	4.5	0.02	100.0	100.0	60.0	20.6	15.5	75.5	83.1
10-14 Years	1700	4.5	0.02	100.0	100.0	57.8	21.2	12.2	74.9	83.4
15 and above	61	4.5	0.11	100.0	100.0	63.9	13.1	11.5	80.3	77.0

Table 4.2: Minium dietary diversity of children

Respondents	Baseline (2020) (%)	Target (%)		Progress (%)	Achievement	
		Mid-term (2023)	Endline (2024)	Mid-term (2023)	% Change	P-Value
Total	**93.4**	**95**	**95**	**94.0**	**0.6**	**0.20037**
Boys	93.4	95	95	94.2	0.8	0.38162
Girls	93.4	95	95	93.7	0.3	0.21867

H_0: $P_1 = P_2$, H_1: $P_1 < P_2$ (Left tailed test).

Not Significant at 95% confidence, i.e. there is no any significant change in dietary diversity of children after the project implementation. However, there is little increment in dietary status of children.

Table 4.3: Minium dietary diversity of children

Respondent characteristics	Baseline		Mid-term		% Change
	Number (Students)	%	Number (Students)	%	
Total	**1849**	**93.4**	**3011**	**94.0**	**0.6**
District					
Achham	412	93.0	604	92.9	-0.1
Bajhang	400	93.3	574	97.4	4.1
Bajura	222	89.6	306	94.4	4.8
Darchula	309	95.1	470	99.4	4.3
Doti	325	94.5	508	91.7	-2.8
Jajarkot	181	94.5	549	88.7	-5.8
School type					
Primary	689	93.8	1,061	90.7	-3.1
Basic	423	92.7	719	95.8	3.1
Secondary	737	93.5	1,231	95.7	2.2
District					
Transition (Cash)			1057	90.2	
Non-transition (In-kind)			1954	96.0	
Nature of intervention					
SMP	506	94.5	1057	90.2	-4.3
SMP+SHN	412	93.0	604	92.9	-0.1
SMP+SHN+EGR	931	93.0	1350	97.4	4.4
Gender of students					
Girl	974	93.4	1598	93.7	0.3
Boy	875	93.4	1413	94.2	0.8
Caste					
Brahmin/Chhetri	1385	94.1	2170	95.4	1.3
Janajati	1	100.0	66	90.9	-9.1
Dalit	434	91.0	775	90.2	-0.8
Madeshi	1	100.0			
Others	3	66.7			
Age of students					
5-9	716	95.1	1250	94.2	-0.9
10-14	1079	92.2	1700	93.9	1.7
15 and above	54	94.4	61	91.8	-2.6

Indicator 5: Percentage of parents aware of the importance of school meal program (Custom 12)

Respondents	Baseline (2020) (%)	Target (%)		Progress (%)	Achievement	
		Mid-term (2023)	Endline (2024)	Mid-term (2022)	%	P-value
Total	**16.0**	**30**	**50**	**24.7**	**8.7**	**0.00000***
Female	14.1	28	48	25.3	10.2	0.00000*
Male	18.8	33	53	24.3	6.5	0.00030*

H_0: $P_1 = P_2$, H_1: $P_1 < P_2$ (Left tailed test).

*Significant at 95% confidence, i.e. Awareness level of parents about the importance of school meal program has been significantly increased after the project implementation. And is also significant in case of both girls and boys student parents.

Table 5.1: Percent of parents aware of SMP

Respondent characteristics	Baseline		Mid-term		% Change
	Number (Parents)	%	Number (Students)	%	
Total	**1849**	**16.0**	**3011**	**24.7**	**8.7**
District					
Achham	412	12.6	604	31.1	18.5
Bajhang	400	19.8	574	24.4	4.6
Bajura	222	5.4	306	31.4	26.0
Darchula	309	18.4	470	18.1	-0.3
Doti	325	10.8	508	23.4	12.6
Jajarkot	181	33.7	549	21.3	-12.4
School type					
Primary	689	18.6	1,061	22.3	3.7
Basic	423	16.8	719	23.8	7.0
Secondary	737	13.2	1,231	27.4	14.2
District					
Transition (Cash)			1057	22.3	
Non-transition (In-kind)			1954	26.0	
Nature of intervention					
SMP	506	19.0	1057	22.3	3.3
SMP+SHN	412	12.6	604	31.1	18.5
SMP+SHN+EGR	931	15.9	1350	23.8	7.9
Gender of Parents					
Female	1087	14.1	1598	24.3	10.2
Male	762	18.8	1413	25.3	6.5
Caste					
Brahmin/Chhetri	1385	17.4	2170	26.6	9.2
Janajati	24	25.0	66	12.1	-12.9
Dalit	434	11.1	775	20.5	9.4
Madeshi	2	0			

Table 5.2: Distribution of parents based on awareness of SMP

| Respondent characteristics | Number (Parents) | At-least one benefits | Distribution of parents (%) | | | | | |
			None	1-2 benefits	3 - 4 benefits	5 -6 benefits	7 and more benefits	Total
Total	**3011**	**24.7**	**1.6**	**31.0**	**42.6**	**16.5**	**8.2**	**100.0**
District								
Achham	604	31.1	1.3	32.0	35.6	18.9	12.3	100.0
Bajhang	574	24.4	1.4	31.2	43.0	18.5	5.9	100.0
Bajura	306	31.4	0.3	17.0	51.3	24.2	7.2	100.0
Darchula	470	18.1	2.8	31.5	47.7	10.4	7.7	100.0
Doti	508	23.4	1.6	35.4	39.6	13.8	9.6	100.0
Jajarkot	549	21.3	1.8	33.2	43.7	15.3	6.0	100.0
School type								
Primary	1,061	22.3	1.4	33.6	42.7	15.9	6.4	100.0
Basic	719	23.8	1.5	28.7	46.0	15.0	8.8	100.0
Secondary	1,231	27.4	1.8	30.2	40.6	17.9	9.5	100.0
District								
Transition (Cash)	1057	22.3	1.7	34.2	41.7	14.6	7.8	100.0
Non-transition (In-kind)	1954	26.0	1.5	29.3	43.1	17.6	8.5	100.0
Nature of intervention								
SMP	1057	22.3	1.7	34.2	41.7	14.6	7.8	100.0
SMP+SHN	604	31.1	1.3	32.0	35.6	18.9	12.3	100.0
SMP+SHN+EGR	1350	23.8	1.6	28.1	46.5	17.0	6.8	100.0
Gender of students								
Girl	1598	24.3	1.4	32.4	41.9	15.6	8.7	100.0
Boy	1413	25.3	1.8	29.4	43.5	17.6	7.7	100.0
Caste								
Brahmin/Chhetri	2170	26.6	1.5	30.5	41.3	17.3	9.3	100.0
Janajati	66	12.1	1.5	37.9	48.5	6.1	6.1	100.0
Dalit	775	20.5	1.8	31.9	45.8	15.1	5.4	100.0

Indicator 6: Percentage of students aware of the importance of school meal program (Custom 14)

Respondents	Baseline (2020) (%)	Target (Number)		Progress (%)	Achievement	
		Mid-term (2022)	Endline (2024)	Mid-term (2022)	%	P-value
Total	**12.9**	**40**	**60**	**20.9**	**8.0**	**0.00000***
Girls	12.3	39	59	21.3	9.0	0.00000*
Boys	13.6	41	61	20.4	6.8	0.00000*

H_0: $P_1 = P_2$, H_1: $P_1 < P_2$ (Left tailed test).

* Significant at 95% confidence, i.e., Students awareness on school meal program has been significantly increased.

Table 6.1: Percent of children aware of SMP

Respondent characteristics	Baseline		Mid-term		Remark
	Number (Students)	%	Number (Students)	%	% Change
Total	**2087**	**12.9**	**3776**	**20.9**	**8.0**
District					
Achham	412	5.6	780	26.5	20.9
Bajhang	422	15.6	715	12.6	-3.0
Bajura	240	2.1	362	42.0	39.9
Darchula	339	7.1	594	11.1	4.0
Doti	314	8.6	643	25.7	17.1
Jajarkot	360	34.7	682	15.8	-18.9
School type					
Primary	539	16.7	1,206	17.9	1.2
Basic	569	15.6	942	21.2	5.6
Secondary	979	9.3	1,628	22.9	13.6
District					
Transition (Cash)			1325	20.6	
Non-transition (In-kind)			2451	21.0	
Nature of intervention					
SMP	674	22.6	1325	20.6	-2.0
SMP+SHN	412	5.6	780	26.5	20.9
SMP+SHN+EGR	1001	9.5	1671	18.4	8.9
Gender of students					
Girl	1054	12.3	1960	21.3	9.0
Boy	1033	13.6	1816	20.4	6.8
Age of students					
5-9	262	9.9	688	15.0	5.1
10-14	1710	13.6	2979	22.1	8.5
15 and above	115	10.4	109	24.8	14.4

Table 6.2: Distribution of children based on awareness of SMP

Respondent characteristics	Number (Students)	At-lease one benefits	Distribution of parents (%)					
			None	1-2 benefits	3 - 4 benefits	5 -6 benefits	7 and more benefits	Total
Total	**3776**	**20.9**	**4.9**	**32.3**	**41.9**	**16.0**	**4.8**	**100.0**
District								
Achham	780	26.5	4.7	26.9	41.8	22.9	3.6	100.0
Bajhang	715	12.6	2.9	32.3	52.2	10.6	2.0	100.0
Bajura	362	42.0	3.9	13.3	40.9	35.1	6.9	100.0
Darchula	594	11.1	5.2	45.5	38.2	6.4	4.7	100.0
Doti	643	25.7	5.0	35.8	33.6	15.4	10.3	100.0
Jajarkot	682	15.8	7.2	34.0	43.0	12.6	3.2	100.0
School type								
Primary	1,206	17.9	6.7	35.4	40.0	13.7	4.2	100.0
Basic	942	21.2	3.8	27.9	47.0	17.7	3.5	100.0
Secondary	1,628	22.9	4.1	32.6	40.4	16.8	6.1	100.0
District								
Transition (Cash)	1325	20.6	6.1	34.9	38.4	14.0	6.6	100.0
Non-transition (In-kind)	2451	21.0	4.2	31.0	43.8	17.1	3.9	100.0
Nature of intervention								
SMP	1325	20.6	6.1	34.9	38.4	14.0	6.6	100.0
SMP+SHN	780	26.5	4.7	26.9	41.8	22.9	3.6	100.0
SMP+SHN+EGR	1671	18.4	3.9	32.9	44.8	14.4	4.0	100.0
Gender of students								
Girl	1960	21.3	5.1	33.3	40.4	16.2	5.2	100.0
Boy	1816	20.4	4.7	31.3	43.6	15.9	4.5	100.0
Grade								
Primary	2162	17.5	6.0	35.3	41.2	14.0	3.5	100.0
Basic	1614	25.3	3.4	28.3	42.9	18.7	6.6	100.0
Age of students								
5-9 Years	688	15.0	8.0	37.1	40.0	12.1	2.9	100.0
10-14 Years	2979	22.1	4.3	31.5	42.2	16.8	5.3	100.0
15 and above	109	24.8	1.8	26.6	46.8	19.3	5.5	100.0

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

Indicator 7: Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance (Standard 20)

Respondents	Baseline (2020) (%)	Target (Number)		Progress (%)	Achievement	
		Mid-term (2022)	Endline (2024)	Mid-term (2022)	%	P-value
Total	**29.5**	**65**	**70**	**64.8**	**35.3**	**0.00000***
Women	50.0	65	70	60.6	10.6	0.28127
Men	27.1	65	70	66.0	38.9	0.00000*

H_0: $P_1 = P_2$, H_1: $P_1 < P_2$ (Left tailed test).

* Significant at 95% confidence, i.e., There is significantly increase in the behaviour of cook using new safe food preparation and storage practices. Here, we have seen that scenario in case of female cook. It is because they are less in number at the baseline phase.

Table 7.1: Percent of Cook demonstrating safe food preparation and storage practices

Respondent characteristics	Baseline		Mid-term		% Change
	Number (Cooks)	%	Number (Cooks)	%	
Total	**78**	**29.5**	**327**	**64.8**	**35.3**
District					
Achham	16	31.3	73	61.6	30.3
Bajhang	23	26.1	63	77.8	51.7
Bajura	8	25.0	34	67.6	42.6
Darchula	9	44.4	49	61.2	16.8
Doti	13	30.8	55	63.6	32.8
Jajarkot	9	22.2	53	56.6	34.4
School type					
Primary	61	32.8	137	67.2	34.4
Basic	14	14.3	74	64.9	50.6
Secondary	3	33.3	116	62.1	28.8
District					
Transition (Cash)			108	60.2	
Non-transition (In-kind)			219	67.1	
Nature of intervention					
SMP	22	27.3	108	60.2	32.9
SMP+SHN	16	31.3	73	61.6	30.3
SMP+SHN+EGR	40	30.0	146	69.9	39.9
Cook gender					
Women	8	50.0	71	60.6	10.6
Men	70	27.1	256	66.0	38.9
Ethnicity					
Brahmin/Chettri	70	27.1			
Dalit	7	57.1			
Other Janajati	1	0.0			

Table 7.2: Distribution of cook demonstrating use of new safe food preparation and storage practices

Respondent characteristics	Distribution of cook , %				
	0	1-4	5-7	8 and above	Total
Total	**0.0**	**0.9**	**34.3**	**64.8**	**100.0**
District					
Achham	0.0	2.7	35.6	61.6	100.0
Bajhang	0.0	0.0	22.2	77.8	100.0
Bajura	0.0	2.9	29.4	67.6	100.0
Darchula	0.0	0.0	38.8	61.2	100.0
Doti	0.0	0.0	36.4	63.6	100.0
Jajarkot	0.0	0.0	43.4	56.6	100.0
School type					
Primary	0.0	0.0	32.8	67.2	100.0
Basic	0.0	2.7	32.4	64.9	100.0
Secondary	0.0	0.9	37.1	62.1	100.0
District					
Transition (Cash)	0.0	0.0	39.8	60.2	100.0
Non-transition (In-kind)	0.0	1.4	31.5	67.1	100.0
Nature of intervention					
SMP	0.0	0.0	39.8	60.2	100.0
SMP+SHN	0.0	2.7	35.6	61.6	100.0
SMP+SHN+EGR	0.0	0.7	29.5	69.9	100.0
Gender					
Women	0.0	0.0	39.4	60.6	100.0
Men	0.0	1.2	32.8	66.0	100.0

Activity 3 - Provide an Integrated Package of School Health and Nutrition Interventions

Indicator 8: Number of schools using an improved water source (Standard 27)

Respondents	Baseline (2020) (%)	Target (Number)		Progress (%)	Achievement	
		Mid-term (2022)	Endline (2024)	Mid-term (2022)	%	P-value
Observed	92.6			95.9	3.3	0.06864
Reported	93.9			94.8	0.9	0.34161

H_0: $P_1 = P_2$, H_1: $P_1 < P_2$ (Left tailed test).

Not Significant at 95% confidence, i.e., There is no significantly increase in the number of schools using improved water source after the project implementation.

Table 8.1: Number of schools with improved water sources (Observed)

Respondent characteristics	Baseline		Mid-term		% Change
	Number (Schools)	%	Number (Schools)	%	
Total	**216**	**92.6**	**222**	**95.9**	**3.3**
District					
Achham	69	89.9	75	97.3	7.4
Bajhang	64	98.4	64	92.2	-6.2
Bajura	34	82.4	34	94.1	11.7
Darchula	49	95.9	49	100.0	4.1
School type					
Primary	107	86.9	88	93.2	6.3
Basic	43	97.7	49	98.0	0.3
Secondary	66	98.5	85	97.6	-0.9

Table 8.2: Number of schools with improved water sources (Reported)

Respondent characteristics	Baseline		Mid-term		% Change
	Number (Schools)	%	Number (Schools)	%	
Total	**212**	**93.9**	**210**	**94.8**	**0.9**
District					
Achham	69	91.3	69	95.7	4.4
Bajhang	64	96.9	61	91.8	-5.1
Bajura	34	91.2	34	94.1	2.9
Darchula	45	95.6	46	97.8	2.2
School type					
Primary	104	89.4	84	90.5	1.1
Basic	43	100.0	49	98.0	-2.0
Secondary	65	96.9	77	97.4	0.5

Table 8.3: Number of schools with water treatment facilities

Respondent characteristics	Yes		No	
	Number (Schools)	%	Number (Schools)	%
Total	**61**	**27.5**	**161**	**72.5**
District				
Achham	26	34.7	49	65.3
Bajhang	6	9.4	58	90.6
Bajura	18	52.9	16	47.1
Darchula	11	22.4	38	77.6
School type				
Primary	30	34.1	58	65.9
Basic	13	26.5	36	73.5
Secondary	18	21.2	67	78.8

Table 8.4: Type of water treatment facilities at schools (Percent)

	No of respondents	Let it stand and settle/ sedimentation	Strain it through cloth	Boil it	Add bleach/chlorine	Use a water filter	Solar disinfection (Sodis method)	Boil to lukewarm
Total	**222**	**0.9**	**0.0**	**0.0**	**1.4**	**25.7**	**0.0**	**0.0**
District								
Achham	75	1.3	0.0	0.0	0.0	34.7	0.0	0.0
Bajhang	64	0.0	0.0	0.0	0.0	9.4	0.0	0.0
Bajura	34	2.9	0.0	0.0	5.9	44.1	0.0	0.0
Darchula	49	0.0	0.0	0.0	2.0	20.4	0.0	0.0
School type								
Primary	88	1.1	0.0	0.0	1.1	31.8	0.0	0.0
Basic	49	0.0	0.0	0.0	0.0	26.5	0.0	0.0
Secondary	85	1.2	0.0	0.0	2.4	18.8	0.0	0.0

Indicator 9: Number of schools with improved sanitation facilities (Standard 28)

Respondents	Baseline (2020) (%)	Target (Number)		Progress (%)	Achievement	
		Mid-term (2022)	Endline (2024)	Mid-term (2022)	%	P-Value
Observed	94.0			98.6	4.6	0.00523*
Reported	96.2			98.6	2.4	0.05672

H_0: $P_1 = P_2$, H_1: $P_1 < P_2$ (Left tailed test).

*Significant at 95% confidence, i.e., From the school observation it is seen that there is significantly increase in using improved sanitation at school level.

Table 9.1: Number of schools with improved sanitation facilities (Observed)

Respondent characteristics	Baseline		Mid-term		Remark
	Number (Schools)	%	Number (Schools)	%	% Change
Total	**216**	**94.0**	**222**	**98.6**	**4.6**
District					
Achham	69	94.2	75	98.7	4.5
Bajhang	64	95.3	64	98.4	3.1
Bajura	34	85.3	34	97.1	11.8
Darchula	49	98.0	49	100.0	2.0
School type					
Primary	107	91.6	88	96.6	5.0
Basic	43	93.0	49	100.0	7.0
Secondary	66	98.5	85	100.0	1.5

Table 9.2: Number of schools with improved sanitation facilities (Reported)

Respondent characteristics	Baseline		Mid-term		Remark
	Number (Schools)	%	Number (Schools)	%	% Change
Total	**212**	**96.2**	**210**	**98.6**	**2.4**
District					
Achham	69	98.6	69	98.6	0.0
Bajhang	64	93.8	61	98.4	4.6
Bajura	34	91.2	34	97.1	5.9
Darchula	45	100.0	46	100.0	0.0
School type					
Primary	104	95.2	84	96.4	1.2
Basic	43	95.3	49	100.0	4.7
Secondary	65	98.5	77	100.0	1.5

Table 9.3: Number of schools with water supply at toilets

Respondent characteristics	Yes		No	
	Number (Schools)	%	Number (Schools)	%
Total	**157**	**70.7**	**65**	**29.3**
District				
Achham	49	65.3	26	34.7
Bajhang	42	65.6	22	34.4
Bajura	25	73.5	9	26.5
Darchula	**41**	**83.7**	**8**	**16.3**
School type				

Respondent characteristics	Yes		No	
	Number (Schools)	%	Number (Schools)	%
Primary	56	63.6	32	36.4
Basic	39	79.6	10	20.4
Secondary	62	72.9	23	27.1

Table 9.4: Perception of school health teacher on availability of school's toilets

	No of respondents	Availability	Accessibility	Cleanliness	Adequacy of water	Safety	All Five
Total	**210**	**41.9**	**22.9**	**36.2**	**33.8**	**26.7**	**8.1**
District							
Achham	69	50.7	34.8	43.5	39.1	31.9	14.5
Bajhang	61	39.3	14.8	37.7	41.0	32.8	4.9
Bajura	34	44.1	32.4	41.2	32.4	17.6	11.8
Darchula	46	30.4	8.7	19.6	17.4	17.4	0.0
School type							
Primary	84	47.6	33.3	41.7	33.3	33.3	15.5
Basic	49	44.9	20.4	36.7	40.8	28.6	6.1
Secondary	77	33.8	13.0	29.9	29.9	18.2	1.3

Indicator 10: Number of students receiving deworming medication(s) (Standard 29)

Respondents	Baseline (2020) (%)	Target (Number)		Progress (%)	Achievement	
		Mid-term (2022)	Endline (2024)	Mid-term (2022)	%	Remark
Total (Anyone)	**53.1**			**80.7**	**27.6**	**0.00000***
Girls	55.4			81.5	26.1	0.00000*
Boys	50.9			79.8	28.9	0.00000*

H_0: $P_1 = P_2$, H_1: $P_1 < P_2$ (Left tailed test).

*Significant at 95% confidence, i.e., there is significantly change in the number of students receiving deworming medications after the project implementation.

Table 10.1: Percent of students receiving deworming medication at-least twice a year

Respondent characteristics	Baseline		Mid-term		% Change
	Number (Students)	%	Number (Students)	%	
Total	**1413**	**53.1**	**2451**	**80.7**	**27.6**
District					
Achham	412	55.3	780	82.2	26.9
Bajhang	422	55.9	715	79.0	23.1
Bajura	240	30.4	362	75.1	44.7
Darchula	339	63.1	594	84.0	20.9
School type					
Primary	324	56.5	739	82.1	25.6
Basic	429	45.9	626	85.3	39.4
Secondary	660	56.2	1,086	77.0	20.8
Gender of students					
Girl	709	55.4	1259	81.5	26.1
Boy	704	50.9	1192	79.8	28.9
Age of students					
5-9	152	55.3	415	81.4	26.1
10-14	1183	53.6	1970	80.6	27.0

Respondent characteristics	Baseline		Mid-term		% Change
	Number (Students)	%	Number (Students)	%	
15 and above	78	42.3	66	77.3	35.0

Table 10.2: Number of schools providing deworming medicine (SHN teacher)

Respondent characteristics	Baseline		Mid-term		% Change
	Number (Schools)	%	Number (Schools)	%	
Total	**212**	**72.2**	**210**	**99.0**	**26.8**
District					
Achham	69	79.7	69	100.0	20.3
Bajhang	64	64.1	61	96.7	32.6
Bajura	34	50.0	34	100.0	50.0
Darchula	45	88.9	46	100.0	11.1
School type					
Primary	104	65.4	84	98.8	33.4
Basic	43	76.7	49	100.0	23.3
Secondary	65	80.0	77	98.7	18.7
Gender of SHN teacher					
Female	64	76.6	70	98.6	22.0
Male	148	70.3	140	99.3	29.0

Indicator 11: Number of adolescent girls aged 10-19 years receiving biannual weekly Iron Folic Acid supplementation (Custom 4)

Respondents	Baseline (2020) (%)	Target (%)		Progress (%)	Achievement	
		Mid-term (2022)	Endline (2024)	Mid-term (2022)	%	P-Value
Girls	8.7	50	60	85.4	76.7	0.00000*

H_0: $P_1 = P_2$, H_1: $P_1 < P_2$ (Left tailed test).

*Significant at 95% confidence, i.e., there is significantly increase in the number of girls students receiving biannual weekly Iron Folic Acid after the project implementation.

Table 11.1 Adolescent girls aged 10-19 years receiving biannual weekly Iron Folic Acid supplementation

Respondent characteristics	Baseline		Mid-term		% change
	Number (Students)	%	Number (Students)	%	
Total	**127**	**8.7**	**556**	**85.4**	**76.7**
District					
Achham	35	11.4	167	90.4	79.0
Bajhang	33	12.1	155	80.0	67.9
Bajura	24	0.0	81	84.0	84.0
Darchula	35	8.6	153	86.3	77.7
School type					
Basic	52	5.8	210	90.0	84.2
Secondary	74	10.8	346	82.7	71.9
Age of students					
10-14	95	7.4	519	84.4	77.0
15 and above	32	12.5	37	100.0	87.5

Table 11.2: Number of schools providing iron folic acid to adolescent girl (grade VI and above schools)

Respondent characteristics	Baseline		Mid-term		Remark
	Number (Schools)	%	Number (Schools	%	% Change
Total			**134**	**76.9**	
District					
Achham			40	90.0	
Bajhang			36	58.3	
Bajura			19	89.5	
Darchula			39	74.4	
School type					
Basic			49	85.7	
Secondary			85	71.8	

Indicator 12: Number of schools with provision of sanitary pads (Custom 5)

Respondents	Baseline (2020) (%)	Target (%)		Progress (%)	Remark
		Mid-term (2022)	Endline (2024)	Mid-term (2022)	P-value
Schools	**83.5**	87	90	**94.8**	**0.00195***

H_0: $P_1 = P_2$, H_1: $P_1 < P_2$ (Left tailed test).

*Significant at 95% confidence, i.e., there is significantly increase in availability of sanitary pads at schools after the project implementation.

Table 12.1: Number of schools with provision of sanitary pad

Respondent characteristics	Baseline		Mid-term		Remark
	Number (Schools)	%	Number (Schools)	%	% Change
Total	**109**	**83.5**	**134**	**94.8**	**11.3**
District					
Achham	30	96.7	40	92.5	-4.2
Bajhang	32	59.4	36	94.4	35.0
Bajura	20	85.0	19	89.5	4.5
Darchula	27	96.3	39	100.0	3.7
School type					
Basic	43	81.4	49	85.7	4.3
Secondary	66	84.8	85	100.0	15.2

Table 12.2: Number of students using sanitary pads (grade VI and above schools only)

Respondent characteristics	Baseline		Mid-term		Remark
	Number (Schools)	%	Number (Students)	%	% Change
Total			**205**	**94.6**	
District					
Achham			57	96.5	
Bajhang			59	91.5	
Bajura			37	91.9	
Darchula			52	98.1	
School type					
Basic			77	89.6	
Secondary			128	97.7	
Age of students					
10-14			172	94.2	
15 and above			33	97.0	

Indicator 13: Number of schools with toilet with sanitary pads disposal bins (Custom 6)

Respondents	Baseline (2020) (%)	Target (%)		Progress (%)	Achievement	
		Mid-term (2023)	Endline (2024)	Mid-term (2023)	%	P-Value
Schools	45.0	60	65	76.9	31.9	0.00000*

H_0: $P_1 = P_2$, H_1: $P_1 < P_2$ (Left tailed test).

*Significant at 95% confidence, i.e., there is significantly increase in the use of sanitary pads disposal bins at toilet at schools after the project implementation.

Table 13.1: Number of schools with provision of sanitary pads (grade VI and above schools only)

Respondent characteristics	Baseline		Mid-term		Remark
	Number (Schools)	%	Number (Students)	%	% Change
Total	**109**	**45.0**	**134**	**76.9**	**31.9**
District					
Achham	30	43.3	40	77.5	34.2
Bajhang	32	46.9	36	69.4	22.5
Bajura	20	40.0	19	68.4	28.4
Darchula	27	48.1	39	87.2	39.1
School type					
Basic	43	37.2	49	61.2	24.0
Secondary	66	50.0	85	85.9	35.9

Indicator 14: Number of schools with at least one set of information education and communication and behavior change package (IEC/BCC) (SBCC Custom 5)

Respondents	Baseline (2020) (%)	Target (%)		Progress (%)	Achievement	
		Mid-term (2023)	Endline (2024)	Mid-term (2023)	%	P-Value
Schools	14.4	70	80	61.7	47.3	0.00000*

H_0: $P_1 = P_2$, H_1: $P_1 < P_2$ (Left tailed test).

*Significant at 95% confidence, i.e., there is significantly increase in the use of education and communication materials at schools after the project implementation.

Table 14.1: Number of schools with IEC/BCC packages

Respondent characteristics	Baseline		Midterm		Remark
	Number (School)	%	Number (School)	%	% Change
Total	**216**	**14.4**	**222**	**61.7**	**47.3**
District					
Achham	69	13.0	75	40.0	27.0
Bajhang	64	10.9	64	71.9	61.0
Bajura	34	35.3	34	64.7	29.4
Darchula	49	6.1	49	79.6	73.5
School type					
Primary	**107**	**16.8**	**88**	**62.5**	**45.7**
Basic	43	11.6	49	57.1	45.5
Secondary	66	12.1	85	63.5	51.4
Nature of intervention					
SMP+SHN	69	13.0	75	40.0	27.0
SMP+SHN+EGR	147	15.0	147	72.8	57.8
Gender of Head teacher					
Women	29	27.6	25	64.0	36.4
Men	187	12.3	197	61.4	49.1

Indicator 15: Number of schools celebrating national sanitation related campaigns at the community level (SBCC Custom 6)

Respondents	Baseline (2020) (%)	Target (%) Mid-term (2023)	Target (%) Endline (2024)	Progress (%) Mid-term (2023)	Remark P value
Schools	41.0	70	80	41.0	0.50000

Table 15.1: Number of schools celebrating national campaigns

Respondent characteristics	Baseline Number (School)	Baseline %	Midterm Number (Students)	Midterm No	Remark % Change
Total	**212**	**41.0**	**210**	**41.0**	**0.0**
District					
Achham	69	56.5	69	46.4	-10.1
Bajhang	64	21.9	61	26.2	4.3
Bajura	34	38.2	34	32.4	-5.8
Darchula	45	46.7	46	58.7	12.0
School type					
Primary	104	29.8	84	39.3	9.5
Basic	43	39.5	49	34.7	-4.8
Secondary	65	60.0	77	46.8	-13.2
Nature of intervention					
SMP+SHN			69	46.4	■
SMP+SHN+EGR			141	38.3	■
Gender of teacher					
Women			70	35.7	■
Men			140	43.6	■

Indicator 16: Number of schools conducting at least one annual health screening (Custom 3)

Respondents	Baseline (2020) (%)	Target (%) Mid-term (2023)	Target (%) Endline (2024)	Progress (%) Mid-term (2023)	Achievement %	Achievement Remark
Total	**8.5**	60	70	**54.8**	**46.3**	**0.00000***

H_0: $P_1 = P_2$, H_1: $P_1 < P_2$ (Left tailed test). *Significant at 95% confidence, i.e., there is significantly increase in the number of schools conducting health screening after intervention

Table 16.1: Schools conducting all five-health screening (height, weight, vision, hearing, and dental)

Respondent characteristics	Baseline Number (School)	Baseline %	Midterm Number (School)	Midterm No	Remark % Change
Total	**212**	**8.5**	**210**	**54.8**	**46.3**
District					
Achham	69	21.7	69	47.8	26.1
Bajhang	64	4.7	61	52.5	47.8
Bajura	34	0	34	44.1	44.1
Darchula	45	0	46	76.1	76.1
School type					
Primary	104	6.7	84	57.1	50.4
Basic	43	4.7	49	44.9	40.2
Secondary	65	13.8	77	58.4	44.6
Nature of intervention					
SMP+SHN			69	47.8	■
SMP+SHN+EGR			141	58.2	■
Gender of teacher					
Women			70	54.3	■

Men			140	55.0	

Table 16.2: Types of health-related screening conducted by schools

	Height, %		Weight, %		Vision, %		Hearing, %		Dental , %	
	Baseline	Midterm	Baseline	Midterm	Baseline	Midterm	Baseline	Midterm	Baseline	Midterm
Total	**25.0**	**91.9**	**37.7**	**92.4**	**22.2**	**78.1**	**12.3**	**62.9**	**11.8**	**58.6**
District										
Achham	37.7	89.9	40.6	89.9	37.7	79.7	27.5	53.6	27.5	53.6
Bajhang	15.6	93.4	45.3	95.1	17.2	77.0	9.4	60.7	6.3	55.7
Bajura	11.8	85.3	17.6	85.3	5.9	61.8	2.9	55.9	0.0	47.1
Darchula	31.1	97.8	37.8	97.8	17.8	89.1	0.0	84.8	4.4	78.3
School type										
Primary	23.1	97.6	23.1	97.6	15.4	79.8	10.6	63.1	8.7	60.7
Basic	20.9	89.8	20.9	89.8	23.3	65.3	4.7	51.0	7.0	49.0
Secondary	32.3	87.0	32.3	88.3	32.3	84.4	20.0	70.1	20.0	62.3
Nature of intervention										
SMP+SHN		89.9		89.9		79.7		53.6		53.6
SMP+SHN+EGR		92.9		93.6		77.3		67.4		61.0
Gender of teacher										
Women		94.3		94.3		74.3		64.3		58.6
Men		90.7		91.4		80.0		62.1		58.6

Table 16.3: Students reporting on height and weight measurement at school

Respondent characteristics	Height and Weight		Other health screenings	
	Number (Students)	%	Number (Students)	%
Total	**2451**	**83.3**	**2451**	**55.9**
District				
Achham	780	81.4	780	59.5
Bajhang	715	87.4	715	56.6
Bajura	362	71.3	362	27.1
Darchula	594	88.2	594	68.0
School type				
Primary	739	90.8	739	60.4
Basic	626	81.0	626	43.3
Secondary	1086	79.6	1086	60.2
Nature of intervention				
SMP+SHN	780	81.4	780	59.5
SMP+SHN+EGR	1671	84.2	1671	54.3
Gender of students				
Girl	1259	84.3	1259	55.6
Boy	1192	82.3	1192	56.3
Age of students				
5-9	415	84.3	415	52.8
10-14	1970	83.6	1970	56.9
15 and above	66	68.2	66	48.5

Indicator 17: Number of individuals who demonstrate the use of new child health and nutrition practices as a result of USDA assistance (Standard 19)

Respondents	Baseline (2020)	Target (Number)		Progress (%)	Achievement	
		Mid-term	Endline	Mid-term	%	P-Value

	(%)	(2023)	(2024)	(2023)		
Total (Anyone)	**49.2**	**60.0**	**70.0**	**54.8**	**5.6**	**0.00039***
Girls	55.2	60.0	70.0	57.5	2.3	0.16145
Boys	44.4	60.0	70.0	51.9	7.5	0.00080*

H_0: $P_1 = P_2$, H_1: $P_1 < P_2$ (Left tailed test).

*Significant at 95% confidence

Table 17.1: Individuals who demonstrate the use of new child health and nutrition practices as a result of USDA assistance (Standard 19)

Respondent characteristics	Baseline		Mid-term		Remark
	Number (Students)	%	Number (Students)	%	% Change
Total	**1412**	**49.2**	**2451**	**54.8**	**5.6**
District					
Achham	412	46.4	780	65.5	19.1
Bajhang	421	53.9	715	46.2	-7.7
Bajura	240	36.7	362	64.1	27.4
Darchula	339	55.5	594	45.5	-10.0
School type					
Primary	324	46.6	739	51.7	5.1
Basic	428	51.6	626	54.0	2.4
Secondary	6.0	48.8	1,086	57.4	8.6
Nature of intervention					
SMP+SHN	412	46.4	780	65.5	19.1
SMP+SHN+EGR	1000	50.5	1671	49.8	-0.7
Gender of students					
Girl	709	55.2	1259	57.5	2.3
Boy	703	44.4	1192	51.9	7.5
Age of students					
5-9	152	42.8	415	49.4	6.6
10-14	1182	49.6	1970	55.6	6.0
15 and above	78	55.1	66	65.2	10.1

Table 17.2: Distribution of individuals demonstrating the use of new child health and nutrition practices as a result of USDA assistance (Standard 19)

Respondent characteristics	Average score			Distribution of students				
	Number Students)	Score	SE	0-23%	24-46%	47-69%	70& above%	Total
Total	**2451**	**61.6**	**0.28**	**0.3**	**13.9**	**31.0**	**54.8**	**100.0**
District								
Achham	780	64.1	0.51	0.1	12.3	22.1	65.5	100.0
Bajhang	715	59.0	0.46	0.3	13.7	39.9	46.2	100.0
Bajura	362	63.3	0.73	0.8	10.8	24.3	64.1	100.0
Darchula	594	60.5	0.60	0.3	18.0	36.2	45.5	100.0
School type								
Primary	739	60.3	0.54	0.3	16.8	31.3	51.7	100.0
Basic	626	61.4	0.52	0.3	13.3	32.4	54.0	100.0
Secondary	1,086	62.6	0.42	0.4	12.2	30.0	57.4	100.0
Nature of intervention								
SMP+SHN	780	64.1	0.51	0.1	12.3	22.1	65.5	100.0
SMP+SHN+EGR	1671	60.5	0.33	0.4	14.6	35.2	49.8	100.0

Gender of students								
Girl	1259	62.1	0.40	0.5	13.4	28.6	57.5	100.0
Boy	1192	61.1	0.40	0.2	14.3	33.6	51.9	100.0
Grade of students								
Primary	1379	60.3	0.39	0.5	15.9	32.3	51.3	100.0
Secondary	1072	63.3	0.41	0.1	11.3	29.4	59.2	100.0
Age of students								
5-9	415	59.6	0.72	1.0	17.6	32.0	49.4	100.0
10-14	1970	61.9	0.31	0.2	13.2	31.0	55.6	100.0
15 and above	66	65.2	1.66	0.0	9.1	25.8	65.2	100.0

Indicator 18: Number of schools practicing segregated waste management practice (Custom 8)

Respondents	Baseline (2020) (%)	Target (Number)		Progress (%) Mid-term (2023)	Achievement	
		Mid-term (2023)	Endline (2024)		%	P-Value
Schools	**32.4**	60	70	**54.1**	21.7	**0.00000***

H_0: $P_1 = P_2$, H_1: $P_1 < P_2$ (Left tailed test).

*Significant at 95% confidence, i.e. There is increase in the number of schools practicing segregated waste management.

Table 18.1: Schools practicing segregated waste management practice (Custom 8)

Respondent characteristics	Baseline		Midterm		Remark
	Number (School)	%	Number (Schools)	No	% Change
Total	**216**	**32.4**	**222**	**54.1**	**21.7**
District					
Achham	69	40.6	75	36.0	-4.6
Bajhang	64	25.0	64	57.8	32.8
Bajura	34	29.4	34	50.0	20.6
Darchula	49	32.7	49	79.6	46.9
School type					
Primary	107	29.0	88	48.9	19.9
Basic	43	39.5	49	42.9	3.4
Secondary	66	33.3	85	65.9	32.6

Table 18.2: Students using dustbin at schools

Respondent characteristics	(Students)	Percent
Total	2451	96.0
District		
Achham	780	96.4
Bajhang	715	95.8
Bajura	362	97.2
Darchula	594	95.1
School type		
Primary	739	96.8
Basic	626	95.5
Secondary	1086	95.9
Nature of intervention		
SMP+SHN	780	96.4
SMP+SHN+EGR	1671	95.9

Respondent characteristics	(Students)	Percent
Gender of students		
Girl	1259	96.0
Boy	1192	96.1
Age of students		
5 to 9	**415**	95.2
9 to 14	1970	96.2
15 and above	66	97.0

Indicator 19: Health-related absenteeism among school age children (SBCC Custom 1)

Respondents	Baseline (2020) (%)	Target (%) Mid-term (2023)	Target (%) Endline (2024)	Progress (%) Mid-term (2023)	Remark P-value
Total	**19.1**	**17**	**15**	18.8	**0.39771**
Girls	20.0	18	16	18.5	0.17378
Boys	18.2	16	14	19.0	0.68332

H_0: $P_1 = P_2$, H_1: $P_1 > P_2$ (Right tailed test).

Not Significant at 95% confidence, i.e. there is no significant decrease in health related absenteeism among school age children.

Table 19.1: Health-related absenteeism among school age children (SBCC Custom 1)

Respondent characteristics	Baseline Number (Parents)	Baseline %	Mid-term Number (Parents)	Mid-term %	Remark % Change
Total	**1849**	**19.1**	**3011**	**18.8**	**-0.3**
District					
Achham	412	17.2	604	20.7	3.5
Bajhang	400	24.0	574	16.7	-7.3
Bajura	222	17.1	306	16.3	-0.8
Darchula	309	23.9	470	16.2	-7.7
Doti	325	10.8	508	19.1	8.3
Jajarkot	181	22.1	549	22.0	-0.1
School type					
Primary	689	20.0	1,061	19.7	-0.3
Basic	423	23.2	719	19.9	-3.3
Secondary	737	16.0	1,231	17.3	1.3
District					
Transition (Cash)			1057	20.6	
Non-transition (In-kind)			1954	17.8	
Nature of intervention					
SMP			1057	20.6	
SMP+SHN			604	20.7	
SMP+SHN+EGR			1350	16.4	
Gender of students					
Female	974	20.0	1598	18.5	-1.5
Male	875	18.2	1413	19.0	0.8
Students Grade					
Primary			2152	19.1	
Secondary			859	17.8	
Age of students					
5-9	716	18.2	1250	18.5	0.3

Respondent characteristics	Baseline		Mid-term		Remark
	Number (Parents)	%	Number (Parents)	%	% Change
10-14	1079	19.5	1700	18.7	-0.8
15 and above	54	25.9	61	26.2	0.3
Caste					
Brahmin/Chhetri	1385	17.5	2170	16.4	-1.1
Janajati	24	4.1	66	18.2	14.1
Dalit	434	25.1	775	25.4	0.3

Indicator 20: Percent of school-age children with good personal hygiene (SBCC Custom 2)

Respondents	Baseline (2020) (%)	Target (%)		Progress (%)	Achievement	
		Mid-term (2023)	Endline (2024)	Mid-term (2023)	%	P-Value
Total (Anyone)	**33.1**	**55**	**65**	**48.6**	**15.5**	**0.00000***
Girls	37.1	59	69	53.0	15.9	0.00000*
Boys	29.0	51	61	43.9	14.9	0.00000*

H_0: $P_1 = P_2$, H_1: $P_1 < P_2$ (Left tailed test).

*Significant at 95% confidence, i.e. there is significant changes in behaviour of school children about good personal hygiene.

Table 20.1: Percent of school-age children with good personal hygiene (SBCC Custom 2)

Respondent characteristics	Baseline		Mid-term		Remark
	Number (Students)	%	Number (Students)	%	% Change
Total	**1413**	**33.1**	**2451**	**48.6**	**15.5**
District					
Achham	412	19.9	780	40.6	20.7
Bajhang	422	32.2	715	37.5	5.3
Bajura	240	29.2	362	65.2	36.0
Darchula	339	52.8	594	62.1	9.3
School type					
Primary	324	29.3	739	34.5	5.2
Basic	429	38.2	626	47.1	8.9
Secondary	660	31.5	1086	58.9	27.4
Nature of intervention					
SMP+SHN			780	40.6	
SMP+SHN+EGR			1671	52.2	
Gender of students					
Girl	709	37.1	1259	53.0	15.9
Boy	704	29.0	1192	43.9	14.9
Grade of students					
Primary			1379	41.0	
Secondary			1072	58.2	
Age of students					
5-9	152	27.0	415	41.4	14.4
10-14	1183	34.1	1970	49.7	15.6
15 and above	78	29.5	66	57.6	28.1

Table 20.2: Distribution of school-age children with good personal hygiene (SBCC Custom 2)

Respondent characteristics	Average score			Distribution of students				
	Number Students)	Score	SE	0-23%	24-46%	47-69%	70& above%	Total

Total	2451	65.4	0.5	3.5	15.6	32.3	48.6	100.0
District								
Achham	780	59.9	0.9	6.4	21.2	31.8	40.6	100.0
Bajhang	715	61.3	0.8	2.7	15.7	44.2	37.5	100.0
Bajura	362	71.9	1.2	3.0	12.2	19.6	65.2	100.0
Darchula	594	73.4	0.9	1.0	10.4	26.4	62.1	100.0
School type								
Primary	739	57.1	0.9	7.4	23.7	34.4	34.5	100.0
Basic	626	65.2	0.9	2.2	14.9	35.8	47.1	100.0
Secondary	1086	71.1	0.7	1.6	10.6	28.9	58.9	100.0
Nature of intervention								
SMP+SHN	780	59.9	0.9	6.4	21.2	31.8	40.6	100.0
SMP+SHN+EGR	1671	67.9	0.6	2.2	13.0	32.6	52.2	100.0
Gender of students								
Girl	1259	68.0	0.6	2.8	12.2	32.0	53.0	100.0
Boy	1192	62.6	0.7	4.3	19.2	32.6	43.9	100.0
Grade of students								
Primary	1379	61.0	0.6	5.5	19.9	33.5	41.0	100.0
Secondary	1072	71.0	0.7	0.9	10.1	30.8	58.2	100.0
Age of students								
5-9	415	61.1	1.2	6.3	19.5	32.8	41.4	100.0
10-14	1970	66.1	0.5	3.0	15.0	32.2	49.7	100.0
15 and above	66	71.7	2.5	0.0	9.1	33.3	57.6	100.0

Indicator 21: Percent of adolescent girls reporting practice of hygienic menstrual behavior (SBCC Custom 3)

Respondents	Baseline (2020) (%)	Target (%)		Progress (%)	Achievement	
		Mid-term (2022)	Endline (2024)	Mid-term (2023)	%	P-value
Girls	78.7	85	85	88.3	9.6	0.00921*

H_0: $P_1 = P_2$, H_1: $P_1 < P_2$ (Left tailed test).

*Significant at 95% confidence, i.e. there is significant changes in behaviour of adolescent girls about menstrual hygiene.

Table 21.1: Percent of adolescent girls reporting practice of hygienic menstrual behavior

Respondent characteristics	Baseline Number (Students)	Baseline %	Mid-term Number (Students)	Mid-term %	Remark % Change
Total	**127**	**78.7**	**205**	**88.3**	**9.6**
District					
Achham	25	80.0	57	84.2	4.2
Bajhang	33	75.8	59	86.4	10.6
Bajura	24	75.0	37	100.0	25.0
Darchula	35	82.9	52	86.5	3.6
School type					
Basic			77	93.5	███
Secondary			128	85.2	███
Age of students					
10-14	95	77.9	172	89.0	11.1
15 and above	32	18.2	33	84.8	66.6

Table 21.2: Distribution of adolescent girls reporting practice of hygienic menstrual behavior

Respondent characteristics	Average score Number Students)	Average score Score	Average score SE	Distribution of students At least one Practice	Distribution of students 2 to 3 Practices		Distribution of students 4 and above Practices	Total
Total	**205**	**82.1**	**1.2**	**0.5**	**11.2**	**88.3**	**100.0**	
District								
Achham	57	80.1	2.4	0.0	15.8	84.2	100.0	
Bajhang	59	82.2	2.4	1.7	11.9	86.4	100.0	
Bajura	37	80.6	2.1	0.0	0.0	100.0	100.0	
Darchula	52	85.3	2.5	0.0	13.5	86.5	100.0	
School type								
Basic	77	84.2	1.8	0.0	6.5	93.5	100.0	
Secondary	128	80.9	1.6	0.8	14.1	85.2	100.0	
Age of students								
10-14	172	82.2	1.3	0.6	10.5	89.0	100.0	
15 and above	33	81.8	3.3	0.0	15.2	84.8	100.0	

Indicator 22: Percent of school age children reporting hand washing practice at critical times (SBCC Custom 4)

Respondents	Baseline (2020) (%)	Target (%) Mid-term (2023)	Target (%) Endline (2024)	Progress (%) Mid-term (2022)	Achievement %	Achievement P-value
Total	**9.4**	**45**	**65**	**39.8**	**30.4**	**0.00000***
Girls	13.0	49	74	43.1	30.1	0.00000*
Boys	5.8	42	62	36.3	30.5	0.00000*

H_0: $P_1 = P_2$, H_1: $P_1 < P_2$ (Left tailed test).

*Significant at 95% confidence, i.e. there is significant changes between baseline and mid-term

Table 22.1: Percent of school age children reporting hand washing practice at critical times

Respondent characteristics	Baseline		Mid-term		Remark
	Number (Students)	%	Number (Students)	%	% Change
Total	**1413**	**9.4**	**2451**	**39.8**	**30.4**
District					
Achham	412	7.8	780	51.8	44.0
Bajhang	422	17.3	715	32.0	14.7
Bajura	240	2.5	362	42.3	39.8
Darchula	339	6.5	594	31.8	25.3
School type					
Primary	**324**	**9.0**	**739**	**39.1**	**30.1**
Basic	429	7.2	626	35.6	28.4
Secondary	660	11.1	1086	42.6	31.5
Nature of intervention					
SMP+SHN			780	51.8	
SMP+SHN+EGR			1671	34.2	
Gender of students					
Girl	709	13.0	1259	43.1	30.1
Boy	704	5.8	1192	36.3	30.5
Grade of students					
Primary			1379	37.2	
Secondary			1072	43.1	
Age of students					
5-9	152	7.2	415	33.3	26.1
10-14	1183	9.6	1970	40.8	31.2
15 and above	78	10.3	66	50.0	39.7

Table 22.2: Percent of school age children reporting hand washing practice at critical times

Respondent characteristics	Average score			Distribution of students				Total
	Number Students)	Score	SE	At least one Practice	2 to 4 Practices	5 and More Practices		
Total	**2451**	**57.4**	**0.3**	**1.1**	**59.1**	**39.8**	**100.0**	
District								
Achham	780	62.1	0.6	0.5	47.7	51.8	100.0	
Bajhang	715	54.3	0.6	0.7	67.3	32.0	100.0	
Bajura	362	57.7	0.8	1.4	56.4	42.3	100.0	
Darchula	594	54.7	0.7	2.4	65.8	31.8	100.0	
School type								
Primary	739	57.0	0.7	1.6	59.3	39.1	100.0	
Basic	626	56.8	0.7	0.8	63.6	35.6	100.0	
Secondary	1086	58.0	0.5	1.0	56.4	42.6	100.0	
Nature of intervention								
SMP+SHN	780	62.1	0.6	0.5	47.7	51.8	100.0	
SMP+SHN+EGR	1671	55.2	0.4	1.4	64.4	34.2	100.0	
Gender of students								
Girl	1259	58.3	0.5	1.2	55.8	43.1	100.0	
Boy	1192	56.5	0.5	1.1	62.6	36.3	100.0	

Respondent characteristics	Average score			Distribution of students				
	Number Students)	Score	SE	At least one Practice	2 to 4 Practices	5 and More Practices		Total
Grade of students								
Primary	1379	56.3	0.5	1.6	61.2	37.2	100.0	
Secondary	1072	58.7	0.5	0.6	56.3	43.1	100.0	
Age of students								
5-9	415	54.6	0.9	2.4	64.3	33.3	100.0	
10-14	1970	57.9	0.4	0.9	58.3	40.8	100.0	
15 and above	66	60.0	2.0	0.0	50.0	50.0	100.0	

Activity 4 - Promoting Improved Literacy

Indicator 23: Number of local governments recognizing and rewarding teachers making changes or taking special initiatives for their students to achieve reading outcomes (Custom 9)

Table 23.1: Headteacher responses on local governments recognizing and rewarding teachers making changes or taking special initiatives for their students to achieve reading outcomes

	Number	%
Bajhang	64	65.6
Bajura	34	61.8
Darchula	49	63.3
Total	147	63.9

Indicator 24: Number of local governments developing contextualized instructional materials (Custom 13)

Table 24.1: Headteacher responses on local government developing contextualized instructional materials

	Number	%
Bajhang	64	95.3
Bajura	34	82.4
Darchula	49	87.8
Total	147	89.8

Indicator 25: Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of the grade-level text (Standard 1)

Table 25.1: Subtask 1-Listening comprehension (correct answers out of 3 questions)

Tasks	Respondents	Average			Zero score, %		
		Baseline	Midterm	P value	Baseline	Midterm	P value
Listening Comprehension (Correct answers)	Total	1.5	1.7	0.00000*	17.2	12.5	0.00000*
	Girl	1.4	1.7	0.00000*	20.1	13.8	0.00000*
	Boy	1.7	1.8	0.00000*	14.2	11.1	0.00268*

H_0: $P_1 = P_2$, H_1: $P_1 < P_2$ (Left tailed test).
*Significant at 95% confidence, i.e. there is significant changes between baseline and mid-term

Respondent characteristics	Baseline			Mid-term		
	Number (Students)	Mean	SE	Number (Students)	Mean	SE
Total	**3979**	**1.5**	**0.0**	**3454**	**1.7**	**0.02**
District						
Achham	919	1.5	0.0	742	1.3	0.03
Bajhang	849	1.6	0.0	686	2.0	0.04
Bajura	448	1.6	0.0	366	2.3	0.04
Darchula	491	1.5	0.0	532	2.4	0.04
Doti	644	1.5	0.0	601	1.4	0.04
Jajarkot	628	1.5	0.0	527	1.5	0.04
School type						
Primary	1885	1.5	0.0	1,304	1.6	0.03
Basic	745	1.4	0.0	819	1.7	0.04
Secondary	1349	1.7	0.0	1,331	1.9	0.03
District						
Transition (Cash)				1128	1.4	0.03
Non-transition (In-kind)				2326	1.9	0.02
Nature of intervention						
SMP	1272	1.5	0.0	1128	1.4	0.03
SMP+SHN	919	1.5	0.0	742	1.3	0.03
SMP+SHN+EGR	1788	1.6	0.0	1584	2.2	0.02
Gender of students						
Girl	2051	1.4	0.0	1773	1.7	0.02
Boy	1928	1.7	0.0	1681	1.8	0.02
Language						
L1 (Nepali)	2733	1.6	0.0	1487	1.6	0.03
L2 (Other)	1246	1.4	0.0	1967	1.8	0.02

Table 25.2: Subtask 2-Letter Decoding (correct letters/minute)

Tasks	Respondents	Average			Zero score, %		
		Baseline	Midterm	P value	Baseline	Midterm	P value
Letter decoding (Correct letters/ min)	**Total**	**30.0**	**38.1**	**0.00000***	**6.5**	**2.6**	**0.00000***
	Girl	29.5	37.4	0.00000*	6.2	2.7	0.00000*
	Boy	30.6	38.9	0.00000*	6.8	2.4	0.00000*

H_0: $P_1 = P_2$, H_1: $P_1 < P_2$ (Left tailed test).

*Significant at 95% confidence, i.e. there is significant changes between baseline and mid-term

Respondent characteristics	Baseline			Mid-term		
	Number (Students)	mean	SE	Number (Students)	Mean	SE
Total	**3979**	**30.0**	**0.3**	**3454**	**38.1**	**0.4**
District						
Achham	919	24.2	0.6	742	30.8	0.7
Bajhang	849	33.7	0.7	686	39.1	0.8
Bajura	448	32.8	0.9	366	40.9	1.2
Darchula	491	40.9	1.0	532	57.0	1.0
Doti	644	30.4	0.8	601	36.8	0.9
Jajarkot	628	22.9	0.7	527	27.8	0.8
School type						
Primary	1885	30.0	0.5	1,304	34.7	0.6
Basic	745	28.3	0.7	819	36.0	0.8
Secondary	1349	31.0	0.5	1,331	42.9	0.6

Respondent characteristics	Baseline			Mid-term		
	Number (Students)	mean	SE	Number (Students)	Mean	SE
District						
Transition (Cash)				1128	32.6	0.6
Non-transition (In-kind)				2326	40.8	0.5
Nature of intervention						
SMP	1272	26.7	0.5	1128	32.6	0.6
SMP+SHN	919	24.2	0.6	742	30.8	0.7
SMP+SHN+EGR	1788	35.5	0.5	1584	45.5	0.6
Gender of students						
Girl	2051	29.5	0.4	1773	37.4	0.5
Boy	1928	30.6	0.5	1681	38.9	0.5
Language						
L1	2733	30.5	0.4	1487	34.8	0.6
L2	1246	29.1	0.6	1967	40.7	0.5

Table 25.3: Subtask 3-Matra Decoding (Correct matras/minute)

Tasks	Respondents	Average			Zero score, %		
		Baseline	Midterm	P value	Baseline	Midterm	P value
Letter decoding (Correct letters/ min)	**Total**	**16.5**	**21.8**	**0.00000***	**24.2**	**20.5**	**0.00007***
	Girl	15.9	21.4	0.00000*	24.9	21.4	0.00499*
	Boy	17.2	22.2	0.00000*	23.4	19.5	0.00225*

H_0: $P_1 = P_2$, H_1: $P_1 < P_2$ (Left tailed test).
*Significant at 95% confidence, i.e. there is significant changes between baseline and mid-term

Respondent characteristics	Baseline			Mid-term		
	Number (Students)	mean	SE	Number (Students)	Mean	SE
Total	**3979**	**16.5**	**0.3**	**3454**	**21.8**	**0.4**
District						
Achham	**919**	**13.6**	**0.5**	**742**	**16.4**	**0.7**
Bajhang	849	18.1	0.6	686	21.8	0.8
Bajura	448	18.4	0.9	366	21.3	1.2
Darchula	491	24.3	0.9	532	37.3	1.2
Doti	644	17.5	0.7	601	22.2	0.9
Jajarkot	628	10.4	0.5	527	13.4	0.7
School type						
Primary	1885	17.0	0.4	1,304	19.5	0.6
Basic	745	14.6	0.6	819	19.8	0.8
Secondary	1349	16.9	0.5	1,331	25.2	0.6
District						
Transition (Cash)				1128	18.1	0.6
Non-transition (In-kind)				2326	23.5	0.5
Nature of intervention						
SMP	1272	14.0	0.5	1128	18.1	0.6
SMP+SHN	919	13.6	0.5	742	16.4	0.7
SMP+SHN+EGR	1788	19.9	0.5	1584	26.9	0.6
Gender of students						
Girl	2051	15.9	0.4	1773	21.4	0.5
Boy	1928	17.2	0.4	1681	22.2	0.5
Language						
L1	2733	17.2	0.3	1487	19.5	0.6

Respondent characteristics	Baseline			Mid-term		
	Number (Students)	mean	SE	Number (Students)	Mean	SE
L2	1246	15.1	0.5	1967	23.5	0.5

Table 25.4: Non-word reading (Correct non-words/minute)

Tasks	Respondents	Average			Zero score, %		
		Baseline	Midterm	P value	Baseline	Midterm	P value
Letter decoding (Correct letters/ min)	Total	6.7	9.4	0.00000*	25.1	19.2	0.00000*
	Girl	6.5	9.3	0.00000*	25.6	20.2	0.00004*
	Boy	6.8			24.5		
			9.5	0.00000*		18.1	0.00000*

H_0: $P_1 = P_2$, H_1: $P_1 < P_2$ (Left tailed test).

*Significant at 95% confidence, i.e. there is significant changes between baseline and mid-term

Respondent characteristics	Baseline			Mid-term		
	Number (Students)	mean	SE	Number (Students)	Mean	SE
Total	**3979**	**6.7**	**0.1**	**3454**	**9.4**	**0.2**
District						
Achham	919	5.5	0.2	742	7.1	0.3
Bajhang	849	7.6	0.3	686	9.3	0.3
Bajura	448	7.9	0.3	366	10.2	0.6
Darchula	491	9.5	0.3	532	15.7	0.5
Doti	644	6.6	0.3	601	9.5	0.3
Jajarkot	628	4.3	0.2	527	5.7	0.3
School type						
Primary	1885	6.8	0.2	1,304	8.7	0.3
Basic	745	6.1	0.2	819	8.5	0.3
Secondary	1349	6.8	0.2	1,331	10.7	0.3
District						
Transition (Cash)				1128	7.8	0.2
Non-transition (In-kind)				2326	10.2	0.2
Nature of intervention						
SMP	1272	5.5	0.2	1128	7.8	0.2
SMP+SHN	919	5.5	0.2	742	7.1	0.3
SMP+SHN+EGR	1788	8.2	0.2	1584	11.7	0.3
Gender of students						
Girl	2051	6.5	0.2	1773	9.3	0.2
Boy	1928	6.8	0.2	1681	9.5	0.2
Language						
L1	2733	7.0	0.1	1487	8.6	0.2
L2	1246	6.0	0.2	1967	10.0	0.2

Table 25.5: Subtask 5 a: oral reading fluency (correct words/minute)

Tasks	Respondents	Average			Zero score, %		
		Baseline	Midterm	P value	Baseline	Midterm	P value
Oral reading fluency	**Total**	**11.4**	**16.6**	0.00000*	**18.4**	**13.4**	0.00000*
	Girl	11.2	16.5	0.00000*	19.6	14.0	0.00000*
	Boy	11.6			17.0	12.7	
			16.7	0.00000*			0.00015*

H_0: $P_1 = P_2$, H_1: $P_1 < P_2$ (Left tailed test).

*Significant at 95% confidence, i.e. there is significant changes between baseline and mid-term

Table 25.5 a: Distribution of students based on correct word per minute

Respondent characteristics	Baseline			Mid-term		
	Number (Students)	mean	SE	Number (Students)	Mean	SE
Total	**3979**	**11.4**	**0.2**	**3454**	**16.6**	**0.3**
District						
Achham	919	9.4	0.4	742	11.1	0.5
Bajhang	849	12.5	0.5	686	18.0	0.7
Bajura	448	13.4	0.7	366	18.8	1.0
Darchula	491	17.2	0.6	532	31.0	0.9
Doti	644	11.1	0.5	601	14.8	0.6
Jajarkot	628	7.1	0.4	527	8.3	0.4
School type						
Primary	1885	12.0	0.3	1,304	14.7	0.5
Basic	745	9.00	0.4	819	15.2	0.6
Secondary	1349	11.4	0.3	1,331	19.2	0.5
District						
Transition (Cash)				1128	11.8	0.4
Non-transition (In-kind)				2326	18.9	0.4
Nature of intervention						
SMP	1272	9.1	0.3	1128	11.8	0.4
SMP+SHN	919	9.4	0.4	742	11.1	0.5
SMP+SHN+EGR	1788	14.0	0.3	1584	22.5	0.5
Gender of students						
Girl	2051	11.2	0.3	1773	16.5	0.4
Boy	1928	11.6	0.3	1681	16.7	0.4
Language						
L1	2733	11.8	0.2	1487	13.9	0.4
L2	1246	10.5	0.4	1967	18.6	0.4

Table 25.5 b: Distribution of students based on correct word per minute

	Mid-term, %				
	0	**Less than 15**	**15-30**	**30-40**	**Above 40**
Total	**13.4**	**46.4**	**19.3**	**9.2**	**11.8**
District					
Achham	18.2	53.0	19.7	5.4	3.8
Bajhang	10.5	46.8	18.7	11.2	12.8
Bajura	10.9	47.3	15.8	9.0	16.9
Darchula	3.8	24.2	21.4	15.6	35.0
Doti	15.0	45.1	22.0	12.1	5.8
Jajarkot	20.1	59.6	16.7	2.3	1.3
School type					
Primary	15.1	50.0	17.7	7.2	10.0
Basic	16.5	47.1	17.8	7.3	11.2
Secondary	9.8	42.3	21.7	12.3	13.8
District					
Transition (Cash)	17.4	51.9	19.5	7.5	3.7
Non-transition (In-kind)	11.5	43.7	19.2	10.0	15.6
Nature of intervention					
SMP	17.4	51.9	19.5	7.5	3.7
SMP+SHN	18.2	53.0	19.7	5.4	3.8
SMP+SHN+EGR	8.3	39.3	18.9	12.2	21.2
Gender of students					
Girl	14.0	45.5	19.1	9.6	11.7
Boy	12.7	47.2	19.5	8.7	11.8
Language					
L1	14.8	52.0	18.5	6.1	8.6
L2	12.4	42.1	19.9	11.5	14.1

Table 25.6: Subtask 6-oral reading comprehension (correct answers out of 5 questions)

Tasks	Respondents	Average			Zero score, %		
		Baseline	**Midterm**	**P value**	**Baseline**	**Midterm**	**P value**
Oral Reading Comprehension	**Total**	**1.5**	**1.7**	0.00000*	**42.3**	**34.6**	0.00000*
	Girl	1.4	1.7	0.00000*	43.6	35.3	0.00000*
	Boy	1.5	1.8	0.00000*	41.0	33.9	0.00001*

H_0: $P_1 = P_2$, H_1: $P_1 < P_2$ (Left tailed test).

*Significant at 95% confidence, i.e. there is significant changes between baseline and mid-term

Table 25.6 a: Subtask 6-oral reading comprehension (correct answers out of 5 questions)

Respondent characteristics	Baseline			Mid-term		
	Number (Students)	**mean**	**SE**	**Number (Students)**	**Mean**	**SE**
Total	**3979**	**1.5**	**0.0**	**3454**	**1.7**	**0.0**
District						
Achham	919	1.2	0.0	742	1.2	0.1
Bajhang	849	1.6	0.1	686	2.0	0.1
Bajura	448	1.7	0.1	366	2.1	0.1
Darchula	491	2.0	0.1	532	2.9	0.1
Doti	644	1.6	0.1	601	1.5	0.1
Jajarkot	628	1.0	0.1	527	0.9	0.1
School type						

Respondent characteristics	Baseline			Mid-term		
	Number (Students)	mean	SE	Number (Students)	Mean	SE
Primary	1885	1.5	0.0	1,304	1.5	0.0
Basic	745	1.2	0.1	819	1.5	0.1
Secondary	1349	1.6	0.0	1,331	2.1	0.0
District						
Transition (Cash)				1128	1.2	0.0
Non-transition (In-kind)				2326	2.0	0.0
Nature of intervention						
SMP	1272	1.3	0.0	1128	1.2	0.0
SMP+SHN	919	1.2	0.0	742	1.2	0.1
SMP+SHN+EGR	1788	1.8	0.0	1584	2.3	0.0
Gender of students						
Girl	2051	11.2	0.3	1773	1.7	0.0
Boy	1928	11.6	0.3	1681	1.8	0.0
Language						
L1	2733	1.5	0.0	1487	1.5	0.0
L2	1246	1.3	0.0	1967	1.9	0.0

**Table 25.6 b: Subtask 6-oral reading comprehension (correct answers out of 5 questions*)*

	Mid-term, %						
	No	0	1	2	3	4	5
Total	3454	34.6	14.3	17.7	16.6	11.3	5.4
District							
Achham	742	48.0	15.5	16.4	10.6	7.4	2.0
Bajhang	686	24.5	15.0	21.4	20.0	12.8	6.3
Bajura	366	24.0	15.3	20.2	17.5	13.1	9.8
Darchula	532	9.8	6.4	16.2	30.6	24.2	12.8
Doti	601	38.4	16.0	19.3	15.0	8.0	3.3
Jajarkot	527	57.1	17.1	12.7	8.0	4.6	0.6
School type							
Primary	1,304	41.0	15.3	17.3	14.2	8.1	4.0
Basic	819	38.9	15.3	16.7	16.2	9.2	3.7
Secondary	1,331	25.7	12.7	18.7	19.3	15.9	7.7
District							
Transition (Cash)	1128	47.2	16.5	16.2	11.7	6.4	2.0
Non-transition (In-kind)	2326	28.5	13.2	18.4	19.0	13.8	7.0
Nature of intervention							
SMP	1128	47.2	16.5	16.2	11.7	6.4	2.0
SMP+SHN	742	48.0	15.5	16.4	10.6	7.4	2.0
SMP+SHN+EGR	1584	19.4	12.2	19.4	23.0	16.7	9.3
Gender of students							
Girl	1773	35.3	14.3	17.8	17.0	10.6	4.9
Boy	1681	33.9	14.3	17.6	16.2	12.1	5.8
Language							
L1	1487	42.0	15.2	15.7	13.5	9.3	4.4
L2	1967	29.1	13.6	19.3	19.0	12.9	6.1

Table 25.6c: Score of grade 2 completer students on six sub-tasks of EGRA

Tasks	Respondents	Average			Zero score, %		P-value
		Intervene	Non-Intervene	Difference	Interven	Non-Interven	
Listening Comprehension (Correct answers)	Total	2.2	1.4	0.8	4.7	19.1	0.00000*
	Girl	2.1	1.3	0.8	5.2	21.0	0.00000*
	Boy	2.3	1.4	0.9	4.1	17.1	0.00000*
Letter decoding (Correct letters/ minute)	Total	45.5	31.9	13.6	1.6	3.4	0.00000*
	Girl	44.3	31.7	12.6	2.0	3.3	0.00000*
	Boy	46.8	32.1	14.7	1.3	3.4	0.00000*
Matra Decoding (Correct matras/ minute)	Total	26.9	17.4	9.5	15.3	24.8	0.00000*
	Girl	25.6	17.8	7.8	17.1	25.1	0.00000*
	Boy	28.2	17.0	11.2	13.5	24.6	0.00000*
Non-word Reading (Correct non-words/minute)	Total	11.7	7.5	4.2	14.0	23.5	0.00000*
	Girl	11.1	7.8	3.3	15.5	24.1	0.00000*
	Boy	12.3	7.1	5.2	12.4	22.9	0.00000*
Oral Reading Fluency (Correct words/ minute)	Total	22.5	11.5	11	8.3	17.7	0.00000*
	Girl	21.9	11.9	10	9.2	18.1	0.00000*
	Boy	23.2	11.1	12.1	7.4	17.3	0.00000*
Correct answers out of 5 questions	Total	2.3	1.2	1.1	19.4	47.5	0.00000*
	Girl	2.3	1.2	1.1	20.8	47.5	0.00000*
	Boy	2.4	1.2	1.2	18.0	47.5	0.00000*

H_0: $\mu_1 = \mu_2$ vs H_1: $\mu_1 > \mu_2$ (Test Statistic, Right Tailed Z-test)

*Significant at 95% confidence. Here, we test the mean difference between two groups, i.e., Intervene and Non-intervene. From the test, it is found that there is an impact of EGR training on the scores of the students.

Table 25.7: Distribution of respondents achieving the old national benchmark

Respondents	Baseline (2020) (%)	Target (%)		Progress (%)		Remark
		Mid-term (2023)	Endline (2024)	Mid-term (2023)	% change	P value
Total	1.0	4	6	4.9	3.9	0.00000*
Girls	0.7	4	6	4.6	3.9	0.00000*
Boys	1.2	4	6	5.2	4.0	0.00000*

H_0: $P_1 = P_2$, H_1: $P_1 < P_2$ (Left tailed test). *Significant at 95% confidence, i.e. there is significant changes between baseline and mid-term

Table 25.8: Percentage of students achieving national benchmark (old)

Respondent characteristics	Baseline		Midterm		% change
	Number (Students)	%	Number (Students)	%	
Total	3979	1.0	3454	4.9	3.9
District					
Achham	919	0.3	742	1.9	1.6
Bajhang	849	1.6	686	6.6	5
Bajura	448	1.8	366	7.7	5.9
Darchula	491	1.6	532	12.6	11
Doti	644	0.6	601	2.0	1.4
Jajarkot	628	0.2	527	0.6	0.4
School type					
Primary	1885	1.2	1,304	4.2	3
Basic	745	0.4	819	3.9	3.5
Secondary	1349	1.0	1,331	6.2	5.2
District					

Respondent characteristics	Baseline		Midterm		% change
	Number (Students)	%	Number (Students)	%	
Total	3979	1.0	3454	4.9	3.9
Transition (Cash)			1128	1.3	
Non-transition (In-kind)			2326	6.6	
Nature of intervention					
SMP	1272	0.4	1128	1.3	0.9
SMP+SHN	919	0.3	742	1.9	1.6
SMP+SHN+EGR	1788	1.7	1584	8.8	7.1
Gender of students					
Girl	1928	0.7	1773	4.6	3.9
Boy	2051	1.2	1681	5.2	4
Language					
L1	2733	1.1	1487	3.5	2.4
L2	1246	0.7	1967	5.9	5.2

Table 25.9: Factors influencing learning outcomes of students

Areas	District						Total	EGR		Gender	
	Achham	Bajhang	Bajura	Darchula	Doti	Jajarkot		Intervene	Non-intervene	Men	Women
Headteacher											
% of schools organize meetings with parents regularly	92.0	93.8	97.1	98.0	96.6	95.2	95.0	95.9	94.4	95.7	90.7
% of schools reporting regularity of Nepali teachers	61.3	59.4	35.3	77.6	50.0	27.4	52.6	59.9	47.2	53.5	46.5
% of teachers preparing lesson plans in classrooms	20.0	28.1	41.2	69.4	27.6	27.4	33.3	44.9	24.6	33.8	30.2
% of head teachers providing feedback on lesson plan	20.0	28.1	41.2	67.3	25.9	25.8	32.5	44.2	23.6	33.1	27.9
% of headteachers monitoring classroom activities of Nepali teachers	89.3	93.8	97.1	93.9	93.1	85.5	91.5	94.6	89.2	92.3	86.0
% of local government monitoring school activities	96.0	84.4	97.1	89.8	91.4	82.3	89.8	89.1	90.3	89.3	93.0
% of schools conducting monthly meetings with teachers	84.0	92.2	94.1	93.9	87.9	71.0	86.3	93.2	81.0	87.3	79.1
% of schools using student evaluation to improve performance	98.7	100.0	97.1	100.0	94.8	100.0	98.5	99.3	97.9	98.7	97.7
% of schools helping parents to improve children's performance	80.0	92.2	88.2	93.9	84.5	85.5	86.8	91.8	83.1	87.3	83.7
% of schools receiving teaching material support	40.0	95.3	97.1	100.0	51.7	41.9	67.0	97.3	44.1	68.6	55.8
% of teachers from schools receiving training	28.0	50.0	82.4	79.6	41.4	25.8	46.8	67.3	31.3	46.2	51.2
% of schools with early-grade teachers in the schools	12.0	89.1	97.1	98.0	43.1	46.8	58.8	93.9	32.3	58.9	58.1
% of EGR-trained teachers using learned skills for teaching	12.0	85.9	97.1	98.0	43.1	45.2	57.9	92.5	31.8	57.9	58.1
% of schools giving extra priority to students requiring special attention	20.0	34.4	47.1	34.7	24.1	17.7	27.8	37.4	20.5	29.8	14.0

Areas	District						Total	EGR		Gender	
	Achham	Bajhang	Bajura	Darchula	Doti	Jajarkot		Intervene	Non-intervene	Men	Women
% of schools giving extra priority to students whose mother tongue is not Nepali	26.7	42.2	32.4	73.5	25.9	37.1	38.6	50.3	29.7	36.5	53.5
% of schools designing special mechanisms targeting low-performing students	65.3	75.0	52.9	79.6	56.9	64.5	66.4	71.4	62.6	65.9	69.8
% of schools reporting acceptable behavior of teachers	54.7	48.4	52.9	34.7	51.7	54.8	50.0	44.9	53.8	48.8	58.1
Nepali Headteacher											
% of Nepali teachers using Nepali language in teaching	84.3	95.2	97.0	93.5	87.3	100.0	92.2	95.0	89.9	93.8	91.1
% of Nepali teachers discuss learning achievements with the head teacher	90.0	96.8	97.0	100.0	89.1	92.6	93.8	97.9	90.5	89.2	96.8
% of Nepali teachers receiving EGR training	7.1	48.4	87.9	73.9	32.7	27.8	40.9	66.0	21.2	35.4	44.7
% of Nepali teachers receiving support from reading motivators	5.7	82.3	93.9	97.8	5.5	0.0	41.9	90.1	3.9	36.9	45.3
% of Nepali teachers participating in mobile meeting	11.4	45.2	66.7	82.6	16.4	9.3	34.4	62.4	12.3	35.4	33.7
% of Nepali teachers using early grade reading practices	20.0	35.5	84.8	71.7	29.1	18.5	38.4	58.9	22.3	32.3	42.6
% of teachers reporting usefulness of reading pedagogy	4.3	50.0	87.9	69.6	29.1	9.3	36.3	65.2	13.4	27.7	42.1
% of teachers preparing lesson plans	38.6	30.6	51.5	87.0	45.5	35.2	45.9	53.9	39.7	37.7	51.6
% of schools giving extra priority to special need students	11.4	11.3	24.2	17.4	16.4	9.3	14.1	16.3	12.3	8.5	17.9
% of schools giving extra priority to students whose mother tongue is not Nepali	28.6	54.8	36.4	91.3	43.6	38.9	47.8	62.4	36.3	41.5	52.1
% of schools designing special mechanisms targeting low-performing students	67.1	72.6	69.7	91.3	76.4	85.2	76.6	78.0	75.4	68.5	82.1

Areas	District						Total	EGR		Gender	
	Achham	Bajhang	Bajura	Darchula	Doti	Jajarkot		Intervene	Non-intervene	Men	Women
% of teachers receiving training before joining job	8.6	8.1	24.2	13.0	12.7	20.4	13.4	13.5	13.4	10.8	15.3
Parents											
% of parents reporting that children attend school regularly	98.0	99.1	98.4	99.1	98.4	97.8	98.5	99.0	98.1	98.6	98.4
% of children studying regularly at home	90.1	92.2	86.9	97.0	91.1	85.6	90.6	92.7	88.9	90.9	90.4
% of children having a complete set of books	98.7	99.7	100.0	99.6	98.4	97.3	98.8	99.7	98.1	99.2	98.5
% of children having a stationary	99.8	99.5	96.7	100.0	98.4	98.4	99.0	99.0	98.9	98.9	99.0
% of parents helping/guiding children to study at home	77.8	82.8	73.5	85.5	70.7	77.2	78.2	81.6	75.4	82.8	74.6
% of parents talking about children's performance with the teacher	79.1	90.9	85.9	94.3	81.7	87.4	86.4	91.0	82.7	90.5	83.2
% of parents talking about children's performance with the teacher	92.2	93.2	90.2	99.1	92.1	96.4	94.0	94.6	93.6	96.2	92.3
% of children participating in the alternative school arrangements	14.2	8.2	21.2	25.5	8.7	11.1	14.0	17.2	11.5	15.8	12.6
% of parents supervising children at home	67.4	77.4	75.2	91.9	74.4	76.7	76.8	81.9	72.6	82.5	72.3
% of children complaining about the poor reading environment at home	9.4	11.8	9.2	5.7	5.9	14.8	9.7	9.1	10.1	10.0	9.4
% of children educational capacity changed after the COVID	61.9	68.6	55.2	63.2	60.6	52.5	60.8	63.7	58.4	63.5	58.7
% of children complain about teacher's behavior	2.5	2.6	5.9	1.9	1.6	4.2	2.9	3.1	2.8	3.3	2.6

Table 25.10 Distribution of students based on a new national EGRA benchmark

	Mid-term Number	Achieving national benchmark	Distribution (%)				
			None	Pre-basic	Basic	Proficient	Advanced
Total	**3454**	**17.8**	**13.4**	**54.6**	**14.2**	**11.5**	**6.3**
District							
Achham	742	7.1	18.2	61.6	13.1	5.1	2.0
Bajhang	686	21.3	10.5	53.8	14.4	13.1	8.2
Bajura	366	21.8	10.9	53.3	13.9	12.0	9.8
Darchula	532	44.9	3.8	31.0	20.3	28.4	16.5
Doti	601	13.5	15.0	56.7	14.8	10.5	3.0
Jajarkot	527	2.7	20.1	68.3	8.9	2.1	0.6
School type							
Primary	1304	13.3	15.1	58.2	13.4	8.3	5.0
Basic	819	15.9	16.5	55.9	11.7	10.6	5.3
Secondary	1331	23.3	9.8	50.3	16.5	15.2	8.1
District							
Transition (Cash)	1128	8.5	17.4	62.1	12.1	6.6	1.9
Non-transition (In-kind)	2326	22.3	11.5	51.0	15.3	13.9	8.4
Nature of intervention							
SMP	1128	8.5	17.4	62.1	12.1	6.6	1.9
SMP+SHN	742	7.1	18.2	61.6	13.1	5.1	2.0
SMP+SHN+EGR	1584	29.4	8.3	46.0	16.3	18.0	11.4
Gender of students							
Girl	1773	17.3	14.0	54.6	14.0	11.4	5.9
Boy	1681	18.2	12.7	54.7	14.4	11.5	6.7
Language							
Nepali	1487	12.0	14.8	60.1	13.2	7.7	4.3
Others	1967	22.1	12.4	50.5	15.0	14.4	7.7

Table 25.11: Grade level skills of students

Thresholds	Respondents	Achieving benchmark		Zero score (%)		P-value
		Intervene (n=1584)	Non-Intervene(n=1870)	Intervene	Non-Intervene	
Old benchmark	**Total**	8.8	1.6	8.3	17.7	0.00000*
	Girl	8.6	1.2	9.2	18.1	0.00000*
	Boy	9.1	1.9	7.4	17.3	0.00000*
New benchmark	**Total**	29.4	7.9	8.3	17.7	0.00000*
	Girl	27.9	8.4	9.2	18.1	0.00000*
	Boy	30.9	7.4	7.4	17.3	0.00000*

Table 25.12: Teaching practices of Nepali teacher

	Number of Schools	Lecture	Reading the text aloud and explanation of the text	Oral questions	Asking the students to read individually	Asking the students to read in peers and groups	Written question-answer	Discussion	Display	Game
Total	320	69.4	67.2	70.0	76.3	47.8	34.1	74.4	46.3	39.7
Districts										
Achham	70	64.3	62.9	61.4	78.6	50.0	34.3	77.1	20.0	32.9
Bajhang	62	66.1	64.5	79.0	72.6	43.5	32.3	72.6	59.7	29.0
Bajura	33	78.8	81.8	69.7	81.8	63.6	45.5	93.9	75.8	57.6
Darchula	46	78.3	80.4	82.6	78.3	63.0	47.8	76.1	63.0	52.2
Doti	55	54.5	65.5	54.5	72.7	41.8	20.0	76.4	52.7	41.8
Jajarkot	54	81.5	57.4	75.9	75.9	33.3	31.5	57.4	25.9	37.0
Literacy										
EGR	141	73.0	73.8	78.0	76.6	54.6	40.4	78.7	64.5	43.3
Non-EGR	179	66.5	62.0	63.7	76.0	42.5	29.1	70.9	31.8	36.9
Gender of Nepali Teacher										
Female	190	71.1	65.8	71.1	78.4	52.6	38.9	76.8	48.9	44.2
Male	130	66.9	69.2	68.5	73.1	40.8	26.9	70.8	42.3	33.1

Indicator 26: Number of School administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance (Standard 6)

Table 26.1: Teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance (grade 4)

Respondent characteristics	Baseline		Mid-term		Remark
	Number	%	Number	%	% change
Total	**136**	**18.4**	**93**	**74.2**	**55.8**
District					
Bajhang	62	24.2	30	53.3	29.1
Bajura	27	14.8	29	86.2	71.4
Darchula	47	12.8	34	82.4	69.6
School type					
Primary	60	23.3	29	58.6	35.3
Basic	34	20.6	20	65.0	44.4
Secondary	42	9.5	44	88.6	79.1
Gender					
Female	51	11.8	29	58.6	46.8
Male	85	22.4	64	81.3	58.9

Indicator 27: Number of School administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance (grade 6)

Respondents	Baseline (2020) (%)	Target		Progress	Remark	
		Mid-term (2023)	Endline (2024)	Mid-term (2022)	%	P value
Total	**34.5**	65	70	**45.3**	**10.8**	0.00214*
Female	14.6	65	70	34.9	20.3	0.01586*
Male	37.4	65	70	46.8	9.4	0.01051*

Table 27.1: School administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance (grade 6)

Respondent characteristics	Baseline		Mid-term		Remark
	Number (School)	%	Number (Students)	%	% change
Total	**330**	**34.5**	**342**	**45.3**	**10.8**
District					
Achham	69	29.0	75	41.3	12.3
Bajhang	64	32.8	64	40.6	7.8
Bajura	34	47.1	34	58.8	11.7
Darchula	49	51.0	49	71.4	20.4
Doti	56	30.4	58	48.3	17.9
Jajarkot	58	25.9	62	24.2	-1.7
School type					
Primary	175	27.4	143	32.2	4.8
Basic	57	40.4	75	40.0	-0.4
Secondary	98	43.9	124	63.7	19.8
District					
Transition (Cash)			120	35.8	
Non-transition (In-kind)			222	50.5	
Nature of intervention					

| Respondent characteristics | Baseline | | Mid-term | | Remark |
	Number (School)	%	Number (Students)	%	% change
SMP	114	28.1	120	35.8	7.7
SMP+SHN	69	29.0	75	41.3	12.3
SMP+SHN+EGR	147	42.2	147	55.1	12.9
Gender					
Female	41	14.6	43	34.9	20.3
Male	289	37.4	299	46.8	9.4

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

Indicator 28: Number of individuals in the agriculture system who have applied improved management practices or technologies with USDA assistance (LRP 12)

| Respondents | Baseline (2020) (%) | Target (Number) | | Progress (%) | Achievement | |
		Mid-term (2023)	Endline (2024)	Mid-term (2022)	%	Remark
Total	**28.8**	**60**	**70**	**90.7**	**61.9**	0.00000*
Female	27.8	60	70	85.2	57.4	0.00000*
Male	31.3	60	70	96.3	65	0.00000*

Table 28.1: Individuals in the agriculture system who have applied improved management practices or technologies with USDA assistance (LRP 12)

| Respondent characteristics | Baseline | | Mid-term | | Remark |
	Number	%	Number	%	% change
Total	**52**	**28.8**	**54**	**90.7**	**61.9**
District					
Achham	9	0	9	100.0	100
Bajhang	7	28.6	9	100.0	71.4
Bajura	9	0	9	66.7	66.7
Darchula	9	100	9	88.9	-11.1
Doti	9	0	9	100.0	100
Jajarkot	9	44.4	9	88.9	44.5
District					
Transition (Cash)			18	94.4	
Non-transition (In-kind)			36	88.9	
Gender					
Female	36	27.8	27	85.2	57.4
Male	16	31.3	27	96.3	65

Indicator 29: Number of organizations with increased performance with USDA assistance (FFPr 12)

| Respondents | Baseline (2020) (Score) | Target (Number) | | Progress (Score) | Remark | |
		Mid-term (2023)	Endline (2024)	Mid-term (2022)	%	Remark
Total	**1.8**	**39**	**45**	**2.1**	0.3	

Table 29.1: Number of organizations with increased performance with USDA assistance (FFPr 12)

Respondent characteristics	Baseline		Mid-term		Remark
	Respondents	Score	Respondents	Score	
Total	**12**	**1.8**	**18**	**2.1**	**0.3**
District					
Achham	2	1.7	3	1.0	-0.7
Bajhang	2	1.7	3	1.8	0.1
Bajura	2	1.9	3	1.4	-0.5
Darchula	2	1.7	3	2.2	0.5
Doti	2	2.1	3	2.6	0.5
Jajarkot	2	1.4	3	3.4	2
District					
Transition -2023 (June)			6	3.0	
Transition – 2023 (December)			3	1.0	
Transition – 2023			9	1.8	

Table 30: Effect of intervention by gender

Activities	Indicators	Girl			Boys			Difference of Difference between boys and girls
		Baseline (B	Mid-term (M)	Difference (B-M)	Baseline (B)	Mid-term (M)	Difference (B-M)	
Food distribution	Students receiving school meals	77.7	99.4	21.7	77.7	99.4	21.7	-
	Attendance (Record Review)	61.4	75	13.6	60	73.4	13.4	0.2
	Attendance (Headcount)	61.1	62.6	1.5	61.2	64.9	3.7	(2.2)
	Retention rate	93.4	93.7	0.3	93.4	94.2	0.8	(0.5)
	Parents aware of the benefits of SMP	14.1	21.2	7.1	18.8	29.2	10.4	(3.3)
	Students aware of the benefits of SMP	12.3	21.3	9.0	13.6	20.4	6.8	2.2
	Adopting safe cooking practices	50	60.6	10.6	27.1	66	38.9	(28.3)
School health and nutrition	Students having deworming medicines	50.9	71.4	20.5	55.4	70.5	15.1	5.4
	Students using health and nutrition practices	55.2	57.5	2.3	44.4	51.9	7.5	(5.2)
	Health-related absenteeism of students	20.2	18.3	(1.9)	18.2	17.3	(0.9)	(1.0)
	Students with good hygiene practices	37.1	53	15.9	29	43.9	14.9	1.0
	Hand washing practices of students	13	43.1	30.1	5.8	36.3	30.5	(0.4)
Promote literacy	Students achieving the national benchmark of EGRA	0.7	4.6	3.9	1.2	5.2	4.0	(0.1)
	Teacher demonstrating the use of new & quality teaching techniques	11.8	81.3	69.5	22.4	58.6	36.2	33.3
	Headteacher demonstrating the use of new & quality teaching techniques	14.6	34.9	20.3	37.4	46.8	9.4	10.9
Home grown	Farmers adopting improved farming practices	27.8	85.2	57.4	31.3	96.3	65.0	(7.6)

Annex 19: Comparison between cash-based and in-kind based model

Table.1 Attendance and retention rate of students by type of school meals

% of students having		Boys		Girls		Overall	
		Cashed based	Kind-based	Cashed based	Kind-based	Cashed based	Kind-based
Attendance	Percent	57.2	65.0	58.7	67.8	58.0	66.5
	P value		0.00000*		0.00000*		0.00000*
Retention rate	Percent	88.4	91.6	89.6	93.1	89.1	92.4
	P value		0.00004*		0.00000*		0.00000*

Table 2: Percent of head teachers reporting improvement in educational outcome

Particulars	Cash-based (n=120)	Kind based. (n=222)	Total (n=342)	P value
Increased students' enrolment.	90.8	94.6	93.3	0.09040
Increased students' attendance.	87.5	95.9	93.0	0.00189*
Decreased students' dropouts.	85.8	88.3	87.4	0.25289
Increased students' attentiveness in class.	89.2	93.7	92.1	0.07022
Increased students learning outcomes.	85.8	95.0	91.8	0.00156*

Table 3: Dietary diversity and food management

Areas	Boys		Girls		Overall	
	Cashed based	Kind-based	Cashed based	Kind-based	Cashed based	Kind-based
Students are meeting minimum dietary diversity.	89.6	96.6	90.7	95.5	90.2	96.0
		0.00000*		0.00007*		0.00000*
Parents aware of the benefits of SMP	20.5	27.7	23.9	24.5	22.3	26.0
		0.00160*		0.39405		0.01232*
	Men		Women		Overall	
	Cashed based	Kind-based	Cashed based	Kind-based	Cashed based	Kind-based
Cook demonstrating safe food preparation practices	58.8	63.9	64.3	58.1	60.2	67.1
		0.05008		0.69930		0.10956
% of students having	Boys		Girls		Overall	
	Cashed based	Kind-based	Cashed based	Kind-based	Cashed based	Kind-based
Students aware of the benefits of SMP	20.0	20.6	21.1	21.4	20.6	21.0
		0.38157		0.43821		0.38640
% of students having	Boys		Girls		Overall	

Areas	Boys		Girls		Overall	
	Cashed based	Kind-based	Cashed based	Kind-based	Cashed based	Kind-based
	Cashed based (n=624)	Kind-based (n=1192)	Cashed based (n=701)	Kind-based (n=1259)	Cashed based (n=1325)	Kind-based (n=2451)
Meals daily	67.8	71.9	69.9	72.3	68.9	72.1
	0.03443*		0.12977		0.01933*	
Sufficient food to satisfy hunger	90.7	96.4	92.2	96.9	91.5	96.7
	0.00000*		0.00000*		0.00000*	
Hot meal	93.8	97.5	93.7	98.2	93.7	97.8
	0.00004*		0.00000*		0.00000*	
Different meal	76.1	9.0	75.6	8.6	75.8	8.8
	1.00000		1.00000		1.00000	

Table 4: School health and nutrition situation in intervention and non-intervention schools

Schools	Schools (%)		Remark	
	SHN (n=222)	Non-SHN (n=120)	Difference	P-value
With improved drinking water facilities.	95.9	88.3	7.6	0.00379*
With improved toilet facilities.	98.6	97.5	1.1	0.23177
Providing deworming medicines	67.1	25.8	41.3	0.00000*
Providing Iron folic acid tablets	76.9	50.8	26.1	0.00000*
With the provision of sanitary pads	94.8	89.2	5.6	0.02766*
With sanitary disposal facilities	76.9	61.5	15.4	0.00130*
With dustbin facilities	54.1	42.5	11.6	0.02030*

Table 5: Health, nutrition and hand washing practices among children

Students having	Girl		Boy		Overall	
	SHN (N=1192)	Non-SHN (624)	SHN (1259)	Non-SHN (701)	SHN (2451)	Non-SHN (1325)
Deworming medicines at least twice a year	79.8	52.7	81.5	53.2	80.7	53.0
	0.00000*		0.00000*		0.00000*	
Students demonstrating child health and nutrition practices	51.9	56.3	57.5	57.1	54.8	56.7
	0.96288		0.43187		0.86889	
Health-related absenteeism among students	17.3	20.8	18.3	20.5	17.8	20.6
	0.03407*		0.11743		0.01776*	
Students with good hygienic behavior	53.0	41.9	43.9	33.8	48.6	38.1
	0.00000*		0.00001*		0.00000*	
Students wash their hands at critical times.	43.1	40.2	36.3	37.3	39.8	38.9
	0.11727		0.67016		0.29461	
Girls	Overall			Overall		
	SHN		Non-SHN	% change		P value

	(n=556)	(n=281)		
Girls having iron folic acid	34.9	25.6	9.3	0.00318*
	N=205	N=84		
Girls practicing hygienic menstrual behavior	88.3	85.7	2.6	0.27167

Annex 20: Findings conclusions recommendations mapping

Recommendations	Conclusions	Findings
Recommendation 1: Review and prioritize project activities to achieve and sustain project results	265	Finding 5, 118-121
Recommendation 2: Strengthen linkages between LGs, Schools and Farmers Organizations for effective implementation of the HGSF approach	274, 276	Findings 10, 217,218, 227,228
Recommendation 3: Further strengthen capacity of LGs and other key stakeholders, specially, MoEST, PGs and MoALDs towards sustainable transition	273, 282	Findings 13, 14, 253, 257, 258, 259,
Recommendation 4: Undertake affirmative action prioritizing girls, specifically to improve literacy outcomes	266	Findings 8 and 11, 111, 156,159,162,188

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Acronyms

ADB	:	Asian Development Bank
AKC	:	Agriculture Knowledge Centre
BLS	:	Baseline Study
CAO	:	Chief Administrative Officer
CEHRD	:	Centre for Education and Human Resource Development
CO	:	Country Office
COMET	:	CO Tool for Managing Effectively (WFP Tool)
COVID	:	Corona Virus Disease-19
DAC		Development Assistance Committee
DEQAS	:	Decentralized Evaluation Quality Assurance System
EB	:	Executive Board
EC	:	Evaluation Committee
EDCU	:	Education Development Coordination Unit
EFA	:	Education for All
EGRA	:	Early Grade Reading Assessment
ELE	:	End line Evaluation
EoP	:	End of project
EQAS	:	Evaluation Quality Assurance System
ERG	:	Evaluation Reference Group
ERO	:	Education Review Office
FAD	:	Food and Agriculture Department
McGovern-Dole	:	McGovern-Dole International Food for Education and Child Nutrition Program
FFEP	:	Food for Education Programme
FGD	:	Focus Group Discussion
FMSC	:	Food Management Sub-committee
GEDSI	:	Gender Equality, Disability and Social Issues
GESI	:	Gender Equality and Social Inclusion
GEWE	:	Gender Equality and Women Empowerment
GPI	:	Gender Parity Index
HH	:	Households
HQ	:	Headquarters
HGSF	:	Home Grown School Feeding
GoN	:	Government of Nepal
IDS	:	Integrated Development Society
IEMIS	:	Integrated Education Management Information System
IFA	:	Iron Folic Acid
LG	:	Local Government
KII		Key Informant Interview
LEDPG	:	Local Education Development Partner Group
LGOA	:	Local Government Operation Act, 2017
LRP	:	Local Regional Procurement
MCN	:	Mercy Corps Nepal
MCHN	:	Maternal and Child Health Nutrition
MDM	:	Mid-Day Meal
MDMHB	:	Midday Meal Standard and Programme Handbook for the Community School 2019
MEO	:	Municipal Executive Office
MoALD	:	Ministry of Agriculture and Livestock Development

MoLMAC	:	Ministry of Land Management, Agriculture and Cooperatives/PG
MoEST	:	Ministry of Education Science and Technology
MoHP	:	Ministry of Health and Population
MoLMCPA	:	Ministry of Land Management, Cooperative and Poverty Alleviation
MoSD	:	Ministry of Social Development/PG
MoWS	:	Ministry of Water Supply
MPI	:	Multidimensional Poverty Index
MT		Metric Ton
MTE	:	Midterm Evaluation
MUAN	:	Municipal Association of Nepal
NARMIN	:	National Association of Rural Municipalities in Nepal
NEGRP	:	National Early Grade Reading Program
NEP	:	National Education Policy 2019
NASA	:	National Assessment of Student Achievement
NESA	:	Nepal Education Sector Analysis 2021
NNF	:	National Framework for SDG 4
NORAD		Norwegian Agency for Development Cooperation
NPC	:	National Planning Commission
NSMP	:	National School Meals Programme
ODA	:	Official Development Assistance
OECD	:	Organization for Economic Cooperation and Development
OEV	:	Office of Evaluation
OPI	:	Organizational Performance Index
PG	:	Provincial Government
PMAMP		Prime Minister Agriculture Modernization Project
PMP	:	Performance Monitoring Plan
PTA	:	Parents Teacher Association
RBB	:	Regional Bureau Bangkok
SCC	:	School Child Club
SERP	:	School Sector Reform Plan 2009-2015
SESP		School Education Sector Plan 2022/23-2031/32
SHN	:	School, Health and Nutrition
SDG	:	Sustainable Development Goal
SMC	:	School Management Committee
SS	:	Special Study
SSDP	:	School Sector Development Plan (2016-2023)
SSRP	:	School Sector Reform Plan
SSTP		School Sector Transformation Programme
THR	:	Take Home Ration
ToR	:	Terms of Reference
UN	:	United Nations
UNCT	:	United Nations Country Team
UNDP	:	United Nations Development Programme
UNDSS	:	UN Department of Safety and Security
UNEG	:	United Nations Evaluation Group
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
USAID		United States Aid for International Development
USDA	:	United States Department of Agriculture
WASH	:	Water Sanitation and Hygiene
WB	:	World Bank
WE	:	World Education
WFP	:	World Food Programme