WFP EVALUATION

Baseline Study of USDA McGovern-Dole International Food for Education and Child Nutrition Programme in Nepal FY23 Cycle (2024-2028)

Decentralized McGovern-Dole Baseline Study Report

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Executive summary

1. The World Food Programme (WFP) has been supporting the Government of Nepal (GoN)'s initiative to improve and increase children's access to and quality education through the School Meals Program (SMP) since 1967. In close coordination with the Ministry of Education, Science and Technology (MoEST), WFP is managing the McGovern-Dole International Food for Education and Child Nutrition program (McGovern-Dole) project funded by the United States Department of Agriculture (USDA) under the Fiscal Year (FY) 2023 grant cycle. The McGovern-Dole FY23 project covering the period of July 2024 to July 2028 is the fifth consecutive cycle of the project.

2. As a part of the FY23, WFP Nepal Country Office (CO) plans to continue to provide ongoing support for school meals targeting 196,784 unique beneficiaries across life of project (137,489 school children annually) in three districts of the Sudurpashchim province – Bajhang, Bajura, and Darchula. The project will primarily aim to enhance the government's efforts to provide national coverage of school meals for all public-school children from Early Childhood Development (ECD) to grade eight. Children will continue to receive direct assistance until the fourth year of the project. This will involve combining program delivery with technical capacity-strengthening support at federal, provincial, and district levels.

3. In this context, WFP Nepal Country Office commissioned Foundation for Development Management (FDM) to undertake the Baseline Study (BLS) to establish baseline in line with the approved Performance Monitoring Plan (PMP). The baseline data is expected to be utilized for continuous monitoring of project activities and measuring performance indicators for a set of outcomes. Moreover, the BLS has also aimed to provide a situational analysis before the commencement of the project and the context necessary for the midterm and endline evaluations to assess the project's coherence, relevance, effectiveness, efficiency, sustainability, and impact.

4. The evaluation areas were centered around the outcome indicators and the BLS team primarily focused on questions related to coherence and relevance, while some information was collected to inform the prospects of the project's sustainability and efficiency. The BLS team visited all three districts of Sudurpaschim province – Bajhang, Bajura and Darchula - where the project will be implemented. For quantitative data, the BLS team visited a total of 28 municipalities (out of the total 30) where 283 schools were visited. Stakeholders surveyed included head teacher, cooks, School Health, and Nutrition (SHN) focal persons, and Nepali language subject teachers. A total of 1,728 students and 864 parents were also surveyed as part of student interviews and parent interview, respectively. Furthermore, the Early Grade Reading Assessment (EGRA) tool was administered to 2,830 girls and boys from grade 3 beginners. Along with quantitative data, qualitative data was collected from six municipalities where a total of 26 FGDs and 87 KIIs were conducted. Likewise, FDM also conducted guided observation of schools, along with collection of school records applicable for certain indicators.

5. This executive summary provides an overview of the baseline findings for all the outcome indicators:

MGD 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.

6. The education level of the school students was found to be on the lower side. The majority of the students fell under the pre-basic (43.6%) or basic category (33.6%) as per the Education Review Office (ERO)'s grade level national reading proficiency benchmark. The score was similar when it came to the reading comprehension. The performance of boys and girls was almost similar in their reading and comprehension skills.

MGD Standard 2: Average student attendance rate in USDA supported classrooms/ schools.

7. While the attendance rate was 80.9% for the month of February 2024, the study team noted an irregular attendance pattern throughout the year. For instance, during June/July, students travelled to highlands with their families to collect a traditional herb *Yarsagumba* (Cordyceps Sinensis), resulting in high absenteeism in schools. Additionally, the absenteeism also increased due to migration of parents and children to India for various reason, including the parent's employment. As per the findings of this study, the majority of the school and government level stakeholders claimed that the SMP had been contributing to improving school attendance to some extent over the years. However, there is still the need to take additional measures to improve the retention of students during seasonal migration period. Some of the measures needed include fostering an environment that promotes better income generating avenues as well as better livelihood avenues for parents so that they do not need to migrate. In addition, measures to improve attendance could include activities like increasing monitoring of students' attendance in school through joint effort of the local government, schools and PTAs. Other measures can include the development partners conducting advocacy campaigns targeting parents to make them realize the importance of regular attendance.

MGD Standard 4: Number of teachers/ educators/ teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance.

8. 71% of the teachers in the teachers' survey said they used interactive teaching materials in their classroom, but classroom observation conducted by the BLS team showed only 47.6% demonstrating the same. This difference showed that the teachers overreported the usage of teaching materials. The qualitative consultations further verified that teachers found it difficult to incorporate new teaching techniques in the classroom even if they had been trained in the past due to lack of refresher trainings and difficulty in shifting from traditional methodology of teaching. However, it is important to note that since this was a one-off observation, the usage of teaching techniques from the limited classroom observations might not reflect the overall usage as reported by the teachers in the survey. Hence, coming to a conclusion on teachers' teaching technique might warrant additional studies.

MGD 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.

9. Of the 283 head teachers surveyed, 55.5% said their schools used at least 70% or more of the available instructional resources. School administrators in Darchula used innovative teaching methods and resources 72.8% of the time, compared to 50.7% in Bajura and 45.2% in Bajhang. The findings suggested a need for ongoing training and support not only for teachers but also for school administrators. Enhancing their skills through targeted mentoring and practical support can bridge the gap between training and implementation, ultimately improving the effectiveness of teaching and administration in schools.

MGD Standard 9: Number of students enrolled in schools receiving USDA assistance.

10. The enrolment in 2024 is 27,529, compared to 32,894 in the previous academic year. However, it should be noted that the 2024 records were collected at the beginning of the school academic year. Enrolment data usually goes up as the month progresses. The findings suggest that the school meals program has led to increased enrollment, with the midday meals being one of the key motivations for families to send their children to schools.

MGD Standard 19: Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance.

11. The use of proper child health and nutrition practices was found to be 16.6%. There was general awareness among students about handwashing and toilet usage. But apart from that, other health, and nutrition practices such as ensuring water purification, maintaining personal hygiene, eating habits, and waste disposal was found to require improvements.

MGD standard 20: Number of individuals who demonstrate the use of new safe food preparation and storage practices as a result of USDA assistance.

12. The BLS found that 45.6% of the cooks were following standard practices around safe food preparation. Qualitative consultations highlighted the shortage of resources, including uniforms and

cooking utensils, hindering cooks from adopting safe and hygienic food preparation and storage. Despite the challenges, a significant proportion of cooks were found to be prioritizing cleanliness, particularly after food preparation.

Custom Indicator 1: Average retention rate

13. Data from school records showed that of the total enrolled in 2023, 70.6% were former students who had reenrolled in the schools. This number is expected to increase as the enrollment for the 2024 year was still ongoing when the data collection was done.

Custom Indicator 2: Percent of school-age children with good personal hygiene

14. Slightly over one-quarter of students (28.4%) showed good personal hygiene, with female students across all three districts demonstrating better personal hygiene compared to male students. Only a limited number of schools were found to have checked the personal hygiene of the students once a week, as instructed. Qualitative findings across all three districts, meanwhile, showed that the understanding of personal hygiene was largely limited to handwashing behaviour and menstrual hygiene.

Custom Indicator 3: Percentage of parents having school-going children aware about the benefits of nutrition

15. 36.8% of the parents having school-going children were aware of the benefits of the SMP and subsequently, the benefits of nutrition. While the current awareness level among parents has been complemented by interventions of the previous cycle and in many instances due to other projects running in the same districts, there is a lot of room for improvement when it comes to increasing parental awareness.

Custom Indicator 4: Percentage of school-age children meeting minimum diet diversity (MDD)

16. The survey of parents highlighted a positive trend in dietary diversity among children, with a higher percentage of parents reporting their children consumed at least four food groups in the past 24 hours, indicating adherence to nutritional guidelines. However, some parents noted that fewer food groups were consumed, pointing to the need for targeted nutritional interventions. Darchula district was leading in this category, followed by Bajhang and Bajura. The data also showed that carbohydrate-rich foods dominated diets and that protein intake was tilted towards plant-based sources.

Custom Indicator 8: Number of Local Governments (LGs) using the Enhancing School Meals Monitoring System aligned with IEMIS

17. None of the officials interviewed were found to be utilizing the data from EMIS. When further probed about the rationale behind having the EMIS system, they stated that it had simplified monitoring the enrollment rate of the Palika. The BLS found a consistent gap in monitoring practices, in all the municipalities. The majority of the members except for officials in Bajura district had not received any training on monitoring practices. While limited awareness was one of the most notable findings that came out of the study, limited staffing and limited resources played an equally important role in deterring monitoring activities.

LRP Standard 12: Number of individuals in the agriculture system who have applied improved management practices or technologies with USDA assistance.

18. Out of the 28 farmers surveyed, only 12 reported to have taken training. Out of these 12, 75% had been adopting improved technologies. Out of these 75%, the majority mentioned implementing practices such as mulching, staking, line sowing, using improved seeds, plastic tunnel, etc. Farmers adopting other farming technologies were limited in number. For instance, those adopting climate smart technology, disease and pest management, input purchase practices, were minimal in number. However, there was no reported application of water management, post-harvest handling, record-keeping, or farming tools, suggesting significant gaps in technology adoption that need to be addressed in the future.

LRP Custom 4: Percentage of commodities procured that meet quality standards (fresh products)

19. Across all three districts, the total percentage of schools reported to be receiving fresh commodities that met the required quality standards was 95.1%. This was also corroborated in the qualitative consultations with Head Teachers and cooks. Additionally, the Head Teachers from all the municipalities that the study team visited highlighted that they have been receiving organic vegetables produced without using chemical fertilizers.

20. The BLS concluded that despite positive results from previous cycles, critical areas still required attention. The project has effectively targeted students and communities in three districts, aiming to address poor learning outcomes through relevant interventions such as capacity building for planning, procurement, provision of literacy materials, and strengthening the local education system and Teacher Professional Development. Training local government officials in nutrition, food safety, and warehouse management is deemed particularly relevant due to the limited capacity of the local officials. Additionally, creating a sustainable financing mechanism and an effective public financial management system for the SMP is a very relevant intervention from the project which is highly necessary due to local governments' resource struggles. Most importantly, the FY23 cycle's focus on strengthening system is highly relevant. Strengthening the capacity and coordination of local education systems and school administrators is essential for better SMP management and this is especially needed considering the existing poor capacity of the local government and the schools.

1. Introduction

1. This report presents findings from a Baseline Study (BLS) of the United States Department of Agriculture (USDA) McGovern-Dole International Food for Education and Child Nutrition Program in Nepal for the FY23 cycle in the Sudurpaschim Province of Nepal. The evaluation was commissioned by the World Food Programme (WFP) Nepal country office in close coordination with the Ministry of Education, Science, and Technology (MoEST), Government of Nepal (GoN). This decentralized evaluation series which consists of BLS, Mid-term Evaluation (MTE), and Endline Evaluation (ELE) was commissioned by WFP Nepal based on the Terms of Reference attached in Annex 2**.**

2. The Baseline Study (BLS) was conducted by an independent research firm Foundation for Development Management Private Limited (FDM). The purpose of the BLS was to establish the current situation against which the midterm (MT) and end-line (EL) evaluations will measure progress toward the targets.

3. The BLS team adopted an evaluation approach that was a mixture of non-experimental, cross-sectional, gender-sensitive, and exploratory. The non-experimental and cross-sectional approaches were outlined in the ToR and the BLS team felt that for an evaluation of this scale, the use of the two methods was appropriate. Since this was the baseline and the project team expected a myriad of findings, the BLS team proposed an additional approach – an exploratory approach where researchers explore findings without being limited by any specific boundary. Keeping in mind the gender aspects of the program, a gender-sensitive approach was also proposed by the BLS team.

4. The BLS also includes a separate Special Study entitled 'Government Monitoring Capacity Needs Assessment and Gaps Analysis'. The findings of the Special Study have been reported separately in the Special Study Report.

1.1. Evaluation features

5. The BLS had four objectives:

   - Establish baseline data for standard and custom outcome indicators in line with the approved Performance Monitoring Plan (PMP) advising the refinement of targets.

   - Provide a situational analysis before the project begins, and the context necessary for the midterm and endline evaluations to assess the project's coherence, relevance, effectiveness, efficiency, sustainability, and impact.

   - Determine the relevance of the evaluation questions, selected USDA Learning Agenda questions, and indicators to Nepal's school feeding strategy and specific school feeding concerns.

   - Through the special study, identify and analyze monitoring capacity-building needs, leading to the development of strategies and a real time monitoring system.

6. This BLS is also expected to be used to refine the evaluation questions for midterm and endline evaluations.

7. The BLS is part of the contractual obligations between USDA and WFP. The BLS has provided situational analysis before the project begins and established baseline values for project standard and custom outcome indicators which will help to define targets to be achieved through the project period. Moreover, the BLS has generated evidence for the McGovern-Dole learning agenda, with a primary focus on enhancing government capacity, policy framework, and financial support.

8. BLS is the first component of an evaluation series, which will include Midline evaluation and Endline evaluation. Overall, the evaluation series has two mutually reinforcing objectives:

9. **Accountability:** The evaluation series will assess and report on the performance and results of the McGovern-Dole FY23 by assessing whether targeted beneficiaries have received expected services, and programs will meet or have met their stated goals and objectives.

10. **Learning:** The evaluation series will determine the reasons why certain results occurred or not, and draw lessons, derive good practices and pointers for learning. They will provide evidence-based findings to inform operational and strategic decision-making. The objective of learning has the same weight as that of accountability.

11. **Timeframe:** The BLS covered the period from April 2024 to August 2024.

12. **Geographic coverage:** The BLS covered all three project districts i.e., Bajhang, Bajura, and Darchula. Please refer to *Annex 1* for Project Map.

13. The primary user of the BLS report is WFP Nepal. Secondary expected users of the BLS are all three tiers of government (federal, provincial, and local), USDA, implementing partners (i.e., Mercy Corps, Integrated Development Society Nepal - IDS, and JSI/World Education)[1], other development partners supporting School Education Sector Plan (SESP), I/NGOs working in the education sector, WFP Headquarters and the Regional Bureau, among others.

14. The evaluation team consisted of a Team Leader, Literacy specialist, GEDSI specialist, SHN Specialist, , Evaluation manager, Quality research coordinator, Senior data analyst, Data manager, researchers, field monitor, supervisors and enumerators.

1.2. Context

15. In 1974, the World Food Programme (WFP) country office Nepal initiated its first school meals operation in Nepal. A significant milestone occurred in 1996 when the government introduced its in-kind focused Food for Education Program. This marked the establishment of a new institutional framework for school feeding and marked the beginning of the shift toward national leadership. Between 1996 and 2008, WFP was tasked with administering all in-kind school meal programs, and during this period, the government increasingly prioritized national capacity building, planning, and expansion into districts with the lowest food security, health, nutrition, and education indicators. In 2008, the government initiated a cash-based school feeding program with WFP support in five districts, demonstrating its commitment to leadership and nationalization. Today, the Government of Nepal provides nutritious school meals to 3.3 million children, from pre-school to Grade 5, in 29,000 public schools across the country. The initiative now covers all 77 districts, including 100,000 students supported by WFP in three remote districts of Sudurpaschim province. The WFP program is referred to as 'in-kind' because it delivers the staples to districts, where they are picked up and taken to schools then transformed into meals. The government program is 'cash-based' because it provides money (Rs15 per student per meal, Rs20 in five remote districts in Karnali) to municipalities, which transfer the cash to their schools to buy ingredients and prepare lunches for students from early grade learning to class five, 180 days a year.

16. **Geographical context:** Nepal is located in South Asia between China in the north and India in the south, east, and west. The country can be divided into three main geographical regions: the Himalayan region, mid Hill region, and the Tarai region. The country has a population of more than 30 million. As per the report published by the World Bank in 2022, the GDP per capita of the country stands at USD 1,336.55[2].

17. **Poverty and social indicators:** According to the poverty data- Nepal by Asia Development Bank - 2022, 20.3% of the population lived below the national poverty line while the proportion of employed population below $2.15 purchasing power parity/day in 2023 was 1.6%. When we take multidimensionality into account, measured by the Multidimensional Poverty Index (MPI), 17.4% of Nepalis are multidimensionally poor. Furthermore, the Nepal Living Standards Survey (NLSS)-IV report by the National Statistics Office states that the poverty rate in Sudurpashchim Province stands

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[1] JSI and World Education have recently merged into a single organization.
[2] Nepal GDP per capita, current dollars - data, chart. (n.d.). TheGlobalEconomy.com. Retrieved June 28, 2024, from https://www.theglobaleconomy.com/Nepal/gdp_per_capita_current_dollars/

at 34.16%[3]. Nepal has not managed to bring down the poverty rate in the past 12 years as 20 percent of the population remains pegged below the poverty line. Nepal went through political instability, prolonged load-shedding, earthquakes, the introduction of the new federal constitution, the first and second federal elections, and the COVID pandemic in this period.

18. **Governance structure:** The Constitution of Nepal 2015 recognizes that the country has transformed into a federal democratic republic. Nepal now has seven provincial and 753 local level governments (including six metropolises, 11 sub-metropolises, 276 municipalities, and 460 rural municipalities). Under this federal governance system, the local level government has been provided with the authority for planning, financing, and delivery of basic education, secondary education, and non-formal education programs. The federal structure in the governance system is expected to bridge the gap between different layers of government, schools, and the community and allow for improved accountability, better-informed curriculum development, promotion of mother tongue-based instruction and effective education service delivery. While the government has always expressed its commitment to the Sustainable Development Goals (SDGs) at the national and international levels, it has also realized that the goals will not be achieved without the same level of commitment and integration at the provincial and local levels.

19. Nepal government's SDG Progress Assessment Report (2016-2019) has indicated mixed progress. Out of 17 goals, the performance of 2 goals (SDG 1 and 10) was satisfactory, 5 goals (SDG 4,5,7, 15, and 17) had moderate progress, and slow progress in 7 (SDG 2,3,6,8, 11,13, and16), 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,[4,5] but significant vulnerabilities to continue a path of inclusive and sustainable growth.[6] According to the 2023 dashboard report, the performance of SDG 2, which relates to zero hunger (end hunger, achieve food security 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 major challenges of SDG 17 include increasing absorptive capacity of foreign aid; enhancing the export capacity of the economy through appropriate industrial policies and policies for trade diversification; attracting foreign direct investment; technology transfer and capacity building; maximizing employment and income gains from safe migration; and strengthening institutions for partnership. The dashboard further reported that government spending on health and education is moderately increasing.[7]

20. **Education:** Early Grade Reading (EGR) in Nepal faces persistent challenges as many students in grades 1-3 still grapple with reading fluency and comprehension in Nepali. According to the Final Assessment of USAID's Early Grade Reading Program II (EGRP II) which provides insights into the status of Early Grade Reading (EGR) in Nepal in 2022, the overall reading score of Grade 2 was 28.5% in 2014 whereas it does not show much different in 2022 with 28.7% overall reading score. The overall

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[3] Efe, A., & Efe, A. (2024, February 13). Over 20% of Nepal's population lives below poverty line: survey. EFE Noticias. https://efe.com/en/latest-news/2024-02-12/over-20-of-nepals-population-lives-below-poverty-line-survey/#:~:text=The%20consequences%20of%20these%20two,the%20Lumbini%20province%20at%2024.35%25.

[4] https://dashboards.sdgindex.org/profiles/nepal (23.4% achieved or on track, 46.9% limited progress and 29.7% worsening)
[5] Sachs, J., Kroll, C., Lafortune, G., Fuller, G., & Woelm, F. (2022). Sustainable Development Report 2022. Cambridge University Press. https://dashboards.sdgindex.org/profiles/Nepal
[6] World Bank. (2022). Nepal Development Update October 2022 (English). Nepal Development Update. World Bank, USA
[7] National Planning Commission Kathmandu. (n.d.). https://nepal.un.org/sites/default/files/2021-02/UNDP-NP-SDG-Progress-Report.pdf

score of Grade 3 showed some amount of change with 32.2% overall score in 2014 and that being 37.9% in 2022.

21. Moreover, over the years, Nepal has made significant progress in school enrolment. However, the lower retention rate remains a challenge. The Nepal Health and Demographic Survey conducted by the Ministry of Health and Population shows that 78 percent of girls and 75 percent of boys of school-going age are enrolled in lower basic level (grades one to five). The rate of enrollment of boys further declines at the basic level. While the girls' enrolment in grades six to eight stood at 52 percent, only 44 percent of boys of the higher basic level schooling age are enrolled.

22. Traditional teaching methods and linguistic diversity remain significant obstacles. Besides, limited resources, teacher training, and capacity building, parental involvement is found to be a challenge in learning process.

23. **Nutrition and food security**: The Global Food Security Index score of Nepal, as of 2022, is 53.77 in the Global Hunger Index and falls under the moderate category. The prevalence of food insecure population is more prevalent in rural areas and mountain and hilly zones compared to terai. The Nepal Demographic and Health Survey (NDHS) report 2022 showed that the prevalence of stunting amongst the children under 5 years has declined from 57% (1996) to 25% in 2022. During this same period, the prevalence of wasting declined from 15% to 8%, and the prevalence of overweight was steady at 1%[8]. Karnali Province has the highest proportion of stunted, wasted, and underweight children followed by Sudurpashchim province. Multiple Indicator Cluster Survey (MICS) 2019 also reported a negative relationship between underweight and stunting and the household wealth quintile, with a gradual decline across quintiles. There is markedly less stunting and underweight among the richest quintile compared to other wealth quintiles.

24. In terms of COVID-19, the cases of COVID-19 were detected in Nepal in January 2020. Being a low-income country, Nepal was prone to food insecurity during the period of COVID-19. The COVID -19 with the subsequent imposition of lockdown had substantially decreased economic activity causing job losses and reduced working hours. The problem was further intensified with the lockdown imposed by the government on 24 March 2020. The lockdown imposed within and outside Nepal has caused the closure of borders and disrupted the cross-border transportation services severely affecting the supply of food commodities resulting shortage of essential food items inside the country. In addition to the shortage of food, the lockdown imposed also affected the agriculture of Nepal. Many farmers from different parts of Nepal could not get fertilizers and improved seeds from the market as a result agricultural activities in many rural parts of Nepal were disrupted.[9]

25. **Agriculture:** In Nepal, Smallholder Farmers (SHF) are spread throughout the vast countryside, often remote and hard to access. According to the Food and Agriculture Organization, SHF accounts for roughly 70% of the food produced in Nepal. The number of households engaged in agriculture, including livestock husbandry has increased in the country over the decades. According to the National Sample Census of Agriculture, about 4.13 million households are involved in agriculture at present. The number of farmer households has increased by 168 per cent over the period of six decades. However, the area of land held by them has increased only 32 per cent during the review period. Around 2.21 million hectares of land is being used for agriculture at present.

26. Of the project districts, Bajhang, Bajura, and Darchula have at least 29% of households that are 3+ hours from the closest market. While smallholder farming is one of the main means of income for most working-age adults, there continues to be a need to provide support on establishing income-generating opportunities to most households, and ultimately SHF.

27. **Water, sanitation, and hygiene:** While the situation surrounding WaSH in Nepal is steadily improving, it remains an area with room for improvement. School-level surveys that were done in 2018 and 2019 by WFP, highlighted the unequal availability of WaSH facilities in Bajura, Bajhang, and Darchula. Access to menstrual hygiene and sanitary items was also limited. Sanitary pad disposal

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[8] NDHS. (2022). Nepal Demographic and Health Survey 2022 [Review of Nepal Demographic and Health Survey 2022]. Ministry of Health and Population. (n.d.). https://dhsprogram.com/pubs/pdf/PR142/PR142.pdf

[9] View of Impact of COVID-19 on Food Security in Nepal. (2024). Kingscollege.edu.np. https://journals.kingscollege.edu.np/index.php/ijeei/article/view/44/32

facilities within latrines were found in 12.7 percent (Bajura), 12.6 percent (Darchula), and 5.1 percent (Bajhang) of schools.

28. **Gender analysis:** Children from marginalized caste/ethnic groups and the poorest families are more likely to be out of school, as are girls. The gender gap widens at the lower secondary level where 10.4 percent of girls (versus 7.7 percent of boys) are out of school, and 52.2 percent of those out-of-school girls are expected to never go to school (compared to 32.7 percent of the out-of-school boys[10]). With a Gender Inequality Index value of 0.452, Nepal ranks 110 out of 162 countries in the 2019 index. Ending discrimination against women and girls, elimination of violence against women and girls, women's participation in the labor force, representation of women in public life and managerial positions, and women's access to economic resources, are priority indicators in the context of Nepal. While gender empowerment measures show improvement, inequality in wages continues. Despite having a notable reduction in gender-based violence against women, the practice of child marriage remains prominent. On gender equality, the legal framework has favored women, but equality remains more elusive within the household and in the workplace.

29. **Marginalized group and access to education:** Students with disabilities, as well as those from economically disadvantaged backgrounds, remote areas, marginalized castes, and disadvantaged ethnic groups face disproportionate challenges in accessing education in Nepal. To begin with, inadequate infrastructure and resources, such as accessible classrooms, ramps, assistive devices, and learning materials, pose significant barriers to inclusive education. Moreover, deep-rooted societal attitudes and misconceptions about disabilities contribute to stigma and discrimination, leading to the exclusion and marginalization of students with disabilities. Furthermore, many teachers lack the necessary training and skills to effectively support diverse learners in inclusive classrooms. Limited professional development opportunities and inadequate support systems further exacerbate this challenge. Although Nepal has policies and legal frameworks in place to promote inclusive education; there is often a gap between policy formulation and effective implementation at the grassroots level. The curriculum and assessment methods often fail to accommodate the diverse learning needs and abilities of students, excluding those with disabilities or special educational needs.

30. **Government programs and policies:** To address these interrelated challenges, the GoN has put in place a solid policy framework since 2015. Some of these are:

Table 1. List of policies

Education related policies	School Education Sector Plan 2022/2023 – 2031/2032
	National Education Policy 2019
	School Sector Development Plan 2016 - 2023
	Education Sector Plan 2021 – 2030
	The Act Relating to Compulsory and Free Education
Agriculture and nutrition-related policies	Agricultural Development Strategy 2015 - 2035
	Multi Sector Plan 2018 – 2022
	Nepal Water Supply Sanitation and Hygiene Sector Development Plan 2016 – 2030
	Food and Nutrition Security Plan of Action 2014 - 2024
Health Sector policies and Strategies	Multi-Sector Nutrition Program (MSNP II)
	Nepal Health Sector Strategic Plan 2023-2030
	National Health Policy 2019

31. **Development assistance in Nepal:** Development assistance in Nepal provides crucial support and remains important to address Nepal's national development priorities, including the graduation from Least Developed Country status to the achievement of the SDGs. In FY 2018/19, Nepal received USD

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[10] Every Child Learns. (2020). In *https://www.unicef.org/media/66856/file/EdStrategy-2019-2030-CountrySolution-Nepal.pdf*. UNICEF. Retrieved August 4, 2024, from https://www.unicef.org/media/66856/file/EdStrategy-2019-2030-CountrySolution-Nepal.pdf.

1,733 million as the total development as sistance. Most Official Development Assistance was provided as loans (60%), followed by grants (27%) and technical assistance (13%). Project support continued to be the most used modality. The sectors receiving the highest level of disbursement were education, peace and reconstruction, local development, and financial reform making up 54% of the total ODA disbursements. WFP has been working in Nepal since 1963, supporting the Government to develop greater food security among vulnerable communities and build resilience to disasters.

32. **WFP's engagement in Nepal:** The WFP Country Office for Nepal was established in 1967. Its work in Nepal primarily targets the most food insecure and those in the hard-to-reach districts of the mid- and far-western hills and mountains. The main priorities of the country's strategic plan for WFP include addressing root causes relating to nutrition and school meals, resilience building- assets creation, livelihood activities, climate resilience, crisis response on emergency, capacity development, earthquake recovery activities, and food assistance to refugees in Nepal.

33. **National School Meal Program (NSMP) in Nepal:** The provision of school meals has a long and sustained history in Nepal. After several decades of school feeding provided by WFP to address food insecurity, the National School Meals Program, also known as the Mid-Day Meals Program was formally established in 2008 by the Government of Nepal and was implemented in public schools across five districts. GoN had been recognized for its role in improving the nutrition levels of children and addressing the issue of school dropouts. To ensure that students up to grade 5 studying at public schools receive balanced meals, the government introduced the program. The responsibility for implementing this program was delegated 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) has 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 program.

34. In partnership with the MoEST, the WFP country office Nepal-supported School Meals Program aims to reduce hunger, improve student attendance, and improve 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.

35. As per the Country Strategic Plan 2024 – 2028, WFP is planning to provide support under four outcomes:

   • Outcome 1: Affected and at-risk populations in Nepal meet their food, nutrition, and other essential needs before, during, and aftershocks and other stressors.

   • Outcome 2: School-age children and adolescents and nutritionally deprived groups in Nepal have improved education and nutrition outcomes and greater access to affordable, nutritious, and safe diets, including through social protection programs, by 2028.

   • Outcome 3: Smallholder farmers and climate-vulnerable populations in Nepal benefit from climate-resilient and equitable food systems, sustainable livelihoods, and climate-proof assets and services by 2028.

   • Outcome 4: Communities vulnerable to and affected by crises in Nepal benefit from improved common services and enhanced capacities of the Government and humanitarian and development actors by 2028.

36. **Geography and natural disaster in Sudurpaschim province:** Sudurpashchim Province covers 13.27% of the total area of the country. In the total area of the province, the mountainous terrain is

40.60%, the hilly terrain is 34.54% and the Terai[11] area is 24.86%. The province is one of the least developed provinces of Nepal with a low human development index and high vulnerability to climate change and climate-induced disasters. It faces a number of disasters and affects livelihood severely due to the lack of adequate preparedness, poverty, accessibility, and well-being. The province has had the seismic and hydrometeorological vulnerability, while recently, hydrometeorological disasters, such as landslides and floods have claimed more lives and caused damage to houses, land, and other assets. Similarly, the earthquake in 2022 caused damage in some of the rural municipalities as well. The Mahakali River has caused serious damage in the Darchula district in recent years and the Rangoon and Pantura rivers have been causing erosion, riverbank cutting, and sedimentation in the province. Settlements close to rivers in the hill and mountain districts are exposed to floods every year. Landslides are most common in the Sudurpaschim province. The Sudurpaschim Province, has already suffered from economic loss of Nepali Rupees (NRs). 781 million (USD 5,883,354.22)[12] due to disasters in the recent decade.

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[11] The Terai region of Nepal is a lowland, flat area in the southern part of the country, characterized by its fertile plain land and subtropical climate, which makes it an important agricultural zone.
[12] USD 1= NRs. 132.77 as of exchange rate of 4th August 2024.

2. Subject of the baseline evaluation

2.1. Subject of the baseline evaluation, theory of change, activities, and intended outputs and outcomes.

37. WFP has collaborated with the USDA's McGovern-Dole International Food for Education and Child Nutrition Program (McGovern-Dole) to implement SMP in Nepal's rural and highly food-insecure districts. The current FY23 grant cycle is the fifth consecutive cycle covering the period of July 2024 to July 2028. The project operates with the following objectives:

   • Strengthen the government's capacity, at national and sub-national levels, to design, coordinate, implement and monitor an efficient, effective, contextualized multi-sectoral school feeding program.

   • Establish a hybrid, local purchase modality option that uses improved supply chain efficiencies to respond to scarce supply and high costs of home-grown school meals in mountainous districts.

   • Gradually shift WFP and its partners role from operational implementation support to providing the Government of Nepal with technical assistance.

38. The project will build on the successes gained since the start of McGovern-Dole support in 2009, with a sustainable model that includes local procurement of nutritious and locally available fresh products for uninterrupted and affordable school meals across the country, contributing to the strategic objective - **Improved effectiveness of food assistance through local and regional procurement (LRP SO1)**. In coordination with the United States Agency for International Development (USAID) Education office, the project will continue to improve learning outcomes of school-aged children through literacy interventions, including the national early-grade reading program to meet the strategic objective - **Improved literacy of school-age children McGovern Dole Strategic Objectives (MGD SO1).** The project will also improve school-level water, sanitation, and hygiene, and promote intersectoral collaboration to improve knowledge and practices in nutrition for sustained impact after McGovern-Dole support ends, achieving the strategic objective - **Increased use of health, nutrition, and dietary practices (MGD SO2).** *(The detailed Results Framework, ToC and project's performance indicator can be found in Annex 11, 14 and 7 respectively). .*

39. The ToC/Results Framework are based on 3 critical assumptions:

   A) Nepal has a stable government that prioritizes school-feeding as a part of social protection and maintains funding levels.

   B) There is absence of disaster (natural, climate, economic, pandemic) that result in major disruption of systems.

   C) There is sufficient food produced and available locally/regionally to support the school-feeding.

40. This fifth cycle will cover three of the districts from the far-western province of *Sudurpaschim* – Darchula, Bajhang, and Bajura in 30 municipalities. All these three districts were a part of the previous cycles of the project.

41. The total project budget is approximately USD 33 million.

42. **Planned beneficiaries:** 196,784 unique pre-primary and primary school children (137,489 school children annually) in 1057 schools from ECD to grade 8 are the beneficiaries of the program. Besides, the GoN, the local community, schools, farmers' groups, and local cooperatives are also the stakeholders of the program. (Refer to Annex 15 for Beneficiary Table)

43. The project's main goal is to ensure that project intervention can be transitioned effectively to the government's national program. WFP will play a role by supporting specific technical assistance to the

GoN. This assistance is aimed at strengthening their capacity, improving their policy framework, and supporting their program for school feeding (Please refer to Annex 11 for the Project Results Framework). Nepal's path to ownership and sustainability has taken patient investment by the national government and partners and the process is near completion after 27 years, in which the school meals program has been institutionalized and embedded in national systems. In 1974, WFP started its first school meals operation in Nepal. The first milestone came in 1996 when the government created its in-kind focused Food for Education Program, establishing a new institutional school feeding framework and effectively marking the start of the transition to national leadership. WFP was called on to administer all in-kind school meals program between 1996 and 2008, and over this period the government grew increasingly invested in national capacity building, planning, and expansion into those districts with the lowest food security, health, nutrition, and education indicators. In 2008, the government piloted a cash-based school feeding program with WFP support in five districts, demonstrating its interest in leadership and nationalization.

44. The arrival of McGovern-Dole in 2009, provided critical help to the intersectoral embedding of school meals, allowing WFP to aid the Ministry of Education, Science and Technology to link school meals with local agriculture. In the years since, thanks to sustained investment by USDA and with support from WFP, the government has consolidated its policy and institutional frameworks. It ensured that school feeding was included in national education sector policies, designed, and launched a national operational plan, and increased the number of schools feeding staff in the education ministry (Food for Education Program staffing, which will be absorbed into local government beginning 2023). These efforts got results, and the National Development Plan 2019-2024 cites school feeding for having helped raise net enrolment and retention, lower dropout; and achieve gender parity. In this fifth cycle of the project, the project will continue to support the local stakeholders to maintain the ongoing intervention in three remote mountain districts where the government's cash-to-schools local procurement model is challenged by capacity constraints and unreliable commodity supply chains. All McGovern-Dole schools will be transitioned to government ownership by the end of the project. This project will address the capacity gaps and challenges in supply chains for sustainable school meals in Nepal.

45. **Partners:** The main partners of the project are GoN and implementing partners – JSI/World Education, Mercy Crops, and Integrated Development Society (IDS) who are working in their respective thematic areas. WFP, through subrecipient JSI/World Education), will increase access to improved literacy instruction materials to schools, teachers, and children in grades one to three. Moreover, JSI/World Education will engage with the school community, through orientations and technical assistance in schools, to build the capacity of School Management Committees and Parent-Teacher Associations (PTAs) to marshal the engagement of parents and communities to support reading, with a special focus on marginalized children and struggling readers.

46. WFP, through subrecipient Mercy Corps, will procure local commodities through partnership with local NGOs starting from January 2025 to July 2027, to deliver a hybrid school meals food basket and will build the capacity of local governments and schools to procure food through a transparent, sustainable process. Mercy Corps will ensure the food served in schools is culturally appropriate and nutritionally diverse. WFP, through subrecipient Mercy Corps, will also train and provide on-site coaching on nutrition, food safety, and storage to local government officials responsible for warehouse management. Furthermore, WFP, through subrecipients IDS, JSI/WE, and Mercy Corps, will work with the government on an evidence-based Social and Behavior Change Communication (SBCC) strategy that details approaches, guidance, materials, and key messages for health, hygiene and nutrition campaigns. WFP, through subrecipient Mercy Corps, will also provide training on agricultural techniques and crop management to the small holder farmers.

47. Finally, WFP, through subrecipients JSI/WE and Integrated Development Society (IDS), will work with local governments and local health systems to develop an orientation package on school-level disability screening. Additionally, IDS is envisioned to provide support to the schools in terms of health screening, hygiene maintenance, and IFA/albendazole distribution. JSI/WE and IDS will form, orient, and mobilize Student Assessment Technical Committees to ensure that project activities are inclusive and address the learning needs of children with disabilities. In addition, WFP, through subrecipient IDS, will collaborate with provincial and local governments to complete a school

infrastructure needs assessment of all targeted schools, including the status of kitchens and handwashing stations in year 1. WFP, through subrecipient IDS, will work with local government officials to develop an implementation plan for infrastructure activities. WFP will select target schools for critical infrastructure investments on a cluster basis. WFP will work with local governments on the school selection. WFP, through subrecipient IDS, will construct and rehabilitate school infrastructure (400 kitchens and 400 handwash stations) to support school feeding. WFP, through subrecipient IDS, will provide technical support in coordinating the interventions included in the Government of Nepal's national school health and nutrition package. WFP, through subrecipient IDS, will work with the local government and health facilities to ensure that every targeted student is dewormed twice per year.

48. **Gender Equality and Women Empowerment**: WFP envisions a world with zero hunger where everyone has equal opportunities, equal access to resources, and an equal voice in the decisions that shape their lives, including as individuals within households, communities, and societies. This policy lays out WFP's strategic direction for gender equality and women's empowerment and defines the necessary changes and entry points for further mainstreaming gender in WFP's work. The WFP School Feeding Policy (2013), WFP School Feeding Strategy (2020), and Gender Policy for 2015- 2020 lay emphasis on recognizing and including the specific needs of young girls, ethnic and religious minorities, and children with disabilities. To promote inclusion and equity in education, WFP will integrate gender components in the McGovern-Dole FY23. WFP and its cooperating partners have undertaken a gender analysis of the target locations to ensure integration of gender, social, and disability inclusion, and protection and accountability considerations. Targeting, implementation, and monitoring of project activities will be based on leaving no one behind. More specifically, gender-sensitive, inclusive, and accessible SBCC will be implemented to improve awareness of all project components such as the consumption of safe, healthy, and nutritious diets, and literacy of both boys and girls, holistically and comprehensively. Moreover, WFP and its partners will prioritize smallholder farmers who are women and members of women-led cooperatives. WFP will follow corporate requirements including a gender-age marker exercise with the country strategic plan, and annual gender-age marker monitoring exercises wherein WFP Nepal is required to report on gender equality and women's empowerment activities and do-no-harm approaches. It will also ensure that the teaching materials and channels used are accessible and culturally appropriate for both girls and boys. It seeks to promote positive change in various aspects of the community, with a particular emphasis on equal access to education for girls and boys which will ultimately empower their holistic development.

49. The baseline study of the USDA McGovern-Dole FY20 project[13] highlights its significant relevance, demonstrating a strong alignment with the needs of both beneficiaries and stakeholders. One critical finding identified the necessity for an effective mechanism to monitor the midday meal program. Additionally, the study found that the program was guided by a clear intention to contribute towards Sustainable Development Goal (SDG) 4: ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. Quality education, as emphasized, lays the foundation for achieving other SDGs, such as SDG 3 (good health and well-being) and SDG 6 (clean water and sanitation). However, the study revealed unsatisfactory literacy outcomes among students, as assessed through the Early Grade Reading Assessment (EGRA). It also highlighted the low adoption of new and quality teaching techniques and tools by Nepali language teachers and head teachers. These findings suggest areas for improvement to enhance the program's impact on educational quality.

2.2. Evaluation questions and evaluation criteria

50. This section discusses the key evaluation questions and the areas of inquiry. The questions were selected based on the review of the ToR, the objectives stated in the ToR as well as through consultations with the project and Monitoring Review and Evaluation (MRE) team. The ToR has laid out the evaluation questions for the entire project cycle. The BLS team selected the relevant criteria and finalized the questions for each of those criteria in consultation with the MRE team. The questions

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[13]   https://www.wfp.org/publications/nepal-usda-mcgovern-dole-international-food-education-and-child-nutrition-programme

had to be revised since they were generic and the BLS study felt that they did not specifically assess the baseline status of the program. In regard to sustainability, although this is a baseline, the BLS team assess sustainability from the perspective of what the project should keep in mind during the project delivery. The key evaluation questions for the BLS included:

Table 2. Key evaluation questions

Criteria	Questions
1. **Relevance**	1.1. What is the quality of the project design, mainly in terms of beneficiary targeting and ability to reach the right people with the right type of assistance? 1.2. To what extent do the project objectives and design respond to the host government's, plans, policies, and priorities for establishing a strong real-time program cycle management mechanism of SMP at the local and provincial levels? 1.3. Has the project design properly considered the needs of women and socially marginalized and disadvantaged? 1.4. Is the project designed to reach the right people with the right type of assistance?
2. **Coherence**	2.1. Is the project aligned with the national government and donor's education and school feeding policies and strategies? 2.2. At which level does the project address the interlinkages with the intervention of the host government, as well as the complementarity, harmonization, and coordination with other development partners working in the education sector in the country? 2.3. To what extent is the project coherent with international development agendas and priorities?
3. **Sustainability**	3.1. What factors should the project keep in mind to ensure the sustainability of the project interventions – at the school level, community level as well as local government level? 3.2. What types of incentives are the most effective at securing local governments, communities, and school's interest in SMP? 3.3. Is the program including a gender and social inclusion analysis and integrating gender equality / inclusion considerations within sustainability planning? 3.4. What are the potential challenges and barriers in ensuring sustainability of the project interventions?

51. The BLS was conducted from March 2024 through to September 2024. The field work for the BLS began at the end of May and continued for two weeks until the first week of June. The academic year had commenced by then and the students were available in the schools for the survey.

52. The BLS has covered all activities implemented through the McGovern Dole FY 23'. The BLS has reported the values for all indicators before the commencement of the activities. The BLS has calculated the outcome indicators using primary sources. For some output indicators, primary sources have been used. However, for those indicators whose source is secondary (from monitoring data, government, or other partners), the BLS has used the latest available figures for example: LRP Standard 5 (Project Record); LRP Standard 7 (Project Record) and LRP Custom 5 (Project record) (*Refer to Table 30: Output level indicators in Annex 7 for further details*). The BLS provides situational analysis before the project begins and establishes baseline values for project standard and custom outcome indicators. The BLS also includes a separate Special Study on Government Monitoring Capacity Needs Assessment and Gaps Analysis.

53. In regard to Gender Equality and Women Empowerment (GEWE), the BLS has ensured that Gender Equality and Women Empowerment (GEWE) aspect is integrated into the whole evaluation process and that specific data on gender was 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). The evaluation will analyze how wider inclusion objectives, human rights issues, and GEWE mainstreaming principles are included in the intervention design and guided by WFP and system-wide objectives on GEWE. In addition, the BLS will determine the level of inclusiveness of both gender and socially disadvantaged groups in the implementation management process, decision-making, and benefit sharing of the USDA assistance. This was done through multiple steps; for instance, in the survey, the BLS team ensured that 50% of the respondents are male and 50% of them are female. Similarly, in FGDs and KIIs, separate consultations were undertaken with female groups including parents and students. Similarly, the BLS also spoke with Deputy Mayors in the municipalities (most of whom are female) to gather a gendered perspective on the subject matter.

2.3. Stakeholder analysis

54. A range of stakeholders, both inside and outside of WFP, are interested in the evaluation results and will play a role in the evaluation process. WFP implements McGovern-Dole FY23 in partnership with several ministries of GoN and Non-government organizations (NGOs). As such, the primary respondents of the survey were students, parents, Head Teachers, cooks, school health and nutrition (SHN) teachers, Nepali teachers as well as farmers. The community-level stakeholders were selected to ensure that members of diverse ethnicities, castes, and levels of marginalization were selected along with those living with disabilities.

55. At the local government level, the Deputy Mayor, Education Officer, Agriculture Officer have also been identified as the primary respondents. Project-related stakeholders such as WFP officials (at the field level and central level), representatives from implementing partners – IDS, JSI/World Education and Mercy Corps will also be the primary respondents. On the other hand, respondents at the federal level such as representatives of MoEST, representatives of the Education Review Office (ERO), and representative of the Center for Human Resource Development (CEHRD) along with representatives of development organizations have been identified as secondary respondents.

56. The stakeholders are categorized as internal and external according to their involvement and interest in the program and evaluation. WFP Country Office Nepal, WFP Regional Bureau Bangkok, WFP HQ school feeding unit, and Office of Evaluation are the internal stakeholders of this program and survey. Similarly, the beneficiaries, GoN, UN Country Team, Non-governmental organizations including WFP Nepal's implementing partners, USDA Food Assistance Division, Local Education Development Partner Group, and others are the external stakeholders.

3. Evaluation approach and methodology for baseline data collection

3.1.   Evaluation approach and methodology

57. A preliminary evaluability assessment was undertaken by the WFP Country Office at the initial stage of the project cycle where the M&E plan, and result frameworks, were analyzed and established. For this BLS, the BLS team has critically assessed data availability and considered the evaluability limitations of the study methods conducted. In doing so, the BLS team also critically reviewed the evaluability of the gender aspects of the programs and identified related challenges and mitigation measures. The following documents were reviewed by the BLS team during the BLS study:

- Project proposal of USDA McGovern-Dole International Food for Education and Child Nutrition Program
- Evaluation Report of FY20 Cycle
- Special study report FY20 Cycle
- Process and outcome monitoring reports (FY 17)
- GoN monitoring capacity assessment report.
- WFP Country Strategic Plan
- National School Meal Program Guideline
- Multi-sector Nutrition Plan (2018-2022)
- School Sector Development Plan (2016-2023)
- DEQAS (Decentralized Evaluation Quality Assurance System) Process Guide
- USDA Monitoring and Evaluation Policy, February 2019
- USDA Food Assistance Indicators and Definitions, February 2019

58. The documents provided by WFP provided a thorough background and context to the BLS team. This helped the BLS team design the BLS approach. In this regard, the BLS examined the current situation with regard to the performance indicators. In this process, it collected information around Relevance and Coherence and sustainability at baseline and has provided baseline context and indicator values by which the Organization for Economic Cooperation and Development-Development Assistance Committee (OECD-DAC) criteria can be assessed at midterm and endline. To comprehensively assess the Relevance and Coherence and generate baseline indicators to measure Efficiency, Impact, Effectiveness at successive evaluations of the project, a multidimensional approach to data collection was employed.

59. The BLS team proposed an evaluation approach that was a mixture of non-experimental, cross-sectional, gender-sensitive, and exploratory evaluation approaches. The non-experimental and cross-sectional approaches were outlined in the ToR and the BLS team felt that for an evaluation of this scale, the use of the two methods was appropriate. Since this was the baseline and the project team expected a myriad of findings, the BLS team proposed an additional approach – an exploratory approach. An exploratory approach is an approach that will explore a new area or look into the issue from a different angle, which helps in figuring out the nature of the issue. It is an approach that will incorporate mixed methodology to gather information through semi-structured interviews and group discussions. Moreover, keeping in mind the gender aspects of the program, a gender-sensitive approach was also proposed by the BLS team. The gender-sensitive approach was used to reveal whether the program addressed the different priorities and needs of women and men, to assess if it had an impact on gender relations, and to determine the gender aspects that need to be integrated into the program. For this assignment, the BLS team disaggregated data gathered through surveys separately for males and females. Moreover, some of the tools also had questions that helped reveal

whether a specific gender had any unique experience (Refer to the tools section for details). In addition, the language of the tools was also gender sensitive. Finally, the data collection team also had an equal number of male and female enumerators.

3.2. Quantitative sampling

60. The BLS sample has been calculated using Cochran's formula. The formula is a commonly used method for estimating the Prevalence of a specific characteristic or condition in a population when surveying with two-stage sampling modifications. This formula can also determine the total sample size required for the survey.

61. The sample size calculation had assumed an anticipated rate of 50%, meaning that the proportion of individuals with the characteristic or condition in the population is expected to be 50%. A margin of error of 5% is also considered, indicating the acceptable deviation level from the true prevalence rate that can be tolerated. The confidence level for the survey is set at 95%, meaning there is a 95% chance that the estimated prevalence rate falls within the specified range of the true prevalence rate. 15% sample had been added considering non-response.

Table 3: BLS school sample

SN	District	No. of schools	Proportion	Sample school
1	Bajhang	463	0.438032	124
2	Darchula	343	0.324503	92
3	Bajura	251	0.237465	67
	Total	1057	1	283

62. **School selection:** The number of schools was selected using the formula presented in the preceding two paragraphs. Using the formula, the sample schools were determined to be 283. The calculated sample size of 283 (from a total of 1,057 schools from 28 municipalities of these three districts) was distributed across the three program districts. This distribution aligns with each district's total number of schools (Bajhang: 463, Darchula: 343, Bajura: 251).

Table 4: BLS total sample

SN	Respondent	Respondents Planned				Respondents Covered			
		Bajhang	Darchula	Bajura	Total	Bajhang	Darchula	Bajura	Total
1	Student sample (grade 4 to 8)	576	576	576	1728	627	577	616	1820
2	EGRA sample (grade 3)	1240	920	670	2830	1240	920	670	2830
3	Parents sample (of grade 4 to 8 students)	288	288	288	864	322	307	304	933
4	Head teacher sample	124	92	67	283	124	92	67	283
5	Cook sample	124	92	67	283	124	92	67	283
6	SHN teacher sample	124	92	67	283	124	92	67	283
7	Nepali teacher sample	124	92	67	283	124	92	67	283
8	Farmers survey	12	9	9	30	14	9	10	33
	TOTAL				**6,584**				

3.3. Qualitative sampling

63. The BLS study team visited two municipalities in each district to undertake consultations for qualitative data collection. This amounted to visiting a total of six municipalities. Out of these two municipalities (in each district) - one municipality was rural while the other one was an urban municipality. The selection was convenience-based and agreed upon in consultation with the WFP CO Nepal. FDM's prior experience and practice of selecting one urban and one rural municipality, which usually elicits a diverse range of finding, was taken as a reference for selection of the local units. Along with that, consultation with field enumerators, monitors and local contact persons were also relied on to finalize the qualitative sample.

64. The BLS team employed a purposive sampling approach to select participants for data collection. Purposive sampling allows for the intentional selection of specific individuals or groups who have direct experience with the project interventions and outcomes. This sampling method aligns with the assessment's focus on understanding the relevance and coherence. By intentionally selecting diverse stakeholders from different backgrounds, demographics, and roles, the study team aimed to capture comprehensive baseline information.

65. The participants for the qualitative method were selected purposively in consultation with program unit, sub-office, and field coordinators, and the selection process varied by the type of tool. Six municipalities from three program districts were covered for qualitative consultations for the study. Additionally, the BLS team conducted 24 FGDs, and 83 KIIs for the study.

Table 5: BLS qualitative sample

District	Urban	Rural
Bajhang	Jayaprithvi municipality	Khaptadchanna rural municipality
Bajura	Badimalika municipality	Budiganga municipality
Darchula	Mahakali municipality	Marma rural municipality

Tool	Respondent	Rate	Total	Remarks
FGD	Parents (of grade 4 - 8 students)	1 per palika	6	Community level
	Farmers	1 per palika	6	
	Students (grade 4 – 8)	1 per palika	6	School level
	Ward level stakeholders (Ward Chairperson, Ward Secretary and Ward member)	1 per palika	6	Ward level
Sub-total (A)			**24**	
KII	Head-teachers	1 per palika	6	School level
	Cooks	1 per palika	6	
	SHN focal person	1 per palika	6	
	School meal committee member	1 per palika	6	
	Deputy Mayor	1 per palika	6	*Palika* level
	Education Officer	1 per palika	6	
	Agriculture officer	1 per palika	6	
	Health officer	1 per palika	6	
	Cooperative chairperson	1 per palika	6	
	Representative – Ministry of Social Development	1 per province	1	Province level
	CEHRD rep.	1 at federal level	1	Federal level
	MoeST rep.	1 at federal level	1	
	ERO rep.	1 at federal level	1	
	WFP officials (central level)	2 at federal level	2	
	JSI/World Education rep.	1 at federal level	1	
	Mercy Corps rep.	1 at federal level	1	
	Integrated Development Society (IDS) rep.	1 at federal level	1	

Development partners (working in the education sector)	2 at federal level	2	
Education Development and Coordination Unit (EDCU) rep.	1 per district	3	District level
Implementing partners (JSI/World Education, Mercy Corps and IDS) representatives	1 per district	12	
WFP Officials (field level)	1 per district	3	
Sub-total (B)		**83**	
Grand Total		**107**	

3.4. Baseline data collection methods and tools

66. To comprehensively assess the **relevance, coherence** and collect data which will allow the mid-term and endline to assess **efficiency, effectiveness and sustainability**, a multidimensional approach to data collection was employed. The following array of tools was thoughtfully selected to capture the diverse perspectives of stakeholders. Each tool serves a unique purpose in illuminating the project's outcomes and implications within the specific context.

67. By synthesizing both qualitative and quantitative data, the study team has endeavored to provide a holistic understanding of the project's interventions within the socio-cultural and institutional contexts of the target districts. In this BLS, a multi-dimensional approach was employed, meaning response were gathered from multiple stakeholders, tools and subsequently the information was gathered from multiple lenses to arrive at conclusion. This approach encompassed individual narratives, group dynamics, and quantifiable indicators, all contributing to the collection of quality baseline information.

Tools

68. The BLS team used following tools for quantitative and qualitative data collection:

Quantitative tools	Qualitative tools	Others
Student survey (grade 4– 8)	Focus group discussions (FGDs) with adolescent girls, parents, farmers, and ward level stakeholders	School observation checklist
EGRA test (grade 3 beginners)	Key informant interview (KIIs) with WFP officials, partners, government stakeholders, head teachers, cooks, SHN focal persons, SMC members and cooperative chairpersons.	Secondary data review
Parents survey (grade 4 – 8 students)		School record review
Head teacher survey		Project record review
Cook survey		Classroom observation checklist
SHN focal teacher		Farmer observation checklist
Nepali teacher survey		Photo monitoring
Farmers survey		

69. The quantitative tools were administered by a total of 90 enumerators. 30 enumerators were mobilized to administer the EGRA test while the remaining 60 were mobilized to administer the remaining tools. The BLS team ensured that, amongst 90, 50% of the enumerators were female. All the observation checklists were administered by the 90 enumerators during their visit to the schools.

70. While on the other hand, the qualitative tools were administered by the Team Leader, BLS (team) Evaluation Manager, Thematic Experts, Qualitative Research Coordinator, Senior Researcher and Researcher who traveled to the field in 3 different teams.

71. Consent was taken from participants before interviews. Accountability and transparency were ensured by informing participants about the study objective and the freedom to stop the interview. Participation in the study was not hindered due to exclusion by means of any discrimination or difference of caste, religion, culture, or region. The BLS team ensured that the information collected as well as the identity of the respondents was kept confidential and private. Although the school authorities were curious to know about the details from the study, enumerators maintained that the responses could not be shared with anyone apart from the analysis team and WFP. The BLS team also ascertained that necessary steps were taken to protect data from unauthorized access, use, or disclosure. The BLS team also appointed the Qualitative Research Coordinator as the Safeguarding Focal Point. The Qualitative Research Coordinator was familiar with the WFP's Ethical Research and Safeguarding Framework and responded to any cases of safeguarding arising from the field during data collection.

72. As per FDM's data protection policy, the back-up of data was maintained through the following approach: All data collected from the field was stored by the BLS team in its online server, which was password protected; The back-up of the data was stored in an encrypted hard-disk on a daily basis. In case of data crash in the server, the back-up stored in the USB stick was used; Only the Evaluation Manager, Data Manager and Senior Data Analyst had access to the raw data on the server and USB stick.

73. In terms of photo monitoring, the aim was to use the photographs as an easy method of comparison to record change over time and at the same time validate the findings from quantitative surveys. Since this is the baseline study, the photos were used as evidence to check for discrepancies in the answers provided by stakeholders e.g.: teacher's survey on usage of teaching tools; school infrastructure; record reviews, head teacher surveys and school observation.

3.5. Data analysis

3.5.1. Quantitative data analysis

74. Upon the completion of data collection, the BLS team's Evaluation Manager and the Senior Quantitative Data Analyst headed towards preliminary data analysis. The BLS team managed data using WFP's corporate system MODA while analysis was done through SPSS. The analysis generated an initial trend of findings from quantitative data which was shared with the project team. The data analyst took a lead in analysis following which the analysis was undertaken jointly by the FDM's Evaluation Manager and the Senior Data Analyst. Data was disaggregated along the project areas, gender and ethnicity to enrich the depth of analysis and interpretation of findings. For EGRA, the learning outcomes was disaggregated by subtasks, sex, districts, type of schools, and by students' types L1 and L2[14]. Where relevant and possible, the GEEW aspect was particularly considered during the data analysis. Tables and graphical tools were used as needed.

75. Apart from that, descriptive analyses (frequency testing, cross-tabulations) were used to analyze and interpret the findings. Interpretation of quantitative data was used to substantiate the findings of qualitative consultations, and vice-versa.

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[14] L1-Nepali language speaking children and L2 other language speaking children

3.5.2. Qualitative data analysis

76. All the interviews/discussions (conducted in the Nepali language) were audio-recorded which was later transcribed by the professional transcribers and then translated into English. Particular attention was paid to the conceptual equivalence to the original language during translation. The translated data was read and re-read and the initial themes were generated, which was organized into meaningful groups. It is to be noted that the topic/question guides helped facilitate the generation of codes. The step was followed by careful coding of interesting features that emerged.

77. Overall, the qualitative data analysis went through the following steps:

- **Debriefing:** The team conducted a final debriefing with the qualitative research team to discuss the findings generated.

- **Generating preliminary themes**: Based upon the transcripts provided by the team, the Team Leader as well as Evaluation Manager started generating preliminary themes. The BLS team used NVivo software to isolate phrases, sentences and paragraphs that talked about a meaningful topic. These isolated phrases, sentences and paragraphs were labeled by codes. Before broadly grouping the information into themes, codes helped identify interesting information in the data and ensured that any interesting information was not left out.

- *Reviewing themes:* The BLS team took the themes generated from the qualitative data and reviewed them against the indicators. This process ensures the themes captured the meaningful aspects of the data without missing any important details. Once the themes were confirmed to represent the data, the BLS team moved on to the next phase.

- *Creating initial theme:* Once the transcripts had been coded, the BLS team took the list of codes and cluster codes together that had similar meanings or had a relationship to one another to form different themes. The BLS team examined the clusters to see if there were any additional relationships between the clusters themselves. In case of multiple clusters, the two or more clusters were kept together. This process continued until there was no further assembling, reassembling, or clustering possible.

- ***Naming and defining themes:*** This process involves utilizing the labels created for the theme and providing a comprehensive name that describes the relationship or meaning conveyed in the theme. Once this was completed, the BLS team defined the theme according to the content and meaning of the codes. This definition summarizes the content of what is discussed within the theme.

3.5.3. Data triangulation and validation

78. To ensure proper data triangulation and validation, the BLS team conducted interactions with a variety of respondents (refer to the sample section). For instance, at the school level, the responses from the students were validated through Head Teacher surveys or Nepali teacher surveys and vice-versa. Similarly, quantitative data was validated through the qualitative respondents. In addition, to validate the responses from primary data collection methods, the BLS team used record review, school observation and photo monitoring. All of this approach ensured that the responses collected were valid and reflect the actual scenario. A detailed breakdown of the data sources has been provided in Annex 7 (Indicator Matrix).

3.6. Limitations

79. The limitations of this study have been detailed below alongside mitigations carried out:

Limitations	Mitigation
The schools in the study area had just opened; thus, the mid-day meal has not started yet in some schools	The enumerators were asked to inquire about practices/trends related to SMP (last academic year) with the cook.
In a few schools, there were no appointment of any SHN focal Teacher.	For SHN teachers, enumerators surveyed the person who had managed the SHN-related activities last academic year (2023/24).
Some schools had been downgraded (running only till Grade 3) due to a lack of students.	Replacement of school in the same ward was done (based on availability)
Few Head teachers in the list had transferred to other locations	The newly appointed/current Head Teacher were surveyed accordingly.
Duplication/Mismatch in EMIS code	The enumerators were instructed to follow the EMIS code as per the school's instruction
Mismatch in the total student number provided by the project team	The enumerators were instructed to follow the new enrollment number

3.7. Quality assurance of the baseline data collection

80. WFP had developed a Decentralized Evaluation Quality Assurance System (DEQAS) based on the United Nations Evaluation Group (UNEG) norms and standards and good practice of the international evaluation community (the Active Learning Network for Accountability and Performance (ALNAP) and the Development Assistance Committee (DAC). It had set out process maps with in-built steps for quality assurance and templates for evaluation products. It also included checklists for feedback on quality of each of the evaluation products. DEQAS was systematically applied during this evaluation and relevant documents had been provided to the evaluation team.

81. The BLS team took a comprehensive approach to quality assurance that did not consider it as simply a quality control function but placed greater emphasis on measures that facilitated high-quality output and prevented quality issues from occurring in the first place.

82. **Design phase:** During the design phase, the study team worked extensively with the project team and WFP's Monitoring, Review, and Evaluation (MRE) unit to revise the format and the content of the survey questionnaires and qualitative checklist to eliminate uncertainty, language complexity, and complicated skip patterns. The questionnaire was finalized through a rigorous review process involving WFP.

83. **Training phase:** Fieldwork training was an essential part of the quality control process. The study team trained a few extra enumerators for the study in addition to those required as back-up for the study. The training included an in-depth discussion of the questionnaire to familiarize the enumerators with the questions, options, skip patterns, and other details. Besides, the enumerators conducted mock interviews to get acquainted with conducting interviews. Furthermore, a detailed field plan was developed with a total of 60 enumerators, 30 supervisors, and one monitor.

84. **Data collection phase:** A field plan was devised to meet planned as well as unforeseen challenges and thereby ensure the smooth operation of day-to-day field activities. The monitors ensured data

quality by assessing the performance of the enumerators. Supervisors checked whether the enumerators were executing the tasks they were expected to perform. Spot-checks were done by an EGR expert to ensure that the correct respondents were selected for the interview and that the selection process was also correct. Additionally, the core study team in Kathmandu was continuously monitoring the data received on a real-time basis. The study team used the tablet-based application Mobile Operational Data Acquisition (MODA) for data collection which ensured efficiency and quality in the data collection process.

85. **Post-data collection phase:** To validate the accuracy of quantitative data, the study team conducted a random back-checking of two percent of the data collected by the enumerators. On the other hand, to validate the accuracy of qualitative data, the study team conducted an audio-audit of 10% of the total consultations. Furthermore, debriefs were conducted on different levels and at regular frequencies to ensure that reflections were collected from researchers as well as enumerators. The study had a proper protocol in place to ensure that the collected data was not lost.

3.8. Ethical considerations

86. The BLS conformed to the 2020 United Nations Evaluation Group (UNEG) Ethical Guidelines. Accordingly, the BLS team was responsible for safeguarding and ensuring ethics at all stages of the evaluation cycle. This included, but was not limited to, ensuring informed consent, protecting privacy, confidentiality, and anonymity of participants, ensuring cultural sensitivity, respecting the autonomy of participants, ensuring fair recruitment of participants (including women and socially excluded groups), and ensuring that the evaluation resulted in no harm to participants or their communities. The BLS team strictly adhered to UNICEF's Procedure for Ethical Standards in Research, Evaluation, Data Collection, and Analysis to interview with children.

87. The following ethical issues, related risks, safeguards and measures were considered:

Table 6: Ethical considerations, risks and safeguards

Phases	Ethical issues	Risks	Safeguards
Inception	-	-	-
Data collection	• Voluntary participation and consent • Accountability and Transparency • Confidentiality • Avoidance of harm • Exclusion and inclusion in the data collection process • Gender-sensitive information	• Difficult conditions cause delays in data collection. • Low number of student turnout in schools • Difficulty in accessing school records.	• Accountability and transparency were ensured by informing participants about the study objective and the freedom to stop the interview. • Consent was taken from participants before interviews. • Anonymity and confidentiality were ensured by removing identifiers from data sets. • Participation in the study was not hindered due to exclusion by means of any discrimination or difference of caste, religion, culture, or region. • The involvement of female enumerators ensured appropriate sensitivity during administration. • Training was provided to the enumerators by gender expert to ensure the sensitivity of questions are upheld and boundaries are respected. • The Quality Research Coordinator of this study also served as the Gender Focal Point, in case of any case where the enumerator needed to

			report about any gender related sensitive cases within the BLS team.
Data analysis	• Inaccurate reporting of missing data • Failing to report negative results. • Reporting conclusions that are not supported by data. • Gender-sensitive analysis	• Lack of data disaggregation concerning mother tongue groups	• A dedicated Senior Data Analyst was deployed to identify and analyze the themes. • Throughout the evaluation process, the team reflected on their biases, personal background, values, and assumptions and made them explicit in the report on research findings. • The study will focus on understanding the impact disaggregated across boys and girls and also with and without intervention

88. The BLS team abided by the following five principles of ethical consideration:

• Written consent: Participation in the study was voluntary. The enumerators visited the schools as well as the local units to inform about the study. Following this, the Head Teachers were given a consent form that was sent by the Head Teachers to the parents of the sampled students to acquire a consent. The consent form highlighted all the details about the study including the purpose, objectives, any risk or benefit associated etc. Informed consent/assent was obtained in writing from the parents or legal guardians of all the children. Only then data collection was commenced.

• Confidentiality and privacy: The BLS team ensured that the information collected as well as the identity of the respondents was kept confidential and private. Although the school authorities might be curious to know about the details from the study, enumerators maintained that the responses could not be shared with anyone apart from the analysis team and WFP. The BLS team also ascertained that necessary steps were taken to protect data from unauthorized access, use, or disclosure.

• Respect: The BLS team treated all respondents with utmost respect and dignity. The study team avoided using coercive or manipulative tactics to recruit students or their parents and ensured that their participation was completely voluntary. Additionally, enumerators at all times respected the autonomy and self-determination of respondents.

• Minimizing harm: The BLS team took measures to minimize the potential harms that may be caused by the study. This includes identifying and addressing any risks associated with the study and taking steps to minimize those risks. The BLS team ensured that none of the students were subjected to any unnecessary harm or distress during the study process. If any of the student felt uncomfortable mid-way through the study and chose to drop out, he/she was allowed to do so.

• Appointment of Safeguarding Focal Point: The BLS team appointed the Qualitative Research Coordinator as the Safeguarding Focal Point. The Qualitative Research Coordinator was familiar with the WFP's Ethical Research and Safeguarding Framework and responded to any cases of safeguarding arising from the field during data collection. Most importantly, the BLS team followed the guidelines suggested by UNICEF on Ethical Research Involving Children.[15]

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[15] Ethical Research Involving Children. UNICEF. 2003. Accessed from: ERIC has been developed to support all researchers, individuals and organizations who are involved in research that is undertaken with, or potentially impacts on, children. This includes researchers, all members of any research team, research organizations, other stakeholders and research ethics review committees.

4. Baseline findings and discussion

4.1. Overall baseline value

89. The BLS team has included outcome-level indicators in the findings section. The overall summary of the outcome and output indicators have been presented below in Table 7 and 8 respectively. A detailed findings of the output indicators is in Annex 12 while additional information such as gender disaggregated data of the outcome indicators can be found in Annex 13.

Table 7: Summary of baseline values (Outcome Indicators)

Indicator no.	Indicator	Type of indicator	Baseline value
MGD 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	Outcome	**Reading Comprehension** Pre-basic 49.5%, Basic 19.6%, Proficient 18.1% Advanced 12.7% **Oral Reading Fluency** Pre-basic 43.6%, Basic 33.6%, Proficient 14.5% Advanced 8.3%
MGD Standard 2	Average student attendance rate in USDA-supported classrooms/schools	Outcome	80.9%
MGD Standard 4	Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance	Outcome	201(71%)
MGD 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	Outcome	157 (55.5%)
MGD Standard 9	Number of students enrolled in school receiving USDA assistance	Outcome	27529
MGD Standard 19	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	Outcome	303 (16.6%)
MGD Standard 20	Number of individuals who demonstrate the use of new safe food preparation and storage practices as a result of USDA assistance	Outcome	129 (45.6%)
Custom Indicator 1	Average retention rate	Outcome	70.6%
Custom Indicator 2	Percent of school-age children with good personal hygiene	Outcome	28.4%
Custom Indicator 3	Percentage of parents having school-going children aware about the benefits of nutrition	Outcome	65.1%

	Percentage of school age children meeting Minimum diet diversity (MDD)	Outcome	87.1%
Custom Indicator 4			
Custom Indicator 8	Number of local governments (LGs) using the Enhancing School Meals Monitoring System aligned with IEMIS	Outcome	0
LRP Standard 12	Number of individuals in the agriculture system who have applied improved management practices or technologies with USDA assistance	Outcome	9 (75%)
LRP Custom 4	Percent of commodities procured that meet quality standards (fresh products procured)	Outcome	95.1%
WFP Corporate Indicator	Graduate rate	Outcome	59.1%

Source: Quantitative surveys

90. Values for some output indicators were also collected. The detailed summary has been included in Annex 12.

Table 8. Summary of baseline values (Output Indicators)

Indicator no.	Indicator	Type of indicator	Baseline value
MGD Standard 3	Number of teaching and learning materials provided as a result of USDA assistance	Output	251 (88.7%)
MGD Standard 5	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	Output	224 (79.2%)
MGD Standard 7	Number of school administrators and officials trained or certified as a result of USDA assistance	Output	152 (53.9%)
MGD Standard 8	Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance	Output	0
MGD Standard 10	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	Outcome / Output	0
MGD Standard 11	Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition	Output	0
MGD Standard 13	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	Output	281 (99.3%)
MGD Standard 16	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	Output	1193 (65.5%)
MGD Standard 17	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	Output	1193 (65.5%)

MGD Standard 18	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	Output	0
MGD Standard 22	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	Output	191 (67.5%)
MGD Standard 23	Number of individuals trained in child health and nutrition as a result of USDA assistance	Output	181 (64%)
MGD Standard 27	Number of schools using an improved water source	Output	265 (93.6%)
MGD Standard 28	Number of schools with improved sanitation facilities	Output	274 (96.8%)
MGD Standard 29	Number of students receiving deworming medications	Output	1767 (97.1%)
MGD Standard 30	Number of individuals participating in USDA food security programs	Output	0
MGD Standard 31	Number of individuals benefiting indirectly from USDA-funded interventions	Output	0
MGD Standard 32	Number of schools reached as a result of USDA assistance	Output	0
Custom Indicator 5	Number of adolescent girls aged 10-19 years receiving biannual weekly Iron Folic Acid supplementation	Output	571 (76.2%)
Custom Indicator 6	Number of schools conducting at least one annual health screening	Output	264 (93.3%)
Custom Indicator 9	Number of LGs monitoring IEMIS indicators related to SMP	Output	0
Custom Indicator 11	Number of local governments developing contextualized instructional materials.	Output	173 (61.1%)
LRP Standard 5	Cost of commodity procured as a result of USDA assistance (by commodity and source country)	Output	USD 172,074
LRP Standard 7	Quantity of commodity procured as a result of USDA assistance (by commodity and source country)	Output	0
LRP Standard 11	Number of individuals who have received short-term agricultural sector productivity or food security training as a result of USDA assistance	Output	12 (42.9%)
LRP Standard 14	Number of public-private partnerships formed as a result of USDA assistance	Output	0
LRP Custom 1	Number of schools receiving food commodities for school meal program on timely basis	Output	269 (95.1%)

LRP Custom 2	Number of school age children receiving school meal on all school days	Output	1193 (65.5%)
LPR Custom 3	Number of schools receiving commodities procured locally	Output	0
LRP Custom 5	Average number of school days per month on which fortified or at least 4 food groups are served (based on proposal/activity plans)	Output	0

Source: Quantitative surveys

4.2.   Indicator-based Findings

4.2.1.   Literacy

MGD 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

91. MGD Standard 1 is an outcome indicator measuring the proportion of students who attain the specified threshold at the end of two grades of primary schooling or at the beginning of the third year of primary schooling. The EGR assessment included six different sub-tasks that aimed to measure different aspects of reading ability and comprehension. These sub-tasks are listening comprehension, letter decoding, word reading, non-word reading, oral passage reading (oral reading fluency and reading comprehension), and picture comprehension.

92. Table 9 shows the performance of students in all six sub-tasks of the EGRA including mean, standard error, and percent zero scores. *(For detailed breakdown based on gender and district, please see Annex 13)*

Table 9. Summary of EGRA Sub-task results

EGRA Sub-Tasks	Mean	Standard Error (SE)	Zero Scores
Sub-task 1-Listening comprehension (correct answers out of 3 questions)	1.9	0.0	7.2%
Sub-task 2-Letter-sound knowledge (correct letters/minute)	31.9	0.3	3.2%
Sub-task 3-Word reading (correct word/minute)	9.9	0.1	15.4%
Sub-task 4- non-meaning word reading (correct words/minute)	9.9	0.1	12.8%
Sub-task 5 a: Oral reading fluency, ORF (correct words/minute)	19.0	0.3	11.2%
Sub-task 5 b-Oral reading comprehension (correct answers out of 5 questions)	1.6	0.0	32.8%
Sub-task 6-Picture comprehension (number of correct answers out of 3 questions)	2.3	0.0	0.3%

Source: EGR Assessment, 2024 (N= 2,933)

93. The listening comprehension sub-task showed a better understanding of the short story read by the assessor. From grade two, the average score is just below two correct answers and only 7.2% of students did not correctly answer a single question. Students had one minute to identify 60 letter/ matra[16] sounds in the subtask 2 and they were able to correctly identify almost 32 letter sounds on average. Only 3.2% of students could not identify a single letter/ matra sound.

94. For the word decoding test, students were asked to sound out made-up words. The maximum number of words for this test was 25. The average score reached by the students in a minute was quite low (9.9). 15.4% of students could not decode even a single word. Similarly, there were 25 non-words to decode in a minute. The average score was the same as the word decoding (9.9) and 12.8% of students could not decode even a single word.

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[16] Matras are the Nepali consonant letters along with vowel signs.

95. For the ORF sub-task, students were asked to sound out a made-up 60-word paragraph and asked five questions to assess comprehension of the paragraph. The average score of ORF reached by the students in a minute was 19 words and 11.2% of students were not able to decode a single word of the given paragraph. Given the scores for oral reading, it was not surprising that the comprehension of the paragraph was very low as well. On average, the students were able to answer less than two questions out of five, and 32.8% of students were not able to answer a single question.

96. For picture comprehension, students were asked three questions based on the given picture. Students performed far better in this sub-task compared to the other five sub-tasks of EGRA. The students were able to correctly answer more than two questions out of three and only 0.3% of students were not able to answer a single question.

Reading Proficiency Assessment based on the National Reading Benchmark of Early Grades

97. In 2022, the Education Review Office (ERO) revised the grade level reading proficiency benchmark of students based on ORF and comprehension, which is expressed on a percentage basis. Table 55 (Annex 13) shows the classification of students on reading proficiency at four different levels and adaptation for comprehension assessment.[17] The current tool, with five comprehension questions, does not fit properly with a percentage-based assessment model, complicating comparative analysis.

98. Considering the nature of language learning skills in the early grades, the National Reading Benchmark of Early Grades recommends setting targets for both sub-skills (comprehension and ORF separately). The following analysis will provide a baseline value to set the target at the project area for both sub-skills. However, target setting depends on various factors, including curriculum reforms, learning environments, classroom instruction, assessment practices, teaching quality, and teaching motivation.

99. Figure 1 shows the results for ORF and reading comprehension of the grade 3 students[18]. A majority of students assessed during the baseline fell into the pre-basic or basic category for both ORF and comprehension, with very few students achieving the advanced proficiency level. The performance of students varies based mainly on exposure to learning environments, classroom instruction, assessment practices, teaching quality, and awareness of parents of EGR.

Figure 1. Grade 3 beginners' oral reading fluency and reading comprehension proficiency results[19]

	Pre-basic	Basic	Proficient	Advanced
Oral Reading Fluency	43.6%	33.6%	14.5%	8.3%
Reading Comprehension	49.5%	19.6%	18.1%	12.7%
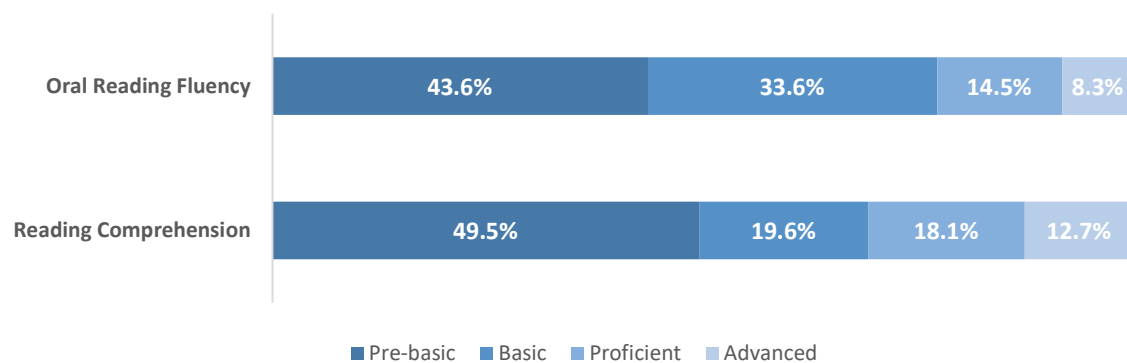
Source: EGR Assessment, 2024 (N=2933)

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[17] National reading benchmark of Early grades, 2022. Education Review Office, Government of Nepal.

[18] These students had finished Grade 2 and were just starting Grade 3.

[19] For MGD Standard Indicator 1, WFP has been reporting an overall score for ORF and comprehension to USDA. However, for this study, the results for ORF and comprehension have been analyzed separately, indicating that the revised national benchmark set by the government does not suggest combining ORF and comprehension. The targets for the FY23 cycle will be revised accordingly.

Reading sub-skill: Oral reading fluency (correct words per minute)

100. The expected competency of this reading sub-skill (ORF) is accurately reading aloud grade-level text at an appropriate pace. Table 10 describes the proficiency descriptors for each level of the ORF.

Table 10. Proficiency descriptors for each proficiency level

Sub-skill	Expected competency	Basic	Proficient	Advanced
Oral Reading Fluency	Accurately read aloud grade-level text at an appropriate pace	Read aloud a grade -level continuous text slowly	Accurately read aloud a grade -level continuous text at a moderate pace	Accurately read aloud grade -level continuous text at a fast pace

101. The ORF is assessed based on the number of correct words per minute. Table 56 (Annex 13) shows the distribution of grade 2 completers (Grade 3 beginners) students based on their reading proficiency levels. Almost half of the students read less than 15 words correctly per minute or could not read a single word. One out of three students read aloud a grade 2-level continuous text at a slow pace. Similarly, one out of five students read aloud a grade 2-level continuous text at an appropriate pace means proficient or advanced level. The performance of boys and girls was almost similar in their reading skills. Students from Darchula performed better with relatively more fluency and accuracy compared to students from Bajura and Bajhang. This could be because the study team found that the majority (84.8%) of teachers were EGR trained teachers in Darchula, which was higher than in Bajura (80.6%) and Bajhang (74.2%). The attendance rate of students from Darchula (85.3%) was also higher compared to that of Bajhang (80.8%) and Bajura (77%) which showed that the attendance played a role in impacting the learning outcomes. Additionally, the team noted that 89.1% schools in Darchula had adequate teaching and learning materials available, Table 32 (Annex 12: Output Indicators) contributing to improved learning of girls and boys.

Reading sub-skill: Reading comprehension (Correct answer on comprehension questions)

102. The expected competency of this reading sub-skill (reading comprehension) is to recognize the meaning of common grade-level words, to retrieve explicit information in a grade-level text by direct- or close-word matching, and to Identify the main and secondary ideas in a grade-level text. Table 11 describes the proficiency descriptors for each level of reading comprehension.

Table 11: Proficiency descriptors for each proficiency level

Subskill	Expected competency	Basic	Proficient	Advanced
Reading Comprehension	Recognize the meaning of common grade-level words	Recognize the meaning of very common grade 2-level words (e.g., match a given word to an illustration or synonym or provide a brief oral definition)	Recognize the meaning of common grade 2-level words (e.g., match a given word to an illustration or synonym or provide a brief oral definition)	Recognize the meaning of less common grade 2-level words (e.g., match a given word to an illustration or synonym or

	Retrieve explicit information in a grade-level text by direct- or close-word matching	Retrieve a single piece of prominent, explicit information from a grade 2-level text by direct- or close-word matching when the information required is adjacent to the matched word and there is no competing information. This will generally be in response to a "who," "what," "when," "where," or "which" question	Retrieve a single piece of explicit information from a grade 2-level text by direct- or close-word matching when the information required is adjacent to the matched word and there is limited competing information. This will generally be in response to a "who," "what," "when," "where," or "which" question	Provide a brief oral definition) Retrieve a single piece of explicit information from a grade 2-level text by direct or close-word matching when there is limited competing information. This will generally be in response to a "who," "what," "when," "where," "which," or "why" question.
	Identify the main and secondary ideas in a grade-level text	Identify the main and secondary ideas from a simple, explicit grade 2-level text	Summarize a simple, explicit grade 2-level text	Conclude a simple, explicit grade 2-level text

103. Almost half of the students were able to answer just one comprehension question or not answer a single question. More than one-third of students answered three or more comprehension questions. Similarly, one out of five students were able to answer two questions. The performance of girls and boys was similar in their reading comprehension ability. More students from Darchula were able to recognize the meaning of words, retrieve a single piece of explicit information, and summarize a simple, explicit grade 2-level text compared to students from Bajhang and Bajura. The performance of Nepali speakers was poor compared to Doteli speaker's home language, which is mainly due to the similarity of Nepali and Doteli languages. Doteli is a dialect of the Khas language, which is an ancient form of the modern Nepali Language and is written in the Devanagari script. The distribution of the students based on the reading comprehension benchmark has been provided in Table 58 (Annex 13).

MGD Standard 4: Number of teachers/ educators/ teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance

104. MGD Standard 4 is an outcome indicator that measures the number of teachers applying new techniques and tools learned in USDA-supported training to teach Nepali-language classes from grades 1 to 3.

105. The BLS looked at the use of new and quality teaching techniques and tools by teachers in the target schools. The Nepali-language teachers were surveyed on the use of 12 teaching materials such as textbooks, teacher's guide, curriculum, lesson plan, charts/ pictures, word and flash cards, electronic audio-visual materials, online materials, book corner, level-specific readers, supplementally reading materials and locally available materials. While some of the materials were provided by the project in FY 20 cycle, others were provided by Development Partners (DPs)

106. The survey showed that the mean value of teaching materials used by the teachers was 8.48 out of 12. Out of 283 Nepali-language teachers, 71% used at least 70% or more of the teaching materials in their

classrooms. Among the districts, the highest usage of teaching materials was reported in Darchula (80.4%) followed by Bajura (73.1%) and Bajhang (62.9%).

107. Additionally, a one-day classroom observation conducted by the BLS team showed that out of 283 Nepali teachers, 47.6% were found to have used at least 70% or more of the teaching materials in the classrooms. Among the districts, 68.3% of teachers used at least 70% of teaching materials in Bajura followed by 43.5% in Darchula and 40.2% in Bajhang. Regarding this particular finding, it is important to note that since this was a one-off observation, the usage of teaching techniques from the limited classroom observation do not reflect the overall usage as reported by the teachers in the survey. On any given day, different teaching techniques might be used more or less depending on the content being taught. Hence, this might warrant additional validations to arrive at a concrete conclusion.

Table 12. Percentage of Nepali teachers using teaching materials in classrooms

Teaching materials used (at least 70% i.e., 8 or more than 8 types)	Districts				
	Darchula	Bajhang	Bajura	Total	N
Yes	80.4%	62.9%	73.1%	71.0%	201
No	19.6%	37.1%	26.9%	29.0%	82
Total	100.0%	100.0%	100.0%	100.0%	283

Source: Nepali Teacher survey (N=283)

108. A further breakdown on the teaching materials used showed that the majority of teachers used textbooks (98.9%) followed by charts/pictures (95.1%), curriculum (94.3%), words/flash cards (94%), teacher's guide (83.4%), supplementary reading materials (79.2%), level-specific readers (78.4%), lesson plan (69.3%), book corner (66.1%) and locally available materials (62.9%). Table 68 (Annex 13) also shows that the least used teaching materials were electronic audio-visual materials (16.3%) and online materials (10.2%). However, it is important to note that this finding is again only from survey and not from classroom observation.

109. The positive findings on teachers' usage of training materials was validated by a representative of the Center for Education and Human Resources Development (CEHRD) training unit, who noted that at least one teacher from each school was trained on the integrated curriculum for five days. For new teachers, mentoring had been provided at 50 local levels in all provinces including Sudurpaschim. The representative did, however, clarify that even after the training, the main concern was if the trainees had translated the learnings into practice or not.

"The teachers are trying their best in places where resources are available. In areas where teacher strengthening has not happened, the gap can be clearly seen."

-Representative, CEHRD

110. The BLS team also inquired if the Nepali teachers had received any training or support from WFP or its partner organizations. Out of the 283 respondents, 61.1% (173) teachers said that they were supported or trained previously by WFP or its partner organizations. Among 173 teachers who said that they had received support from WFP or its partners in the past, 88.9% (n=152) of teachers said that they received EGR training from WFP and its partners.

111. Among the 79.2% of teachers in the baseline study who had received training, the majority had taken EGR training, with 83.3% EGR-trained teachers in Darchula, 66.7% in Bajura, and 58.7% in Bajhang. The higher percentage of teachers trained in Darchula corresponds to EGRA scores — students from Darchula have

outperformed students from Bajhang and Bajura in all the assessments. Other types of training received by teachers included Teachers' Professional Development Training (TPD) and Teachers' Professional Support Training (TPS) [20]. This was verified by the CEHRD, which said it had targeted 20,000-25,000 teachers for training in the following: EGR, subject-wise certification, psychosocial counseling, stress management, ICT in education, disaster management, and Recovery and Accelerated Learning (ReAL) plan implementation.

Figure 2. Teacher's training received by Nepali teachers in the study areas

Teacher's training received by Nepali teachers in the study areas

- Teacher's Professional Development Training
- Teacher's Professional Support Training
- EGR training
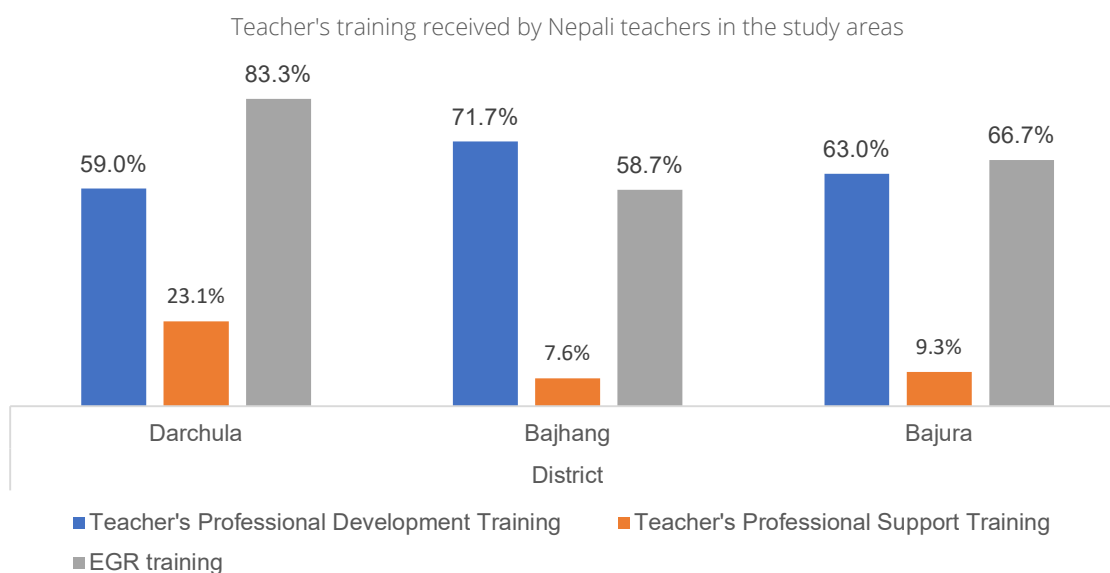
Source: Nepali Teacher Survey (N=283)

112. The quantitative analysis shows that the baseline level of training is quite positive, as more than three-fourths of teachers received some form of training, either from WFP or non-WFP organizations. However, some field-level findings on teachers' capacities do not reflect this training.

> *"Seems like the Palika is not giving proper priority to teachers' training. The quality of teachers is not as expected."*
>
> *-SMC Member, Darchula*

113. The BLS team, on the other hand, found contradicting findings from the qualitative consultations with the head teachers and school level stakeholders. Qualitative findings on the use of teaching materials by Nepali-language teachers shed light on the challenges faced by teachers to incorporate new teaching techniques in the classrooms. Based on the overall qualitative findings, teachers/educators/teaching

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[20] The professional development training (TPD) for teachers in Nepal focuses on upgrading their teaching skills through subject-specific training. Newly recruited teachers undergo a 15-day training, while those who have already completed the initial training participate in a 5-day refresher course. This ongoing approach ensures the continuous improvement of teaching capabilities. On the other hand, professional support (TPS) is provided to headteachers and SMC chairpersons to enhance their knowledge and skills in effective school management. The 5-day training covers areas such as school governance, teacher management, mentoring, performance assessment, accountability, and monitoring methods. Both TPD and TPS aim to improve the overall quality of education through targeted training and support for educators and school administrators.

assistants: a) lacked proper training to teach, thereby did not know how to incorporate new teaching techniques in the classroom; b) did not make use of lesson plans and lesson guides; and c) found it challenging to incorporate new teaching techniques in the classroom even if they had been trained in the past.

114. Qualitative findings also showed that even if schools had good infrastructure, the key element was teachers' skills and capacity to teach. Training was considered to be very important, by both school and municipal stakeholders, as the curriculum sees minor to major changes yearly and new technologies are being introduced. In terms of training, one head teacher attributed student's under-performance to insufficient deployment of fully trained teachers to the zone. He shared that though the teachers teach, they themselves were confused about whether they taught the correct information or not.

There are not many capacity building activities to provide quality education for teachers. We only have teacher professional development (TPD) training.

-Government Official, Bajhang

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115. Along with training, a teacher's determination and mindset also mattered when it came to applying new teaching techniques. Head Teachers in all districts stressed that to improve students' performance and upgrade teaching quality, teachers' mentality should be transformed. In Badimalika Municipality, Bajura, a school SMC relayed that though they had requested teachers to come up with a teacher's plan, none of the teachers showed any interest due to lack of motivation to practice new teaching pedagogies, low pay and no additional incentives for improvement. In Darchula, a project staff reported that teachers relied on traditional methods of teaching as they have been teaching for the last 20-30 years and were unwilling to switch to modern techniques. This problem was also extensively cited in Gaumul Rural Municipality, Bajura. Traditional teaching methods, which used limited interactive and digital tools, were unable to meet current students' needs leaving a gap between those needs and delivery of teaching. This finding was validated by most of the Head Teacher and the education officers.

116. However, it is also important to note that introducing new digital teaching techniques is a big challenge in the study area, as Sudurpaschim has issues of connectivity and electricity. Therefore, remote support to teachers on digital teaching techniques was deemed to be difficult, an issue that had been highlighted by school level stakeholders, the local government and project staffs alike.

117. In addition to that the willingness of teachers to transform his/her knowledge and skill was limited. The practice of knowledge sharing amongst the peers post the training was found to be very limited in all three districts. Along with low willingness to practice and lack of learning sharing, the unavailability of required materials hindered in demonstrating the new tools and techniques learned by the teachers. Along with that many headteachers reported that, despite willingness of teachers to impart knowledge, they were unable to implement the skills and knowledge learned from the training in practice due to concerns about potentially delaying the completion of the course. The teachers also faced time management problems as one classroom period was only 45 minutes which was not adequate to adopt innovative and inclusive teaching techniques.

118. Aside from the narrative of the teachers not being motivated enough, the BLS team also found that the quality of teacher training, including post-training support, also mattered. This was because out of the 283 head teachers, 86.9% said that they would prefer the project providing skills to teachers targeting improving literacy skills of the early grade students. This again, highlights the need of the schools in the intervention districts in receiving EGR training for the teachers.

119. The teachers were further inquired about the main challenges encountered in teaching students out of which 66.1% cited the lack of parental support followed by frequent absence of students (62.5%), lack of teaching learning materials (62.5%) and lack of training (53.4%).

120. Overall, despite some positive training initiatives as found in quantitative findings, the overall effectiveness is hampered by practical barriers and a reluctance to adopt new techniques as shown from the qualitative findings. Addressing these challenges requires targeted mentorship, consistent support, and strategies to encourage the adoption of innovative teaching practices to meet current educational needs.

MGD 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

121. This outcome indicator measures the total number of school administrators who are applying the knowledge and skills received in USDA-supported training and certification programs. Here, 'school administrators' refers to school head teachers or acting head teachers. The BLS team administered the Head Teacher Survey among 283 headteachers of the sample districts against 12 indicators (each with 1 or 0 possible scores) that assessed their use of new techniques or tools as a result of USDA assistance for instructional leadership and management of school activities. Obtaining a score of 70% or above was used as the benchmark to decide that the Head Teacher demonstrated the use of new techniques or tools.

122. Out of the 283 surveyed head teachers, 55.5% demonstrated use of at least 70% or more teaching materials in schools. The district-wise breakdown showed that in Darchula, 72.8% school administrators demonstrated use of new teaching techniques and tools followed by 50.7% in Bajura and 45.2% in Bajhang. Further significance test conducted showed that the USDA assistance and usage of new tools and techniques by the school administrators was found to be statistically significant. This implied that USDA assistance had a significant impact on the adoption of new techniques or tools by the school administrators. In this regard, enhancing the skills of teachers as well as school administrators by providing mentoring approach would be helpful for school level stakeholders.

Table 13. Number of school administrators and officials in target schools who demonstrate use of new techniques or tools

Number of school administrators and officials in target schools who demonstrate use of new techniques or tools (at least 70% or more)	District				
	Darchula	Bajhang	Bajura	Total	N
Yes (at least 70% or more)	72.8%	45.2%	50.7%	55.5%	157
No (less than 70%)	27.2%	54.8%	49.3%	44.5%	126
Total	100%	100%	100%	100%	283
Total number	92	124	67	283	

Source: Head teacher Survey (N=283)

123. In terms of the education component, JSI/World Education conducted teacher training in coordination with the education units of the municipalities to improve the reading and comprehension skills of primary grade students. Furthermore, JSI/World Education (as implementing partners of WFP) strengthened the Teacher Professional Development System in intervention districts. They had also supported capacity building of local governments and actors on health, hygiene, nutrition, and food safety through Social and Behavior Change Communication (SBCC) interventions. Out of 165 head teachers who acknowledged knowing about SBCC interventions, 66.7% (110) said that they had SBCC interventions going on in their schools. The SBCC interventions were primarily focused on flipcharts and comic books targeted towards

SHN and WASH components. The project also focused on building capacity for planning, procurement, and provision of literacy instructional materials in the schools.

4.2.2. Increased Enrollment/ Attendance/Retention

MGD Standard 2: Average student attendance rate in USDA-supported classrooms/schools

124. MGD Standard 2 measures the average attendance rate of male and female students at USDA-supported schools. The indicator does not rely on tracking individual student's attendance over a long period of time but rather reflects an attendance rate of a specific month compared to enrollment rate. The BLS team's analysis of the attendance rate is based on the attendance for the month of February/March 2024 (Falgun 2080[21]).

125. Based on the record review, the BLS team found that the overall average attendance rate of the students was 80.9%. Upon further disaggregation based on districts, it was seen that the highest student attendance rate was in Darchula (85.3%) compared to Bajhang (80.8%) and Bajura (77.0%). Further disaggregation by gender showed that male students had slightly higher attendance rate than female students across all the districts.

Table 14. Average student attendance rate in USDA-supported classrooms/schools

District	Average % of students present in classroom/schools	% of male attendance rate	% of female attendance rate
Bajhang	80.8	82.2	79.5
Bajura	77.0	80.5	73.8
Darchula	85.3	85.4	85.2
Total	80.9	82.6	79.4

Source: School Record (N=283)

126. Based on qualitative consultations, the school meal was considered a pivotal factor in improved attendance in the schools as the majority of parents sent their children to school so they could receive a nutritious meal even if it was just for once a day. This also meant that students stayed in school for a longer period of time, as without school meals the students would return home for lunch and not show up post-lunch. A SMC representative in Mahakali Municipality also shared that students spend more time in school as the lunch at schools directly impacts their attention span in classes. This view was also corroborated by almost all school-level stakeholders and parents who agreed that student's willingness to attend school had increased thereby impacting their attendance rate and attentiveness in classrooms. Children as small as 3-year-old were being sent to school by parents who praised the school meal program.

"The enrolment and attendance rates have improved in the last few years. The ongoing mid-day meal program has played an important role in this especially for students from poor households."

- Elected Representative, Bajhang

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[21] We have included both of the calendars as schools of Nepal operated based on Nepali calendar and Nepali year starts from mid-April. It is adopted for making report reader-friendly.

127. Evidence from respondents aside, the general trend in Sudurpaschim province shows that children's attendance is high at the start of the academic year but is later impacted by the prevalent seasonal migration. Seasonal migration is an important aspect of the livelihood for many in Sudurpaschim province. Farming is the primary livelihood source of rural families and off-farm income-earning activities including seasonal migration make a significant economic contribution and enable farming households to fill the food deficit and meet nonfood needs. Families usually go to India during non-farming months and come back during plantation (July/August) or harvest time (October/November). Parents usually take their children along with them. As a result, the students only come back at the end of the year to sit for tests while missing the majority of the classes. Faced with inadequate school days and limited exposure to the curriculum, teaching, and learning activities, it directly impacts their learning outcomes.

128. Another form of migration is the short-term migration to higher altitudes to search for *Yarsagumba* in the upper Himalaya region.[22] Schools in the upper hilly regions are normally closed during the June/July period, and villages in the western and far-western mountain regions become empty as inhabitants migrate to the highlands to join the key income-generating activity. For Yarsagumba collection, the children join the adults. Though the time duration for Yarsagumba collection is comparatively less than the seasonal migration to India, this still affects students' learning and examination outcomes.

129. Given this context, it is important to note that the overall attendance rate of 80.9% was primarily because the data was collected for the month of February/March (Falgun[23]), which is when students start attending schools for exams (preparation). Although the mid-day meal kept students in school longer each day, it did not necessarily mean that the meal was enough to draw students during seasonal migration and Yarsagumba season. This, therefore, indicated that the mid-day meal was not the only standalone reason to impact the school attendance rate.

MGD Standard 9: Number of students enrolled in school receiving USDA assistance

130. This outcome indicator measures the number of school-age students formally enrolled in school. The review of records indicated that a total of 27,529 students were enrolled in schools receiving USDA assistance in the year 2023/24 (2081 BS). Upon disaggregation by district, it was found that the majority of the students were enrolled in Bajhang district, with 12,346 students, followed by Darchula and Bajura with 7,670 and 7,513 students respectively.

131. Additionally, gender-based segregation of the data revealed that a higher number of female students (14,555) were admitted to schools compared to male students (12,974). This discrepancy pointed to a positive trend towards female education, possibly due to targeted efforts to promote gender equality in educational access. At the same time, the stakeholders in the study also admitted the trend of sending boys to private schools rather than public schools which reflected on the enrolment findings for this particular study as well.

Table 15. Total number of students enrolled in the year 2081 (2024).

District	Male students enrolled (2081)	Female students enrolled (2081)	Total students enrolled (2081)	Total students enrolled (2080)
Bajhang	5716	6630	12346	15447
Bajura	3503	4010	7513	8938
Darchula	3755	3915	7670	8509
Total	12974	14555	27529	32894

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[22] Yarsagumba is an endoparasite fungi growing on insect larvae found in high Himalayan region of Nepal which is very expensive and better income source of local peoples. Yarsagumba play the significant role in livelihood of the local peoples. The regular collectors are the inhabitants of mountain region. The main season of harvesting starts from June-July and ends by August.

[23] Falgun is a Nepali month that fall on February/March of English months.

Source: Record Review (N=283)

132. Table 15 also showed that the total enrollment of students in 2080 was 32,894. Since the 2081 enrollment data was only calculated up till the month of April, it is expected to increase. Meanwhile, the qualitative consultations with head teachers and government officials mentioned a positive trend in the student's enrollment. Officials said that there weren't many students missing school in Bajhang and Bajura. For, Darchula, a high percentage of school-age children were enrolled, but the lack of special schools in the municipality presented difficulties for children with severe disabilities. The implementation of a mid-day meal program resulted in a rise in enrollment, as children frequently attended classes mainly for the meals according to government officials. The SMP's effort, according to the majority of stakeholders, had improved student's enthusiasm to attend school, which had a good impact on the region's total participation rate in education.

"Last academic year our enrolment rate was 97% and we are planning to increase that number this year".

-Government Official, Darchula

133. Despite this progress, there were persistent trends of student transfers between rural and urban areas, as well as from government schools to private boarding schools, particularly notable in Darchula district. Bajhang and Bajura reported minimal cases of children out of school; however, they faced obstacles due to seasonal migration and less parental involvement in education that impacted enrolment rates. This has been reported by one parent in the following way:

"We have to go to India in search of job. We are compelled to take our children with us although we are aware of the consequences it has on their education"

-Parent,, Bajhang

134. Additionally, parent's survey indicated that the decreasing birth rate and parents' mistrust of the quality of education in government schools were other factors affecting enrollment rates.

135. Addressing these challenges requires enhanced accessibility and programs like the mid-day meal program is imperative in promoting an environment favorable to the enrolment of all school-age children.

Custom Indicator 1: Average retention rate

136. The retention rate is defined as the share of students (total as well as disaggregated by sex) enrolled at the beginning of the school year who completed the school year (by either passing to the next grade, repeating the present grade, or graduating from school). It tracks the outcome of the project as it measures to which extent a school feeding program has contributed to keeping girls and boys in school.

137. Data from school records showed that of the total enrolled in 2080, 70.6% of students had re-enrolled in the schools. The re-enrollment of students in the schools means that majority of the students were being retained in schools. Out of the total students retained in the schools in 2080/81, the highest retention was seen in Bajhang district (83.1%) followed by Bajura (68.01%) and Darchula (64.6%).

Figure 3. Average retention rate of students in sampled schools

Average Retention Rate

83.16   68.01   64.64

Bajhang   Bajura   Darchula
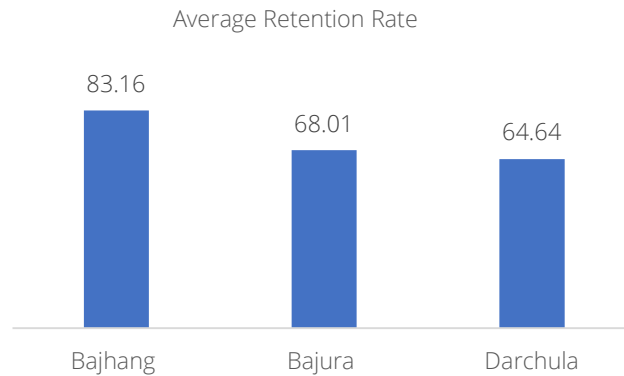
Source: School Record

138. Similar to findings from the quantitative data, education officials in the three districts reported that the only children out of school were those living with severe forms of disabilities. The officials attributed the high enrollment rate to the SMP and also noted improvements in the region's educational landscape, including the growing number of schools and generally improved school infrastructure. All the officials claimed to have conducted admission campaign annually in order to attract students to attend school regularly and to include children with disabilities. As a result, they said, retention and enrollment remained high.

Graduation Rate

139. Graduation rate has been defined as the rate of students promoted from the academic year 2080 to 2081.

140. The data from the record review showed that the graduation rate among the sampled schools was 59.1%. Further district-wise disaggregation showed that the graduation rate was 61.5% in Bajhang, 57.4% in Darchula and 57% in Bajura. The percentage of students dropping out as highlighted above was 7.1% and the percentage of students repeating grades was 19.8%. Dropout usually stemmed from poverty but other factors also played a part. This included compulsion to perform household chores, low classroom motivation, poor performance in class etc.

141. The qualitative findings, as outlined above in multiple indicators, show the scope to work on parents' awareness issues, capacitating teachers with EGR trainings and usage of teaching materials and generating motivation among students to target overall learning outcomes thereby improving the graduation rate.

4.2.3. Increased Health and Dietary Practices

MGD Standard 19: Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance

142. This indicator measures the total number of individuals who are applying new knowledge and skills received in USDA-supported training. For it, a composite index with values ranging from 0 to 10 was created, including student's behavior, such as water purification before drinking, waste disposal service,

eating snacks at home on school days, hand washing practice, and personal hygiene. Students who scored above 70% in the composite scoring index were those demonstrating good use of new practices.

143. The mean value was 2.65, which showed that the number of those demonstrating use of new child health and nutrition practices was very low. Out of the 1820 respondents surveyed, only 16.6% (303) of children demonstrated good use of new practices, revealing huge scope for SHN-related training and teaching. The highest demonstration of new practices was in Darchula (28.9%) followed by Bajura (14.6%) and Bajhang (7.3%) (Refer to Table 73 Annex 13). The qualitative findings also validated the fact that the nutrition practice was lower in the intervention areas. For instance, the majority of the students as well as parents referred to handwashing and use of sanitary pad when talking about child health and nutrition leaving behind other factors such as water purification, maintaining personal hygiene, waste disposal management and eating habits of the people.

Table 16. Number of individuals who demonstrate the use of new child health and nutrition practices as a result of USDA assistance

Number of individuals who demonstrate the use of new child health and nutrition practices as a result of USDA assistance.	District				
	Darchula	Bajhang	Bajura	Total	N
Yes	28.9%	7.3%	14.6%	16.6%	303
No	71.1%	92.7%	85.4%	83.4%	1517
Total	100.0%	100.0%	100.0%	100.0%	1820
Total number	**577**	**627**	**616**	**1820**	

Source: Student's survey

144. Qualitative findings showed mixed results in different palikas. There was general awareness among students about handwashing and toilet usage. In Badimalika Municipality of Bajura, children had good hand-washing practices before and after eating. In fact, they would scold their mothers if they didn't wash their hands before eating. In Jayaprithvi Municipality of Bajhang district, the boys routinely washed their hands before and after meals and also after toilet use. In Darchula, the SHN teacher said that many students were not aware of how to use WASH facilities even after the training. The majority of the SHN teachers suggested refresher training classes from donor agencies or local government on SHN and WASH for the students at least once per month.

145. Similarly, the findings from students also aligned with those from SHN teachers. Students across all three districts mentioned that they were instructed on personal hygiene a long time ago. However, they could not recall the trainings in detail. This inability to recall personal hygiene training or orientation indicates a need for refresher sessions for these students.

146. When students were asked about the school's infrastructure, the majority reported that a tap for drinking water was installed, which was considered safe for consumption. This tap was also used for hand washing and other purposes. However, soap was not consistently available due to frequent theft, leading students to request it from teachers when needed. While students washed their hands after using the toilet, they had not been taught about other appropriate times to wash their hands. Additionally, the school provided education on menstrual hygiene, emphasizing the importance of bathing and the proper disposal of sanitary pads. The school supplied sanitary pads, which students requested as needed.

147. Along with personal hygiene, the students were enquired about the consumption of junk food items. In this regards, majority of the students consulted in all three districts claimed that the consumption of junk food inside the schools had reduced as junk food consumption was banned inside school premises. The majority of the stakeholders stated that although students' junk food consumption in the school was reduced, they would eat outside school premises and at home. Despite continuous efforts to make their children stop eating junk food, parents were unsuccessful. Therefore, junk food consumption was still high and unregulated outside of schools, in all the three districts.

"Once they eat the junk food, they do not want to eat homemade food at the given time"

-Parents, , Bajura

148. Other common themes of the qualitative findings included the monotony of the daily meals, which sometimes led students to skip lunch. Also, the poor economic condition of families meant that parents were unable to afford high protein food consistently in order to meet the minimum dietary diversity requirement.

149. A health official consulted in Bajura stated that the health unit had assessed the dietary patterns of children in the municipality as poor, with a high prevalence of junk food consumption. To improve health and nutrition, the unit suggested raising awareness about the importance of nutrition and banning junk food. While the health unit's suggestions to raise awareness about nutrition and ban junk food are necessary steps, the effectiveness of these measures remains questionable without addressing the underlying systemic issues. The lack of integration of current monitoring plan into municipal actions, due to its utility and reporting challenges, suggests need for a robust documentation system and skilled manpower to ensure comprehensive and actionable health related activities.

150. Overall, the major barrier to students using new health and nutrition practices is that the majority of knowledge taught to them is linked only to school meals and cleanliness and not to personal hygiene and nutrition. It is evident that while there are examples of good practices in child health and nutrition, overall implementation remains inadequate. The study underscores the critical need for ongoing SHN-related training, particularly in areas such as personal hygiene and dietary habits, alongside addressing infrastructure challenges like soap availability. Moreover, efforts to reduce junk food consumption must extend beyond school premises to encompass broader community and parental engagement.

MGD Standard 20: Number of individuals who demonstrate the use of new safe food preparation and storage practices as a result of USDA assistance

151. This outcome indicator measures the total number of individuals who are applying the knowledge and skills received in a USDA-supported training program on safe food preparation and storage practices. A composite index with the total score ranging from 0 to 12 was created and questions related to safe food preparation and storage were administered to the school cook, whose work was also observed. A score of 8 or above (70% or higher) was considered as demonstrating the use of safe food preparation and storage practices. Although the activities of FY23 have not yet been implemented, out of the 283 cooks, 45.6% of cooks demonstrated positive practices in terms of food preparation and storage. This could be attributed to the contributions of activities in the project's previous cycles. Notably, many cooks working in the schools had previously worked in other places as cooks, which also might have contributed to these positive changes.

Table 17: Number of individuals who demonstrate the use of new safe food preparation and storage practices.

Number of individuals who demonstrate the use of new safe food preparation and storage practices (70% out of 12 variables)	District				
	Darchula	Bajhang	Bajura	Total	
No	50.0%	57.3%	55.2%	54.4%	154
Yes	50.0%	42.7%	44.8%	45.6%	129
Total	100.0%	100.0%	100.0%	100.0%	283

Source: Cook survey (N=283)

152. Qualitative consultations highlighted that the shortage of resources, including uniforms and cooking utensils, hindered proper hygiene practices. Despite this challenge, a significant portion of cooks prioritized cleanliness, particularly after food preparation. Additionally, concerns about food safety were evident, with a notable emphasis on checking for contaminants and ensuring food freshness. Across districts, handwashing practices varied, with a strong adherence observed before food handling. However, discrepancies were noted in handwashing after using the latrine and before serving food, indicating potential gaps in hygiene awareness. Nevertheless, there was widespread use of soap for washing utensils.

Table 18. Occasion when cooks use soap and water for handwashing

Occasion when cooks use soap and water for handwashing	
Hand washing practice of cook (at least 4 out of 6 listed)	Total
Before handling food	94.7%
After using the latrine	88.3%
Before serving the food	75.3%
After finishing food preparation	56.2%
After serving food	33.6%
After storing foods	27.9%

Source: Cooks Survey(N=283)

153. In terms of food distribution, a majority of cooks believed in tailoring meal portions based on students' age and needs, showcasing an understanding of dietary requirements and growth stages. The majority of the cooks consulted across three districts were well aware that growing children should consume a larger quantity of food. All of the consulted cooks stated that they have been providing more food to students in grades 4 or 5 compared to students in grades ECD or 1. They mentioned that the wastage of food by lower grade students had decreased after implementing an equitable distribution of food. Insights from Jayaprithivi, Mahakali, and Marma highlighted both commendable application of learned practices and a need for additional support, including uniforms, dedicated cooking spaces, and salary increases. In Jayaprithivi and Marma, positive outcomes from previous training were evident, with cooks demonstrating improved hygiene and food preservation techniques. However, ongoing support remains essential because the cooks from all three districts highlighted the fact that they still lacked in-depth knowledge on preservation of nutritional values of food items. Overall, these findings underscore the importance of ongoing training, resource provision, and fair compensation in improving the effectiveness of cooking staff in schools.

154. The hygiene behavior of cooks in all districts had significantly improved following training in hygiene practices and food preservation. A cook from Marma, Darchula reported that the training enabled him to ensure the

quality of food served to children. He mentioned receiving no complaints about food quality from teachers, parents, or students, and parents have expressed appreciation for the hot meals provided. He attributed his ability to provide hot cooked meals to timely food supplies from the project and fresh vegetables from local farmers. While cooks praised the quality of food and vegetables across three districts, they raised concerns about repetitive menu offerings leading to student disinterest. They suggested that training local farmers to cultivate a wider variety of vegetables could address this issue.

"Feeding 600 hungry kids is tough, especially when we're not paid enough for the hard work."

-Cook, Darchula

155. While cooks implemented the learning from the training, they also requested support from the project, including for uniforms, dedicated cooking spaces, utensils (particularly knives and cutting boards), storage facilities for food items, assistance with food distribution, salary increases, and training in hygiene and cooking practices. Despite being overburdened with responsibilities; they had managed their work by coming early in the morning and staying until late. Overall, the feedback highlights the varied needs and experiences of the cooks, emphasizing the importance of proper training, adequate resources, and appropriate compensation in improving their efficiency and effectiveness.

"We're used to cooking for lots of children, but a bit of help would be nice."

-Cook, Darchula

156. Amongst the surveyed cooks, 82.7% were male while 17.3% were females. The majority (56.9%) were part-time cooks while the remaining were full-time (41.7%) and volunteer (1.4%) cooks. Most (67.5%) had received training related to cooking. Amongst total male cook i.e 82.7% (234), more than two third (72.2%) i.e 169 cooks had received training related to cooking, while on the other hand out of 17.3% (49) of total female cooks, only (49.9%) i.e 22 had received cooking related training. When asked about the topics of the training received, common answers included food preparation (68.1%) and measuring food before cooking (63.9%). It should be noted that the project intervention for this cycle has not yet started, however the cooks could have received training in previous cycles.

157. Qualitative data from Jayaprithivi, Mahakali, and Marma revealed substantial variations in the preparation approaches adopted by the cooks. These differences were rooted in the diverse training programs provided to them, which in turn influenced their culinary skills and adherence to hygiene practices. While some cooks received targeted training from municipal authorities, others participated in more general programs that did not fully align with their specific responsibilities. This disparity highlighted the need for more consistent and relevant training to ensure the effectiveness of Mid-Day Meals (MDM) programs across regions.

"The training provided by the municipality has significantly improved our existing skills and has also taught us how to protect food from insects and rats"

-Cook, Bajhang

158. The findings from Jayaprithivi, Mahakali, and Marma highlighted varied approaches to the training and preparation of food in the school's MDM program. In Jayaprithivi and Marma, respondents received additional training from the municipality, which enhanced their culinary skills with specific instructions in sorting lentils and rice. Additionally, the cooks claimed to have received training in cleanliness practices and kitchen hygiene. This training was directly relevant to their duties, indicating a targeted approach to meal preparation and hygiene. In contrast, the cooks from Mahakali revealed a different scenario. Of the three cooks interviewed, two had participated in training provided by the Agriculture Knowledge Center (AKC), which focused on the use of locally available crops. However, the cooks mentioned that the training did not align well with their responsibilities in the MDM program, which focused on preparing rice, lentils, and vegetables. Despite general emphasis on cleanliness and food preparation, the cooks reported a lack of specific training tailored to MDM preparation and kitchen hygiene.

159. In summary, cooks in Jayaprithivi and Marma benefited from municipality-led training focused on relevant culinary skills and hygiene practices, directly enhancing their meal preparation duties, while Mahakali's cooks were trained by the government on growing and preparing local crops *(Raitheney Bali[24])* the training content did not align well with their responsibilities in the MDM program as MDM focused on cooking fortified food items while on the other hand training on *Raithaney Bali* focused on cooking locally available food crops such as millet, barley. This discrepancy highlights the need for more targeted and relevant training to ensure effective and hygienic meal preparation across regions.

160. From the cook survey, it was evident that while a significant proportion of cooks demonstrated commendable practices in food preparation and hygiene, there exist persistent challenges such as resource shortages and varying levels of hygiene awareness. The positive impact of previous training cycles is notable, yet ongoing support through provision of essential resources like uniforms, utensils, and dedicated cooking spaces, coupled with continuous training and fair salary, remains crucial for sustaining and enhancing the effectiveness of cooking staff in ensuring food safety and hygiene standards in schools. Additionally, assistance to the cooks will also contribute to motivate these cooks. For this, the attention of local government seems to be necessary.

Custom Indicator 2: Percent of school age children with good personal hygiene

161. Based on observation, this outcome indicator measures the percentage of students (grades 4-8) who have well-trimmed nails, well-groomed hair, clean teeth, and clean clothes and shoes. Students were scored for all these aspects as 0 (poor), 1 (good) and 2 (very good) with a final score ranging between 1 and 10, with a higher score indicating better personal hygiene. Students who scored 70% or more were considered to have good personal hygiene whereas students scoring less than 70% were considered to have poor personal hygiene.

162. Findings showed that out of the 1820 students, slightly over one-quarter of students (28.4%) had good personal hygiene. District-wise, 46.4% of students had good hygiene practices in Darchula followed by 20.9% in Bajhang and 19.2% in Bajura.

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[24] Raithaney Bali is a local crop that includes grains such as millet, buckwheat, barley etc. AKC are promoting the cultivation of Raithane Bali (Local crops) which includes millet through formation of farmers groups and standard farm size. Similarly, local bodies are allocating budget in the promotion of Raithane Bali.

Table 19. Students showing good personal hygiene

Student personal hygiene	Frequency	Percent
Good hygiene behaviour (70% and above)	517	28.4
Poor hygiene behaviour (less than 70%)	1303	71.6
Total	1820	100.0

Source: Student Survey (N=1820)

163. Further breakdown of the data showed that more female students (34.1%) across all three districts had good personal hygiene than male students (22.6%). The district-wise results are shown in Figure 9.

Figure 4. Students with good personal hygiene by gender across the districts

Students with good personal hygiene by gender across the districts

	Darchula		Bajhang		Bajura		Total	
	% Male	% Female	% Male	% Female	% Male	% Female	% Male	% Female
Good hygiene (70% and above)	40.7%	52.3%	14.9%	26.6%	13.2%	24.9%	22.6%	34.1%
Poor hygiene (less than 70%)	59.3%	47.7%	85.1%	73.4%	86.8%	75.1%	77.4%	65.9%

■ Poor hygiene (less than 70%) ■ Good hygiene (70% and above)
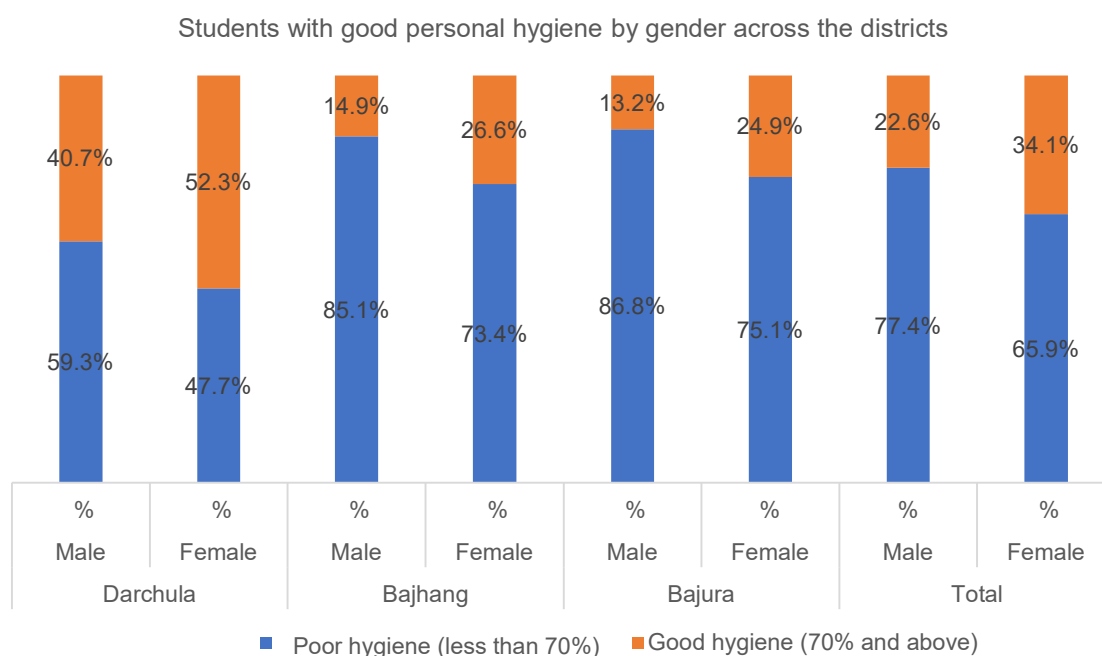
Source: Student Survey (N=1820)

164. Few schools were found to have checked the personal hygiene of students at least once a week. However, qualitative findings from the three districts showed that personal hygiene was highly limited to handwashing behavior and menstrual hygiene. The qualitative consultations were conducted with students, parents, SHN focal teachers and head teachers alike. Practices such as cleaning nails, hair, clothes and shoes were hardly discussed. This finding aligns with the students' low personal hygiene scores, highlighting the need to incorporate into the program personal hygiene components beyond handwashing and menstrual behavior. For instance, the SHN focal person of Darchula and Bajura also observed that the students' knowledge and practice were limited to handwashing and the use of sanitary pads when discussing hygiene. They recognized the necessity of conducting monthly hygiene-related sessions for children at every educational level.

Custom Indicator 3: Percentage of parents having school going children aware about the benefits of nutrition

165. Custom Indicator 3 is an outcome indicator that look into the awareness of parents about the benefit of nutrition. Parents who could explain at least 30% of the listed benefits of the SMP were considered to be aware of the program's benefits.

166. Of the 933 parents with school-going children surveyed, more than half (65.1%) were aware of the benefits of the SMP. District-wise breakdown showed that 75.9% in Darchula, 62.2% in Bajura and 57.5% in Bajhang, were aware of the benefits of nutrition.

Table 20. Percentage of parents having school going children aware about the benefits of nutrition

At least 30% listed response	District							
	Darchula		Bajhang		Bajura		Total	
	Male	Female	Male	Female	Male	Female	Male	Female
No	18.8%	27.4%	37.7%	48.3%	31.3%	45.1%	30.5%	39.1%
Yes	81.2%	72.6%	62.3%	51.7%	68.8%	54.9%	69.5%	60.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Total number	117	190	175	147	160	144	452	481

Source: Parents Survey (N=933)

167. When parents were questioned about the need for a balanced diet and nutritious food, a strong majority i.e., 82.6%, said that a balanced diet was necessary for energy and strength. Additionally, 79.4% mentioned its importance in boosting immunity, 66.7% highlighted its role in proper growth and development, and 63.5% pointed to mental development.

168. Further disaggregation of the parent's characteristics showed that, out of the total male parents, 49.2% male parents were aware about the benefits of nutrition among which male parents in Darchula had the highest awareness (51.6%) followed by male parents in Bajura (51.9%) and Bajhang (44.2%) respectively. Similarly, among the total female parents, 50.8% were aware of the benefits of nutrition among which the highest % were from Bajhang (55.8%) followed by Darchula (48.4%) and Bajura (48.1%) respectively.

169. The table below summarizes the awareness of the benefits of the SMP among the parents of school going children. As seen in the data in the table, the major benefits highlighted by the parents include motivation for the children to go to school consistently (72.3%) followed by motivation for the children to stay longer in the school (72.7%) and saving of household money (52.8%). Other benefits mentioned by the parents include nutritional benefit among school age children (37.2%), improvement in children's ability to learn or concentrate once they are in class (32.9%); promotion of child's enrolment (27.3%), improvement in learning outcomes (25.2%), and boost in local sale of food (7.8%).

Figure 5. Benefits of SMP according to parents

Benefits of SMP according to parents

Benefit	Percentage
Motivates children to stay longer at school	72.7%
Motivates children to go to school consistently	72.3%
Saves money of household	52.8%
Provides nutritional benefits/ improves nutritional status of school age children	37.2%
Improves children's ability to learn or concentrate once they are in class	32.9%
Promotes child's enrolment	27.3%
Improves learning outcomes	25.2%
The sale of local food is boosted	7.8%
Don't know	2.0%

Source: Parent's Survey (N=933)

170. Awareness of the benefits of the SMP was validated through qualitative findings. In Bajura's Badimalika Municipality, parents noted that they did not have to worry about sending daily meals to school for their children. They added that overall, the SMP had increased nutritious meal consumption among children, reduced hunger and improved school attendance. As a result, the women said they felt less guilty about not being able to feed their child properly. Female parents were particularly happy to be part of the WFP program due to its multi-dimensional nature — it boosted nutritional health as well as improved learning.

> *"Because of the SMP, we don't have to worry about our children being empty stomach all day at school. We also don't have to rush to school every day to deliver tiffin separately."*
>
> *-Parents, Bajura*

171. Parents in Mahakali Municipality said that after schools started providing lunch it felt like their burden had drastically decreased. Previously they were busy tending to their farmlands making it hard to prepare proper meals for their children daily, which also provoked complaints from their children. But the issue was resolved when the SMP began. Additionally, all parents unanimously agreed that the attendance rate had increased as a result of school meals.

172. Similar findings were observed in Khaptadchanna of Bajhang, where the SMP had imprinted a positive impression on parents. Parents from Bajhang reported that the SMP alleviated their burdens in terms of preparing meals and saved time required to drop off tiffin to schools. Additionally, parents appreciated SMP as it had minimized their expenses, now they do not have to separate money for their children's tiffin, resulting in household savings. Furthermore, the program contributed to a decrease in the students'

tendency to skip school due to hunger, as they received nutritious meals at school. Furthermore, the parents across all three districts claimed improved health of the children post the SMP. They claimed that health related absenteeism had been decreased post the SMP.

173.Along with the advantages for children in terms of food, the parents also noted that the SMP had boosted the sale of local food. This helped the parents earn their livelihoods while meeting the nutritional needs of their children.

174. However, a Head Teacher in Bajura said that parents have become very reliant on resources provided by donors and do not take their role to be updated about their children's well-being seriously. If a child is not fed one day in school for some reason, the parents come to complain easily but do not inquire about the reason with the teachers.

"The parents fail to be accountable for their children's performance or behavior at school."

-Head Teacher, Bajura

175. It is important to note that the current awareness level among parents about the SMP has been complemented by interventions of previous project cycles and, in many instances, due to other projects running in the same districts.

Custom Indicator 4: Percentage of school age children meeting Minimum diet diversity (MDD)

176.The project introduced this indicator to track the target versus achieved minimum dietary diversity, aiming to predict the likelihood of micronutrient adequacy among school-aged children. Data was collected by surveying parents of school-aged children, using the recall method to gather information on the foods their children consumed in the past 24 hours.

177. The survey of parents highlighted a positive trend in dietary diversity among children, with a higher percentage of parents reporting their children consumed from at least four food groups in the past 24 hours, indicating adherence to nutritional guidelines. However, some parents noted that fewer food groups were consumed, pointing to the need for targeted nutritional interventions. Darchula district was leading in this category, followed by Bajhang and Bajura. The data also showed that carbohydrate-rich foods dominated diets, and that protein intake was tilted towards plant-based sources.

178. The parents survey revealed a positive trend in dietary diversity among children, with 87.1% of parents reporting that their children had consumed from at least four food groups within the last 24 hours. This high percentage suggested general adherence to nutritional guidelines. However, it is worth noting that the WFP has been providing awareness on nutrition to parents cyclically, so the findings could reflect learning from previous cycles. Also, 12.9% of parents noted that their children consumed from a fewer than four food groups, highlighting an issue that may require targeted nutritional intervention or education. District-wise, Darchula had the highest proportion of parents affirming their children's consumption of nutritious food, followed closely by Bajhang and Bajura. These figures suggest that while there were variances, the majority of children in these districts were meeting recommended dietary diversity, which is crucial for their growth and development.

Table 21. Minimum diet diversity of school going age children

Minimum diet diversity of school going age children	District				N
	Darchula	Bajhang	Bajura	Total	
No	8.1%	14.9%	15.5%	12.9%	120
Yes	91.9%	85.1%	84.5%	87.1%	813
Total	100.0%	100.0%	100.0%	100.0%	933

Source: Parents survey (N=933)

179. Further analysis of the data revealed that an overwhelming majority of parents (99.5%) reported their children had consumed food items from the Spinach, White Roots, and Tubers group, foods that are high in carbohydrates. This indicates a reliance on carbohydrate-rich foods in children's diets. Also, a significant proportion (92.3%) of parents stated that their children had consumed protein-rich foods, specifically legumes, pulses, and nuts. This suggested that the consumption of animal-based proteins was considerably lower.

Table 22. Breakdown of the food groups consumed by students (Multiple choice question)

Food Groups	N	%
Grains, roots and tubers	928	99.5%
Legumes/pulses and nuts/oil	861	92.3%
Dairy products	735	78.8%
Meat	255	27.3%
Eggs	209	22.4%
Vitamin A rich fruits and vegetables	728	78.0%
Other foods and vegetables	808	86.6%
Total	1820	

Source: Parents survey (N=933)

180. Specifically, the intake of meat and eggs among the children was notably low, with only 27.3% and 22.4% of parents, respectively, reporting these foods in their children's diet. This lower consumption could be due to cultural trends, where meat and eggs are not regularly included in the diet, which emphasizes plant-based foods over animal proteins. Despite a balanced intake of carbohydrates and plant-based proteins, the diet appeared less diverse concerning animal protein sources and vitamin sources.

181. Despite the positive trend in dietary diversity among children, some parents noted insufficient dietary diversity, suggesting a need for targeted nutritional interventions. District-wise, Darchula had the highest adherence, followed by Bajhang and Bajura.

182. In consultations in Darchula and Bajura, parents exhibited a general understanding of the importance of a balanced diet for preventing malnutrition and promoting overall growth and brain development in children. They recognized the need for incorporating green vegetables, beans, lentils, and meats into their children's diets. However, they faced challenges such as the scarcity and expense of meat and eggs, which limited their ability to provide these foods regularly.

183. While parents' understanding of the need for a balanced diet was high throughout the districts, their involvement in the SMP appeared to be minimal. The majority of parents interviewed felt no need to visit the school, citing satisfaction with the meals provided and the absence of complaints from their child. Some parents in Darchula reported occasionally visiting the school at lunchtime to observe the meals and having no concerns about the food quality. This suggests a general trust in the school's meal provision, yet a passive attitude regarding active participation in monitoring the SMP. Additionally, parents seemed to perceive that their responsibilities ended as soon as their children entered the school gate. This complete trust towards teacher and school administration was commonly observed throughout the districts.

Custom Indicator 8: Number of LGs using the Enhancing School Meals Monitoring System aligned with IEMIS

184. This is an outcome indicator that measures the extent to which Local Governments (LGs) are actively engaged in the Enhancing School Meals Monitoring System and have successfully aligned their processes with the Integrated Education Management Information System (IEMIS).

185. Regarding this indicator, the municipal education officials were asked whether they utilized the data from the EMIS. Out of the 6 municipal levels, none of the officials interviewed mentioned utilizing the data from EMIS. When further probed about the rationale behind having the EMIS system, they stated that it had simplified monitoring the enrollment rate of the students in the Palika. However, the data were not otherwise utilized. When asked for the reasons behind this, the majority cited unawareness about utilizing the data in various domains, specifically in the field of school meals. Adequate capacity building regarding data utilization was deemed necessary. **Hence, the baseline value for this indicator is Zero.**

186. Regarding monitoring the IEMIS indicators related to the SMP, none of the officials consulted reported having monitored the IEMIS indicator related to the program. They highlighted that they had yet to receive any training on this matter and were unaware of how to utilize data from IEMIS. When further enquired with the project team, the officer highlighted that none of the local government has been monitoring the IEMIS indicator relating to SMP. Lacking information on the subject matter, the study team thus concluded that the baseline value of this indicator was zero. This highlighted that there is a need of training for the local government officials regarding the monitoring of the SMP related indicator in IEMIS.

4.2.4. Improved Livelihood/LRP findings

LRP Standard 12: Number of individuals in the agriculture system who have applied improved management practices or technologies with USDA assistance.

187. This outcome indicator tracks the total number of smallholder farmers who, during the reporting year, have adopted improved management practices and/or technologies promoted by USDA through USDA-funded activities. It measures individuals who have changed their behavior as a result of participating in these activities within the food and agriculture system.

188. Regarding the application of improved agriculture technologies, the farmers were first asked whether they had received any trainings. Out of the 28 farmers surveyed, only 12 reported to have taken training. Out of these 12, 75% had been adopting improved technologies. Out of these 75%, majority mentioned

implementing practices such as mulching, staking, line sowing, using improved seeds, plastic tunnel etc. *(Table 77, Annex 13)*

189. However, farmers adopting other farming technologies were limited in number. For instance, those adopting climate smart technology, disease and pest management, input purchase practices, were minimal in number. However, there was no reported application of water management, post-harvest handling, record-keeping, or farming tools, suggesting significant gaps in technology adoption that need to be addressed in future. The overall mean score for the use of improved farming technologies was found to be low with 2.11 (21.11%) out of 10. District wise disaggregation showed that Bajura had the highest mean score of 3.0 (30%), followed by Darchula with 2.0 (20%), and Bajhang with 1.33 (13.33%).

Table 23. Mean score for the use of improved farming technologies

Mean score for the use of improved farming technologies	Darchula	Bajhang	Bajura	Total
	Mean	Mean	Mean	Mean
Uses of improved Farming Technologies (Score out of 10)	2.00	1.33	3.00	2.11
Uses of improved Farming Technologies (%)	20.00	13.33	30.00	21.11

Source: Farmers survey (N=12)

190. The analysis of the quantitative data from farmers revealed a notable trend in agricultural training. The majority of the surveyed farmers, comprising 57.1%, had not received any training in the past 12 months. In contrast, a smaller proportion, 42.9%, reported having received training related to agriculture within the same timeframe*). A closer examination of the data, disaggregated by district, uncovered further insights. Bajura district exhibited the highest percentage of trained farmers, with 55.6% having received training. This was followed by Darchula, where 44.4% of the farmers had undergone training. Bajhang district reported the lowest training rate among the three, with only 30% of the farmers having received training.

Table 24. Farmers who received farming training in the last 12 months

Farmers who received farming training in the last 12 months	District				N
	Darchula	Bajhang	Bajura	Total	
No	55.6%	70.0%	44.4%	57.1%	16
Yes	44.4%	30.0%	55.6%	42.9%	12
Total	100.0%	100.0%	100.0%	100.0%	28
Total number	9	10	9	28	

Source: Farmers Survey (N=28)

"Before training, I used to think need of pesticides to grow vegetables, but after receiving the training I have stopped using such harmful chemicals in my field".

- Farmer, Darchula

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191. The qualitative data showed different perspective of farmers regarding training on tools and technologies used in farming. All of the farmers consulted in all three districts acknowledged received training from WFP on using new tools and technologies. When probed, all of the respondents mentioned receiving training on keeping seedling, cultivating different crops, preparing manure etc. Additionally, few farmers from all three districts receiving training and support of climate-smart technologies such as tunnel from the project. For instance, a female farmer from Darchula expressed that the project provided her training on farming and climate smart farming. Additionally, she acknowledged receiving tunnel support from the project. She also mentioned to have visited various places a part of knowledge exchange.

"I am a single person who earn money in my family. The training provided by the project supported me to uplift my living standard. Now I earn around 40000 per month by farming"

- Farme, Darchula

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192. The consultation with farmers showed positive feedback on training programs, but faced practical challenges due to the lack of equipment, whereas the training in Darchula was more comprehensive and effectively utilized additional resources like social media for ongoing learning. The disparity in training duration and participation highlights the need for more uniform and accessible training program to ensure all farmers can benefit equally and fully implement the agricultural techniques they learn. Furthermore, the findings also suggested that the support from the government stakeholders also plays vital role in terms of motivating and improving the farming skills of the local farmers.

LRP Custom 4: Percent of commodities procured that meet quality standards (fresh products procured)

193. This is an indicator that assesses the proportion of fresh products procured by WFP that meets predefined quality standards. It provides insights into the effectiveness of the procurement process in ensuring the acquisition of fresh and quality goods that adhere to established quality benchmarks.

194. The table below showed the number of schools receiving fresh commodities that met the required quality standards from the WFP/Partner Organization for the School Meal Program. Across all three districts, the total percentage of schools reported to be receiving fresh commodities that met the required quality standards was 95.1%, while 4.9% reported not receiving such commodities. This suggested a high compliance with quality standards across the districts. District-wise disaggregation showed that, in Darchula, a significant majority (97.8%) of schools reported receiving fresh commodities that met the required quality standards, with only 2.2% reporting otherwise. In Bajhang, 92.7% of schools reported receiving such commodities, while 7.3% reported not receiving them. The data for Bajura also indicated a high percentage of schools (95.5%) receiving fresh commodities that met the required quality standards, with 4.5% reporting otherwise.

"Thanks to the school meal program. Now I can make money by selling vegetable to the school and nearby market of India."

– Farmer/Parent, Darchula

Table 25. Percent of commodities procured that meet quality standards (fresh products procured)

Schools receiving fresh commodities from WFP/partner organization for the SMP	District				N
	Darchula	Bajhang	Bajura	Total	
No	2.2%	7.3%	4.5%	4.9%	14
Yes	97.8%	92.7%	95.5%	95.1%	269
Total	100.0%	100.0%	100.0%	100.0%	283
Total number	92	124	67	283	

Source: Head Teacher survey (N=283)

195. Similar was the findings from the qualitative consultations with the Head Teachers and cooks where they mentioned that they have been receiving fresh vegetables from the local farmer. Additionally, the Head Teachers from all the municipalities that study team visited highlighted that they have been receiving organic vegetables produced without using chemical fertilizers. This not only supported the children's well-being but also complemented the well-being of parents themselves. Additionally, parents from Darchula perceived that post the provision of vegetable procurement from local areas, the trend of illness amongst children had decreased. In Khalanga of Darchula, the supply of vegetables was not only limited to schools but had also expanded to India. The market for organic vegetables was appreciated by the local market in India, resulting in increased income for the local farmers.

"Although the agreement has been done to provide mixed kinds of vegetable to the schools but due to lack of off-season farming, we could not provide varieties."

-Cooperative representative, Darchula

196. The data revealed high compliance with quality standards for fresh commodities in schools across the districts. In Darchula, a significant majority of schools received fresh commodities meeting the required standards, with only a minority reporting otherwise. Bajhang and Bajura also showed a majority of schools receiving fresh commodities of required quality, with a minority not meeting the standards. Qualitative consultations with Head Teachers and cooks validated these findings, indicating that schools received fresh vegetables from local farmers, often organic and produced without chemical fertilizers. This provision not only benefited children's well-being but also positively impacted the parents, with a reported decrease in illness among children in Darchula. Additionally, the organic vegetable market had expanded to India, boosting local farmers' income. Overall, the program demonstrated a successful implementation of quality standards for fresh commodities in schools, benefiting both children and the wider community.

4.3.   Analysis based on evaluation questions

4.3.1. Relevance

What is the quality of the project design, mainly in terms of beneficiary targeting and ability to reach the right people with the right type of assistance?

AND

Is the project designed to reach the right people with the right type of assistance?

197. Sudurpaschim is the poorest among all provinces in terms of the headcount rate of poverty, at 45.6, which is twenty percentage points higher than the national level. More than forty five percent of the people live below the poverty line with a per capita income of USD 685, which is substantially below the national average[25]. The literacy rate is 64 percent, with 81 percent literate males and 53 percent literate females[26]. Many of the families have at least one or two members migrating to India for work. Malnutrition is also prevalent in the province (underweighted children under 5 years of age) standing at 9.3 percent[27]. Secondary literature has shown that these issues tend to affect the education of the children. Community schools in Sudurpashchim Province also face severe financial crisis, impacting the quality of education in the region. The learning experience of students has been negatively impacted because of the lack of classrooms, teachers and sufficient educational materials in the schools.[28] The problem is not just limited to individuals or communities but also at the local level. As with local governments across the country, the local units within the province have been struggling due to lack of manpower and poor resources which has resulted in poor service delivery/operations as well as poor monitoring practices.

198. The BLS generated findings that validated the secondary findings. For instance, in all the three districts, poverty was pervasive, and this had an impact on the children's education through a myriad of ways that have been explained in detail in the findings section. Learning outcomes were poor in all three districts with most of the students falling under pre-basic level underscoring the need for improving learning. Moreover, the BLS has also showed that despite decent MDD scores, qualitative findings underscored the need for better nutrition amongst children. At the school level, almost all the school headteachers pointed out that they faced systemic challenge including in the management of the SMP. A similar voice was echoed amongst the local government officials as well who said that they need additional support to be fully able to manage the SMP.

199. In this context, the project activities were found to have been rightly targeted. The project's targeting of students as well as communities of the three districts Is highly relevant. Considering the poor learning outcomes of the students, the project's interventions like building capacity for planning, procurement and provision of literacy instructional materials, strengthening capacity and coordination of local education system and school administrators and strengthening Teacher Professional Development System are very relevant. Secondly, considering the limited capacity amongst local government officials, plans to train and provide on-site coaching on nutrition, food safety, and storage to local government officials responsible for warehouse management is particularly relevant. As has been mentioned above, since local governments struggled with poor resources, the project's planned intervention of working with the government to design a sustainable financing mechanism and effective public financial management

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[25]   Sustainable   Development   Goals: Baseline   Report   of   Sudurpaschim   province   (2020) (https://www.undp.org/sites/g/files/zskgke326/files/migration/np/UNDP-NP-SDG-Baseline--Report-Sudurpaschim-English.pdf)
[26] Central Bureau of Statistics (2018)
[27]   Sustainable   Development   Goals: Baseline   Report   of   Sudurpaschim   province   (2020) (https://www.undp.org/sites/g/files/zskgke326/files/migration/np/UNDP-NP-SDG-Baseline--Report-Sudurpaschim-English.pdf)
[28]   Financial   shortages   affecting   quality   education   in   Sudurpashchim   schools.   The   Rising   Nepal   (2023). https://risingnepaldaily.com/news/30556

system for the SMP was also found to be much needed. Moreover, for the schools, which struggle with proper management, the project's planned intervention of strengthen capacity and coordination of local education system and school administrators is going to be very supportive and in the long term, help them in managing the SMP. The project's planned work with schools in clusters to revise School Improvement Plans, focus on quality learning, use the Opportunity to Learn framework for inclusion, and respond to timely needs is also likely to help the schools to improve their management of the SMP. Finally, as the project plans to capacitate the local government to manage the SMP in this phase, training and building capacity of local government officials at the local level to ensure these government officials have the technical and administrative skills needed to fulfill their roles is one of the most pertinent aspects of the project.

200. The program's relevance extends beyond SMP. Empowering farmers with new skills and knowledge, thus promoting sustainable agricultural productivity and market access is relevant in promoting the HGSF model. By engaging farmers in supplying vegetables to schools, the planned activities not only address students' nutritional needs but also fosters economic opportunities and market stability for farmers. The shift from traditional market sales to supplying schools offers farmers a reliable income source, price stability, and improved time management. The positive attitude of farmers and coordination efforts of cooperatives highlights the potential for local agricultural development and economic benefits.

To what extent do the project objectives and design respond to the host government's, plans, policies, and priorities for establishing a strong real-time program cycle management mechanism of SMP at the local and provincial levels?

201. *The finding to this question has been answered under 'Coherence' in Paragraph 203, 204 and 205.*

Has the project design properly taken into account the needs of women and socially marginalized and disadvantaged?

202. The project design has properly taken into account the needs of women and socially marginalized and disadvantaged groups. There was clear evidence of this in the project design. For instance, under supporting to deliver national school health and nutrition package, the project has planned to work with the local government and health facilities to ensure adolescent school girls receive weekly Iron Folic tablets. This is particularly relevant considering the fact that almost 24% of the girls are still not receiving iron folic tablets from the school. WFP's planned intervention to support teenage girls and female teachers in target schools with access to complementary female hygiene pads funded by the Government of Nepal also shows that the project has taken to account the needs of women and socially marginalized and disadvantaged. Even though schools have been supplying hygiene pads, ongoing support from the project will provide continued benefit to both girls and female teachers. The project has also considered the need of women and marginalized outside the school. WFP's planned intervention to ensure farmers and their groups, especially women, low caste, and marginalized, receive agriculture extension services, market linkages and production technology underscores the priority given to women. The project's plan to give priority to female led agriculture/cooperative groups is also an indication of the GESI consideration made into the project design. Aside from this, the farmers also expressed a need for a collection center, tunnel support and trainings related to off-seasonal farming.

4.3.2. Coherence

Is the project aligned with the national government and donor's education and school feeding policies and strategies?

203. The project aligned well with most of the national government's as well as donor's education and school feeding policies and strategies. To begin with, the Constitution of the Federal Democratic of Nepal 2015 recognizes the Right to Food, Nutrition and Health as a fundamental right of the citizen of Nepal. The project, by ensuring that students get locally procured nutritious and healthy meal, was thus directly

aligned with the one of the fundamental provisions of the country's constitution. Similarly, the project is also aligned with the country's guiding strategy on the education sector, the School Education Sector Plan (2022 – 2031). The School Meals Program (SMP) is a key strategy of the government to abate malnutrition, as stated in the School Sector Development Plan (2016–2022) and the National School Health and Nutrition Strategy. One of the strategies laid out by the SESP documents is to 'provide midday school meals in collaboration and coordination with the local health and other governmental and non-governmental organization'. By ensuring that the schools in Sudurpaschim are able to provide school meals to the students and by ensuring that the local government/schools are well capacitated to manage the meals, the project has aligned itself well with one of the key strategies of the SESP. Similarly, another key strategy laid out by the government in the SESP is 'to provide safe water, hygiene, and sanitation facilities to basic level students' which the project is effectively planning to do by supporting sub-national government to build and rehabilitate kitchen, hand washing stations, and water points. The project's interventions like strengthening the capacity of local governments and actors on health, hygiene, nutrition, and food safety through SBCC interventions can also said to be aligning with the SESP's strategy of improving hygiene and sanitation facilities at the school.

204. Most importantly, the project is aligned with all the past education policies drafted (like the School Sector Development Plan 2016 – 2023 and School Sector Reform Plan 2009 – 2015) along with the existing SESP, especially in respect to increasing literacy scores and improving learning. Core objectives of all these previous and existing policies have been 'improving the learning outcomes' and 'improving the learning outcome of children studying at the basic level'. The project's interventions involving strengthening of the teacher professional development system, strengthen capacity and coordination of local education system and increase access to improved literacy instruction materials to schools, teachers, and children can particularly be considered as direct interventions working to improve learning, making the project very much in line with the education policies of the country.

205. With regards to the School Health and Nutrition aspect, the project is aligned to the Multi Sectoral Nutrition Plan (MSNP-II) as well as MSNP III which is in the process of being finalized. Multi Sector Nutrition Program (MSNP) is a comprehensive national nutrition program that aims to reduce all forms of malnutrition in the country. MSNP focuses on the multi-sector efforts including health, agriculture, livestock, water and sanitation, women and children, education, and local governance that have an impact on the nutrition problem. The project's intervention following a multi-pronged approach which includes raising awareness on nutrition, working to improve sanitation facilities in the school and promoting locally grown food is directly aligned with the provisions and strategies set out in the MSNP. The project's interventions like strengthening the capacity of local governments and actors on health, hygiene, nutrition and food safety through SBCC interventions can also said to be aligning the MSNP.

At which level does the project address the interlinkages with the intervention of the host government, as well as the complementarity, harmonization, and coordination with other development partners working in the education sector in the country?

206. School feeding is the largest and most widespread social safety net to protect the well-being of the most vulnerable children. The project addresses linkages with the government by complementing the school feeding program of the project in areas of school meals, SHN, reading component and home-grown school feeding approach.

207. In terms of literacy component, the teacher training uses nationally approved designs involving provincial training centers to facilitate the trainings. The trainings designs are in line with the national program child rights, the constitution, and the SDGs. Similarly, inclusive education in children with disabilities, introducing Universal Design for Learning (UDL), screening and assessments are in line with national inclusive education policies. Integrated curriculums including supplementary materials and their localization with local teaching-learning materials being produced all are in line with the localization policy of curriculum and national curricula.

208. Regarding the SHN aspect of the project, the Nepal government's SHN guidelines have been jointly endorsed by MoHP and MoEST and is based on the National SHN Strategy 2006.

209. This indicates that the project complements the work of the government working in both education and SHN sectors very well.

To what extent is the project coherent with international development agendas and priorities?

210. The project is also aligned to the Sustainable Development Goal 2: Zero Hunger which is about creating a world free of hunger by 2030. The explicit constitutional recognition of the right to food is also instrumental in the implementation of Zero Hunger Challenge initiatives in the country, with the objective of addressing food insecurity in districts situated in the mid-hill and mountain areas of Nepal.

211. The project activities also touch upon the cross-cutting themes of inclusion (gender, ethnicity and disability) aligning with the WFP Gender Policy (2022-2026). Given that Nepal as a country in general including the study areas are highly patriarchal as a society, a family's inclination to male child compared to female child still exists. In this context, the project aligns with SGD 5.1. End Discrimination against Women and Girls.

4.3.3. Sustainability

What factors should the project keep in mind to ensure sustainability of the project interventions – at the school level, community level as well as local government level?

212. Overall, the BLS team analyzed the need to focus on capacity building and system strengthening at all levels-schools, community, and government to ensure the sustainability of the project interventions. According to the information collected from KIIs with project staff as well as education experts, the Palika's investment in the SMP project and its components beyond the project scope is highly crucial to ensure sustainability in the future. The model in relation to the midday meal is a good basis for both public and private investments upon completion of the USDA McGovern-Dole FY23 program. For instance, the MoEST officials including those from CEHRD said that the government's policies, plans, and programs to improve attendance and reduction in repetitions and dropout rates particularly among the marginalized children heralds a significant increase in investment. Similarly, according to the cooperative chairpersons and farmers consulted with in the three districts, continued support from the palika level is extremely crucial for farmers and cooperatives alike who depend on local level and provincial level policies to capitalize on- both technical and financial support. This could include seed distribution, training on improved technologies, market support during off-season etc. There is also a need of advocating for federal and provincial ministries (Ministry of Agriculture and Livestock Development) and local governments for more investments, particularly in relation to homegrown school meals for the sustainability of the SMP. The same applies for the education component which needs continued support from CEHRD, provincial and local levels for developing teacher's capacity and supporting schools in supply of educational materials required for early and primary grades. In terms of SHN, capitalizing on the SBCC related interventions can lend to long-term behavioral change not only among the children but also hold the parents and schools accountable in putting the theoretical learnings into practice both at school and at home.

213. The government announced the Provincial and Local Governance Support Program (PLGSP) in 2019 which aims at institutional capacity development of all levels of governments more specifically sub-national governments. For the purpose, a budget of US $ 130 million was allocated. It is an opportunity for the WFP to provide technical assistance to program associated local government units that can help ensure effective outcomes and program sustainability. The study made it evident elected representative of all of the municipalities showed their willingness to support school meal, school health and nutrition related activities and appreciated the idea of HGSF. While some of the elected representative claimed to have

segregated resources for sustainability of the project intervention, some showed their verbal commitment for the same.

214. The institutions in place at each levels-SMCs, farmer cooperatives, School Meal Committees at palikas, the monitoring units at palikas etc need to be capacitated to oversee not only the implementation and management but also monitoring to ensure ownership and accountability after the project ends. With the commitments of ownerships from the local governments and other community entities such as farmers' groups, women's groups, cooperatives, etc. the project can only be considered sustainable then.

What types of incentives are the most effective at securing local governments, communities and school's interest in SMP?

215. The SMP in itself was highly praised by stakeholders notably the students and parents and directly led to improved school enrolment alongside keeping students in school for a longer time. Given that the parents were free to go to work without feeling the guilt of sending their children to schools on an empty stomach, the mid-day meal incentive was extremely positive.

216. The BLS team noted that increasing staffs at the local level can improve motivation among government officials to dispatch more efforts in monitoring of the system. This was particularly noted in one of the local units (Marma in Darchula) where the agriculture section had hired some staff on contract basis. Since lack of adequate manpower is usually said to be the major hindering factor in carrying out responsibilities at the local level, the addition of such short-term contract staff provided a helping hand to the existing government officials, who could off-load some of their existing workload.

217. The local government providing top up support for cook's salary and gas/fuel plus providing cost of spices has been deemed necessary to supplement the SMP intervention in school. This helps the schools and spares them from bearing the additional burden of incurring financial loss.

218. Physical infrastructures for the school's SHN areas such as handwashing stations and kitchen spaces have been deemed as necessary for long term sustainability of the project; both from the perspective of the local government as well as the school. Local government officials stated that if the schools have kitchens, it will be easier for them to implement the SMP even after the project phases out.

Is the program including a gender and social inclusion analysis and integrating gender equality / inclusion considerations within sustainability planning?

219. The HGSF model includes 75% of farmers who are women thereby indicating gender inclusion targeting empowerment and food security together. The livelihood and financial independence have been targeted together which is a strong indication for planning sustainability.

220. The inclusion aspect also includes the need to address gender inequality at home among parents.

What are the potential challenges and barriers in ensuring sustainability of the project interventions?

221. One key area that the project has to focus on in terms of sustainability is continued communications and collaborations with all the stakeholders at all levels.

222. One major barrier blocking sustainability of the project intervention is lax attitude from the local level both in terms of investment and monitoring and the lack of capacitated human resources. In addition to that, the reluctancy of the bureaucrats in terms of taking one more responsibility also showed lower sustainability of the project intervention in all three districts. Similarly, district-based education official's reluctancy to transition to a cash-based mechanism due to lack of human resource and their capacity for managing the school meals program on their shoulder at the moment was another factor that point out big question on the sustainability of the project intervention. These problems particularly arise from the issue of low financial resources, lack of adequate human resource and over-burdened manpower.

223. Lack of arable farmland, market, and transportation were significant issues highlighted as hurdles for the sustainability of the project intervention for the HGSF component.

224. The non-inclusion of parents in the project can also hinder meeting project outcomes and ensuring sustainability of the project which was severely highlighted by the Head Teachers in schools. Without the support of both the parents and local government, management of the mid-day meal (cooks, spice management, transport) was not possible.

225. While providing produce to schools for the SMP has benefitted farmers, some preferred market supply over school supply, citing the ability to set his own margins and attain higher profitability which the project team should consider in terms of sustainability aspect. Moreover, off-season farming presented significant challenges due to lower production levels and higher costs. Additionally, farmers in Marma reported that during peak seasons for particular crops, simultaneous production by all farmers led to some produce being wasted due to a lack of market demand.

226. Moreover, in some areas like in Bajhang, farmers advocated for proper regulation by the ward office to enhance the buying and selling of agricultural products, believing this would boost productivity and market access. However, the ward office showed no interest in this proposal which highlights some potential sustainability challenge that might come up in the future. During school closures, some of the farmers faced difficulties due to inadequate transportation facilities and the absence of alternative buyers. The BLS also highlighted the consistency in supply to school, but seasonal closures posed logistical challenges, emphasizing the need for market alternatives.

5. Conclusion

227. The BLS findings for the FY23 cycle provided valuable insights that the project team can leverage in delivering future activities. Despite positive outcomes from previous cycles, critical areas still require attention. As the FY23 cycle aims to transfer ownership of the SMP to local governments and schools, the BLS identified a need to enhance the capacity of both entities. Although both institutions are willing to assume SMP responsibilities, they face significant challenges, particularly in terms of human resources and technical skills. For instance, on an institutional level, while some municipalities have successfully formulated and endorsed an SMP policy, yet there remains considerable opportunity for the project to engage additional municipalities. Furthermore, the BLS observed minimal involvement of school-level bodies, such as SMCs, in supporting meal preparation, underscoring the need for targeted project interventions in this area.

228. Given that many municipalities lack effective multi-sectoral committees, collaborating with local governments to establish such committees, as outlined in the school meals implementation manual, could be beneficial. WFP's planned intervention to strengthen school meals monitoring, evaluation, and accountability systems by standardizing data collection, improving data analysis, and fostering evidence development, dissemination, and use at the local level will be instrumental in institutionalizing the SMP locally. The creation of an integrated school meals monitoring system will further reinforce this effort.

229. In line with the objective of the FY23 cycle i.e. empowering local governments to manage the SMP, the BLS found that engagement at the provincial level could be equally impactful. The project's planned intervention to place a seconded technical staff member within the *SudurPaschim* provincial Ministry of Social Development is particularly promising. Developing and disseminating program implementation guidelines for schools at the provincial level, and conducting workshops with local governments, will be crucial steps in enabling sustained SMP management.

230. From an outcome perspective, the BLS identified opportunities for improving learning outcomes, which remain suboptimal. A significant issue is the quality of teaching, with many teachers struggling to apply effective techniques due to inadequate training. This underscores the importance of the project's planned interventions to strengthen the GoN's Teacher Professional Development (TPD) system and enhance literacy and learning outcomes. Additionally, there is a clear need to collaborate with local governments to improve learning outcomes by identifying capacity gaps, supporting Municipal Education Committees to meet regularly, and strengthening the capacity of Education Focal Persons to provide technical and administrative support for literacy, school meals, and WASH initiatives.

231. Several other areas present opportunities for impactful project interventions. For instance, only about one-third of students demonstrated good personal hygiene, indicating a significant area for improvement. Limited numbers of schools consistently checked students' personal hygiene weekly, as instructed. Current practices are mostly confined to handwashing and menstrual hygiene. The project's planned interventions to strengthen the capacity of local governments and actors on health, hygiene, nutrition, and food safety through SBCC initiatives are thus crucial. Moreover, further training on food safety, storage, handling, and meal preparation will benefit cooks, who continue to face challenges despite previous training cycles.

6. Lessons learnt

232. Since this is the BLS, no recommendations have been provided by the BLS team. Instead presented below are suggestions to the project team on the planned implementation as well as suggestions on the methodological aspect (for evaluators in the future) including what should be considered during successive evaluations of the project:

233. Since the project had already been implemented in multiple previous cycles, this made the BLS unique compared to BLS assignments in other contexts. One of the challenges the BLS team faced was avoiding comparisons with the previous evaluation. Although it was clearly decided during the inception phase, in consultation with the country team and the RBB, that no comparisons would be made with the FY20 cycle, the BLS team noticed that some indicators were influenced by previous interventions. A key lesson learned was that while it is important to determine whether the value of an indicator may be affected by prior interventions, no judgment should be made on the quality and effectiveness of the previous cycles or interventions. The MLE and ELE should also consider this factor, especially since these successive evaluations will need to address questions related to effectiveness and impact.

234. Another important consideration is the timing of data collection. Since the BLS data was collected almost immediately after the school opening, some findings were influenced by this timing. This is particularly evident in enrollment and retention rates, as many schools in Nepal enroll students up to three months after the official start of the school year. If successive evaluations are conducted in different months, they may yield different enrollment and retention rates. Therefore, the BLS team suggests aligning the timing of successive evaluations with that of the BLS to enable better comparisons.

235. While the project team is familiar with the area from previous cycles, a key consideration for this cycle, especially with many system-strengthening efforts, is the potential impact on efficiency. The geographical remoteness of the intervention area can affect the project's efficiency. The lengthy travel times to reach these areas can hinder timely intervention and resource allocation. The shortage of transportation in most places can exacerbate this issue, limiting the mobility of project staff. Additionally, extended travel times not only consume extra resources but also reduce the frequency and efficiency of on-site visits and field-level monitoring. To ensure that these issues do not impact the project's ability to monitor progress, address emerging challenges, and provide timely support to stakeholders, the project team is suggested to factor in efficiency related challenges while delivering the interventions.

236. A key lesson generated by the BLS in terms of project design is the critical importance of system strengthening. Both schools and local governments indicated that, with their current capacity, managing the SMP independently would be challenging. This is evident in the findings, where local governments reported inadequate competency and human resources, and schools expressed similar concerns. Although the project team has rightly targeted this issue, there needs to be a sustained focus on it rather than shifting priorities. The project should continue capacity-building programs for local government officials, addressing basic issues such as policy preparation, development of local guidelines, tools, and standard operating procedures (SOPs) for effective program implementation. Additionally, there is a need for improved monitoring and evaluation (M&E) practices among local government officials. A more digitalized form of monitoring would benefit local governments, given the geographical difficulties of the terrain and the challenges of physically traveling to all schools for monitoring purposes.

237. Another key lesson learned from the findings is the critical need for proper infrastructure and maintenance of existing facilities. To ensure the sustainability of the SMP, schools require a comprehensive infrastructure maintenance and improvement program. Some schools lack proper kitchen facilities, and in many cases, office assistants serve as cooks, raising concerns about the quality of the meals and the ease of meal preparation. By initiating a targeted infrastructure improvement program in collaboration with local governments and development partners, which the project aims to do, schools can address these deficiencies and upgrade existing facilities to meet optimal standards.

238. Although some initiatives have already been started, a comprehensive approach is needed to ensure the long-term sustainability of the agricultural system, which is critical for HGSF. Recommended interventions include enhancing support for agricultural sustainability. The BLS team observed that cooperatives play an active role in HGSF. Therefore, it is imperative to link them with existing local agricultural programs through government channels. Advocacy is needed to integrate the agricultural system and provide subsidies for farmers participating in the School Meals Program, contributing to the program's sustainability post-project. Ensuring these farmers become competent during the project period is essential. Furthermore, expanding training coverage to include topics such as water management, off seasonal vegetables production, post-harvest handling, farm record-keeping, market linkages etc. which are currently underrepresented, would address critical gaps in technology adoption. This shows the need for developing standardized training modules that cover essential agricultural practices uniformly across all intervention districts.

239. The BLS revealed opportunities to improve student learning outcomes. These outcomes depend on various factors, including adequate teaching materials, quality instruction, and a safe learning environment. To begin with, the project's support in strengthening the teacher professional system is very relevant. Additionally, local governments should properly monitor whether teachers are applying innovative techniques and implementing a structured mentoring program for newly appointed teachers should also be explored. In such program, senior teachers can act as mentors, providing continued guidance and helping new teachers adapt to new methods. Given that secondary literature indicates low teacher motivation, especially in remote regions, introducing incentives to recognize innovative teaching practices could enhance motivation and effectiveness.

240. It is recommended to continue developing and implementing tailored training modules for SHN teachers and cooking staff that are specific to their roles and responsibilities in child health, nutrition, and hygiene. These modules that are currently being implemented are expected to address local dietary practices, effective sanitation methods, and practical approaches to improving hygiene behaviors among students. Regular refresher courses for at least once every two years should also be provided to reinforce learning and update knowledge in line with evolving health guidelines.

241. Monitoring and reporting at different levels are required for effective management of SMP. The BLS shows that adequate monitoring is still lacking at the local level. Some feedback was given on-site to the schools by the local government officials but with hardly any mechanism to follow-up later which pointed to ineffective monitoring practice. But most worryingly, over 67.1% head teachers said that the local units had not been providing feedback after the monitoring visits. In this context, school, local government (Health, education, and Agriculture) and ward level can assume special role in monitoring of the SMP. The BLS team suggests supporting the development and improvement of the M&E system for the SMP at the palika and school levels. The project team also need to ensure local monitoring teams receive comprehensive training and digital infrastructure support to effectively implement monitoring guidelines.

Annexes

Annex 1: Program Location Map

Legends

New Cycle FY23 | Handover by the end of current cycle | Other district

Literacy | School health and nutrition(SHN) | Infrastructure | Home grown school feeding(HGSF) | LRP

Disclaimer : The boundaries and names shown and the designations used on this map do not imply official endorsement or acceptance by the United Nations.
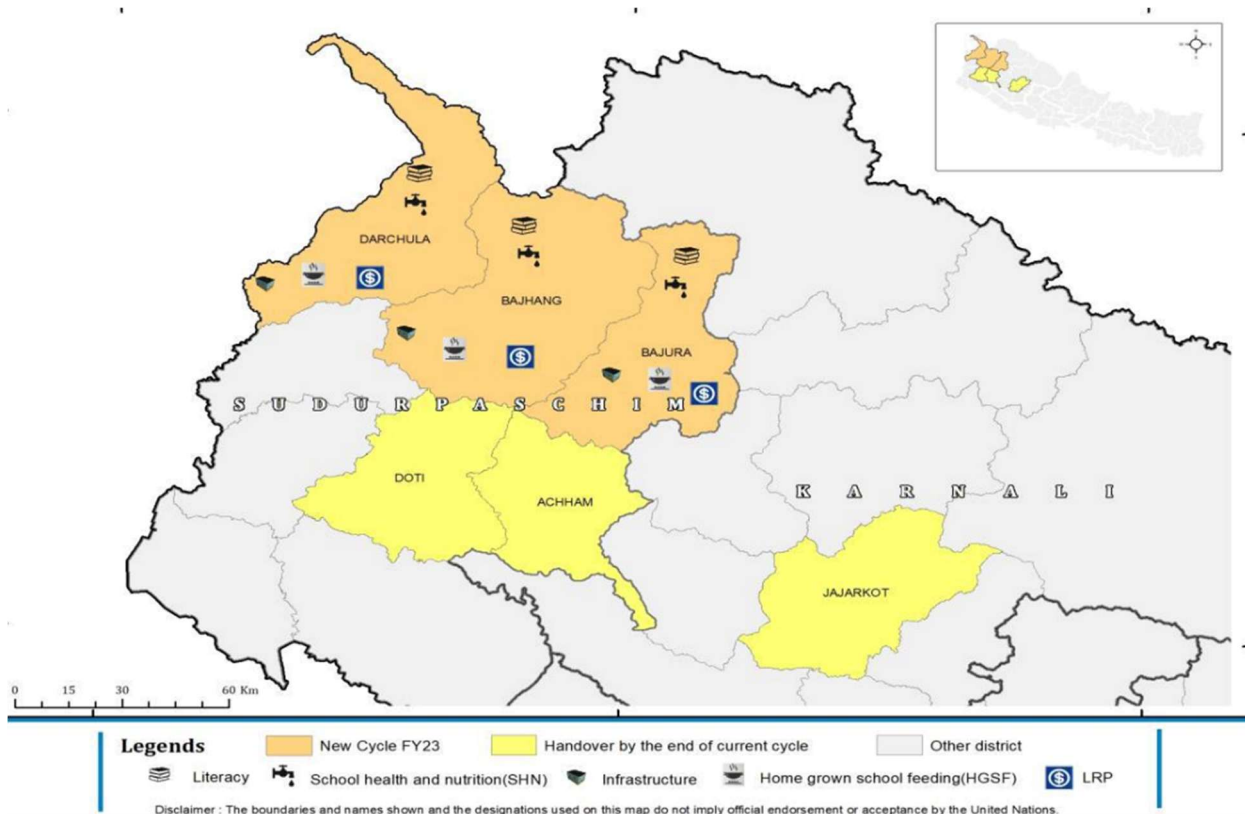
Annex 2: Summary Terms of Reference

1. Background

The Terms of Reference (TOR) is prepared by World Food Program (WFP) Nepal Country Office based upon an initial document review and consultation with stakeholders and following a standard template. The purpose of the TOR is threefold. First, it outlines how WFP will implement the Baseline survey (BLS) including special study as approved in the Evaluation Plan; secondly, it provides key information to the survey team and helps guide them throughout the survey process and thirdly, it provides key information to stakeholders about the BLS survey and special study.

2. Reasons for the Baseline survey including Special Study

A baseline survey including special study is a part of the contractual obligations between the USDA and WFP. The baseline survey is expected to provide situational analysis before the program begins and establish baseline values for project standard and custom outcome indicators which will help to define targets to be achieved through the project period. The special study will explore comprehensive analysis on government monitoring practices.

3. The subject of the Baseline Survey and Special Study

The current FY23 cycle spans the period from 2024 to 2028 and covers three districts in Sudur Paschim Province- Bajhang, Bajura and Darchula. Special study should be nested along with the baseline survey and cover three districts of Sudurpashchim province.

The FY23 cycle interventions has been grouped into twelve major activities –1) Provide Culturally Acceptable School Meals including LRP ; 2) Strengthen Relevant National Institutions to Manage a Quality National Program; 3) Provide Technical Assistance to National and sub-National Governments to Increase Funding for National Program; 4) Provide Technical Assistance to Contextualize Policies, Programs and Procedures to Meet Local Needs; 5) Building capacity for planning, procurement, and provision of literacy instructional material; 6) Strengthen Capacity and Coordination of Local Education System and School Administrators; 7) Strengthen Teacher Professional Development System; 8) Support Sub-National Government to Build and Rehabilitate Kitchen, Hand Washing Stations, and Water Points ; 9) Support to deliver National School Health and Nutrition Package ; 10) Support Improved Safe Food Preparation and Storage ; 11) Strengthen the Capacity of Local Governments and Actors on Health, Hygiene, Nutrition and Food Safety through SBCC interventions and 12) Establish Improved Local Supply Chain Mechanism for HGSF.

The program targets 196,784 unique pre-primary and primary school children (137,489 school children annually) in 1,057 schools of the three districts. The program budget is roughly USD 33 million out of which about 5% is budgeted for monitoring and evaluation.

4. Evaluation approach, methodology, and ethical considerations

Evaluation Approach

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

The data collection tools, therefore, will need to be GEEW sensitive, to specifically examine the gender and equity aspects of the program. The baseline survey should focus on examining the present circumstances of

the activities proposed in this McGovern-Dole project cycle. The baseline survey should assess if the activities of the McGovern-Dole program is coherent to government plans and priority programs, and other programs implemented by development partners in those areas. It should further assess the integration of other activities implemented by WFP with McGovern-Dole . The survey should cover all three program districts.

Methodology

A non-experimental design should be used to enable the comparison of the findings before and after the intervention scenarios to assess the temporal changes during midterm and endline.

The baseline study should cover the entire program districts and schools should be selected through an appropriate sampling method. The survey team, in consultation with WFP, should develop an appropriate evaluation design, sampling strategy, and methodological approach based on the requirements described in the TORs, during the inception phase in consultation with key stakeholders.

The design and methodology for the baseline survey should follow the WFP DEQAS process as well as USDA's Monitoring and Evaluation Policy. Mixed methods (quantitative, qualitative) are expected to be used to ensure triangulation of information through a variety of means such as previous evaluation results, existing regular monitoring data both from WFP and implementing partners, and the government Integrated Education Management Information System (IEMIS). The survey should employ diverse data collection tools and techniques based on the type of information required example (key informant interview, focus group discussion, observation, and secondary data review).

The baseline survey findings, conclusions, and recommendations are expected to reflect gender analysis, and the report should provid lessons/ challenges/ recommendations for conducting gender-responsive evaluation in the future.

Ethical Considerations

WFP's decentralized evaluations will conform to WFP and UNEG ethical standards and norms. The contractors undertaking the evaluations will be responsible for safeguarding and ensuring ethics at all stages of the evaluation cycle (preparation and design, data collection, data analysis, reporting, and dissemination). This include but is not limited to, ensuring informed consent, protecting privacy, confidentiality, and anonymity of participants, ensuring cultural sensitivity, respecting the autonomy of participants, ensuring fair recruitment of participants (including women and socially excluded groups), and ensuring that the evaluation results in no harm to participants or their communities.

Quality Assurance and Quality Assessment

WFPs DEQAS will define the quality standards expected from this evaluation and set out processes with in-built steps for Quality Assurance, Templates for evaluation products, and Checklists for their review. DEQAS is closely aligned to WFP's evaluation quality assurance system (EQAS) and is based on the United Nations Evaluation Group (UNEG) norms and standards, as well as the good practice of the international evaluation community to ensure that the evaluation process and products that will be conformed is systematically applied to this evaluation. The WFP Evaluation Manager is responsible for ensuring that the evaluation progressed as per the DEQAS Process Guide and for conducting rigorous quality control of the evaluation products ahead of their finalization.

The following mechanisms for independence and impartiality is expected to be employed: an external independent evaluation team will be hired to conduct the evaluation; WFP will appoint a dedicated evaluation manager to manage the evaluation process internally; an internal WFP Evaluation Committee (EC), led by CO management, will make key decisions on the evaluation; an Evaluation Reference Group (ERG) (including WFP and external stakeholders) will be set up to steer the evaluation process and further strengthen the independence of the evaluation. All feedback generated by these groups will be shared with the evaluation team. The evaluation team is required to critically review the submissions and provide feedback on actions taken/or not taken as well as the associated rationale.

To enhance the quality and credibility of this survey, an outsourced quality support service directly managed by WFP's Office of Evaluation in Headquarter will provide a review of the draft inception and survey report (in addition to the same provided on draft TOR), and provide:

- Systematic feedback from an evaluation perspective, on the quality of the draft inception and evaluation report.
- Recommendations on how to improve the quality of the final inception/evaluation report.

Organization of the Baseline Survey and Special Study

The baseline survey is expected to proceed through these key five phases – Preparation Phase; Inception Phase; Field Data Collection Phase; Data Analysis and Reporting Phase; and Dissemination and Follow-up Phase. Inception Report, Debriefing PPT, and Baseline survey report will be the three key deliverables, among others. The special study should follow the same timeline as the baseline survey.

Annex 3: Baseline and evaluation timeline

Table 26. Project Evaluation Timeline

Activities	By whom	Tentative dates
Inception		
Desk review and submission of Inception Report	FDM	March 2024- April 2024
Data collection		
Training to enumerators	FDM	1st week of May 2024
Quantitative data collection (including travel)	FDM	3rd week of May -1st week of June
Orientation to qualitative research team	FDM	2nd week of May
Qualitative data collection (including travel)	FDM	3rd week of May -4th week of May
Data analysis and reporting		
Data analysis and Report drafting	FDM	1st week of June – 4th week of June
Draft report submission Final Report Submission	FDM	1st week of July 4th week of July
Dissemination		
Dissemination workshop	FDM/WFP	After report gets approved by USDA

Annex 4: Methodology

A. Study Design

A cross-sectional non-experimental design covering the program areas without similar comparison areas was followed in the baseline.

B. Study Approach

The baseline survey focused on examining the present circumstances of the activities proposed in this McGovern-Dole project cycle. The BLS assessed if the activities of the McGovern-Dole FY23 were coherent to government plans and priority programs, and other programs implemented by development partners in those areas. It further assessed the integration of other activities implemented by WFP with McGovern-Dole FY23.

A mixed-method approach with both quantitative and qualitative components was used. The results were triangulated using multiple methods: multiple methods: cross-checking findings of surveys using FGDs and KIIs; project documents of WFP and implementing partners; review of monitoring reports, on-site observation, and other available relevant reports. National EGRA tool and other structured questionnaires were mainly used as quantitative tools. KIIs, Focus Group Discussions (FGDs), secondary data review, and observation checklists including the classroom observation checklist developed by Education Review Office, Nepal Government were the major qualitative tools.

The data collection tools were GEWE sensitive and helped examine gender and equity aspects of the program and aspects about different socio-economic status, castes/ethnicities, and disabled groups.

Sampling

The quantitative sample size calculation was done using a 5% confidence interval, 50% prevalence rate, 5% margin of error, and 1057 population size (number of schools). This resulted in 283 schools as a sample out of which Bajhang had 124 samples, Darchula had 92 and Bajura had 67. The calculated sample size of 283 (from a total of 1,057 schools from 28 municipalities of these three districts) was distributed across the three program districts. A detailed sampling breakdown is as follows:

SN	Respondent	Respondents Planned				Respondents Covered			
		Bajhang	Darchula	Bajura	Total	Bajhang	Darchula	Bajura	Total
1	Student sample (grade 4 to 8)	576	576	576	1728	627	577	616	1820
2	EGRA sample (grade 3)	1240	920	670	2830	1240	920	670	2830
3	Parents sample (of grade 4 to 8 students)	288	288	288	864	322	307	304	933
4	Head teacher sample	124	92	67	283	124	92	67	283
5	Cook sample	124	92	67	283	124	92	67	283
6	SHN teacher sample	124	92	67	283	124	92	67	283
7	Nepali teacher sample	124	92	67	283	124	92	67	283
8	Farmers survey	12	9	9	30	14	9	10	33
	TOTAL				**6,584**				

Meanwhile, for qualitative sampling, the BLS study team visited two municipalities in each district to undertake consultations for qualitative data collection. This amounted to visiting a total of six municipalities. Out of these two municipalities (in each district) - one municipality was rural while the other one was an urban municipality. The visited municipalities are listed as follows:

District	Urban	Rural
Bajhang	Jayaprithvi municipality	Khaptadchanna rural municipality
Bajura	Badimalika municipality	Budiganga municipality
Darchula	Mahakali municipality	Marma rural municipality

The selection was convenience-based and agreed upon in consultation with the WFP CO Nepal. The BLS team employed a purposive sampling approach to select participants for data collection. Purposive sampling allows for the intentional selection of specific individuals or groups who have direct experience with the project interventions and outcomes. This sampling method aligns with the assessment's focus on understanding the relevance and coherence. By intentionally selecting diverse stakeholders from different backgrounds, demographics, and roles, the study team aimed to capture comprehensive baseline information. The BLS team thereby conducted 24 FGDs, and 83 KIIs for the study. A detailed breakdown of the qualitative sample is as follows:

Tool	Respondent	Rate	Total	Remarks
FGD	Parents (of grade 4 - 8 students)	1 per palika	6	Community level
	Farmers	1 per palika	6	
	Students (grade 4 – 8)	1 per palika	6	School level
	Ward level stakeholders (Ward Chairperson, Ward Secretary and Ward member)	1 per palika	6	Ward level
Sub-total (A)			**24**	
KII	Head-teachers	1 per palika	6	School level
	Cooks	1 per palika	6	
	SHN focal person	1 per palika	6	
	School meal committee member	1 per palika	6	
	Deputy Mayor	1 per palika	6	*Palika* level
	Education Officer	1 per palika	6	
	Agriculture officer	1 per palika	6	
	Health officer	1 per palika	6	
	Cooperative chairperson	1 per palika	6	
	Representative – Ministry of Social Development	1 per province	1	Province level
	CEHRD rep.	1 at federal level	1	Federal level
	MoeST rep.	1 at federal level	1	
	ERO rep.	1 at federal level	1	
	WFP officials (central level)	2 at federal level	2	
	JSI/World Education rep.	1 at federal level	1	
	Mercy Corps rep.	1 at federal level	1	
	Integrated Development Society (IDS) rep.	1 at federal level	1	
	Development partners (working in the education sector)	2 at federal level	2	
	Education Development and Coordination Unit (EDCU) rep.	1 per district	3	District level
	Implementing partners (JSI/World Education, Mercy Corps and IDS) representatives	1 per district	12	
	WFP Officials (field level)	1 per district	3	
Sub-total (B)			**83**	
Grand Total			**107**	

Data Analysis

Data management was done in WFP's corporate system MODA while analysis was done through SPSS. The analysis generated an initial trend of findings from quantitative data which was shared with the project team. The data analyst took a lead in analysis following which the analysis was undertaken jointly by the Evaluation Manager and the Senior Data Analyst. Data was disaggregated along the project areas, gender and ethnicity to enrich the depth of analysis and interpretation of findings. Appropriate descriptive statistics of interest such as proportion or mean standard deviation and confidence intervals depending on the type of data and sample size was estimated using advanced statistical tools such as SPSS. The individuals meeting the agreed benchmarks for each skill assessed was reported. For EGRA, the learning outcomes was disaggregated by subtasks, sex, districts, type of schools, and by students' types L1 and L2[29] was presented. Where relevant and possible, the GEEW aspect was particularly considered during the data analysis. Interpretation of quantitative data was used to substantiate the findings of qualitative consultations, and vice-versa.

For the qualitative survey, data obtained through KIIs and FGDs was analyzed using the thematic analysis method. All the interviews/discussions (conducted in the Nepali language) were audio-recorded which later was transcribed by the professional transcribers and then translated into English.

Consent was taken from participants before interviews. Accountability and transparency were ensured by informing participants about the study objective and the freedom to stop the interview. Participation in the study was not hindered due to exclusion by means of any discrimination or difference of caste, religion, culture, or region. The BLS team ensured that the information collected as well as the identity of the respondents was kept confidential and private. Although the school authorities might be curious to know about the details from the study, enumerators maintained that the responses could not be shared with anyone apart from the analysis team and WFP. The BLS team also appointed the Qualitative Research Coordinator as the Safeguarding Focal Point. The Qualitative Research Coordinator was familiar with the WFP's Ethical Research and Safeguarding Framework and responded to any cases of safeguarding arising from the field during data collection.

Presentation

Once data collection had been completed, a debriefing session was organized by the Evaluation Manager with the qualitative as well as quantitative research team to gather a preliminary idea about the finding for special study. Once an initial trend was established by the study team, a preliminary sharing workshop was undertaken where the study team presented the emerging findings for special study. Feedback was sought from the project team on the preliminary findings and further probing was done if required. Actionable recommendations were made based on the findings of the special study. A final dissemination workshop was undertaken by the study team where representatives of CEHRD, MoEST, WFP, concerned municipalities, provincial authorities were invited.

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[29] L1-Nepali language speaking children and L2 other language speaking children

Annex 5: Evaluation Matrix

Table 27. Evaluation Matrix

Evaluation Question				Criteria
1.1 How relevant were the project activities? (RELEVANCE)				
Sub questions	**Indicators/Areas of Inquiry**	**Data collection tools**	**Sources of data/information**	**Data analysis methods/ triangulation**
a. What is the quality of the project design, mainly in terms of beneficiary targeting and ability to reach the right people with the right type of assistance?	• Need assessment of the local people • Relevance of the designed activities	• KII • FGD • Survey • Project Records • Secondary data such as government plans and strategies • Observation	• KII with Municipal officials (D. Mayor, Education, Health, Agriculture) • KII with project staffs • KII with school level stakeholders (HT, SHN teachers, Nepali teacher) • KII with Development Partners • FGD with parents, farmers, students and ward committee • Survey with parents, students, cooks, head teachers and farmers	Analysis of quantitative and qualitative data. (Survey, KII and FGD's) Primary and Secondary source Project staffs
b. To what extent do the project objectives and design respond to the host government's, plans, policies, and priorities for establishing a strong real-time program cycle management mechanism of SMP at the local and provincial levels?	• Alignment of the project design and activities with exiting government's plans and policies • Exit scenario of SMP • Existing policies and plans for SMP • Existing human resources and their capacity in terms of managing SMP	• KII • FGD • Surveys • Project Records • Secondary data such as government plans and strategies	• KII with Municipal officials (D. Mayor, Education, Health, Agriculture) • KII with project staffs • KII with school level stakeholders (HT, SHN teachers, Nepali teacher)	Analysis of quantitative and qualitative data. (Survey, KII and FGD's) Primary and Secondary source Project staff

		• Existing needs of the local government for managing SMP • Relevancy of the project activities in terms of managing SMP	• Observation		
c.	Is the project designed to reach the right people with the right type of assistance?	• Correspondence of people's need and interventions	• Survey • FGD • KII • Project Records • Secondary data such as government plans and strategies • Observation	• KII with Municipal officials (D. Mayor, Education, Health, Agriculture) • KII with project staffs • KII with school level stakeholders (HT, SHN teachers, Nepali teacher) • KII with Development Partners • FGD with parents, farmers, students and ward committee • Survey with parents, students, cooks, head teachers and farmers	Analysis of quantitative and qualitative data. (Survey, KII and FGD's) Primary and Secondary source Project staff
d.	Has the project design properly taken into account the needs of women and socially marginalized and disadvantaged group of people?	• Correspondence of women and socially marginalized people's need and interventions	• Survey • FGD • KII • Project Records • Secondary data such as government plans and strategies • Observation	• KII with Municipal officials (D. Mayor, Education, Health, Agriculture) • KII with project staffs • KII with school level stakeholders (HT, SHN teachers, Nepali teacher) • KII with Development Partners • Survey with parents, students, cooks, head teachers and farmers	Analysis of quantitative and qualitative data. (Survey, KII and FGD's) Primary and Secondary source Project staff
<td colspan="5">**1.2. To what extent is the project aligned with the available policies? (COHERENCE)**</td>
a.	Is the project aligned with the national government and donor's education and school feeding policies and strategies?	• Alignment with the Nepal government's education and school feeding policies and strategies especially, a) Education policy, b) School Education c) Section Plan	• KII • FGD • Survey • Project Records • Secondary data such	• KII with Municipal Education official • KII with Project staffs • KII with CEHRD representative • KII with ERO representative • KII with MoEST representative	Analysis of quantitative and qualitative data. (Survey, KII and FGD's) Project staff

		d) National School Health and Nutrition Strategy. e) National School Meal program f) Country strategic plan of WFP	as government plans and strategies ● Observation	● KII with the representative Ministry of social development	CEHRD, ERO and MoEST Secondary source
b.	At which level does the project address the interlinkages with the intervention of the host government, as well as the complementarity, harmonization, and coordination with other development partners working in the education sector in the country?	● Complementarities & collaboration with existing efforts and programs of federal, provincial, & local government ● Complementarities and Coordination with and/or other organizations working in the program area ● Value addition with efforts of other projects working in the area ● Support of other actors on achieving overriding educational objectives	● KII ● FGD ● Survey ● Project Records ● Secondary data such as government plans and strategies ● Observation	● KII with Development partners ● KII with project staffs ● KII with CEHRD representative ● KII with ERO representative ● KII with MoEST representative ● KII with the representative Ministry of social development ● KII with Municipal Education official ● KII with deputy mayor	Analysis of quantitative and qualitative data. (Survey, KII and FGD's) CEHRD, MoEST and ERO Project staffs
c.	To what extent is the project coherent with international development agendas and priorities?	● Project's activities coherence with SDG 2015-2030 and the Nepal UNSDCF 2023-2027	● KII ● FGD ● Survey ● Project Records ● Secondary data such as government plans and strategies ● Observation	● KII with project staffs ● KII with Municipal Education official ● KII with CEHRD official ● KII with UNICEF	Analysis of quantitative and qualitative data. (Survey, KII and FGD's) Project staffs Secondary source
1.3. To what extent has the project been able to look into conducting the project activities in a sustainable manner? (SUSTAINABILITY)					
a.	What factors should the project keep in mind to ensure sustainability of the project interventions – at the school level, community level as well as local government level?	● Past mechanisms as well as future perception targeting sustainability of the McGovern-Dole project	● KII ● FGD ● Survey ● Project Records	● KII Head Teacher ● KII with local representatives ● KII project staffs ● FGD Parents	Analysis of quantitative and qualitative data. (Survey, KII and FGD's)

		● Secondary data such as government plans and strategies ● Observation	● Survey with headteachers, parents, SHN teacher, Nepali teacher	Project staffs
b. What types of incentives are the most effective at securing local governments, community and school's interest in SMP?	● Handover options at the school, local government and community level ● Availability of human and financial resources for the execution of planned activities	● KII ● FGD ● Survey ● Project Records ● Secondary data such as government plans and strategies ● Observation	● KII with local representatives (government) ● KII Head Teacher ● FGD with parents ● Survey with parents, head teacher	Analysis of quantitative and qualitative data. (Survey, KII and FGD's) Project staffs Local government
c. What are the potential challenges and barriers in ensuring sustainability of the project interventions?	● Challenges that hinder sustainability of project interventions in the long-term ● Capacity of the government in ensuring sustainability of the project through proper risk mitigation and pre-planning	● KII ● FGD ● Survey ● Project Records ● Secondary data such as government plans and strategies ● Observation	● KII with project staffs ● KII with local government, provincial government and federal levels	Analysis of quantitative and qualitative data. (Survey, KII and FGD's) Project staffs
d. Is the program including a gender and social inclusion analysis and integrating gender equality / inclusion considerations within sustainability planning?	● GESI consideration adopted by the project during its implementation ● Participation different group of people in the activities of the project ● Equal access to resources provided by the project	● KII ● FGD ● Project Records ● Secondary data such as government plans and strategies	● KII with project staffs ● KII with local government, provincial government and federal levels ● KII with school stakeholders ● FGD with parents, students and farmers	Analysis of quantitative and qualitative data. (Survey, KII and FGD's) Project staff

Annex 6: Data collection tools

a. EGRA Tool

प्रारम्भिक कक्षा पठन सिप परीक्षण साधन (EGRA)

परीक्षकका लागि मार्गदर्शन

कृपया सबैभन्दा पहिले विद्यार्थीसँग छोटो कुराकानी गरी रमाइलो र सहज वातावरण बनाउनुहोस् । त्यसका लागि तपाईले तलको बाकसमा दिइएका जस्ता कुराकानीमा आधारित क्रियाकलाप अपनाउन सक्नुहुन्छ । यस प्रश्नावलीलाई विद्यार्थीले परीक्षाका रूपमा नलिई एउटा खेलका रूपमा रमाइलोका लागि लिउन् भन्ने ध्यान दिनुहोस् । यही क्रममा विद्यार्थीलाई कसरी कुराकानी गर्दा बढी सहज हुन्छ भन्ने कुरामा पनि ध्यान दिनुहोस् । तल बाकसमा दिइएका जानकारी आफूले बुझ्नका लागि मात्रै विस्तारै पढ्नुहोस् र विद्यार्थीले बुझ्ने गरी मिलाएर भन्नुहोस् ।

🔊 म तपाईलाई मेरा बारेमा केही कुरा भन्न चाहन्छु । मेरो नाम .... हो । म .... मा बस्छु ।

(उमेर, बालकालिकाको सङ्ख्या, मन पर्ने खेल, रेडियो, टिभी कार्यक्रम आदि प्रसङ्ग पनि समावेश गर्न सकिने)

अब तपाईका बारेमा पनि केही कुरा गरौँ ल !

१. 🔊 तपाईलाई विद्यालय नआएका बेलामा के गर्न मन पर्छ ?

विद्यार्थीको जवाफका लागि केही क्षण पर्खनुहोस् । यदि विद्यार्थीले उत्तर दिन इच्छा नगरेमा प्रश्न नं. २ सोध्नुहोस् ।

मौखिक सहमतिः बाकसमा दिइएका जानकारीहरू विद्यार्थीलाई प्रस्टसँग पढेर सुनाइदिनुहोस् वा मौखिक रूपमा बुझाइदिनुहोस् ।

🔊 अब यहाँ हामी एउटा पठन खेल खेलौँ है । म तपाईलाई केही अक्षर र शब्दहरू पढ्न लगाउँछु । एउटा छोटो कथा पनि सुनाउँछु साथै चित्र पनि देखाउँछु र एउटा कथा पढ्न पनि लगाउँछु ।

* तपाईले जे जान्नुहुन्छ, त्यही उत्तर दिनुहोस् ।

* अब हामी केही रमाइला कुराकानी गरौँ है । (तपाईका मनपर्ने साथीहरू को को हुन् ? तपाईलाई कुन खेल खेल्न मन पर्छ ? तपाई घरमा कुन भाषामा कुरा गर्नुहुन्छ ? तपाई को मनपर्ने खाने कुरा कुन हो ? आदि........ ।)

सोधिएका प्रश्नहरूमध्ये तपाईले   प्रश्नको उत्तर दिन   पनि केही फरक पर्ने छैन है ।

A. परीक्षण मिति:	दिनः महिनाः सालः	K. कक्षाः२ कक्षाः३	
B. प्रदेश	....	L. सेक्सन÷वर्ग	....
C. जिल्ला	....	M. विद्यार्थीको रोल नं	....
D. पालिका	....		
E. भाषा (घर परिवारमा बढी बोलिने भाषालाई **L1** र त्यसपछि बोलिने भाषालाई **L2** राख्ने)	L1 .... L2	N. लिङ्ग	छात्र छात्रा
F. परीक्षकको नाम	....	**O.** जातियता	ब्राम्हण वा क्षेत्री दलित जनजाति मुस्लिम मधेसी अन्य
G. परीक्षकको कोड	....		
H. विद्यालयको नाम	....	P. टोलको नाम (Learning cluster name)	....
I. विद्यालयको EMIS कोड	....	Q. टोल ID (Learning cluster ID)	....
J. नियमित विद्यालय सञ्चालन हुने समय	पूरा दिन M विहानM अपरान्ह M	R. परीक्षण गर्दाको समय	पूर्वान्ह अपरान्ह

मौखिक सहमति भएको हो ? हो]

यदि मौखिक सहमति नभएमा उक्त विद्यार्थीलाई धन्यवाद दिनुहोस् र अर्को विद्यार्थीलाई बोलाई यही फारमको प्रयोग गरी उल्लिखित निर्देशनहरू दोहोर्याउनुहोस् ।

विद्यालय, विद्यार्थी तथा परीक्षण सम्बन्धी विवरण

तल दिइएको तालिकाको निर्देशन अनुसार उपकार्यका कार्यहरू गराउनुहोस् :

उपखण्ड	उपकार्य	विवरण	के गर्ने ?	समय■

| १ | श्रुतिबोध | 🔊 अब म तपाईंलाई एउटा सानो कथा ठूलो स्वरमा पढेर सुनाउँछु । त्यसपछि तपाईंलाई म केही प्रश्नहरू सोध्ने छु । कृपया ध्यानपूर्वक सुन्नुहोस् र सकेसम्म राम्रोसँग उत्तर दिनुहोस् ।

🔊

काम

प्रदीप मिहिनेती थिए । उनी आमालाई सघाउँथे । एकदिन प्रदीप आमासँग खेतमा गए । आमाले कोदालीले खेत खन्नुभयो । आमाले उनलाई झार टिप्न लगाउनुभयो । काम गर्दागर्दै उनलाई तिर्खा लाग्यो । उनले करुवाको पानी पिए ।

प्रश्नहरूः

(क) 🔊 प्रदीप कोसँग खेतमा गए ?
उत्तरः आमासँग

(ख) 🔊 आमाले खेत केले **खन्नुभयो** ?
उत्तरः कोदालीले

(ग) 🔊 प्रदीपलाई किन तिर्खा लाग्यो ?
उत्तरः काम गरेको भएर

अङ्कन तालिका

<table><tr><th>प्रश्न नं</th><th>१</th><th>०</th><th>◆</th></tr><tr><td>१.</td><td></td><td></td><td></td></tr><tr><td>२.</td><td></td><td></td><td></td></tr><tr><td>३.</td><td></td><td></td><td></td></tr></table> | निम्न निर्देशनहरू पालना गर्नुहोस् कथा ३० सेकेन्डभित्र एक पटक मात्र वाचन गराउनुहोस् :

१. बाँकी ३० सेकेन्डभित्र विद्यार्थीलाई प्रश्नहरू नदेखाई सोध्नुहोस् ।

२. एउटा प्रश्न सोधेको ३ सेकेन्डसम्म उत्तर नआएमा अर्को प्रश्न सोध्नुहोस् ।

३. अङ्कन यसरी गर्नुहोस्

(√) १ = ठिक
(√) ० = बेठिक
(√) ◆ = उत्तर नदिएको

४. यदि विद्यार्थीले समयमा उत्तर नदिएमा वा जान्दिन भनेमा उत्तर नदिएको (◆) कोठामा (√) चिह्न लगाउनुहोस् ।

🔊 राम्रो प्रयास, धन्यवाद अब अर्कोमा जाऔं । | ६० सेकेन्ड |
| २ | वर्ण पठन | 🔊 यस पानामा नेपाली वर्णमालाका अक्षरहरू राखिएका छन् । कृपया तपाई यी अक्षरहरू पढ्नुहोस् ।
यी तीन अक्षरहरू **(रो, फ, चा)** को अभ्यास गराउनुहोस् :

• उक्त पानामा **रो** सङ्केत गर्नुहोस् । उदाहरणको लागि यो / रो / हो भन्नुहोस् ।

• त्यसै गरी उक्त पानामा **फ** सङ्केत गर्नुहोस् र यो कुन अक्षर हो भनी सोध्नुहोस् । ठिक उत्तर आएमा ठिक यो / **फ** / हो । यदि बेठिक उत्तर आएमा यो त / **फ** / पो हो त भन्नुहोस् ।

• त्यसै गरी उक्त पानामा **चा** सङ्केत गर्नुहोस् र यो कुन अक्षर हो भनी सोध्नुहोस् । ठिक उत्तर आएमा ठिक यो / **चा**/ हो । यदि बेठिक उत्तर आएमा यो त / **चा**/ पो हो त भन्नुहोस् ।

🔊 म सुरु भन्छु तपाईंले पढ्न सुरु गर्नुहोस् । प्रत्येक अक्षरलाई देखाउँदै त्यो अक्षरलाई उच्चारण गर्नुहोस् ।
🔊 तपाईंले सकेसम्म छिटो तर ध्यानपूर्वक पढ्ने प्रयास गर्नुहोस् ।
🔊 यदि तपाईंले नचिनेका कुनै अक्षर आएमा तपाईं अर्को अक्षर पढ्न सक्नुहुन्छ । तपाईंको औंला पहिलो अक्षरमा राख्नुहोस् त । राख्नुभयो ? ल राख्नुभयो भने, अब पढ्न सुरु गर्नुहोस् । सुरु

<table><tr><td>उ</td><td>मु</td><td>प</td><td>अ</td><td>बै</td><td>ख</td><td>घे</td><td>स</td><td>जौ</td><td>त</td></tr><tr><td>ञ</td><td>औ</td><td>गै</td><td>ना</td><td>ठ</td><td>त्र</td><td>आ</td><td>ण</td><td>व</td><td>लौ</td></tr><tr><td>ही</td><td>ध</td><td>ई</td><td>घि</td><td>ष</td><td>ल</td><td>ति</td><td>त्र</td><td>क</td><td>श</td></tr></table> | १. विद्यार्थीले पहिलो अक्षर वा मात्रा पढ्न सुरु गर्छन अनि घडी हेर्न सुरु गर्नुहोस् ।

२. विद्यार्थीलाई बायाँबाट दायाँतिरका सबै बाह्खरी उच्चारण गर्न लगाउनुहोस् ।

३. विद्यार्थीले गलत पढेका अक्षरहरूलाई " / " चिह्न लगाउनुहोस् ।

४. तपाईँले अगाडि नै गलत भनी चिह्न लगाएका अक्षरहरू सच्याउनु परेमा " ∅ " चिह्न लगाउनुहोस् ।

५. विद्यार्थीले पढेका अन्तिम अक्षर पछि "] " चिह्न दिनुहोस् ।

६. यदि विद्यार्थीले सङ्कोच मानेमा वा एउटै अक्षर वा मात्रा लागेको अक्षरमा तीन सेकेन्डसम्म पढ्न रोकिएमा अर्को अक्षर पढ्न सङ्केत गर्नुहोस् । | ६० सेकेन्ड |

ह	क्ष	न	ङ	म	इ	यी	दै	छ	ऐ
सा	कौ	गु	अं	भै	ङ	मृ	ऊ	ज्ञा	घ
ए	बु	ओ	चि	थो	फ	डे	स	अः	झो

☝️ विद्यार्थीले पहिलो हरफका कुनै पनि अक्षर सही रूपमा नपढेकाले पठन कार्य रोकिएको ।

⏱ बाँकी रहेको समय सेकेन्डमा लेख्नुहोस् : ... सेकेन्ड

७. ✋ घडीमा १ मिनेट पुगेपछि रोकिन भन्नुहोस् ।

८. ✋ यदि विद्यार्थीले पहिलो हरफमा भएका कुनै पनि अक्षरहरू सही रूपमा नपढेमा धन्यवाद भन्नुहोस् र अर्को उपकार्यमा जानुहोस् ।

९. ⏱ एक मिनेटभन्दा अगाडि पढिसकेमा यस कार्यको अन्त्यमा बाँकी रहेको समय सेकेन्डमा लेख्नुहोस् ।

☝️ राम्रो प्रयास, धन्यवाद अब अर्कोमा जाऔँ ।

३	शब्द पठन	☝️ यस पानामा शब्दहरू राखिएका छन् । कृपया तपाईंले जानेसम्म यी शब्दहरू पढ्नुहोस् ।		६० सेकेन्ड

☝️ यस पानामा शब्दहरू राखिएका छन् । कृपया तपाईंले जानेसम्म यी शब्दहरू पढ्नुहोस् ।

यी तीन शब्दहरू (**टेबल**, **राम्रो**, **लपक्क**) को अभ्यास गराउनुहोस् ।

- उक्त पानामा **टेबल** सङ्केत गर्नुहोस् । उदाहरणको लागि यो / **टेबल** / हो भन्नुहोस् ।
- त्यसै गरी उक्त पानामा **राम्रो** सङ्केत गर्नुहोस् र यो कुन शब्द हो भनी सोध्नुहोस् । ठिक उत्तर आएमा ठिक यो / **राम्रो** / हो । यदि बेठिक उत्तर आएमा यो त / **राम्रो** / पो हो त भन्नुहोस् ।
- त्यसै गरी उक्त पानामा **लपक्क** सङ्केत गर्नुहोस् र यो कुन शब्द हो भनी सोध्नुहोस् । ठिक उत्तर आएमा ठिक यो / **लपक्क** / हो । यदि बेठिक उत्तर आएमा यो त / **लपक्क** / पो हो त भन्नुहोस् ।

☝️ म सुरु भन्छु, तपाईं पढ्न सुरु गर्नुहोस् । प्रत्येक शब्दलाई देखाउँदै त्यो शब्दलाई उच्चारण गर्नुहोस् ।

☝️ तपाईंले सकेसम्म छिटो तर ध्यानपूर्वक पढ्ने प्रयास गर्नुहोस् । यदि तपाईंले नचिनेका कुनै शब्द आएमा तपाईं अर्को शब्द पढ्न सक्नुहुन्छ । तपाईंको औँला पहिलो शब्दमा राख्नुस् त । राख्नुभयो ? ल राख्नुभयो भने अब पढ्न सुरु गर्नुहोस् । सुरु

तिमी	सुन्दर	सरासर	प्रेम	फिता
जतन	व्यवहार	भाइ	आदेश	शब्दकोश
विदेश	प्यारी	मौलिक	संरचना	इन्द्रिय
अङ्क	प्रचलन	निरर्थक	माया	गम्भीर
पहिचान	खरायो	पोख्त	गृहकार्य	ढकमक्क

☝️ विद्यार्थीले पहिलो हरफका कुनै पनि शब्द सही रूपमा नपढेकाले पठन कार्य रोकिएको ।

⏱ बाँकी रहेको समय सेकेन्डमा लेख्नुहोस् : ..... सेकेन्ड

१. विद्यार्थीले पहिलो शब्द पढ्न सुरु गर्छन् अनि घडी हेर्न सुरु गर्नुहोस् ।

२. विद्यार्थीहरूलाई बायाँबाट दायाँतिरका सबै शब्दहरू उच्चारण गर्न लगाउनुहोस् ।

३. विद्यार्थीले गलत पढेका शब्दहरूलाई " / " चिह्न लगाउनुहोस् ।

४. तपाईँले अगाडि नै गलत भनी चिह्न लगाएका शब्दहरू सच्याउनु परेमा " ∅ " चिह्न लगाउनुहोस् ।

५. विद्यार्थीले पढेको अन्तिम शब्द पछि "] " चिह्न दिनुहोस् ।

६. यदि विद्यार्थीले सङ्कोच मानेमा वा एउटै शब्दमा तीन सेकेन्डसम्म पढ्न रोकिएमा अर्को शब्द पढ्न सङ्केत गर्नुहोस् ।

७. ✋ घडीमा १ मिनेट पुगेपछि रोकिन भन्नुहोस् ।

८. ✋ यदि विद्यार्थीले पहिलो हरफमा भएका कुनै पनि शब्दहरू सही रूपमा नपढेमा धन्यवाद भन्नुहोस् र अर्को उपकार्यमा जानुहोस् ।

			९. ☐ एक मिनेटभन्दा अगाडि पढिसकेमा यस कार्यको अन्त्यमा बाँकी रहेको समय सेकेन्डमा लेख्नुहोस् । ✊ राम्रो प्रयास, धन्यवाद अब अर्कोमा जाऔँ ।	
४	निर्थक शब्द पठन	✊ यस पानामा निरर्थक शब्दहरू राखिएका छन् । कृपया तपाईंले जानेसम्म यी निरर्थक शब्दहरू पढ्नुहोस् । यी तीन शब्दहरू (**सानकि, ठीसा, लाउस्या**) को अभ्यास गराउनुहोस् । • उक्त पानामा **सानकि** सङ्केत गर्नुहोस् । उदाहरणको लागि यो **/ सानकि /** हो भन्नुहोस् । • त्यसै गरी उक्त पानामा **ठीसा** सङ्केत गर्नुहोस् र यो कुन शब्द हो भनी सोध्नुहोस् । ठिक उत्तर आएमा ठिक यो / **ठीसा** / हो । यदि बेठिक उत्तर आएमा यो त / **ठीसा** / पो हो त भन्नुहोस् । • त्यसै गरी उक्त पानामा **लाउस्या** सङ्केत गर्नुहोस् र यो कुन शब्द हो भनी सोध्नुहोस् । ठिक उत्तर आएमा ठिक यो / **लाउस्या** / हो । यदि बेठिक उत्तर आएमा यो त / **लाउस्या** / पो हो त भन्नुहोस् । ✊ म सुरु भन्छु, तपाईं पढ्न सुरु गर्नुहोस् । प्रत्येक शब्दलाई देखाउँदै त्यो शब्दलाई उच्चारण गर्नुहोस् । ✊ तपाईंले सकेसम्म छिटो तर ध्यानपूर्वक पढ्ने प्रयास गर्नुहोस् । ✊ यदि तपाईंले नचिनेका कुनै शब्द आएमा तपाईं अर्को शब्द पढ्न सक्नुहुन्छ । तपाईंको औंला पहिलो शब्दमा राख्नुस् त । राख्नुभयो ? ल राख्नुभयो भने अब पढ्न सुरु गर्नुहोस् । सुरु | यमस	तकार	अलसप	रन्तम	राकु
सलेत्य	हस्याफङ	कय	यलीहु	त्यफलक
त्रभि	मिकास	ईपशर	चपाँ	निफी
ओधषिर	कीण्डग	थिक	रसञ्चा	पैलरीको
सबेगना	रपहाउ	षकडच	खदु	जम्नब | ☐☐विद्यार्थीले पहिलो हरफका कुनै पनि निरर्थक शब्द सही रूपमा नपढेकाले पठन कार्य रोकिएको । ☐ ☐ बाँकी रहेको समय सेकेन्ड लेख्नुहोस् : ... सेकेन्ड	१. विद्यार्थीले पहिलो शब्द पढ्न सुरु गर्छन् अनि घडी हेर्न सुरु गर्नुहोस् । २. विद्यार्थीलाई बायाँबाट दायाँतिरका सबै शब्दहरू उच्चारण गर्न लगाउनुहोस् । ३. ☐ विद्यार्थीले गलत पढेका शब्दहरूलाई " / " चिह्न लगाउनुहोस् । ४. ☐ तपाईंले अगाडि नै गलत भनी चिह्न लगाएका शब्दहरू सच्याउनु परेमा " ∅ " चिह्न लगाउनुहोस् । ५. ☐☐विद्यार्थीले पढेको अन्तिम शब्द पछि "] " चिह्न दिनुहोस् । ६. यदि विद्यार्थीले सङ्कोच मानेमा वा एउटै शब्दमा तीन सेकेन्डसम्म पढ्न रोकिएमा अर्को शब्द पढ्न सङ्केत गर्नुहोस् । ७. ☝ घडीमा १ मिनेट पुगेपछि रोकिन भन्नुहोस् । ८. ☝ यदि विद्यार्थीले पहिलो हरफमा भएका कुनै पनि शब्दहरू सही रूपमा नपढेमा धन्यवाद भन्नुहोस् र अर्को उपकार्यमा जानुहोस् । ९. ☐☐एक मिनेटभन्दा अगाडि पढिसकेमा यस कार्यको अन्त्यमा बाँकी रहेको समय सेकेन्डमा लेख्नुहोस् । ✊ राम्रो प्रयास, धन्यवाद अब अर्कोमा जाऔँ ।	६० सेकेन्ड

| ५.१ | सस्वर अनुच्छेद पठन | ☜ यस पानामा एउटा अनुच्छेद राखिएको छ । कृपया तपाईँले यो अनुच्छेद सकेसम्म ध्यानपूर्वक पढ्नुपर्ने हुन्छ । यस अनुच्छेद पढिसकेपछि, म तपाईँलाई यससँग सम्बन्धित केही प्रश्नहरू सोध्छु ।
☜ यदि तपाईँले नचिनेका कुनै शब्द आएमा तपाईँ अर्को शब्द पढ्न सक्नुहुन्छ । सकेसम्म छिटो तर ध्यानपूर्वक पढ्ने प्रयास गर्नुहोस् ।
☜ तपाईँको औँला पहिलो शब्दमा राख्नुस् त । राख्नुभयो ? ल राख्नुभयो भने अब पढ्न सुरु गर्नुहोस् । सुरु

पुरस्कार

☜ रमिला कक्षा तीनमा पढ्छिन् । उनलाई गीत गाउन खुब मन पर्छ । अगिल्लो शुक्रबार विद्यालयमा गीत गाउने प्रतियोगिता भएको थियो । गुरुआमाले उनलाई प्रतियोगितामा भाग लिन भन्नुभयो । उनले मिठो स्वरमा गीत गाइन् । गीत सुनेर सबै रमाए । निर्णायकले प्रतियोगिताको नतिजा सुनाउनुभयो । रमिला प्रथम भइन् । उनी बेलुका हातभरि पुरस्कार लिएर घर फर्किन् । उनले त्यो कुरा आमाबुबालाई सुनाइन् । आमाबुबाले रमिलालाई स्याबासी दिनुभयो । उनी धेरै खुसी भइन् ।

🖐🖐विद्यार्थीले अगाडिको दुई वाक्य सही रूपमा नपढेकाले पठन कार्य रोकिएको । 🖐
🖐 बाँकी रहेको समय सेकेन्डमा लेख्नुहोस् : ... सेकेन्ड | १. विद्यार्थीले पहिलो शब्द पढ्न सुरु गर्छन अनि घडी हेर्न सुरु गर्नुहोस् ।

२. विद्यार्थीलाई बायाँबाट दायाँतिरका सबै शब्दहरू उच्चारण गर्न लगाउनुहोस् ।

३. यदि विद्यार्थीले सङ्कोच मानेमा वा एउटै शब्दमा तीन सेकेन्डसम्म पढ्न रोकिएमा अर्को शब्द पढ्न सङ्केत गर्नुहोस् ।

४. 🖐 विद्यार्थीले गलत पढेका शब्द वा पढ्न नसकेका शब्द हरूलाई " / " चिह्न लगाउनुहोस् ।

५. 🖐 तपाईँले अगाडि नै गलत भनी चिह्न लगाएका शब्दहरू सच्याउनु परेमा " ∅ " चिह्न लगाउनुहोस् ।

६. 🖐 विद्यार्थीले १ मिनेटमा पढेको अन्तिम शब्द पछि "] " चिह्न दिनुहोस् र विद्यार्थीलाई ३ मिनेटसम्म पढ्न दिनुहोस् ।

७. ✋ घडीमा ३ मिनेट पुगेपछि रोकिन भन्नुहोस् र रोकिएको ठाउँमा "] " चिह्न दिनुहोस् ।

८. 🖐 एक मिनेटभन्दा अगाडि पढिसकेमा यस कार्यको अन्त्यमा बाँकी रहेको समय सेकेन्डमा लेख्नुहोस् ।

☜ राम्रो प्रयास, धन्यवाद अब अर्कोमा जाऔँ । | ६० सेकेन्ड |

| ५.२ | पठनबोध | ⬛ ५.१ को अनुच्छेदबाट बोध प्रश्नहरू सोध्नुहोस्

 प्रश्नहरूः

 १. ☛ रमिलालाई के गर्न मन पर्छ ?

 उत्तर = गीत गाउन

 २. ☛ गीत गाउने प्रतियोगिता कहिले भएको थियो ?

 उत्तर = अगिल्लो शुक्रबार

 ३. ☛ रमिलालाई कसले प्रतियोगितामा भाग लिन भन्नुभयो ?

 उत्तर = गुरुआमाले

 ४. ☛ किन सबै रमाए ?

 उत्तर = उनले मिठो स्वरमा गीत गाएकाले

 ५. ☛ रमिलाले आमाबुबालाई के सुनाइन् ?

 उत्तर = प्रतियोगितामा आफू प्रथम भएको

 अङ्कन तालिका | १. विद्यार्थीले अनुच्छेदको जहाँसम्म पढेको छ त्यहाँसम्मबाट मात्र प्रश्न सोध्नुहोस् ।

 २. ⬛ विद्यार्थीलाई सोधिएका प्रश्नहरूको जवाफको आधारमा निम्नानुसार अङ्कन गर्नुहोस् ।

 (√) १ = ठिक
 (√) ० = बेठिक
 (√) ◆ = उत्तर नदिएको

 ३. ⬛ यदि विद्यार्थीले उत्तर नदिएमा वा जान्दिन भनेमा उत्तर नदिएको (◆) कोठामा (√) चिह्न लगाउनुहोस् ।

 ☛ राम्रो प्रयास, धन्यवाद अब अर्कोमा जाऔँ । | १२० सेकेन्ड |

प्रश्न नं	१	०	◆
१.			
२.			
३.			
४.			
५.			

| ६ | चित्र बोध | ☝ः यस पानामा एउटा चित्र राखिएको छ । कृपया तपाईँले यो चित्र रामोसँग हेर्नुहोस् । १० सेकेन्डपछि उक्त चित्रमा भएका विषयवस्तुबाट प्रश्न सोधिने कुरा जानकारी दिनुहोस् ।

⬜ विद्यार्थीलाई १० सेकेन्डसम्म चित्र अध्ययन गर्न दिनुहोस् र बिस्तारै चित्रप्रति ध्यानाकर्षण गराउँदै प्रश्न सोध्नुहोस् ।

प्रश्नहरूः

१. ☝ः चित्रमा कतिओटा रुख छन् ?
उत्तर = दुईओटा

२. ☝ः चित्रमा रुखबाहेक अरू के देख्नुहुन्छ ?
उत्तर = बारी र आकाश

३. ☝ः दिएको चित्रमा कुन रुख अग्लो छ ?
उत्तर = पात नभएको रुख | १. यदि विद्यार्थीले मौखिक जवाफ नदिइ सही चित्रमा सङ्केत गरेमा पनि सही उत्तर दिएको मान्ने ।

२. विद्यार्थीलाई सोधिएका प्रश्नहरूको जवाफको आधारमा निम्नानुसार अङ्कन गर्नुहोस् ।

(√) १ = ठिक
(√) ० = बेठिक
(√) ◆ = उत्तर नदिएको

३. यदि विद्यार्थीले उत्तर नदिएमा वा जान्दिन भनेमा उत्तर नदिएको (◆) कोठामा (√) चिह्न लगाउनुहोस् ।

☝ धेरै रामो प्रयास, धन्यवाद भनेर विद्यार्थीलाई परीक्षण सकिएको जानकारी गर्नुहोस् । | ६० सेकेन्ड |

अङ्कन तालिका

प्रश्न नं	१	०	◆
१.			
२.			
३.			

☝ः धन्यवाद ।

b.   **Qualitative Tools**

FGD with Parents

1.   What is the current situation of primary education in your area (enrolment, attendance, retention, dropout, and repetition rate)?
2.   In your opinion, is it important for girls and boys to be educated? Why? Do your son and daughters go to school regularly? If no why?
3.   What are the barriers for children to acquire quality education in your area?
4.   What do you think about learning of your children? Are you satisfied with the learning achievement?
5.   What is your opinion on the teaching quality and regularity of the teachers?

About SMP

6.   Are you aware of the school meal program of the government? If yes, what are the benefits of the program for parents like you?
7.   Does your child receive meals daily in the schools? If yes, what kind of meals are provided to your children?
8.   Are you satisfied with the meals provided to your children? Do you or any parents of your community provides support in school meal related activities?

Health and nutrition

9.   In your opinion, is it necessary for children to have a balanced diet? Why?
10.   What kind of food should be consumed by the children? Why?
11.   How often do your children consume food items like chips, cheese balls, coke/Fanta, titaura/pau? What do you think about these consumption habits?
12.   Are you aware of the impact of junk food on child health? Despite knowing it, why aren't you stopping them?
13.   Have you ever provided feedback or complaints about school meals? If yes, where did you complain? Did they address your issues? Are you satisfied with the problem-solving mechanism?

Hygiene

14.   When does your child usually wash their hands? From where did he/she learn about that?
15.   What is your opinion towards girls' mensural hygiene? Do your daughter's or girls in the community share their problems with respect to menstrual hygiene?

Homegrown feeding approach

16.   What is your view on using homegrown products for school meals? Please explain
17.   Have you noticed an increase in agricultural activities in your areas after the involvement of WFP in the School meal program of the government?
18.   What are the key challenges for farmers and cooperatives for their effective performance?
19.   Do you have any suggestions or feedback for the SMP?

FGD with Students (Class 4-8)

Background
1. Are you happy to attend the school? What are three key things you like about your school and why?

School meal related

2. What are your views on school meals provided by the school? What kind of food do you get?
3. Could you please share your experiences about school meals? What do you think about the school meals provided in the school?

Probe:
- *For how many days does the school provide meals in a week?*
- *Are the meals fulfilling and satisfying your hunger? What does a student do to satisfy his/her hunger if not satisfied with the food provided by the school?*
- *Are there any particular foods you like or dislike in the school meals?*
- *How do the meals at school compare to the meals you have at home?*
- *Do you feel that the portion sizes of the meals are appropriate for you?*

4. In your opinion, what kind of food should be consumed by the children? Why?
5. Do your children eat junk food? What kind? If yes, why? If no, why not?
6. In your opinion, what are the advantages of a mid-day meal?
7. Have you noticed any changes in student's reading habits since receiving school meals? How? Give reasons
8. Are there any improvements you would suggest for the school meal program?

WASH/Personal hygiene

9. What is your opinion towards school health and nutrition activities? What kind of activities have been conducted for school health and nutrition?
- *Availability of drinking water facilities in the school*
- *Availability of hand washing facilities (with soap) in the school*
- *Waste disposal mechanism in the school*
- *Hand washing patterns of children*
10. What are some of the benefits of WASH activity? (Further probes: handwashing practices, clean toilets, availability of disposable bins, washing and drying stations, and any other).
11. In the past year, did you receive deworming and iron folic tablets? If yes, how many times did the school distribute the tablets?

Mensuration and social discrimination

12. Do you feel comfortable talking about menstrual health? To whom do you talk about it? *(for girls only)*
- *Ever missed your classes due to menstruation?*
- *Availability of sanitary pads in the school*
- *Availability of pad disposal mechanism in the school*
- *Availability of separate toilets for girls*
- *Availability of disposable bins in the school toilet*
- *Availability of first aid kits in the school*
13. Have you ever encountered any kind of discrimination in your school? If yes, what kind of discrimination? Did you complain about the incident? If yes where? How did they address your issue? *(for all)*

<u>FGD with farmers</u>

1. What are the primary challenges for farmers in this area? How have you been addressing those challenges?
2. Have you received any training on new tools and technologies for farming? If yes, what kind of skills were taught in the training? How effective have these training sessions been in improving your farming practices?
3. Can you share your experiences with accessing markets for your agricultural products?
4. How would you describe your relationship with local schools in terms of supplying agricultural products? What types of products do you currently sell to schools, if any?
5. How do you determine the prices of your agricultural products when selling them to the school and market?
6. Have you encountered any challenges when providing food products to schools? How did you address them?
7. Do you seek any support from agricultural projects or organisations in terms of improving your farming or maintaining relationships with schools or market access?

Are you willing to continue providing food items to schools in the future? If not, what factors might influence your decision?

FGD with Ward Officials

Situation of primary education in municipality

1. What is your view on attendance, enrollment, dropouts, and repetition in your ward? Is it different for different ethnicities and gender?
2. What are the barriers in terms of accessing education? Is it different for different ethnicities and gender?
3. What is your perception about the school's resources of your ward? (probe: human resources, infrastructures)?

School meal related

4. How would you assess the SMP? Has the introduction of SMP affected the enrolment, attendance and dropout and repetition rates?
5. Does your municipality have policy/guidelines or committees for mid-day meals? If yes, what is their status?
6. What is your opinion on the HGSF modality?
7. What level of coordination do you have with the palika for the SMP?

Project related

8. How relevant do you think the program is particularly in terms of alignment with the government's policies/ initiatives?
9. What can be the role of ward level for the sustainability of the program?

KII with Deputy Mayor

Situation of primary education in municipality

1. What is your view on attendance, enrolment, dropouts, and repetition in your municipality? Is it different for different ethnicities and gender?
2. What are the barriers in terms of accessing education? Is it different for different ethnicities, gender and people with disabilities?
3. *What is your perception about the school's resources of your municipality? (probe: human resources, infrastructures)*

School meal related

4. What do you think of the SMP? Has the introduction of SMP affected the enrolment, attendance and dropout and repetition rates?
5. Does your municipality have policy/guidelines or committees for mid-day meals? If yes, what is their status?
6. What kind of support does the school receive for the school meal program from the local government/education unit?
7. What are the key challenges you face in managing SMP and how are you dealing with such challenges?

Project related

8. How relevant do you think the program is particularly in terms of alignment with the government's policies/ initiatives?
9. What is the quality of the project design, mainly in terms of beneficiary targeting and ability to reach the right people with the right type of assistance?
10. To what extent does the program complement other donor-funded initiatives and Nepal government programs?
11. Do you feel the municipality has the capacity to ensure sustainability of the program later in 2028?

Complaints and Feedback mechanism

12. How is municipality office managing school level community feedback mechanism?

Do you have any suggestions in relation to the program?

<u>**KII with Education Officer**</u>

Situation of primary education in municipality

1. What is your view on attendance, enrolment, dropouts and repetition in your municipality? How is it different for different ethnicities and gender?
2. What are the barriers in terms of accessing education? How is it different for different ethnicities, gender and people with disabilities?
3. What is your perception about school infrastructure (*WASH facilities including girl's separate toilets, disabled friendliness, classrooms, playfields, school buildings in general etc.)?*
4. How do you assess the capacity of the available teachers? In your opinion, what should be done to strengthen the capacity of the available teachers to provide quality education?
5. How do you assess the current support system for continuous teacher professional development?
6. Who are other actors in your LG supporting education initiatives? How do you engage them during planning process?

Role of the municipality

7. Does your municipality have a local education plan? If yes, can you please elaborate some of the priorities of the education plan? If not, why don't you have it?
8. What are the key challenges faced by your municipalities for implementing education act/policies? How have you been responding to them?

School meal related

9. How would you assess the SMP? Has the introduction of SMP affected the enrolment, attendance and dropout and repetition rates?
10. Does your municipality have policy/guidelines or committees for mid-day meals? If yes, what is their status?
11. What are the key challenges you face in managing SMP and how are you dealing with such challenges?
12. In your view, what are the opportunities to implement Home Grown School Feeding (HGSF) approach in your municipality? Do you think it will have an impact on local agriculture?
13. In your opinion, what are the challenges to implement the School Meal program and HGSF approach?

Project related

14. How relevant do you think the program is particularly in terms of alignment with the government's policies/ initiatives?
15. Do you think the local government will take ownership of the SMP?
16. What will be the role of the local government for the sustainability of the program?
17. Do you feel the municipality has the capacity to ensure the sustainability of the program?
18. What are the areas that need to be considered by WFP for monitoring capacity strengthening? Any feedback and suggestions?

Complaints and Feedback mechanism

19. How is municipality office managing school level community feedback mechanism?
20. Do you have any suggestions in relation to the program?

KII with Health Officer

1. Can you give us an idea regarding the health unit of your municipality? How well is it capacitated and what are its activities?
2. Does the municipality have health-related policies and programs? If yes, what are the key highlights of the policies and what are the key aspects of the program?
3. What is your opinion on the issue of school health and nutrition? Are aspects of school health and nutrition included in any form in local government's policies and priorities?
4. What kind of coordination does the municipality have with the provinces in terms of the health sector?
5. What is the status of adult and children's health and nutrition in your municipality? Are proper practices pertaining to sanitation, cleanliness etc. followed?
6. What is your opinion on the SMP being implemented in your municipality? How is your Health Unit linked with the SMP? How do you assess the health impact of HGSF approach?
7. How do you assess the dietary patterns of children in the municipality? Do parents have a proper understanding about the nutritional requirements of their children?
8. What are the areas that can be worked on when it comes to the health and nutrition of children and adults in the municipality?
9. What is your overall perception regarding the McGovern-Dole project?
10. What are the opportunities that you see in engaging with the McGovern-Dole project in the coming years? *(Mention some of the planned interventions of the project)*

KII with Agriculture Officer

1. Can you give us an idea regarding the status of the agriculture sector of your municipality? (Probe: improved agricultural practices)
2. Does the municipality have agriculture-related policies and programs? If yes, what are the key highlights of the policies and what are the key aspects of the program?
3. What kind of coordination does the municipality have with the provinces in terms of the agriculture sector?
4. What is your opinion on SMP being implemented in your municipality? How is your Agriculture Unit linked with SMP?
5. In your view, what are the opportunities to implement Home Grown School Feeding (HGSF) approach in your municipality? Do you think it will have an impact on local agriculture?
6. What are the areas that the local government can focus on to strengthen SMP/HGSF supply chain, capacity and others?
7. Is your Unit doing anything to promote HGSF?
8. In your opinion, what are the challenges to implement the HGSF approach?
9. What are the areas that can be worked in when it comes to the health and nutrition of children and adults in the municipality?
10. What is your overall perception regarding the McGovern-Dole project?
11. *What are the opportunities that you see in engaging with the McGovern-Dole project in the coming years? (Mention some of the planned interventions of the project)*

<u>**KII with CEHRD, MOEST and ERO**</u>

Situation of primary education

1. We would like to understand your perspective on the status of primary education at the national level? Is the situation different for Sudur-Paschim Province?
2. Has the introduction of SMP affected the enrolment, attendance and dropout and repetition rates? What have been the major challenges to implement the SMP?

School meal related (Only for CEHRD and MOEST)

3. How does the CEHRD/MOEST manage the school meal programs? Do you have adequate resources? What are the challenges faced?
4. How do you assess the capacity of the local governments (especially of Sudur Paschim) in managing the SMP?
5. How has/had the Nepal government progressed towards developing a nationally owned school feeding program?

Project-related

6. What is your opinion regarding the McGovern Dole project?
7. In your opinion, to what extent does the program complement other donor-funded initiatives and Nepal government programs?
8. To what extent was the intervention design and delivery in line with human rights principles and standards, including gender equality and women empowerment, and wider equity issues?
9. To what extend is the project aligned with the Nepal United Nations Sustainable Development Cooperation Framework (UNSDFC) program design and aligned to contribute to the UNSDFC? Is the project coherent with international development agendas and priorities? – Sustainable Development Goals
10. What are some of the potential challenges you anticipate in implementation of the USDA McGovern Dole FY23 program cycle?
11. What are your views and the existing capacity of teachers of early grade and do they need training? If so, what are your specific suggestions to make learning effective?
12. How relevant would it be to train Municipal Education officers on Literacy, school meals and WASH?
13. What is your take on training school administrators on leadership and administrative and technical skills relating to early grade? How relevant would such training be? What modalities should be followed to make training more effective in future?
14. Since the project is also assisting LG by preparing SOP for the construction, monitoring and maintenance of infrastructure, how far will such support be relevant?
15. What are your views on SOP for infrastructure maintenance funds?

National programs and policies

16. How do you think the program can support to strengthen policies, plans and programs relating to the School Meal Program?
17. What is the key support required for strengthening the TPDP design and implementation?

Comment/Feedback

18. How are the complaints and feedback from local governments received by the CEHRD/MOEST?

19. What are the key issues in managing complaints and feedback?
20. Have you provided any comments/feedback to the local government schools in regards to the SMP? Can you provide us with five feedback/comments that you provided last year?

KII with EDCU

Situation of primary education

1. What is the status of your district in terms of education indicators like enrolment, attendance and dropout? (Probe student from marginalised community and also children with disabilities)
2. Do you feel that the infrastructure present in schools is adequate or needs to be improved? If so, what are the gaps that you feel are there?

School meal related (Only for CEHRD and MOEST)

3. How do you assess the SMP in your district?
4. How do you assess the capacity of the local governments (especially of Sudur paschim) in managing the SMP?
5. What are the key challenges for LG to implement SMP? What are your suggestions to make program sustainable in the long run?

Project-related

6. What is your opinion regarding the McGovern Dole project?
7. In your opinion, to what extent does the program complement other donor-funded initiatives and Nepal government programs?
8. What are some of the potential challenges you anticipate in Implementation of the USDA McGovern Dole FY23 program cycle?

National programs and policies

9. How do you think the program can support to strengthen policies, plan and programs relating to the National School Meal?

KII with representative of Social Development Ministry

Background

1. How do you assess the situation of your province in terms of education indicators like enrolment, attendance, drop-out, and learning achievement?
2. How does the situation of primary education differ from another province? Does the situation of primary education vary in terms of districts in the province? Please elaborate.

School meal related

3. How would you assess the SMP? Has the introduction of SMP affected the enrolment, attendance and dropout and repetition rates?
4. What role does the provincial government have in the SMP? If there are challenges, how can they be improved?
5. How is the coordination of the provincial government with the local government for the management of the SMP?
6. Is there any role for provincial government in the management of SMP? If so please explain.

Province capacity

7. Does the province have education related acts and policies? What are the key highlights of these acts and policies? Are there any gaps?
8. What is the capacity of the province in terms of managing the education, health and nutrition sectors?
9. Does the province have guidelines for school meals management, including food safety and quality; procurement and distribution; program financial management; procurement plans; and the development of locally appropriate nutritious meal menus?

Project related

10. How relevant do you think the program is particularly in terms of alignment with the provincial government's policies/ initiatives?
11. What is your opinion on the HGSF approach which is being promoted by the project?
12. What will be the role of the provincial government for the sustainability of the program? Do you feel the provincial government has the capacity to ensure the sustainability of the program?

KII with Country-level implementing partners representative Kathmandu

1. Can you please shed some light on the overall situation of primary education in your project location (enrolment, attendance, retention, dropout, and repetition rate)?
2. What activities are being carried out by WFP and other project implementers? Are activities complementary and coherent with the GoN's SMP?
3. What is your perception about the overall program design?
   - *relevancy of the activities*
   - *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 contextualising national policy to local needs)*
4. What are the major differences between this cycle and the previous cycle? What will be the anticipated challenges to implementing new components in this cycle?
5. What is your perception about the overall program design?
6. Could you please tell us about activities associated with the USDA McGovern Dole program?
7. How would you assess the capacity of the teachers in the local schools? What are the activities that the project has been doing to strengthen the capacity of the local teachers?
8. How would you assess your current coordination with other implementing partners and WFP? Have you encountered any challenges while working with these partners? What kind of changes were encountered? How did you tackle them?
9. What are some of the complaints and feedback mechanisms that are established by the program?
10. How are the complaints and feedback managed?
11. How effective do you think is WFP's community feedback mechanism? How will it be used to ensure effective implementation?
12. Do you have any suggestions in relation to the program?

KII with Local partners

Background

1. What is the overall situation of primary education in your project location *(enrolment, attendance, retention, dropout, and repetition rate)?*
2. What are the barriers for children to acquire quality education in the project location?

Program Design and Alignment

3. Could you tell us about the USDA McGovern Dole program? Do you think the USDA McGovern Dole program supports the already existing government's national school meal program? How?
4. What activities are being carried out by WFP and other project implementers? Do the activities complement and coherent with the GoN meal program?
5. What is your perception about the overall program design?
   - *Relevancy of the activities*
   - *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 contextualizing national policy to local needs)*
6. What are the major differences between this cycle compared to the previous cycle? What will be the anticipated challenges to implementing new components in this cycle?
7. What are some of the direct and indirect impacts of the project on the local community?
   Probe:
   - *community perception/receptiveness*
   - *change in enrolment and retention rate of the students in schools,*
   - *change in mindsets of the community towards education*
   - *voluntary community involvement and responsibility in the program through SMCs FMCs and PTAs.)*
8. What are some of the strategies included in the design that deal with the transition from kind-based to home-grown school feeding? What has been done so far and what is still in the process of implementation?

For JSI/World Education: - Literacy

9. How relevant is the project in terms of teaching quality and improved engagement of the teachers? How?
   Probe:
   - *training to teachers, teaching methods, participation, effect on the motivation of teachers, achievement of the planned literacy outputs and outcomes (targets), achievement of output and outcome targets*
10. How would you assess the project's coordination with local schools? Have you encountered any challenges while coordinating with these schools? How did you tackle them?
11. How would you assess the capacity of the teachers in the local schools? What are the activities that the project has been doing to strengthen the capacity of the local teachers?

For Mercy Corps – Food products

1. What are some of the strategies included in the design that deal with the transition from kind-based to home-grown school feeding? What has been done so far and what is still in the process of implementation?
2. What are some of the anticipated barriers in relation to the transition from cash to kind base SMP? How can the barriers be tackled?

- *Adequacy of farmland*
- *techniques and tools used by local farmers in the intervention areas*
- *training on new farming tools and technology and its uses*
- *quality of the food products*
- *price fixation mechanism when sold to schools*
- *Adequate productivity*
- *The willingness of local farmers to collaborate with schools*
- *Willingness of local cooperative and farmers' groups for collaboration*
- *Access to market*

3. How would you assess the capacity of the available cooks in terms of nutritious food that should be served to the students, food safety, and their storage?
4. How would you assess the capacity of the local government officials in terms of nutritious food that should be served to the students, food safety, and their storage?

For IDS

1. How do you assess the local government's capacity to monitor the SMP in the school?
   Probe:
   - *Availability of financial resources*
   - *Availability of trained human resource*
   - *Availability of budget for management of SMP*
   - *Availability of SMP-related policy at the municipal level*
   - *The trend of monitoring visits by local government officials – numbers of visits*

2. What is the current status of WASH and Sanitation in the local community and schools of the project intervention districts?
   - *Availability of toilets and water connection at schools,*
   - *Use of toilets at schools,*
   - *Practising hand wash*
   - *availability of sanitary pad facilities in the schools*
   - *availability of deworming medicine*
   - *availability of iron folic tablets*
   - *availability of annual health screening services in the school*
   - *availability of first aid kit*
3. What kind of activities are being conducted to improve these habits of the local community and schools? How receptive are the local people and schools to the interventions of the project?

KII with Local Agriculture Cooperatives/Farmer Groups chairperson

Background

1. Introduce yourself. Introduce your cooperative/farmer group. *(Probe: Year of registration, what is it doing, How many members in the committee, Annual turnover, etc.)*
2. What is the status of the cooperative in terms of strengths and challenges?
3. What kind of support did you receive from the project's previous cycle? In your opinion, how beneficial was the support of the project from the previous cycle FY20?
4. What were the lessons learned from the support of the previous cycle? How are you planning to implement those learning currently?

Project related

5. What kind of support has your organization been receiving from the McGovern-Dole project? How relevant were these supports for your organization?
6. How would you rate your engagement with the WFP-supported schools? Have you gone through any challenges while working with these schools? If yes, what were those challenges?
7. Has your organization benefited after being linked with the school through the project? How? If not, why not?
8. Has your cooperative/ FG made formal agreements/ contracts with schools to provide food to prepare midday meals for students in the following manner? If yes, can you state the details:

S.N.	Food Items	Value (Nrs) per month	Volume (kg/liter) per month
1	Cereals, Grains, Roots and Tubers: Rice, Pasta, Bread, Sorghum, Millet, Maize, Potato, Yam, White Sweet Potato		
2	Legumes / nuts: beans, cowpeas, peanuts, lentils, nut, soy, pigeon pea and / or other nuts		
3	Milk and other dairy products: fresh milk / sour, yogurt, cheese, other dairy products (Exclude margarine / butter or small amounts of milk for tea / coffee		
4	Meat, fish and eggs: goat, buff, chicken, pork, eggs (meat and fish consumed in large quantities and not as a condiment)		
5	Vegetables and leaves		
6	Fruits (Banana, Apple, Orange, Mango, Papaya, Peach etc.)		
7	Oils/Ghee/Butter		
8	Sugars, or sweets (Honey, Jam, Cake, Candy, Biscuit, Sweet etc)		
9	Salt, spices and other items		

9. Are you willing to collaborate with schools in the future as well? What kind of support do you seek from the local government and project to give continuity of your collaboration with the school?

KII with SMC Members

General Perception about overall status of education

1. What is the overall situation of primary education in the school that you work for? (*Probe: enrollment rate, retention rate, dropout rate, school infrastructure availability and usability, sanitation, and WASH facilities*)

School Meal Program

2. Are you aware of the USDA McGovern-Dole program? If not, have you heard about WFP's school meals program (Vishwo Khadya Karyakram, litho pitho karyakram)? *(Probe: complementary activities of the school meal program such as school health and nutrition or WASH, Early Grade Reading)*
3. What is your opinion about the school meals programs?
4. Have you seen any gaps? How can it be further strengthened?
5. What do you think are some of the key anticipated effects on inclusion with regards to diverse caste and ethnicity particularly on marginalized Dalits, Janajati and children from poor economic status?
6. How would you assess the capacity of the teachers in the school? What are the activities that the project has been doing to strengthen the capacity of the local teachers?

Role in SMC

7. Are you involved in the management of school meal programs of your community? If yes, please describe your role?
8. Are you engaged in monitoring the school meals program including the complementary activities? If yes, please elaborate. If not, please specify the reasons.
9. What are the key challenges for SMC for providing support to school meal programs? How can SMC contribute to the effective implementation of the programs?
10. What kinds of support are required for SMC to improve the capacity so that they can contribute positively to SMP?

Relationship with Local government

11. Is your school receiving any support from the local government? If yes, can you please elaborate? What kind of further support do you expect from the local government?

Complaint and Feedback

12. How is the SMC managing school complaints and feedback mechanisms? *(Probe: management, challenges, role of municipality)*

KII with Head-Teacher

Background

1. What is the overall situation of education in your school? (*Probe: classroom; school infrastructure availability and usability, sanitation and WASH facilities)*
2. Has there been any contribution from WFP supported projects to improve the facilities in your school?
3. What is the status of school enrolment, attendance and learning? What has contributed to this?

School meal related

4. What is your opinion about the contribution of school meals programs? Have you seen any gaps? How can it be further strengthened?
5. What do you think are some of the key anticipated effects on inclusion with regards to diverse ethnicity and disability particularly on marginalized Dalits, Janajati and children from poor economic status?
6. What are the key **challenges** you faced for managing school meal programs? *(Probe: following menu; cook's availability; food hygiene and quality*) How are you dealing with such challenges?
7. What is your experience with LGs especially in regards to fund disbursement?
8. What is the current **engagement of parents** in terms of managing resources for SMP? In your opinion, how can parents be mobilized for the SMP program?
9. What is the diet habit of the students?
10. Currently, where do you receive necessary food commodities from? *(Probe: WFP; farmers; farmer groups/cooperatives)* How is the quality of the commodities received from them*?*

11. What is your thought about in-kind to cash based transition of the SMP program in the near future?

KII with Cook

Background

1. How long have you been working as a cook?
2. Have you received any training to work as a cook? (*Probe from which organisation the training was provided*). How beneficial was the training for you?
3. In what ways, have you been implementing your learning? What changes have you noticed in delivering your service as a cook after getting training? (*Probing can be related to hygiene, way of cooking/serving*)

SMP related

4. Does your school have set menu? If yes, does the school follow any set menu? Why/Why not?
5. What type of food does the school serve to the students? How do you calculate the amount of food that is served to the students? On what basis do you distribute meal to the students?
6. Do students like to eat meal prepared in school?
7. What kind of feedback have you received from parents (and students) regarding the SM provided? Have you ever received any kind of complaints?
8. Can you run us through the practices that you adopt while preparing the food, right from purchasing the food item?

Challenges

9. What are the challenges in providing nutritious cooked meals to students? What kind of challenges do cooks have to face?

Practices

10. Did you adopt any measures to preserve the nutritional factors of the food? What did you do to preserve food from insects and animals like rats?
11. What is your view on commodities procured from WFP? (Probe: timeliness and quality)
12. What is your view on commodities procured from local farmers/cooperatives/ farmer groups? (Probe: timeliness, freshness and quality)
13. Are you aware of food safety and quality?

KII with Development Partners (Education Sector)

General Perception of Education Sector

1. We would like to understand your perspective on the status of primary education at the national level.
2. Is the situation different for Sudur Paschim Province? How? What are the key problems in education standards in this region? *[Probe points: General overview of attendance and enrolment in schools; How is it varied across gender?]*
3. What is your perspective on the type of infrastructure present in the basic grade schools in Sudur Paschim? 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?]*
4. What is your view on the teaching quality and engagement of the teachers? [Probe: training to teachers, teaching methods, participation, effect on motivation of teachers, achievement of the planned literacy outputs and outcomes (targets)]

SMP

5. What is your understanding of the School Meal Program?
6. Has the introduction of NSMP (*cash based) affected the enrolment, attendance and dropout and repetition rates*?
7. 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)*
8. What are the key challenges for the effective implementation of NSMP?

MoEST and Government Coordination

9. What do you think is the contribution of the intervention on the equity strategies for the school sector developed by the Ministry of Education, Science and Technology?

10. What do you think is the contribution of the intervention on the equity strategies and real plan for the school sector developed by the Ministry of Education, Science and Technology?
11. What are the coordination challenges between development partners are government actors in the field of education (*MoEST, CEHRD, EDCU, local municipal officer etc)*

KII for WFP Staff-Central

Background

1. Could you please tell us the overall situation of primary education in SudurPaschim province?
2. What are some of the potential challenges do you anticipate 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*)
3. What are the ways to tackle the barriers, if any?

Assessment of project activities

4. What is the relevance of the poroject under the following components?
   - *Attendance, enrolment, dropouts and repetitions*
   - *Inclusion with regards to program impacts on diverse caste and ethnicity particularly on marginalised Dalits, Janajati and children from poor economic status*
   - *WASH (Probe: handwashing practices, clean toilets, separate toilets for girls and boys, clean drinking water facilities)*
   - *Menstrual health and hygiene*
   - *Improved management farming practices? [improved farming techniques]*
   - *home-grown school feeding? [probe: focus on policy and institutional barriers; factors will be most significant for successful implementation of the HGSF)*

Program design

5. Who was involved in designing the program *(intended beneficiaries, government officials, community leaders and any other) [to understand the level of consultations in the development process]?*
6. What is the motivation to implement the program within the GON at different levels?
7. Do the program's goals and objectives align with the government's policies/initiatives? *(Probe: SMP, food and cash transfer modality, GESI, WASH, nutrition among others)]*
8. What is your perception about the overall program design?**(***Probe: monitoring and evaluation; and capacity strengthening (focus: education, nutrition, hygiene components, and management, national school meals programs and contextualising national policy to local needs)*
9. What are the key differences of this cycle, compared to the previous cycle?

Coordination

10. Can you explain **your coordination** with the following:
    - CEHRD, MoEST, EDCU
    - Local government (*Education, Agriculture, Health* departments)
    - SMC

How supportive were they and what challenges were faced?

Others

11. Are there any suggestions you would want to provide for smooth execution of the program?

Background

1. Could you please tell us the overall situation of primary education in SudurPaschim province?
2. What kind of **challenges** did you anticipate while implementing the project?
3. What are some of the key related activities to be carried out and modalities that will be adopted as a part of the execution?

Assessment of project activities

4. What is the relevancy of the program under the following components?
   - Attendance, enrolment, dropouts and repetitions

Inclusion with regards to program impacts on diverse caste and ethnicity particularly on marginalized Dalits, Janajati and children from poor economic status

   - WASH *(Probe: handwashing practices, clean toilets, separate toilets for girls and boys, clean drinking water facilities)*
   - Menstrual health and hygiene
   - Improved management farming practices? [*improved farming techniques]*
   - home-grown school feeding? *[probe: focus on policy and institutional barriers; factors will be most significant for successful implementation of the HGSF)*

Program design

5. Do the program's goals and objectives align with the government's policies/initiatives? (focus on midday meal, food and cash transfer modality, GESI, WASH, nutrition among others)]
6. What are the key differences of this cycle, compared to the previous cycle?

7. What is your perception about the overall program design?
Probe: monitoring and evaluation; and capacity strengthening (focus: education, nutrition, hygiene components, and management, national school meals programs and contextualizing national policy to local needs)

Coordination

8. Can you explain **your coordination** with the following:
   - Local government (*Education, Agriculture, Health* departments)
   - SMC

How supportive were they and what challenges were faced?

9. How would you assess your current coordination with implementing partners? How open are the implementing partners to the suggestions provided by the WFP team?

Others

10. How effective do you think WFP's community feedback mechanism is? How will it be used to ensure effective implementation of the program?
11. Are there any suggestions you would want to provide for smooth execution of the program?

KII for SHN Focal Person

Background

1. Can you detail us on the sanitation and health situation of the school and students? (*Probe: health, nutrition and sanitation problem, infrastructural issues, awareness etc*)
2. As a SHN focal person, what are your major responsibilities and challenges? How do you tackle those challenges?

Project activities

3. What kind of activities are being carried out to maintain sanitation and hygiene amongst the students in your school? How receptive are the children as well as the school committee to the activities?
4. What are the important activities that can influence the SHN aspect of the students and the school positively? (Probe: FY cycle 2017/20 and its positive impact if possible)
5. What is your opinion on the SMP program being implemented by the Nepal government? Does the SMP program meet the minimum dietary requirement for the students? Please elaborate.
6. What do you think about the Home-Grown School Feeding Approach (HGSF) by linking food commodities from local farmers and farmer groups/cooperatives to meet the minimum dietary requirement for students? Please elaborate on your views.
7. What is your opinion on the sanitation and health-related interventions of the project in the school? How relevant were these interventions? Are they adequate or not? In what ways?

8. Has there been any SBCC related campaigns in the school? If yes, what kind of campaigns? Have the campaigns created any changes in the sanitation and hygiene habits of the students? Please elaborate.

Coordination with the local government

9. Are you aware of any health policy from the municipal level? If so, please elaborate and comment on the feasibility and implementation of the policy in your school.
10. How is the coordination between the school and the local government when it comes to implementing health and nutrition-targeted activities? Do you have any role in the coordination? If yes, please elaborate.

11. Is there any monitoring of health, sanitation and nutrition activities from the local government units? Can you elaborate on the monitoring aspects? *(Probe: areas, frequency and capacity of monitoring)*

Others

12. In your opinion, what are your suggestions to improve the SHN aspect of the school in alignment with NSMP, local government and WFP's interventions?

c. Quantitative Tools

Head Teacher Survey

Section 1: Interview Information		
Q.N.	**Questions**	**Responses**
1	Name of School:	_____
2	District name	Bajura ....1 Bajang...2 Darchula 3
2.1	Bajura	1. ..
2.2	Bajhang	1. --
2.3	Darchula	1. ...
3	Name of Rural/Urban Municipality:	_____
4	Ward no.	_____
5	Up to which grade the school functions	Basic (ECD-8).............1 Secondary (ECD-10).......2 Higher secondary (ECD-12)............3 Others (specify)..........................4

Section 2: School's general information खण्ड २: विद्यालयको सामान्य जानकारी			
Q.No.	**Questions**	**Responses**	**Skip To**
11	Name of the respondent	_____	
12	Note the gender	Male .... 1 Female .... 2 Other.. 3	
13	What is your ethnicity?	Hill Bramhin/Chettri...........................1 Hill Janajati.......................................2 Hill Dalit...3 Madhesi Bramhin/Chettri......................4 Madhesi other caste/OBC......................5 Terai Dalits..6 Terai Janajati.....................................7 Muslims..8 Others..96	
15	Years of experience as Head Teacher (in months)	A. Overall: _____................................. B. In this school: _____	

16	Number of teachers by gender in this school	a. Male .... ☐☐ b. Female .... ☐☐ c. Other (Specify) _____ ☐☐	
17	Number of teachers by ethnicity in this school	Hill Bramhin/Chettri................ ☐☐ Hill Janajati............................ ☐☐ Hill Dalit............................. ☐☐ Madhesi Bramhin/Chettri............ ☐☐ Madhesi other caste/OBC............ ☐☐ Terai Dalits............................ ☐☐ Terai Janajati......................... ☐☐ Muslims................................ ☐☐ Others................................. ☐☐	
18	Are there any teachers with disability?	Yes..............1 No................2	If 1, goto 18.1a
18.1a	Number of teachers by disability	Physical disability .... ☐☐ Visual Impairment .... ☐☐ Hearing Impairment .... ☐☐ Deaf and blindness........................ ☐☐ Speech related disability .... ☐☐ Psychosocial disability .... ☐☐ Intellectual disability .... ☐☐ Haemophilia .... ☐☐ Autism .... ☐☐	

Section 3: Physical infrastructure and facilities			
Q. No.	Questions	Responses	Skip To
20	How many classrooms does this school have?	_____	

21	Are the classrooms enough to accommodate all the students?	S.N.	Grade	Yes....1 No.........2	
		1	ECD		
		2	1		
		3	2		
		4	3		
		5	4		
		6	5		
22	Does the school have …?	S.N.	Options	Yes=1/ No=0	
		1	chairs and desks for all students?		
		2	blackboard in every classroom?		
		3	library?		
		4	computer that students use?		
		5	play ground?		
		6	boundary wall?		
		7	Separate staff room?		
		8	Fans in all classes?		
		9	School kitchen?		
		10	Handwashing station		
23	Do you think the school infrastructure adequately supports the learning environment?	Yes........1 No.........2 Don't know.......3			
24	Have you received any support from WFP in terms of physical infrastructure?	Yes........1 No.........2			If 1, 24.1 else 25
24.1	Is yes, what? (Multiple choice)	Kitchen space..........1 Classroom necessities (desks/bench/mats).....2 Handwashing stations........3 Others (Specify)..........96			

Section 4: Availability and usage of teaching/learning materials			
Q. No.	**Questions**	**Responses**	**Skip To**
26	Are there teaching materials for early grades available?	Yes.....................................1 No.....................................2	If 1, 26.1 else 27
26.1	How did you get these teaching materials for early grade? (Multiple choice)	Self-school funding........1 Trust or charity.......................2 Local government........3 Local NGOs/CBOs........4 Other (Specify)...........96	

26.2	How was the need for these materials identified? (Multiple choice)	Consultation with teachers......1 Consultation with parents.......2 Consultation with SMC.........3 Others (Specify)..................96	
26.3	Who should provide teaching materials for early grade in the future? (Multiple choice)	Local government.....1 Local NGOs/CBOs.....2 INGOs...3 The school needs to have their own funding source.....4 Others (Specify).........96	
26.4	How is the usage of the following teaching materials for early grades?	(see table below)	

26.4 Usage table

Usage	Used=1	Not Used=0	Not available=99
Textbooks			
Teacher's Guide			
Curriculum			
Lesson plan			
Charts/ Pictures			
Word cards/ Flash cards			
Electronic audio- video materials			
Online materials			
Book corner			
Levelled readers			
Supplementary reading materials			
Locally available materials			
Other (Specify) _____			

27	Has your school received assistance of teaching materials through WFP or its partners?	Yes .... 1 No 2	If 1, 27.1 else 28
27.1	How were these teaching materials identified?	Consultation with teachers......2 Consultation with parents.......3 Consultation with SMC.........4 Others (Specify)..................96	

Q. No.	Questions	Responses	Skip To
27.2	How relevant are these teaching materials in your context?	Extremely relevant...........................1 Neutral...2 Not relevant.................................3	
27.3	Are those resource materials supportive in teaching and learning?	Yes .... 1 No 2	
28	Do the teachers/staff member of your school have adequate capacity to teach students?	Yes No	
28.1	What new areas of knowledge/skills can the teachers/staff members benefit from? **(Multiple response possible)**	On improving literacy skills of the early grade students, ... A On improving the quality of teaching/ instruction by the teachers .... B On school health, hygiene and nutrition .... C On school management ....D On school community relation........................... E Development and revision of SIP.........F Inclusive Education.............G Multi-Grade Multi Level (MGML) related trainings......H Other (Specify) _____ X	

Section 5: School Management Committee and Parents Teacher Committee			
खण्ड ५: विद्यालय व्यवस्थापन समिति र अभिभावक शिक्षक समिति			
Q. No.	Questions प्रश्न	Responses उत्तरहरु	Skip To मा जाने
29	When was the current School Management Committee formed? **(Review record)**	DD / MM / YYYY	
29.1	Number of SMC members by gender **(Review record)**	a. Male .... b. Female .... c. Other	
29.2	Gender of the person who holds leadership in SMC	<table><tr><td>Personnel</td><td>Male=1</td><td>Female=2</td><td>Other=3</td></tr><tr><td>Chairperson</td><td></td><td></td><td></td></tr><tr><td>Secretary</td><td></td><td></td><td></td></tr></table>	
29.3	Number of SMC members by ethnicity **(Review record)**	Hill Bramhin/Chettri................ ☐☐ Hill Janajati............................ ☐☐ Hill Dalit............................. ☐☐	

		Madhesi Bramhin/Chettri............ ☐☐ Madhesi other caste/OBC............ ☐☐ Terai Dalits............................☐☐ Terai Janajati........................☐☐ Muslims..............................☐☐ Others...............................☐☐	
29.4	Do any School Management Committee members have any disability?	Yes........1 No..............2	
29.4a	Number of SMC members by disability	Physical disability ....☐☐ Visual Impairment ....☐☐ Hearing Impairment ....☐☐ Deaf and blindness.......................☐☐ Speech related disability ....☐☐ Psychosocial disability ....☐☐ Intellectual disability ....☐☐ Haemophilia ....☐☐ Autism ....☐☐	
30	Have the SMC members received any orientation or training on school management?	Yes ....1 No 2	If 1, 30.1 else 31
30.1	If 'Yes', by whom? (Mention the agency/organization)	WFP/WFP Partner...........................1 Other organizations...............................2 Local government....................................3 School Itself........................4 Don't know........................5 Others (specify)....................................96	
30.2	If 'Yes', what were core contents of the training? **(Multiple response possible)**	Roles and responsibilities of SMC members......A Generating support for school development......B Strengthening of community participation in school activities ....C Development and administration of School Improvement Plan (SIP) ....D Creating a learning-environment in school...E Budgeting for school activities...............F School good governance ....G	

		Monitoring and supervision ....H		
		Parents engagement I		
		Promoting reading skills ....J		
		Management of School Meal Program..........................K		
		Generating support from local government......L		
		Gender and Social Inclusion...................M		
		Orientation of EGR teaching materials........N		
		Continuous Assessment (CAS).........O		
		Preparation of local materials..........P		
		Orientation on SHN program........Q		
		Home grown school feeding components.......R		
		Other (Specify) ....S		
		Don't know...................................O		
31	How many meetings of SMC were held in the year of 2079-2080?	_____		If "0", go to 32
31.1	Did the meeting discuss about the following..........?			

Topic	Yes= 1	No= 2
Activities to promote reading skills in early grades		
Effective management of Mid-day Meal (selection of one of the 5 models, use of menu etc.)		
Effective management and monitoring of School Health and Nutrition (WASH in school)		
Enrolment and Attendance		
Other (Specify) ___		

32	Has the Parent- Teachers' Association (PTA) been formed?	Yes .... 1 No 2	If 1, 32.1 else 35
32.1	Total number of members in PTA (Review record)	_____	
32.2	Total number of males in PTA	_____	
32.3	Total number of females in PTA	_____	
33	How many meetings of the PTA were held in the last year?	_____...	

33.1	Did the meeting discuss about the following..........?			

<table>
<tr><th>Topic</th><th>Yes= 1</th><th>No= 2</th></tr>
<tr><td>Activities to promote reading skills in early grades</td><td></td><td></td></tr>
<tr><td>Regular attendance of students</td><td></td><td></td></tr>
<tr><td>Parents engagement to support in education related activities including SMP implementation</td><td></td><td></td></tr>
<tr><td>Students' performance</td><td></td><td></td></tr>
<tr><td>Other (Specify) _</td><td></td><td></td></tr>
</table>

No.	Question	Responses	Skip
34	Does your school organize meetings with parents regularly?	Yes........1 No.........2	If 2, 34.1 else 35
34.a.	If yes for parents of which grades are the meetings organized?	Parents of all grade students .... 1 Parents of students till Grade 5 .... 2 Parents of students till Grade 10 .... 3 Parents of students till Grade 12 4	
34.1	If 'Yes', what is the frequency of meeting with parents?	Monthly.. 1 Quarterly .... 2 Semi-annually .... 3 Annually .... 4 Others (Specify)_____96	
34.2	If 'Yes', who usually attend the meetings?	Father.. 1 Mother .... 2 Male guardian .... 3 Female guardian... 4 Both male and female guardian..........................5 Others (Specify)......................................96	
35	Has any Child Club been formed?	Yes .... 1 No 2	If 1, 35.1 else 36
35.1	If 'Yes', what is the number of members in Child Club by gender?	a. Male .... b. Female	
35.2	If 'Yes', what is the number of Child Club members by ethnicity?	a. Dalits ....□□ b. Non-Dalits ....□□	
35.4	If 'Yes', how many meetings were held in the last year?	No. of meetings ....□□ Don't know 98	

	Section 6: Student and EGR Teacher Attendance		
Q. No.	**Questions**	**Responses**	**Skip To**
36	Is there School Operation Calendar (school routine)? **(Observe)**	Yes, observed .... 1 Yes, not observed... 2 No 3	
37	Do you have the updated School Improvement Plan? **(Observe)**	Yes, observed .... 1 Yes, not observed... 2 No 3	If 1 and 2, 37.1 else 38

37.1 — If 'Yes', does the SIP include the following major components?

S.N.	Needs	Yes	No
	Early Grade Reading		
	Use of mother tongue in early grades		
	School Meal Management (HGSF and local procurement)		
	SHN/WASH		
	Inclusive education		
	Co- curricular activities		
	Increase instructional time		
	SMC/PTA, parents meeting		
	Learning materials		
	School Safety		
	ReAL plan implementation		
	Teacher's Professional Development		
	School infrastructure development		
	Monitoring and evaluation		
	Other quality pedagogy		
	Learning fairs		
	Teacher mobile meeting		
	Administrative training		
	Teacher Reward Mechanism		

Q. No.	**Questions**	**Responses**	**Skip To**
38	How is the regularity of students in early grades? **(Check register and head count)**	91% and above...1 81-90%...2 71-80%...3 61-70%...4 Below 60%...5	If 1,2, 3, 39 else 38.1
38.1	If below 70% (codes 4 or 5), what are the main reasons for the absence? **(Multiple response possible)**	Because of sickness ....A Because of long distance from home to school ....B Because of adverse climate ....C Because of festivals .... D Because of involvement in household works/farm works ....E Because of financial crisis...............................F Lack of student's awareness/or interest .... G	

		Lack of parental awareness........................... H Lack of parental support...................................I As the students above grade 5 do not get midday meal ....J Mensuration (for girls)....................................K Child marriage .... L Difficulty to learn/understand the courses................................M Teacher absenteeism.......................N Unsafe school environment (due to earthquake) ....O Other (Specify)....................X	
39	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	If 1,2 and 3, 39.3 else 39.1
39.1	If below 70% (codes 4 or 5), what are the main reasons for the irregularity? **(Multiple response possible)**	Lack of motivation .... A Transfer of teachers .... B Teachers attending trainings........................... C Long distance .... D Climatic conditions ....E Frequent replacement of teachers etc...........F Effect of earthquake and other disaster related problems (Unsafe school environment.........................G Others (Specify)_____ X	
39.2	If below 60-70%, has the school taken any action to increase the attendance?	Yes..1 No 2	If 1, 39.3 else 40
39.3	If yes, what actions does the school usually take to increase the attendance? **(Multiple response possible)**	Strictly follows the school guidelines/ protocol .... A Encourages those who attend regularly .... B Properly evaluates the teacher performance C Regular monitoring by SMC/HT and marks the teacher as absentee ....D Asks justification from the teacher in case of long absence .... E Stops the promotion of the teacher ....F Provide incentives to the best performing teacher.....................................G Other (Specify)_____....................... X	

Q. No.	Questions	Responses	Skip To
Section 7: Training in EGR tool and demonstration of improved teaching skills			
40	Have all Nepali early grade teachers been trained in EGR instruction method/tools?	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	If 1 and 2, 40.1 else 41.3
40.1	How many teachers were trained?	___	
40.2	Who provided the training? Note: – In case of World Education, their local partners are as follows: Bajura: Seto Gurans Darchula: Community Rural Development Society (CRDS) Bajhang: Saipal Development Society (SDS)	WFP.....................................1 WFP partner (World Education) ....2 Other Agencies..............3 Local government.........................4 Don't know.....................................5 Others (Specify)............................96	
41	Have the EGR trained teachers demonstrated improved teaching skills after the training? (Also verify through classroom observation)	Yes..1 No..2 Somewhat...................................3	If 1, 41.1 else 42
41.1	If 'Yes', in what ways? **(Multiple response possible)**	Application of enhanced teaching methods ....A Preparation and use of additional teaching materials besides textbooks ....B Better organization and management of teaching learning materials ....C Better communication with parents .... D Better communication with students ....E Preparation and use of teaching plans ....F Use of continuous assessment chart ....G Better support based on student learning skills and personalized learning ....H Better record keeping and follow-up on lessons ....I Better access and use of technological equipment ....J Provision of instructions to children in mother tongue ....K More interactive class delivery ....L Use of integrated curriculum ....M Other (Specify) _____ X	
41.3	Has any needs assessment been conducted to identify the needs of the teacher?	Yes..1 No...2	

41.4	In your opinion, should any needs assessment be conducted before organizing any training?	Yes..1 No..2	If 1, go to 41.5 else 42
41.5	If yes, why? (Multiple choice)	To identify the gap among teachers......A To understand current situation of teacher's skills....B To systemize the teaching process.....C To identify correct need for each teacher......D Others (Specify).......X	
41.2	In your opinion, who should be responsible for providing these trainings?	World Education/WFP........1 Local Government........2 Other local NGOs/CBOs.......3 Fellow EGR trained teachers.......4 Don't know........5 Others (Specify)	
41.6	Who should measure or monitor effectiveness of the training? (Multiple choice)	Head Teacher.......1 School Management Committee (SMC)......2 Independent External Evaluator (Organizations)...3 Local Government........4 Local NGOs/CBOs.......5 Don't know........5 Others (Specify)	

Section 8: Internal monitoring of Nepali teachers			
Q. No.	Questions प्रश्न	Responses उत्तरहरु	Skip To मा जाने
42	What is the allocated time for Nepali language class for early grades? (ECD -G5)	Less than 45 minutes a day.........1 45 minutes a day ....2 60 minutes a day ....3 90 minutes a day ....4 Others (Specify)_____ 96	
42.1	Do you think that the allocated time is adequate?	Yes ....1 No 2	
43	Do you monitor the classroom activities of the early grade Nepali language teachers?	Yes ....1 No ....2 Sometimes.....................................3	If 1, 43.1 else 44
43.1	If 'Yes', how frequently?	Daily...1 Weekly..2 Every 15 days ....3 Monthly ....4 Quarterly...5 Others 96	

44	Do teachers prepare lesson plans in advance?	Yes ....1 No ....2 Sometimes...98	If 1, 45 else 46
45	Do you review and provide feedback on lesson plans prepared by teachers?	Yes ....1 No ....2 Sometimes....................................3	
46	As per your observation, do the early grade teachers need further support?	Yes ....1 No ....2 ⎤ Don't know..98 ⎦	If 1, 46.1 else 47
46.1	If 'Yes', in which area? (multiple choice)	Teaching materials........................A Refresher EGR trainings...................B EGR-based trainings........................C Teacher appointment (Darbandi)..........D Timely salary..............................E Recognition and rewards...................F Other (Specify)..............................X	
47	Was monthly meeting with teachers conducted in the last academic year i.e. 2080? **(Pls check the meeting minutes)**	Yes ....1 No 2	If 1, 47.1 else 48
47.1	If yes, how many times were the meeting conducted in the last academic years 2079 and 2080? (Review record)	.... times Record not available for review 98	

47.2	If 'Yes', what are the common issues discussed during the meeting?
	
	(Choose all that apply)
		Early grade Students' performance.................A
		Challenges faced during teaching/learning activities B
		Additional teaching/learning materials...........C
		Conducting student assessment and use of data to
		    support children............................D
		Strategies to make classroom inclusive.......E
		Support from local government.................F
		Support needed from school managementG
		Involvement of parents.................... H
		Status on implementation of SIP I
		ReAL plan implementation.......................J
		School operation annual calendar
		    development..................................K
		Discussion on role of SHN and Midday program as
		    integral part of education.....................................L
		Learning sharing of teacher professional development
		    program....................M
		Other (Specify)_____ X	

48	Did any teacher (HT or EGR teacher) participate in any mobile meetings in last academic year?	Yes ....1 No..2	If 1, 48.1 else 49

48.1	If yes, how many times in the last year (2080BS) did they participate in the mobile meeting?	Once .... 1 Twice .... 2 Others (Specify).........3	
48.3	Are mobile meetings useful for continuous teacher professional development?	Yes No	If 1, 48.4 else 49
48.4	If yes, how?	Learning sharing.............................1 Flexibility in learning.......................2 Exposure visits.................................3 Others (Specify)................................96	
34.1	Who should be responsible to conduct mobile meetings in future?	Head Teacher.......1 School Management Committee (SMC)......2 World Education/WFP........3 Local Government........4 Other local NGOs/CBOs.......5 Don't know........5 Others (Specify)	

Section 9: Learning achievement of students			
Q. No.	**Questions**	**Responses**	**Skip To**
49	In your opinion, how is the overall learning achievement of grade 2 students?	Excellent..1 Satisfactory ....2 Poor 3	If 1, 49.1 else 49.2
49.1	If 'excellent', why? (Multiple response possible)	Regularity of subject teachers..........................A Regularity of students ....B Parental support ....C Adequate teaching-learning materials............ D Effective teaching methods.................. E Trained teachers .... F Effective teaching-learning activities .... G Use of mother tongues in teaching .... H Teaching based on students learning capacity/ performance ....I Provision of Tol Sikshya ....J Good performance and dedication of the students......K Other (Specify) X	
49.2	If 'Poor', why? **(Multiple response possible)**	Frequent absence of subject teachers.............A Frequent absence of students ....B Lack of parental support....................................C Lack of teaching-learning materials .... D Less effective teaching methods.......................E Lack of trained teachers.................................. F Less effective teaching-learning activities......G Different mother tongues of the students .... H Ignoring students learning capacity/ performance I Other (Specify) _____..................X	

Section 9: Learning achievement of students			
Q. No.	Questions	Responses	Skip To
50	How is the student's assessment performed? **(Multiple response possible)**	Internal evaluation ....A Exams ....B Continuous Assessment System (As prescribed in the CAS guidelines of CDC) ....C Other (Specify) _____ X	
50.1	How does the school use the results of assessment? **(Multiple response possible)**	To promote students ....A To plan for remedial teaching .... B To improve overall instruction ....C To support individually .... D To support recovery and accelerated learning...E Other (Specify) _____ X	
51	Does the school take help from the parents to improve student learning?	Yes ....1 No 2	If 1, 51.1 else 52
51.1	How does school mobilize parents for improving students' learning achievement? **(Multiple response possible)**	Awareness program for the parents..............A Regular meetings/ interactions with parents B Involving parents in volunteer activities in school .... C Involving parents in developing learning materials D Organizing reading melas .... E Involving parents in developing school plans/SIP F Requesting parents to support learning at home G Awarding supportive parents.........................H Parental education/literacy classes................ I Other (Specify)_____ X	

Section 10: Role of school in improving learning in students			
New Q. No.	Questions प्रश्न	Responses उत्तरहरु	Skip To मा जाने
52	Have you/your school undertaken any activities to understand the special need of any students and prioritize them during teaching?	Yes...1 No ....2 ◢ **0**	If 1, 52.1 else 53
52.1	If yes, what? (Multiple choice)	Conducted assessment of students....A Functional Complaint Response Mechanism.....B Parents-Teacher Meeting (PTA)...................C Others (Specify).....................................X	
53	Did the Nepali teacher provide extra priority and care to children whose mother tongue is not Nepali?	Yes...1 No ....2 ◢	If 1, 53.1 else 54

53.1	If yes, how? (Multiple choice)	Use contextualized instructions in class (in local language) ....A Separate classes for non-Nepali speakers.........B Others (Specify).....................................X	
54	Did you or your school design any specific mechanism targeting low performing students, e.g., separating them into groups and coach them?	Yes.. 1 No 2	If 1, 54.1 else 55
54.1	If yes, what have you done? (Multiple choice)	Separating them into group........................A Coaching them after school........................B Conduct Parent-Teacher Meeting................C Peer-to -peer study with high performing students................D Others (Specify)...................................X	
54.2	Have you heard of Social Behaviour Change Communication (SBCC) campaigns?	Yes.......1 No........2	If 1, goto 54.3 else goto 55
54.3	If yes, from whom/where?	Palika officials.........1 Students........2 Parents.......3 Fellow teachesr.....4 NGO/INGOs......5 Media (radio/TV/mobile)......6 Cannot recall.....7 Others (Specify)...8	
54.4	Are there any SBCC campaigns going on in your school/palika?	Yes.......1 No........2	If 1, 54.5 else 54.8
54.5	Can you elaborate on what kinds of SBCC campaign is available in this school/locality?	Radio programs........1 Dramas/Plays.......2 Posters............3 Flashcards.........4 Interpersonal consultations.......5 Group meetings......6	
54.6	Have you seen any change in the social behavior pattern among students after the SBCC campaigns?	Yes.......1 No........2	If 1, 54.7 else 55
54.7	If yes, what changes have you seen?	Improved eating habits (Reduction in junk food consumption).....1	

	(Multiple choice)	Improved sanitation habits.....2 Improved hygiene (including menstrual habits).....3 Improved reading habits.....5 Others (Specify).......6	
54.8	If no, do you see a need to employ SBCC campaign in the future targeted towards improving reading habits of students?	Yes......1 No......2	

Q. No.	Questions	Responses	
55	**Please select Yes or No for the following sentences.**		
	(Ask this question's 7-15 items Items	1= Yes	2=No
a.	School Meal Program has increased students' enrolment.		
b.	School Meal Program has increased students' attendance.		
c.	School Meal Program has decreased students' dropouts.		
d.	School Meal Program has increased students' attentiveness in class.		
e.	School Meal Program has increased students' interest in studying.		
f.	School Meal Program has increased overall students learning outcome.		
h.	The Mobile Meetings of Head teachers and EGR teachers are focused on the pertinent activities of early grade reading.		
i.	There are grade appropriate reading materials in the early grades.		
j.	School has adopted an inclusive pedagogy.		

Section 11: School Meal Programme			
Q.No	Questions प्रश्न	Responses उत्तरहरु	Skip To मा जाने
56	Does your school provide cooked meals on all 180 school days?	Yes..1 No..2	If 2, 56.1 else 57
56.1	If no, why? Please specify the reasons **(Multiple choice)**	No cook available................................1 Absence of cook............................2 Unavailability of proper kitchen..........3 Due to exam ....4 Others.......................................5	If 2, goto 56.2 else goto 57

56.2	When the cook is absent, how do you manage lunches for the students? (Multiple-choice)	Give them packaged meals (Waiwai, dalmot).....A Ask students to bring lunch from home............B Another teacher cooks as a replacement for cook......C Hire someone else from outside school for the absence period........D Others (Specify)...........E	
57	Is the school using any meal menus ? **(Observe)**	Yes, observed .... 1 Yes, could not be observed............................... 2 No .... 3 Don't know... 98	**If 1 or 2, goto 57.1**
57.1	If yes, what menu are you using?	1. Palika prepared it 2. School prepared it 3. School and palika coordinated for preparation of menu. 4. Following GON/CEHRD menu 5. Other specify	
58	Is your school receiving the following food commodities from WFP?	<table><tr><td>S.No.</td><td>Items</td><td>Yes=1, No=0</td></tr><tr><td>1</td><td>Fortified rice</td><td></td></tr><tr><td>2</td><td>Lentils</td><td></td></tr><tr><td>3</td><td>Fortified vegetable oil</td><td></td></tr><tr><td>4</td><td>Iodized salt</td><td></td></tr></table>	**Skip logic**
58.1	What quantity of these products do you receive from them? (MONTHLY)	<table><tr><td></td><td>Food Group</td><td>Quantity (Kgs/ltrs)</td></tr><tr><td>1</td><td>Fortified rice</td><td></td></tr><tr><td>2</td><td>Lentils</td><td></td></tr><tr><td>3</td><td>Fortified vegetable oil</td><td></td></tr><tr><td>4</td><td>Iodized salt</td><td></td></tr></table>	
58.2	Is the school receiving fresh commodities that meet required quality standards from WFP/Partner Organization for the SMP? (Observe + Record review)	Yes .... 1 No .... 2 Don't know... 98	
58.3	Is there regular and timely supply of food commodities from WFP/ partners to the school?	Yes .... 1 No .... 2 Don't know... 98	
61	Where do you procure other food materials for SMP from? (Multiple choice)	1. Local farmers.......A 2. Farmer groups.........B 3. Local farmer cooperatives.........C 4. Cold stores........D 5. Others (Specify)........X	

61.1	Which food groups do you usually procure from them? (Multiple choices)	1.Cereals, Grains, Roots And Tubers: Rice, Pasta, Bread, Sorghum, Millet, Maize, Potato, Yam, White Sweet Potato 2. Legumes / nuts: beans, cowpeas, peanuts, lentils, nut, soy, pigeon pea and / or other nuts 3. Milk and other dairy products: fresh milk / sour, yogurt, cheese, other dairy products (Exclude margarine / butter or small amounts of milk for tea / coffee 4. Meat, fish and eggs: goat, buff, chicken, pork, blood, fish, including canned tuna, and / or other seafood, eggs (meat and fish consumed in large quantities and not as a condiment) 5. Vegetables and leaves 6. Fruits (Banana, Apple, Orange, Mango, Papaya, Peach etc.) 7. Oils/Ghee/Butter 8. Sugars, or sweets (Honey, Jam, Cake, Candy, Biscuit, Sweet etc) 9. Salt, spices and other items	
61.2	What quantity of these products do you procure from them? (MONTHLY)	<table><tr><td></td><td>Food Group</td><td>Quantity (Kgs)</td></tr><tr><td>1</td><td>Cereals, Grains, Roots And Tubers: Rice, Pasta, Bread, Sorghum, Millet, Maize, Potato, Yam, White Sweet Potato</td><td></td></tr><tr><td>2</td><td>Legumes / nuts: beans, cowpeas, peanuts, lentils, nut, soy, pigeon pea and / or other nuts</td><td></td></tr><tr><td>3</td><td>Milk and other dairy products: fresh milk / sour, yogurt, cheese, other dairy products (Exclude margarine / butter or small amounts of milk for tea / coffee</td><td></td></tr><tr><td>4</td><td>Meat, fish and eggs: goat, buff, chicken, pork, blood, fish, including canned tuna, and / or other seafood, eggs (meat and fish consumed in large quantities and not as a condiment)</td><td></td></tr></table>	

				Food Group	Cost		
			5	Vegetables and leaves			
			6	Fruits (Banana, Apple, Orange, Mango, Papaya, Peach etc.)			
			7	Oils/Ghee/Butter			
			8	Sugars, or sweets (Honey, Jam, Cake, Candy, Biscuit, Sweet etc)			
			9	Salt, spices and other items			
61.3	What is the total cost of products procured from them? (Monthly expenditure)			Food Group	Cost		
			1	Cereals, Grains, Roots And Tubers: Rice, Pasta, Bread, Sorghum, Millet, Maize, Potato, Yam, White Sweet Potato			
			2	Legumes / nuts: beans, cowpeas, peanuts, lentils, nut, soy, pigeon pea and / or other nuts			
			3	Milk and other dairy products: fresh milk / sour, yogurt, cheese, other dairy products (Exclude margarine / butter or small amounts of milk for tea / coffee			
			4	Meat, fish and eggs: goat, buff, chicken, pork, blood, fish, including canned tuna, and / or other seafood, eggs (meat and fish consumed in large quantities and not as a condiment)			
			5	Vegetables and leaves			
			6	Fruits (Banana, Apple, Orange, Mango, Papaya, Peach etc.)			
			7	Oils/Ghee/Butter			
			8	Sugars, or sweets (Honey, Jam, Cake, Candy, Biscuit, Sweet etc)			
			9	Salt, spices and other items			
61.5	Do the procured commodities meet the required quality standards? (In terms of freshness)	Yes, observed 1 Yes, not observed 2 No...3					
61.4	Is there regular and timely supply of these additional food materials to the school?	Yes .... 1 No .... 2 Don't know... 98					

61.4a	Is there any mechanism to ensure regular and timely supply of procured food?	Yes......1 No...........2	
61.4b	What is the mechanism to ensure regular and timely supply?	Formal contract.........1 Verbal agreement........2 Hiring a middleman........3 Appointment of focal person at school......4 Others (Specify)......96	
62	Is there sufficient local food production in the community?	Yes .... 1 No .... 2 Don't know... 98	
63	Do you think that the school is ready for in-kind to cash transition for school meals?	It is ready......1 It is not ready......2 Don't know........3	
64	Do you receive feedbacks regarding School Meal Program?	Yes.....1 No.......2	
64.1	If yes, What kind of feedback do you usually receive? (Multiple choice)	Food quantity is not enough.....A Food quality is not good.........B Food taste is not good.............C The utensils are not clean.........D Food is not cooked properly......E The food is usually dry...........F Others (Specify)................X	
65	What is the overall feedback reporting mechanism for School Meal Program? **(Multiple response possible)**	Report to SMC .... A Report to headteacher/teacher .... B Report to partners .... E Toll Free Helpline/Namaste WFP .... F Suggestion box..G Complaint handling focal teacher....................H Report to WFP staff... I Report to distribution centre staff .... J Report to local government............................... K No feedback mechanism.................................L Other (Specify) _____...................... X	
66	Has your school placed any monitoring mechanism for the school meal program?	Yes .... 1 No 2	If 1, 66.1 else 67
66.1	If yes, who are involved in monitoring school meals? (Multiple choice)	SMC members ....A Teachers ....B Headteacher....................................C Parents ....D PTA ....E Education officer of LL.....................F Social development committee members G Ward chairperson and members.............H	

		Others...X	

Section 12: Challenges			
खण्ड १२: चुनौतीहरू			
Q. No.	**Questions** **प्रश्न**	**Responses** **उत्तरहरु**	**Skip To** **मा जाने**
67	What are the major challenges for implementing SMP in your localities? (Multiple choice)	Junk food sale around schools.............A No single dedicated cook................B Lack of proper kitchen....................C No storage area..........................D Locally available food for procurement is not enough....E Students do not like few school menu....F No proper monitoring mechanism from LG......G Delayed fund disbursement from the LG........H Poor cooperation from LG.......................I Lack of support from parents.....................J Amount dedicated for the SMP not adequate.....K Other (Specify).......................X	
68	What are the major challenges for improving educational outcome in your locality? (Multiple choice)	Child marriage..............................A School is far from homes............B Household chores/farm work...........C Financial issues......................D No motivation of students to study.........E Mismatched teacher-student ratio.........F Low teacher capacity....................G Seasonal migration.................H Others (Specify)......................X	

SPECIAL STUDY QUESTIONS:

Section 13: Local government's role in SMP monitoring			
Q. No.	**Questions** **प्रश्न**	**Responses** **उत्तरहरु**	**Skip To** **मा जाने**
69	Does your school receive any support for midday meal from Local Government/community/any organization other than WFP/its partner?	Yes ....1 No 2	If 1, 69.1 else 69.2
69.1	If 'Yes', what kind of support? (Multiple choice)	In-kind .... A Cash.. B Other (Specify)_____ X	

69.2	If not, have you approached them or requested them for any support?	Yes...1 No..2	If 1, 69.3 else 70
69.3	If yes, how was their response?	Helpful..1 Not helpful......................................2	
70	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	
71	How often do LGs monitor/supervise the school meal program?	Regularly (Monthly)..........................1 Often (three to 4 time a year)................2 Rarely 3	
72	What is the areas LG looks into during their visits for the SMP monitoring? (Multiple choice)	Meal preparation ....A Meal distribution ....B Meal Menu ....C Cleanliness and ventilation.......................D Commodity storage............................E Utensils..F Others (specify).............................X	
73	Has your LG provided any comments/feedback to the mid-day meal program running in your school?	Yes ....1 No 2	If 1, 73.1 else 74
73.1	If yes, what were the areas for major feedback? **(Multiple choice)**	Meal preparation ....A Meal distribution ....B Meal Menu ....C Cleanliness and ventilation.......................D Commodity storage............................E Utensils..F Others (specify).............................X	
74	How would you assess the performance of your palika/LG from the perspective of monitoring to the mid-day meal program?	Satisfactory..1 Not satisfactory...2	

Section 14: Linkages with the Local Government (Monitoring by LG)			
Q. No.	Questions	Responses	Skip To
75	Did local municipality officials (Municipal Education Committee/	Yes.. 1 No... 2	

	Education officers) monitor your school activities in the last year?	Don't know...98	If 1, 75.1 else 76
75.1	If 'Yes', how many times did they monitor your school activities during education calendar year of 2080?	One time.. 1 Two times .... 2 Three times .... 3 Four times .... 4 More than four times 5	
75.2	What was the purpose of the monitoring visit? **(Multiple-choice question)**	Early grade Students' performance .... A Additional support for teaching/learning materials .... B Strategies to make classroom inclusive.....................................C Support needed towards school management ....D Enrollment and Retention/Dropouts...............E Status on implementation of SIP......................F Discussion on role of SHN and Midday program as integral part of education......................................G Teacher professional development program.............. ....H Other (Specify)_____ X	
76	Has your local government developed any recognizing and rewarding mechanism for teachers?	Yes..1 No...2 Don't know 3	If 1, 76.1 else 77
76.1	If yes, what? (Multiple choice)	Appreciation letters to teachers based on academic performance.....................A Cash prizes to the schools for the outstanding academic achievements and nomination for recognition to other agencies.........................C Best teacher award based on recommendation from local government....................................D Other (Specify)...E	
77	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	If 1, 77.1 else 78
77.1	If yes, what have they done? (Multiple choice)	Merit scholarship for high-achieving students.....A Certificate for good performers......................B Cash prizes..C Stationary support to students......................D Others (Specify)......................................X	
78	Has your local government developed any teaching/learning materials contextualizing the local situation or in local languages?	Yes..1 No...2 Don't know 3	If 1, 78.1 else 79

78.1	If yes, what have they done? (Multiple choice)	Booklets.......................A Flipchart poems.................B Storybooks........................C Others (Specify)......................................D	
79	Has the municipality conducted any teacher capacity building training in the last two years?	Yes..1 No..2 Don't know...3	
80	How has your experience been with the LG in terms of general linkage and coordination with them for school level activities (non-SMP)?	Satisfactory.......................................1 Not satisfactory................................2	

Section 15: IEMIS and MDM digital monitoring system			
Q. No.	**Questions**	**Responses**	**Skip To**
82	How useful is the IEMIS reporting?	Very useful............1 Neutral................2 Not useful............3	
83	What are the major IEMIS related challenges?	Lack of capacity to complete the electronic works......A Lack of regular monitoring by the IEMIS officials......B Lack of electronic materials to log in information...........C Lack of electricity in the area.............................D Server related issues..E Limited access time...F Others (Specify)..X	
84	Would you be interested in using any digital monitoring system to keep track of the students receiving school meals?	Yes ....1 No 2	
85	Do you think the digital monitoring system will ease the process of tracking and monitoring of SMP?	Yes......1 No.......2 Don't know.......3	

Thank you for your time!

Questionnaire for Nepali Subject Teacher

Section 1: Background Characteristics		
Q. No.	Questions	Responses
1	Name of School:	_____
2	District name	Bajura 1 Bajang 2 Darchula 3
2.1	Bajura	…
2.2	Bajhang	…
2.3	Darchula	…
3	Name and code of Rural /Urban Municipality:	_____
4	Ward no.:	
5	Up to which grade the school functions	Basic (ECD-8)………….1 Secondary (ECD-10)…….2 Higher secondary (ECD-12)…………3 Others (specify)………………………4

Section 2: Background Information of Respondent			
Q. No.	Questions	Responses	Skip To
11	Identification of the respondent	_____	
12	What is your gender?	Male 1 Female 2 Other 3 Prefer not to respond 4	
13	What is your ethnicity?	Hill Bramhin/Chettri………………………1 Hill Janajati…………………………………2 Hill Dalit……………………………………3 Madhesi Bramhin/Chettri…………………4 Madhesi other caste/OBC…………………5 Terai Dalits…………………………………6 Terai Janajati………………………………7 Muslims………………………………………8 Others………………………………………96	
14	What is your formal education?	1. Basic level (1 – 8) 2. Secondary level (9 – 12) 3. Bachelors 4. Masters or above	
15	Type of appointment	Permanent 1	

Section 2: Background Information of Respondent			
Q. No.	Questions	Responses	Skip To
		Temporary (Fixed source-From Palika) 2 Temporary (Internal source of school) 3 Voluntary teacher....................4 Grant supported teachers ...5 Relief quota teacher..........................6 Other (Specify) 96	
17	How long have you been teaching in this school?	Less than a year 1 1-5 years 2 6-10 years 3 More than 10 years 4	
18	Have you received any special skills/knowledge training/academics prior to joining as a teacher?	Yes 1 No 2	If 1, goto 18.1 else 19
18.1	If yes, what special skill did you receive?	Teacher's Professional Development Training....1 Teacher's Professional Support Training........2 EGR Training..........................3 Others (Specify).............................96	
19	What is the total number of students in grade 2? (Check attendance register)	Male Female	
20	What is the total number of sections in grade 2?	Number of sections	(If total number of students >45)
21	What mother tongues do the majority of students in your class speak?	Nepali A Tharu B Bajhangi C Magar D Bajureli E Darchuleli F Doteli..G Other (Specify) _____ X	
22	What mother tongues/medium of instruction do you mainly use while teaching Nepali subject?	Nepali 1 Tharu 3 Bajhangi 6 Magar 7 Bajureli 8 Darchuleli 9 Other (Specify) _____ 96	

Section 3: Teaching Methodology			
Q. No.	Questions	Responses	Skip To
23	What materials in general do you use to teach early grade reading/ literacy? (Multiple response possible)	Response	
	Materials **सामग्री**	Reported Yes….1 No…..2 **गर्छु** …1 **गर्दिन** …2	Observed Yes…1 No….2 अवलोकन गरेको **छ** …1 **छैन** …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			
h.	Online materials			
i.	Book corner			
j.	Levelled readers			
k.	Supplementary reading materials			
l.	Locally available materials			
x.	Other (Specify) _____			
23.1	(If Book Corner mentioned in 23), What types of supplementary reading materials are available in the book corner?	Grade Appropriate Books…… .A Story Books………………… B Informative Books…………….C Others (Specify)_____.….X	
23.2	(If Supplementary Reading Materials mentioned in 23) What is your perception about the benefit of the supplementary reading materials on the development of literacy and overall learning outcomes of the children?	Improves children's exposure to reading materials A Improves children's footfall to library/Book Corner B Improves children's interest in reading C	

		Improves children motivation to go to school consistently D Motivates children to stay longer at school E Improves child's attentiveness in class F Improves children's learning outcomes G No benefits H Other (Specify)_____X	
	(Multiple response possible)		
24	How do you rate the sufficiency of available teaching learning materials?	Sufficient 1 Not sufficient 2	
25	How regularly are these materials used?	Regularly 1 Often 2 Sometimes 3 Never 4	
25a	Do you encourage other subject teachers to use these resources while teaching?	Yes.......1 No........2	
26	How do you assess the quality of these resources?	Good................1 Average.............2 Bad..................3	
26.1	Who is currently providing these reading materials? (Multiple choice)	1. WFP/WFP partners 2. Other organizations 3. Local Government 4. School itself 5. Others (Specify)	
26.2	In your opinion, who should be responsible for providing these reading materials?	1. WFP/WFP partners 2. Other organizations 3. Local Government 4. School itself 5. Others (Specify)	

Section 4: Literacy Support and Trainings			
Q. No.	Questions	Responses	Skip To
27	Has any needs assessment been conducted to identify the needs of the teacher?	Yes 1 No 2	
27.1	In your opinion, should any needs assessment be conducted before organizing any training?	Yes 1 No 2	If 1, goto 27.2 else 27.3
27.2	If yes, why? (Multiple choice)	To identify the gap among teachers......A To understand current situation of teacher's skills....B To systemize the teaching process.....C	

			To identify correct need for each teacher……D Others (Specify)…….X	
27.3	Who should measure or monitor effectiveness of the training? (Multiple choice)	Head Teacher…….1 School Management Committee (SMC)……2 Independent External Evaluator (Organizations)…3 Local Government……..4 Local NGOs/CBOs…….5 Don't know……..5 Others (Specify)		
28	As a Nepali teacher have you received any training or support from WFP/ partner organizations/government?	Yes 1 No 2		If 1, 28.1 else 31
28.1	If 'Training received', when did you receive it last?	1 month ago…..1 2 months ago…..2 3 months ago……3 6 months ago……..4 12 months ago……5 More than 1 year ago……6 Others (Specify)…….96		
28.2	How long was the last training?	Days		
29	What additional support did you receive (or currently receiving) being a Nepali language teacher, from WFP or its partners? (Multiple response possible)	Response/		
a	Content/Materials	1 = Yes	2 = No	
b	a) Training on Early Grade Reading instruction	1	2	
c	b) Training on general pedagogy and assessment	1	2	
d	c) Teacher's Guide	1	2	
e	d) Orientation on Integrated Curriculum	1	2	
f	e) Teaching materials (audio-video, CD/DVD, online materials, laptops etc.)	1	2	
g	f) Print materials (Charts/Pictures, Word cards, Flash cards, milestone stone chart or continuous assessment chart, etc.)	1	2	
h	g) Classroom based game materials (e.g., chamatkari ball)	1	2	

		Highly Effective=1	Somewhat Effective=2	Not Effective=3	
i	h) Book corner	1	2		
j	i) Book corner with leveled readers	1	2		
k	j) Supplementary reading materials	1	2		
l)	Inclusion of differently abled students in class				
30	How effective was the training regarding following components?	Response			
	Component	Highly Effective=1	Somewhat Effective=2	Not Effective=3	
a.	Training on Early Grade Reading instruction				
b.	Training on general pedagogy and assessment				
c.	Teacher's Guide				
d.	Orientation on Integrated Curriculum				
e.	Teaching materials (audio-video, CD/DVD, online materials, laptops etc.)				
f.	Print materials (Charts/Pictures, Word cards, Flash cards, milestone stone chart or continuous assessment chart, etc.)				
g.	Classroom based game materials (e.g., chamatkari ball)				
h.	Book corner				
i.	Book corner with leveled readers				
j.	Supplementary reading materials				
k.	Inclusion of differently abled students in class				

Q. No.	Questions	Responses	Skip To
31	If 'Training not received', do you think you require training?	Yes...1 No..2	

31.1	If yes, what type of contents would you like to be included in the training? (Multiple response possible) (Ask all teacher)	Teaching methods A Early grade reading skills B Use of additional teaching materials besides textbook C Classroom management D Communicating with parents E Communicating with teachers F Prepare and use lesson plans G Use of continuous assessment charts H Support to students based on the capacity I Record keeping and follow-up on lessons J Use of technological equipment K Dealing with children with different mother tongues L Dealing with children with special needs M Making class interactive N Use of integrated curriculum O Others (Specify)_____ X	
33	Have you ever participated in the mobile meetings?	Yes....1 No.....2	If 1, goto 33.1 else goto 34
33.1	If yes, how many times in the last year (2080BS) did participate in the mobile meeting?	Once 1 Twice 2 Others (Specify)........3	
33.2	Did you find the mobile meetings to be beneficial?	Yes 1 No 2	
33.3	If yes, how did the mobile meetings benefit you? (Multiple response possible)	Develop new materials A Learn new techniques B Networking C Discuss issues during teaching and its mitigation strategies D Others (Specify)_____ X	
34	If 'No', why were the mobile meetings not beneficial?	The subjects covered are not useful.............1 The session is not interactive ....2 No learning sharing...............................3 The meetings are time consuming................4 The topics/discussions are always difficult to understand ....5 Others (Specify)..................................97	
34.1	Who should be responsible to conduct mobile meetings in future?	Head Teacher.......1 School Management Committee (SMC)......2 World Education/WFP........3 Local Government........4	

		Other local NGOs/CBOs.......5 Don't know........5 Others (Specify)	
35	Do you have regular meeting with the head-teacher to discuss on teaching learning achievements and challenges?	Yes 1 No 2	If 1, 35.1 else 36
35.1	If 'Yes', how frequently?	In less than a month 1 Monthly 2 Bimonthly 3 Quarterly 4 Half- yearly 5 Yearly 6	
35.2	If 'Yes', what are the major focus agendas of the meetings? (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 ICT based teaching learning........I School operation annual calendar development.......................J Learning sharing of teacher professional development program.................K Integrated curriculum ....L Continuous Assessment ....M Inclusive Education............N Other (Specify)_____ X	
36	How supportive is the school management in mitigating the challenges shared?	Very supportive 1 Supportive 2 Not supportive 3 Don't know 4	

Section 5: Learning support			
Q. No.	Questions /Response	Category	Skip To
36.1	Have you received EGR training?	Yes............1 No..............2	If 1, goto 37 else goto 37.2
37	Do you think the training on EGR instruction or pedagogy will help you to improve your teaching skills?	Yes 1 No 2	If 1, N37.1 else 38
37.1	If yes, how will the trainings contribute to improving teaching methods?	To apply enhanced teaching methods...............A	

Section 5: Learning support			
Q. No.	Questions /Response	Category	Skip To
	(Multiple choice)	To start developing and using additional teaching materials besides textbooks............................B To better organize and manage classroom arrangement...C To communicate better with parents..................D To communicate better with students.................E To help prepare and use teaching plans..............F To use continuous assessment chart.................G To provide better support based on student learning skills and personalized learning......................H To better record keeping and follow-up on lessons..I To effectively use improved teaching method......J To provide instructions to children in mother tongue ....K To make the class more interactive...................L To use integrated curriculum......................M To effectively use improved teaching method...........N Others (Specify) X	
37.2	Who do you think should provide these trainings?	World Education/WFP........1 Local Government........2 Other local NGOs/CBOs.......3 Fellow EGR trained teachers.......4 Don't know........5 Others (Specify)	
38	What is the allocated time for Nepali language class for early grades?	45 minutes a day1 90 minutes a day2 Others (Specify) _____ 96	
38.1	Is it adequate?	Yes.....1 No.........2	If 1, goto 39 else go to 38.2.
38.2	If not, how much time is needed?	_____min	
39	Do you prepare a lesson plan for teaching?	Yes, observed 1	

Section 5: Learning support			
Q. No.	Questions /Response	Category	Skip To
		Yes, not observed 2 No 3	
40	What method of teaching do you usually apply? (Multiple response possible)	Lecture A Reading the text aloud and explanation of the text B Oral questions C Asking the students to read individually D Asking the students to read in peers and groups E Written question-answer F Discussion G Display H Game I Others (Specify) _____X	

Section 6: Student assessment and facilitation मोड्युल ६: विद्यार्थी मूल्यांकन र सहजिकरण			
Q. No.	Questions /Response	Category	Skip To
41	How do you assess the students' performance? (Multiple response possible)	Written exams A Oral exams B Portfolio assessment C Use of continuous assessment chart D No assessment at all E	If C, 41.1, if D goto 41.2 else 42
41.1	(*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			
g.	Other (Specify) _____			

41.2	How are the findings of portfolio assessment or continuous assessment used to support children? (Multiple responses possible)	Support for struggling readers A Giving extra time to needy children B Group work during classroom C Simplifying the text during classroom D Other (Specify) _____ X	
42	Do you see a need to have separate intervention for low performing students?	Yes No	If 1, goto 42.1 else 43
42.1	If yes, what do you think should be done for the low performing students? (Multiple responses possible)	Additional support class A Separate grouping and support B More attention in the regular class C Counselling to students D Calling parents for meeting E Other (Specify)_____ X No any special support Y	
43	Do you prepare report cards on students reading progress and discuss with parents/ students?	Yes 1 No 2	If 1, goto 43.1 else 44
43.1	If 'Yes', in what intervals?	Monthly 1 Quarterly 2 Half- annually 3 Annually 4	
44	What difficulties do children mostly face in their learning? (Multiple response possible)	Language barrierA Traditional norms (Gender biased, Early marriage, chaupadi, household responsibilities B Lack of adequate stationery C Lack of supplementary reading materials D Not conducive class/school environment E Lack of reading environment at home F Bullying G Lack of reading environment at home………………….H Other (Specify)_____X	
45	Are there any Special Need children in your class?	Yes 1 No 2	If 1, goto 45.1 else 48.

45.1	If 'Yes', what type of Special Need children are there?		
	Type	Number	
a.	Children with hearing deficiency	_____	
b.	Children with visual impairment	_____	
c.	Children with learning disability	_____	
d.	Children with speech impairment	_____	
e.	Children with physical disability	_____	
f.	Other (Specify) _____	_____	
45.2	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 A Using audio- visual aids more B Giving assistive devices C Use of individualized education plan (IEP) D Others (Specify)_____ X	
46	How are the children with special need (invisible disability) identified?	Assessment 1 By asking them..................2 By asking to their parents...........3 By observation...........4 Others (Specify) _____ 96	
47	Did your school provide any trainings to facilitate the class for special needs children?	Yes 1 No 2	

Section 7: Parental Involvement			
Q. No.	Questions	Responses	Skip To
48	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...A By sending letters to parents B By telephoning parents C By arranging parents' meetings D Other (Specify)_____ X Do nothing Y	

Section 8: Factors affecting educational outcome

Q. No.	Questions प्रश्न	Responses उत्तरहरु	Skip To मा जाने
49	Have you/your school undertaken any activities to understand the need of the students and prioritize them during teaching?	Yes 1 No 2	If 1, goto 49.1 else 50
49.1	If yes, what have you done? (Multiple choice)	Made Individualised Educational Plan (IEP)...............A Functional Complaint Response Mechanism........B Parents-Teacher Meeting (PTA).......C Others (Specify)...............X	
49.2	Have you heard of Social Behaviour Change Communication (SBCC) campaigns?	Yes.......1 No........2	If 1, goto 49.3 else goto 50
49.3	If yes, from whom/where?	School (Head Teacher).......1 Palika officials.........2 Students........3 Parents.......4 Fellow teacher.....5 NGO/INGOs......6 Media (radio/TV/mobile)......7 Cannot recall.....8 Others (Specify)...9	
49.4	Are there any SBCC campaigns going on in your school/palika?	Yes.......1 No........2	
49.5	Can you elaborate on what kinds of SBCC campaign is available in this school/locality?	Radio programs........1 Dramas/Plays.......2 Posters............3 Flashcards.........4 Others (Specify)...	
49.6	Have you seen any change in the reading learning pattern among students after the SBCC campaigns?	Yes.......1 No........2	
49.7	If no, do you see a need to employ SBCC campaign in the future targeted towards improving reading habits of students?	Yes......1 No......2	
50	What are the main challenges that you encountered in the teaching/learning? (Multiple choice)	Frequent absence of students A Lack of parental support B Lack of teaching-learning materials C	

		Lack of training D Different mother tongues of the students...E Other (Specify) _____X	
50.1	Does the school have a complain response mechanism for the students?	Yes.......1 No........2	If 1, goto 50.2 else goto 51
50.2	If yes, what is the overall complaint response mechanism for the students? (Multiple response possible)	Report to SMC A Report to headteacher/teacher B Suggestion box G Complaint handling focal teacher... H Other (Specify) _____ X	
50.3	How effective is the current feedback mechanism?	Very effective....1 Somewhat effective.....2 Not effective....3	
51	Are you satisfied with the present job?	Yes 1 No 2	If 1, goto 51.1 else 51.2
51.1	If yes, why? (Multiple choice)	Salary is good..................A Salary is timely....................B Student-teacher ratio is balanced.........C Teaching materials are adequate..............D Good appreciation................E Work balance ....F Others (Specify).................X	
51.2	If no, why not? (Multiple choice)	Salary is not good..................A Salary is not timely....................B Student-teacher ratio is very mismatched....C Teaching materials are not adequate...............D No appreciation...................E Work burden ....F Others (Specify).................X	
52	What is your future career plan?	Continue teaching in same school......1 Move to the city for better opportunities.........2 Move abroad...................3 Retire................................4 Work in another profession........5 Others (Specify)......................6	

53	What are the social factors that influence learning/teaching in your locality? (Multiple Choice)	Child marriage......................A Distance of school from homes......B Household chores/farm work........C Financial issues........................D No motivation of students to study....E Mismatched teacher-student ratio....F Low teacher capacity...............G Others (Specify).......................X	

Thank you for your time and cooperation.

Questionnaire for School Health and Nutrition Focal Teacher

Section 1: Interview Information		
Q. No.	Questions	Responses
1	Name of the school:	_____ _____
2	District	Bajura 1 Bajhang 2 Darchula......................................3
2.1	Bajura District	...
2.2	Darchula District	...
2.3	Bajhang District	...
3	Name of Rural /Urban Municipality:	_____ _____
4	Ward no.:	

Section 2: Background information of SHN teacher			
Q. No.	Questions	Responses	Skip To
9	Name of respondent	_____ _____	
10	What is your gender?	Male 1 Female 2 Other 3 Not willing to express 4	
11	What is your ethnicity?	Hill Bramhin/Chettri..........................1 Hill Janajati......................................2 Hill Dalit..3 Madhesi Bramhin/Chettri......................4 Madhesi other caste/OBC......................5 Terai Dalits.......................................6 Terai Janajati......................................7 Muslims..8 Others...96	
12	Number of years of experience as SNH teacher		
13	Have you received any training on SHN ?	Yes 1 No 2	If 1, 13.1 else 13.4
13.1	Who provided the training?	WFP/ WFP partner (IDS) ....1 Other Agencies..............2 Local government........................3 Don't know......................................4 Others (Specify)...........................96	
13.2	What major topics were covered during the training related to SHN?	(see table below)	
13.3	How were the needs for school's health and nutrition components identified? (Multiple choice)	Consultation with teachers......1 Consultation with parents.......2 Consultation with SMC.........3 Others (Specify).................96	

Question 13.2 response table:

	Yes	No
Food preparation safety		
Health, hygiene and nutrition		
Mensuration hygiene		
Waste management		
Pest management		
Communication for behaviour change (SBCC)		
Other (Specify) _____		

Q. No.	Question	Responses	Skip to
13.4	If no training received, what kind of training components do you look forward to learning, as a SHN focal person? (Multiple choice)	Food preparation safety.............1 Health, hygiene and nutrition......2 Mensuration hygiene...............3 Waste management...............4 Pest management...................5 Communication for behaviour change (SBCC)........6 Other (Specify)...........7	
13.5	Who do you think should provide these trainings?	IDS/WFP........1 Local Government........2 Other local NGOs/CBOs.......3 Fellow EGR tea.......4 Don't know........5 Others (Specify)	
13.6	In your opinion, should any needs assessment be conducted before organizing any training?	Yes 1 No 2	
13.7	If yes, why? (Multiple choice)	To identify the gap among teachers......A To understand current situation of teacher's skills....B To systemize the teaching process.....C To identify correct need for each teacher......D Others (Specify).......X	
13.8	Who should measure or monitor effectiveness of the training? (Multiple choice)	Head Teacher.......1 School Management Committee (SMC)......2 Independent External Evaluator (Organizations)...3 Local Government........4 Local NGOs/CBOs.......5 Don't know........5 Others (Specify)	
13.9	What changes have you observed in school dropouts and absenteeism since the implementation of WASH/SHN program? (Multiple response possible)	Less male student dropouts.....A Less girl student dropouts.......B Less male student absenteeism due to sickness......C Less girl student absenteeism due to sickness.....D WASH /SHN program is not implemented.....E No change......F Other (Specify).....X	

Section 3: School WASH Infrastructure and Hygiene			
Q. No.	Question	Responses	Skip to

14	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 8 Other (specify) _____ 96	
15	Is there a provision of purifying water before drinking in school?	Yes 1 No 2	If 1, 16 else 17
16	What are the methods used by the school to purify water before drinking? **(Multiple answers possible. Probe, but don't read possible answers)**	Let it stand and settle/sedimentation A Strain it through cloth B Boil it C Add bleach/chlorine D Use a water filter E Solar disinfection (Sodis method) F Warming G Other (Specify) _____ X	

Q. No.	Question	Responses	Skip to
16.1	Does the school have toilets?	Yes....1 No......2	If 1, goto 17 else goto 26
17	What type of toilets does the school have? **(Observe and record)** **(Multiple answer possible)**	Flush to piped sewer system. A Flush to septic tank B Flush to pit latrine C Flush to somewhere else D Flush, don't know where E Ventilated improved pit latrine F Pit latrine with slab............................ G Pit latrine without slab/Open pit H Composting toilet/Eco-san I Bio-gas toilet J No facility at school K Other (Specify) _____. X	
18	During school hours, where do children typically go to relieve themselves?	Toilet in school 1 Toilet at home 2 Open fields/grounds 3 Both toilet and fields 4	
19	Toilet Distribution:		
19.1	Does the school have separate toilet for boys/girls?	Yes 1 No 2	

Q. No.	Question	Responses	Skip to
19.4	Does the school have separate toilet for teachers/staff?	Yes 1 No 2	
19.5	Does the school have toilet for people with disability?	Yes 1 No 2	
20	Do the toilets have regular supply of water?	Yes, in all toilets 1 Yes, in some of them………………………. 2 No 3	
21	Does the school have a handwashing facility? **(Reported only)**	Yes 1 No 2	
22	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	
23	Is there availability of water and soap in the handwashing facility? **(Observe and record)**	Yes, water only 1 Yes, soap only………2 Yes, both water and soap 3 None 4	

25	**On a scale of 1-3, where 1 is Good, 2 is Neutral and 3 is Bad, what is your perception of the school toilets in terms of:**	**Good**	**Neutral**	**Bad**	
25.1	Availability: can use, when necessary, without having to wait	1	2	3	
25.2	Accessibility: easy to reach, easy to use, latch accessible to small children	1	2	3	
25.3	Cleanliness: facility is kept clean	1	2	3	
25.4	Adequacy of water: there is adequate water in the toilet	1	2	3	
25.5	Safety: door can be latched, adequate lighting	1	2	3	

Section 4: Health and Menstrual Hygiene				
Q. No.	Question प्रश्न	Responses उत्तरहरु	Skip to मा जाने	
26	Were there any health screenings conducted in the school during the last academic year**?**	Yes…………………………1 No…………………………2	If 1, 26.1 else 27	
26.1	If yes, 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)			

		Responses	Skip to
27	Were the children given deworming tablets twice in the last year to prevent from worm infestation? **(Record review)**	Yes, twice a year 1 Yes, but only once a year 2 No 2	
28	Were the adolescent girls given iron and folic acid supplementation tablet weekly in the last year?	Yes 1 No 2	
29	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	

Q. No.	Question	Responses	Skip to
30	Has the school received first aid tool kit boxes from the government/ WFP? **(Observe and record)**	Yes, observed 1 Yes, not observed 2 No 3	If 1 or 2, 31 else 32
31	Does the school refill the free items for the first aid kit from any local health facilities?	Yes 1 No 2	
32	Have there been any trainings on menstrual hygiene for girls conducted in your school? **(Only for basic schools)**	Yes 1 No 2 Not applicable 97	If 1, 32.1 else 33
32.1	If yes, in what ways did these trainings benefit the girls? **(Multiple response possible)**	Fewer girl absenteeism…… ……………A Lesser reported health problems ………B Increased practice of using sanitary pads……C Increased knowledge on menstrual hygiene management and health outcome……………D Observed changes in community behavior……E Others (Specify) _____X Not applicable……………………………Z	
33	Are menstrual pads/sanitary napkins adequately available at school?	Yes 1 No 2 Don't know 3	
34	Do the students regularly attend school during menstruation?	Yes 1 No 2	
35	What facilities are available in the school toilet to properly dispose of sanitary pads? (Multiple response possible)	Dustbin .A Shoot/Burning chamber/Incinerator .B Dig a hole and throw and cover C Drop in toilet D	

Q. No.	Question	Responses	Skip to
		No more facility/thrown haphazardly E Other (Specify) _____ X	

Q. No.	Question	Responses	Skip to
36	What changes do you expect in the hygiene knowledge and practices of the students if WASH training is implemented? **(Multiple response possible)**	Regular use of latrine at home A Regular use of latrine at school B Hand washing with soap after using latrine, before eating food C Clean drinking water from a safe source (e.g., tube well, or treated water collected from river/lake) D Maintain a waste disposal system (Water drainage, garbage pits, waste basket/dust bins) E Keep the School building and compounds clean F Maintaining hygienic environment while eating food G Use and disposal of sanitary pads by adolescent girls during menstruation H WASH program is not implemented I Other (Specify)_____ X Don't Know Z	
37	Has this school celebrated national sanitation related campaign at the school and community level?	Yes 1 No 2	

Section 8: Nutrition			
Q. No.	Question	Responses	Skip to
38	Are you aware of standard dietary requirement (nutritional requirement of children?)	Yes.................1 No...................2	If 1, goto 39.1 else 40
38.1	If yes, how many food groups should be provided to the children daily?	One...............1 Two...............2 Three.............3 Four................4 Five..................5 More than five.............6 Don't know....................7	

39	What kind of food should be provided to the students based on their dietary needs?	1. Cereals, Grains, Roots And Tubers: Rice, Pasta, Bread, Sorghum, Millet, Maize, Potato, Yam, White Sweet Potato 2. Legumes / nuts: beans, cowpeas, peanuts, lentils, nut, soy, pigeon pea and / or other nuts 3. Milk and other dairy products: fresh milk / sour, yogurt, cheese, other dairy products (Exclude margarine / butter or small amounts of milk for tea / coffee 4. Meat, fish and eggs: goat, buff, chicken, pork, blood, fish, including canned tuna, and / or other seafood, eggs (meat and fish consumed in large quantities and not as a condiment) 5. Vegetables and leaves 6. Fruits (Banana, Apple, Orange, Mango, Papaya, Peach etc.) 7. Oils/Ghee/Butter 8. Sugars, or sweets (Honey, Jam, Cake, Candy, Biscuit, Sweet etc) 9. Salt, spices and other items	
40	What do you think are the advantages of meeting the minimum dietary requirement of food for the students?	Increased immunity..........................1 Proper growth and development.........2 Energy/power...............................3 Mental development/Learning ability....4 Don't know......................................5 I don't think balanced/nutritious food is really necessary..............................6 Others (specify)................................96	
41	Have you received any complaints from the school students on the food served?	Yes................1 No.................2	If 1, goto 42.1 else 43
41.1	If yes, specify the nature of complaints.	Inclusion of junk meals..........1 Food quantity not adequate.....2 Food quality not good............3 Food taste not good.................4 Menu not being followed..........5 Stale food being served.............6 Other (Specify)......................96	
42	What is your opinion on the school meals being given from the school?	Satisfactory.............1 Not satisfactory.........2	If 2, goto 43.1, else 44

42.1	If not satisfactory, give reasons.	Does not meet the minimum dietary food group requirement...............1 Food taste is not good.................2 Food quantity is not enough..........3 The quality of commodities procured is not good...............................4 Others (Specify).....................96	
42.2	Does the school have a complain response mechanism for the students?	Yes.......1 No........2	If 1, goto 42.3 else goto 43
42.3	If yes, what is the overall complaint response mechanism for the students? (Multiple response possible)	Report to SMC A Report to headteacher/teacher B Suggestion box G Complaint handling focal teacher... H Other (Specify) _____ X	
42.4	How effective is the current feedback mechanism?	Very effective....1 Somewhat effective.....2 Not effective....3	

Section 9: Factors influencing educational outcome			
Q. No.	Question प्रश्न	Responses उत्तरहरु	Skip to मा जाने
43	Have you/your school undertaken any activities to understand the need of the female students and prioritize them during teaching?	Yes..1 No...2	If 1, goto 44.1 else 45
43.1	If yes, specify.	Counselling session for female students.................................. A Parents-Teachers Meeting............B Appointing Gender Focal Person....C Regular feedbacks on Complaint Box.. D Others (Specify)............................X	
44	Have you heard of Social Behaviour Change Communication (SBCC) campaigns?	Yes.......1 No........2	If 1, goto 44.1 else goto 45
44.1	If yes, from whom/where? (Multiple choice)	School (Head Teacher).......1 Palika officials.........2 Students........3 Parents.......4 Fellow teacher.....5	

		NGO/INGOs......6 Media (radio/TV/mobile)......7 Cannot recall.....8 Others (Specify)...9	
44.2	Are there any SBCC campaigns going on in your school/palika?	Yes.......1 No........2	If 1, goto 44.3 else goto 44.6
44.3	Can you elaborate on what kinds of SBCC campaign is available in this school/locality? (Multiple choice)	Radio programs........1 Dramas/Plays.......2 Posters............3 Flashcards.........4 Others (Specify).........96	
44.4	Have you seen any change in the SHN/WASH pattern among students after the SBCC campaigns?	Yes.......1 No........2	If 1, goto 44.5 else goto 45
44.5	If yes, what changes have you seen? (Multiple choice)	Improved eating habits (Reduction in junk food consumption).....1 Improved sanitation habits.....2 Improved hygiene (including menstrual habits).....3 Others (Specify).......4	
44.6	If no, do you see a need to employ SBCC campaign in the future targeted towards improving reading habits of students?	Yes......1 No......2	
45	Do you think that SHN/WASH will contribute to change of behaviour of children or SMP?	Yes..1 No..2	

Thank you for your time and cooperation!

Farmer Group/Cooperative Survey (Institutional Response)

Section 1: Background Characteristics

S.N.	Question	Responses	Skip to
	Name of respondent:		
	Gender:	Male Female Others	
	District Name	Bajura ……………………………………1 Bajhang ……………………………………2 Darchula……………………………………3	If 1 go to 4.3 If 2 go to 4.1 If 3 go to 4.2
	Municipality:		
4.1	Bajhang	…	
4.2	Darchula	…	
4.3	Bajura	…	
	Ward no.:		
	Ethnicity	Hill Bramhin/Chettri Hill Janajati Hill Dalit Madhesi Bramhin/Chettri Madhesi other caste/OBC Terai Dalits Terai Janajati Muslims Others	
	What is the level of your education?	Illiterate Literate Basic level (1 – 8) Secondary level (9 – 12) Bachelors Masters or above	
8	Is this a Farmer's group or Cooperative?	Farmer's group…………………………1 Cooperative…………………………………2	If 1 go to 12 If 2 go to 12.1
9	Name of Farmer's Group:		
10	Name of cooperative		
11	Name of the Interviewer:		

Section 2: Questions Related to Establishment of Farmer Group/Cooperative

S.N.	Questions /Response	Category	Skip To
	When was your farmer group / cooperative established?	Year _____	
	How many members are there in your farmer group/cooperative?	No. of Male No. of Female Total No. ……	

	How many members are there in your farmer group/cooperative by ethnicity?	Number of members	
	Hill Bramhin/Chettri	.....	
	Hill Janajati	.....	
	Hill Dalit	.....	
	Madhesi Bramhin/Chettri	.....	
	Madhesi other caste/OBC	.....	
	Terai Dalits	.....	
	Terai Janajati	.....	
	Muslims	.....	
	Others	.....	
	Are there any members with disability in your farmer group/ cooperative?	Yes .1 No 2	
	Is your farmer group/cooperative registered?	Yes .1 No 2	If 2 go to 20
	If yes, where? (Multiple response possible)	Palika/Ward office A Farmer group network B District Cooperative Federation Ltd C District Administration Office D Co-operative division Office E District Agriculture Office F Other (Specify) X	
	In how many schools does your group/cooperative serve food items?	No. of schools Don't know 98	

Section 3: Functions of Farmer Group/Cooperative

S.N.	Questions /Response	Category	Skip To
	Does your farmer group/ cooperative have executive committee?	Yes 1 No 2	If 2 go to 28
	How many members are in the executive committee?	Total no. of members	
	Among them, how many are females in the committee?	Total number of females	
	Among them, how many are male?	Total number of males	
	How many female members are there in leadership position (chairperson, deputy-chair, secretary and treasurer)	Total no. of Female leadership	

Section 4: Market

S.N.	Questions /Response	Category	Skip To
	What are some of the biggest challenges you face as a farmer?	Lack of financial support Lack of pesticides and insecticides Lack of market Problem of transportation to reach to the market Lack of tools Others specify	

	What is the main market to sell your products?	School Local market Local villages Others specify	If 1 go to 28 If others go to 29
	If school, do you produce adequate product to serve to the school?	Yes No	
	How far is the local market from your household? (walking distance)	10-20 minutes far 20-30 minutes far 30-40 minutes far 40-50 minutes far 50-60 minutes far More than 60 minutes far	
	How easier is it for you to reach the market?	Easy Hard	
	How easier is it for you to reach the school from cooperative/farmer group office?	Easy Hard	
	What are the challenges do you face to reach out to the school?	Geographical landscape Lack of transportation Lack of sufficient manpower None Others specify	

Section 5: Training Exposures

S.N.	Questions /Response	Category	Skip To
	Has any member of your farmer group/ cooperative received training/s in the last 12 months?	Yes ...1 No 2	If 1 go to 34 If 2 and 3, go to 41
	What were the training/s that were received? (Multiple response possible)	Climate-resilient improved technologies/varieties A Crop diversity B Cereals, legumes, pulses farming C Seasonal/off season vegetable farming D Fruits farming E Integrated Pest management F Compost G Micro-irrigation technology H Farm management I Improving the quality of farm products J Standardising the farm products K Food safety L Food procurement M Store handling N Improved linkages to input suppliers... O Communication & Facilitation P Leadership R social inclusion ....S Gender equality .... Record keeping T Financial Literacy	

		Procurement .... Other (specify)_____ X	
	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	
	Are the knowledge and skills imparted through the training helpful for the members to improve market linkages?	Yes 1 No 2	
	Have any farmer members of this institution applied improved agriculture technologies/practices	Yes No	If 1 go to 38 If 2 go to 39
	If yes, how have farmer members of this institution applied following improved agriculture technologies/practices ? (Multiple response possible, Read the options one by one,)	Crop genetics (use of improved seed varities) Cultural practices (mulching, staking, improved nusery practices, line sowing, weeding) Disease and pest managment: (integrated pest management practices- jhol mal, traps, bio-pesticides) Soil conservation and fertilizer management: use of compost/manure, use of lime, use of organic fertilizer, inter cropping of pulses and legumes Climate smart technology (Drought-tolerant varieties, plastic house/ plastic high tunnel, plastic tunnel) Water management and water technology (drip irrigation, sprinkler irrigation, plastic pond/recharge pond, cement pond/thai jar) Practice of input purchase (seeds, bio-pesticides, micro-nutrients, sprinkler, dip-irrigation set, hermatic bags) Marketing, Collection and Distribution Center (Practice of produce sale with market price Information, use of collection center) Post harvest handling (packing technology, improved transportation, improved handling, use of local made bamboo basket (DOKO), use of hermatic bag) Record keeping of any activities performed (use of improved varieties, use of bio-pesticides, mulching etc Farming technology Tools Do nothing/none	
	Altogether how many farmer members of this institution have applied above improved agriculture technologies?	Total no. of farmers Don't know 98 ➔	If 2 go to 41
	No. of farmer members who applied improved agriculture technologies by gender?	Male farmers Female farmers Don't know 98	

Section 6: Partnership for School Feeding

S.N.	Questions /Response	Category	Skip To

	Have you heard about the school feeding program which is running in your localities?	Yes 1 No 2	
	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 ➡ Don't know Z	If 1 go to 44 If 2 go to 50
	What topics were discussed during the meeting(s)? (Multiple response possible)	Menu of potential food item Volume of food items (vegetables, cereals, fruits etc.) Quality of food items Pricing of food items Storing of food items Procurement/supply chain Partnership modality About potential schools for the possible partnership Economic empowerment of women and marginalized group Other (specify)	
	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	If 2 go to 50
	If yes, what food commodities do you usually supply? (Multiple response possible)	Cereals, Grains, Roots And Tubers: Rice, Pasta, Bread, Sorghum, Millet, Maize, Potato, Yam, White Sweet Potato Legumes / nuts: beans, cowpeas, peanuts, lentils, nut, soy, pigeon pea and / or other nuts Milk and other dairy products: fresh milk / sour, yogurt, cheese, other dairy products (Exclude margarine / butter or small amounts of milk for tea / coffee Meat, fish and eggs: goat, buff, chicken, pork, blood, fish, including canned tuna, and / or other seafood, eggs (meat and fish consumed in large quantities and not as a condiment) Vegetables and leaves Fruits (Banana, Apple, Orange, Mango, Papaya, Peach etc.) Oils/Ghee/Butter Sugars, or sweets (Honey, Jam, Cake, Candy, Biscuit, Sweet etc) Salt, spices and other items	
	What volume of the commodities are supplied to schools?	Kg/Liters/Carat	
	Cereals, Grains, Roots And Tubers: Rice, Pasta, Bread, Sorghum, Millet, Maize, Potato, Yam, White Sweet Potato		

	Legumes / nuts: beans, cowpeas, peanuts, lentils, nut, soy, pigeon pea and / or other nuts		
	Milk and other dairy products: fresh milk / sour, yogurt, cheese, other dairy products (Exclude margarine / butter or small amounts of milk for tea / coffee		
	Meat, fish and eggs: goat, buff, chicken, pork, blood, fish, including canned tuna, and / or other seafood, eggs (meat and fish consumed in large quantities and not as a condiment)		
	Vegetables and leaves		
	Fruits (Banana, Apple, Orange, Mango, Papaya, Peach etc.)		
	Oils/Ghee/Butter		
	Sugars, or sweets (Honey, Jam, Cake, Candy, Biscuit, Sweet etc)		
	Salt, spices and other items		
	How do you determine price of the food items (vegetables, cereals, fruits and others) to sell in the school? (Multiple response possible)	Price similar to local market value A A bit lesser than local market value B On the basis of negotiation. C Consulting with local bodies.. D Based on farmer group/cooperative member suggestion E Other (Specify) _____ X	
	What advantages are the members and the community getting because of this collaboration? (Multiple response possible)	Higher income for the farmers A Secured income for the farmers B Empowerment of women C Contribution in employment of local people D Promotion of local farming E Better nutrition for the students F Nutritional status of the local community improved G Others (Specify)_____X No benefits Y Don't know Z	
	What challenges are you facing for the success of this collaboration? (Multiple response possible)	Problem in contract pricing A Fluctuation of market price B Uncertain harvest C Poor quality of produces D Poor storage for perishable goods E Lack of extension programs F Lack of fertilizers G Lack of irrigation facilities H Problem of supply chain I Problem of record keeping J Socio cultural behaviors and norms against women K	

		Natural calamities/Disasters ......M Unable to procure essential food .. N Others (Specify)_____ X No challenges Y Don't know Z	
	How optimistic are you about the sustainability of the collaboration?	Very optimistic 1 Somewhat Optimistic......... Not optimistic 3 Don't Know	If 1, End of interview
	If you are not currently collaborating with any school, are you willing to collaborate for school feeding in the future?	Yes 1 No 2	If 1 go to 52 If 2 End of Interview
	If you wished, would your farmer group/ cooperative be able to collaborate for school meal program?	Yes 1 No 2	If 1 go to 53 If 2 End of Interview
	What makes you think that your farmer group/ cooperative is able for this? (Multiple response possible)	Well organized and reputed A Availability of storage B Availability of farming tools C Availability of seeds and seedlings D Availability of fertilizers/manures E Irrigation facilities F Fertile land parcels with member farmers G Transportation facilities H Can sell food on credit for several months I Skilled human resource to manage store J Workers skilled in supplying food. K Better farming experience of member farmers L Similar previous experience M Trained farmers N Motivation among farmers O Group/cooperative led by skilled women farmers P Efficient management and leadership Other (Specify) _____ X	
	What are the food items that you could supply for the school meal program in the future? (Multiple response possible)	Cereals, Grains, Roots And Tubers: Rice, Pasta, Bread, Sorghum, Millet, Maize, Potato, Yam, White Sweet Potato Legumes / nuts: beans, cowpeas, peanuts, lentils, nut, soy, pigeon pea and / or other nuts Milk and other dairy products: fresh milk / sour, yogurt, cheese, other dairy products (Exclude margarine / butter or small amounts of milk for tea / coffee Meat, fish and eggs: goat, buff, chicken, pork, blood, fish, including canned tuna, and / or other seafood, eggs (meat and fish consumed in large quantities and not as a condiment)	

		Vegetables and leaves Fruits (Banana, Apple, Orange, Mango, Papaya, Peach etc.) Oils/Ghee/Butter Sugars, or sweets (Honey, Jam, Cake, Candy, Biscuit, Sweet etc) Salt, spices and other items	
	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… A A bit lesser than local market value…B On the basis of negotiation with schools….C Carrying out market research. D Based on farmer group/cooperative member suggestion E Other (specify) _____ X	
	What advantages do you think you and the community will get because of the collaboration? (Multiple response possible)	Higher income for the farmers A Secured income for the farmers B Empowerment of women C Contribution in employment of local people .D Promotion of local farming E Better nutrition for the students F Community's nutrition improved G Others (Specify)_____ X No benefits Y Don't know Z	
	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 A Fluctuation of market price B Uncertain harvest C Poor quality of produces D Poor storage for perishable goods E Lack of extension programs F Lack of fertilizers G Lack of irrigation facilities H Problem of supply chain I Problem of record keeping J Socio cultural behaviors and norms against women K Natural calamities/Disasters M Not able to buy required food N Others (specify) X No challenges Y Don't know Z	
	Does your farmer group/ cooperative have an adequate human resource to manage store and deliver foods to the schools?	Yes 1 No 2	
	Does your farmer group/ cooperative have transportation facility?	Yes 1 No 2	

	For you to be able to collaborate for the school feeding, what sorts of supports from Palika/WFP/ Program could be useful? (Multiple response possible)	Improved agricultural extension programs A Enhanced food processing know- how B Supply chain know-how C Familiar with collaborative approach D Ensure economic opportunities to small-landholder farmers E Ensure economic opportunities to women led farmer groups/ cooperatives F Linkage establishes with local governing bodies G Planning and organizing trainings H Other (specify)_____ X	Ask only if 43 is 2

Questionnaire for Student Interview

S.N.	Questions	Response	Skip to
Section 1: Background Characteristics			**Skip to**
S.N.	Questions	Response	
1	Name of School:	_____	
2	District:	Bajhang Bajura Darchula	If 1 go to 3.1 If 2 go to 3.3 If 3 go to 3.2
3	Name Rural /Urban Municipality:		
3.1	Bajhang	…	
3.2	Darchula	…	
3.3	Bajura	…	
4	Ward no.:	…..	
5	Sampled school EMIS #:	……….	
6	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 Others	
7	Name of the Interviewer:	_____	

S.N.	Questions /Response	Category	Skip To
Section 2: Respondent Characteristics			
S.N.	Questions /Response	Category	Skip To
9	What is your gender?	Male 1 Female 2 Other 3	
11	What is your age?	Completed age	
12	What is your ethnicity?	Hill Brahmin/Chhetri 1 Hill Janajati…………………….2 Newar 3 Hill Dalit………………………4 Terai/ Madhesi/ Brahmin/ Rajput…….5 Terai/ Madhesi Janajati………….6 Terai/ Madhesi/ Others………….7 Terai/ Madhesi Dalit…………….8 Religious minorities…………….9 Other (Specify)_____96	
13	Which grade do you study?	Grade	
14	What is the name of your guardian? (Record only one name)	_____	
Section 3: School Meal Related Questions दिवा खाजा सम्बन्धि प्रश्नहरू			

S.N.	Questions /Response	Category	Skip To
15	Does the school offer you the mid-day-meal every day?	Everyday...1 Every day except Friday..2 Never...5 → Do not give during exam	If 3 go to 17
15.1	Is the mid-day meal same every day or these are different varieties?	Different varieties..........................1 Mostly same..................................2 Always same..................................3	
15.2	Is the meal sufficient to satisfy your hunger?	Sufficient.......................................1 Not sufficient................................2	If 2 go to 15.3
15.3	If no, what do you do to satisfy your hunger?	Bring lunch from home My parents provide me money for lunch Borrow friend's lunch We can ask for additional lunch in the school if we are not satisfied with the given lunch Others (specify)	
15.4	How many days in the past week was the school open?	Day.......1 Days.......2 Days......3 Days.......4 Days........5 Days........6 Don't Know	
15.5	How many days did you come to school in the past week?	Day.......1 Days.......2 Days......3 Days.......4 Days........5 Days........6 Absent	
15.6	How many days in the past week did you have meals at school?	Day.......1 Days.......2 Days......3 Days.......4 Days........5 Days........6	
16	On an average, how many school days in last week do you eat snacks before school?	Day.......1 Days.......2 Days......3 Days.......4 Days........5 Days........6	
17	On an average, how many school days in last week do you eat tiffin/ snacks after returning from school?	Day.......1 Days.......2 Days......3 Days.......4 Days........5 Days........6 Did not eat	

18	On an average, how many school days in last week do you eat dinner?	Day.......1 Days.......2 Days......3 Days.......4 Days........5 Days........6 Did not eat	
18.1	Why it is necessary to provide balanced and nutritious food? (multiple choice)	To increase immunity For proper growth and development For energy/power For mental development/Learning ability Others (specify) Don't know I don't think balanced/nutritious food is really necessary	
18.2	Please mention the main food items that every person has to consume daily? (multiple choice)	1. Cereal/maize/rice 2. Pulses 3.Meat/eggs 4. Vegetables 5. Dairy products 6. Don't know	
18.3	How often do you consume junk food like chocolate, chips, noodles, coke, donuts, titaura etc?	1 day 2 days 3 days 4 days 5 days 6 days 7 days Never	
19	In your opinion, what are the advantages of School Meal Program for the students?	Motivates children to go to school consistently.......A Motivates children to stay longer at school.........B Promote child's enrolment.....................C Improves children's ability to learn or concentrate once they are in class............D Improves learning outcomes..................E Improves good health and hygiene behavior of school age children....................... F Improves awareness about nutrition among school age children..........................G Provides nutritional benefits/ improves nutritional status of school age children...H Saves money of household to provide lunch to school children...........................I Improves awareness about the use of locally available fresh foods.........................J Other (Specify)_____ X	

Section 4:	WASH/Personal Hygiene		
व्यक्तिगत सरसफाई सम्वन्धि प्रश्नहरु			
S.N.	**Questions /Response**	**Category**	**Skip To**
20	Does your school have drinking water facility?	Yes 1 No 2	If 1 go to 21 If 2 go to 22

21	If yes, what are the sources of drinking water? (Multiple response possible)	Boring water Pipeline Tubewell Spring water River water Others	
22	Where do you dispose your waste in the school?	Anywhere (no fixed place) 1 In a waste bin/container 2 In a pit dug to collect waste/manure pit ………3 Other (Specify)_____ 96	
23	How often or at what times do you wash your hands? *Multiple response, probe but don't read out options.*	Before, during, and after preparing food……A Before eating………B After using the toilet (for urination, defecation, menstrual hygiene……….C After helping someone who just used the toilet………D After blowing one's nose, or coughing or sneezing……………E After touching an animal, feeding animal or animal waste………. F After touching garbage……. G Do not wash hands…………H Other (Specify)_____ X	
24	What do you mostly use to wash your hand?	Only water Soap and water Soil and water Ash and water Sanitizer Others-specify Do not know	If 1 go to 25 If 2, go to 26
25	(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……….3 Not necessary…………..4 Other (Specify)_____ 96	

26	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		Good (2)		Poor		
		B	G	B	G	B	G	
	Trimmed nail							
	Groomed hair							
	Clean teeth							
	Clean dress							
	Clean shoes/Slipper							

27	Did you take deworming tablet in the school in the last academic year?	Yes 1 No 2 Don't know 98	If 2 and 3 go to 29

28	If yes, how many times in last academic year?	Once a year Twice a year Others (specify)	
29	Did you take biannual weekly iron and folic acid supplementation tablet in the school?	Yes 1 No 2	If 2 go to 31
30	If yes, then how many tablets did you take?	Tablet number	
31	Has your menstruation started?	Yes 1 No 2	ask only if 9 =2 if 2 go to 44
32	If 'yes', are you aware about menstrual hygiene?	Yes 1 No 2	If 2 go to 35
33	If 'yes', do you speak about menstrual hygiene to anybody?	Yes 1 No 2	If 2 go to 35
34	Who do you usually speak to 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	
35	What do you mostly use to manage your blood flow during menstruation?	Nothing……….. 1 Commercial/disposable sanitary pad…… 2 Old cloths clean……… 3 Old cloths dirty……………4 Reusable/Homemade pad………… 5 Other (Specify)…………..96	
36	What hygienic practices do you do during your menstruation period? (Multiple response, probe but don't read out options)	Change of menstrual pad every six hours…..A Safe disposal of the menstrual pad………….B Hand washing before and after changing the pads…………C Others (Specify)_____ X	
37	Are menstrual pads/sanitary napkins adequately available at school?	Yes .1 No 2 Don't know 3	If 2 and 3 go to 42
38	If yes, have you ever used sanitary pads from the school during your menstruation?	Yes 1 No 2	if 2 go to 45
39	If 'No', why?	Not needed 1 Feeling uncomfortable to ask for 2 Others (Specify) _____ 96	
40	Have you ever faced any side effects of using those pads?	Yes No	If 2 go to 42
41	If yes, what were the effects?	Itching Burning Others	

42	Do you regularly attend school during your menstruation period?	Yes 1 No 2	If 2 go to 43
43	If 'No', why?	Religious belief 1 Ill / health 2 Embarresment/shyness 3 School environment not conducive to changing sanitary pads 4 School does not have appropriate toilet......5 Other (specify) _____ 96	
44	Are you allowed to touch water tap, enter kitchen room or touch cooked food at school and home during menstruation?	Yes No	If 2 go to 45
45	If no, why?	Religious belief Tradition/culure Other specify	
46	Have you ever encountered any kind of discrimination in your school?	Yes No	If 2 go to 48 If faced any kind of discrimination, please ask for detail of the incident and report to FDM team.
47	If yes, what kind of discrimination?	Untouchability Colorism Gender based discrimination Class based discrimination Others (specify)	
48	Does your school have separate toilets for girls and boys?	Yes No	If 2 go to 50
49	If yes, is the number of toilets adequate according to the number of students in the school?	Yes No	
50	Does the toilet have regular supply of water?	Yes 1 No 2	
52	Is there a dustbin in your school toilets?	Yes No	If 2 go to 54
53	If yes, do you use them?	Yes No	
54	If dustbin is not available at toilet, where do you throw used sanitary pads?	Open surface Waste pit Other specify	
55	Is there any mechanism for disposal of used sanitary pad?	Yes No	If 2 go to 57
56	If yes, what mechanism is available?	Incinerator Pit Other specify	

Section 5: School Health Facilities

बिद्यालयको स्वास्थ्य सुविधाहरु सम्बन्धि प्रश्नहरु			
S.N.	**Question /Response**	**Category**	**Skip To**
57	Do you get First Aid in school when required?	Yes 1 No 2 Don't know 98	
57.1	Does your school conduct annual health checkup?	Yes No	If 1 go to 57.2 If 2 end of the survey 57.2
57.2	If yes, what kind/organ get checkup during heath screening?	Height Weight Eyes Ears Teeth	

Thank you for your valuable time and information.

Parents survey
Section 1: Background

S.N.	Question	Responses	Remarks
1	District:	Bajura Bajhang Darchula	If 1, go to 1.3 If 2, go to 1.1 If 3, go to 1.2
1.1	Bajhang	…	
1.2.	Darchula दार्चुला	…	
1.3.	Bajura बाजुरा	…	
2	Ward no.:		
3	Name of the Interviewer:		

Section 2: Household's General Information

S.N.	Questions	Response	Remarks
4	Name of respondent:		
5	Gender	Male Female Others	
6	Age of respondent	……….	
7	Number of boys going to school in the household	…………..	
8	Sex of the students	Male Female Others	
9	What is your relation to the child?	Father Mother Brother Sister Other (Specify)	
10	What is your household size? (People dining in the same kitchen)	…………..	
11	What is the ethnicity of household?	Hill Bramhin/Chettri Hill Janajati Hill Dalit Madhesi Bramhin/Chettri Madhesi other caste/OBC Madhesi Dalits Madhesi Janajati Muslims Others	
12	What is your formal education?	Illiterate Literate Basic level (1 – 8) Secondary level (9 – 12)	

		Bachelors Masters or above	
13	Which language is mostly spoken at home?	Nepali Tharu Bajhangi Bajureli Darchuleli Magar/Kham Other (Specify)	
14	What is the main source of income of your family?	Agricultural/ Poultry/ Animal Husbandry Wages Salary employment Remittance Self Employed/Business Retired/Pensioned Other (specify)	
15	How many months of basic needs does your yearly income fulfil?	Whole year About 11 months About 10 months About 9 months About 8 months About 7 months About 6 months Less than 6 months	
16	Is there any member of your household that needs help due to long term difficulties or any type of disability?	Yes No	If 2, go to 17
16.1	If yes, how many members?	………..	
16.2	If yes, what type(s) of disability? (multiple choice)	Physical disability Visual Impairment Hearing Impairment Deaf and blindness Speech related disability Psychosocial disability Intellectual disability Haemophilia Autism Multiple disabilities	

Section 3: Dietary diversity

S.N.	Questions /Response	Category	Skip To
17	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 No	If 2, go to 19
18	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 No	

*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, at home or outside the home**. If yesterday was a special day (like a festival), ask for day before yesterday. If day before yesterday was also a special day, ask about a normal eating day. 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.*

19	Did your child eat following food items yesterday (or the day before if yesterday was unusual)? **(Ask one by one)**		
Food Group	**Examples**	**Response**	
Grains, White Roots and Tubers	Rice, wheat, maize, sorghum, millet, barley, potato, cassava. Roti, bread	Ate	Did not eat
Pulses	Beans, peas, lentils (daal), soy products, chickpeas.	Ate	Did not eat
Nuts and Seeds	Peanuts, tree nuts (ex. almonds, walnuts), pumpkin seeds, sesame seeds, ground nuts, sunflower seeds	Ate	Did not eat
Dairy Products	Milk, Cheese, Yogurt or other milk products (does not include butter, ghee, ice cream)	Ate	Did not eat
Meat, Poultry and Fish	Goat, buff, chicken, pigeon, pork, duck, dried or fresh fish	Ate	Did not eat
Eggs	Eggs from Chicken, Duck, or any other bird	Ate	Did not eat
Dark Green Leafy Vegetables	Locally available vitamin A rich leaves such as spinach, pumpkin leaves, kale, chinese cabbage including wild forms (ex. nettle/shishnu)	Ate	Did not eat
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	Ate	Did not eat
Other Vegetables	Other vegetables (e.g. Tomato, Onion, Eggplant, Green Beans, Cauliflower, Okra)	Ate	Did not eat
Other Fruits	Other fruits, including wild fruits and 100% fruit juice made from these	Ate	Did not eat
Small Protein Foods	Snails (Ghungi), Insect Larvae (Barula, Aringal, Mahuree), Grubs (Khumlikira), Fish Eggs	Ate	Did not eat
Oils and Fats	Ghee, butter, vegetable oil added to food or used for cooking including oil extracted from nuts	Ate	Did not eat
Spices, Condiments and Seasoning	Spices (Black Pepper, Salt, cumin), Condiments (Ketchup), flavoring pastes used in small amounts (ginger, garlic, tomato)	Ate	Did not eat
Other Foods and Beverage	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)	Ate	Did not eat

Section 4: Child studies related questions

S.N.	Questions	Responses	Remarks
20	Has your child gone to school every day since the session started?	Yes No	If 1, go to 21.
20.1	If 'No', why? *(Multiple response possible)*	Child's frequent sickness Long distance from home to school Sickness of family members	

		Child's involvement in household works	
		Child's involvement in agricultural/ livestock activities	
		Road blockage due to natural calamities (flooded river on way, road blockage due to landslide)	
		No study materials available	
		Child not interested	
		The session just started	
		Other (Specify)	
21	How long does the child study at home?	0-60 minute 61-120 minute 121-180 minute 181-240 minute More than 241 minute	If more than 60 minutes, go to 22
21.1	If less than 60 minutes, why does the child study less than an hour? *(Multiple response possible)*	Child's involvement in taking care of siblings Child's frequent sickness Sickness of family members Child's involvement in household works Child's involvement in activities related to farming/ livestock No study materials available Few readings materials Child do not have interest on study Child gives more interest to watch TV and play games in gadgets Child engaged in livelihood activities No one to guide/help with lessons Other (Specify)__	
22	Does anyone at your home guides/ helps child to study or do homework?	Yes No one helps	If 1, go to 23.
22.1	If 'No one helps', why? *(Multiple response possible)*	Child does quite well in studies (does not require help) Lack of family members' capacity to support the child Too busy to help No relatives/neighbors are available to help Child not interested It is not our responsibility Others (Specify)	
23	What types of activities does the child mostly engage at home? *(Multiple response possible)*	Helps in household works Takes care of young siblings Takes care of cattle Helps in the farm Self-study Takes additional tuition classes Engaged in livelihood activities Not involved in any activities Sports	

		Other (Specify)	
24	How satisfied are you with your child's performance in studies?	Highly satisfied Somewhat satisfied Not satisfied	
25	Have you talked to the teachers about the child's performance?	Yes, mostly No Sometimes	If 1, go to 26
25.1	If No, why? *(Multiple response possible)*	No time Not aware Don't think it is important Not invited Feel shy/not confident Do not know what to talk Teacher do not give time Other (Specify)	
26	Are you satisfied with the teaching quality of teachers?	Yes No Don't know	
26.a.	In your opinion, what needs to be improved in the school? (multiple choice)	Quality of teachers Quality of teaching State of infrastructure Quality of school meals School administration Cleanliness Involvement of parents Condition of toilets Availability of clean water No improvement needed Others (specify)	
	Have You Spoken To Any Of The Following About It In The School?	Report to SMC/FMC Report to school Principal/teacher Use school complaint/suggestion box Call through WFP toll free hotlines Report to WFP staff Report to local government Report to distribution center staff Do not want to share with anyone Other (specify)	
	Have You Used The Complaint Response Mechanism (Crm) In School?	Yes No	

Section 5 : Hygiene and nutrition

S.N.	Questions	Responses	Remarks
27	List out activities you perform with regard to personal health and hygiene	<table><tr><td></td><td>Yes</td><td>No</td></tr><tr><td>Use of toilets in home</td><td></td><td></td></tr><tr><td>Wash hand with soap after use of toilet</td><td></td><td></td></tr></table>	

		Use soap water before eating food				
		Use soap water before preparing food				
		Drink water from safe source only				
		Manage waste (Drainage of dirty water, make pits, keep waste paper baskets/dust bin etc.				
		Keep environment outside home clean				
		Use clean utensils while cooking and serving meals				
		Take bath regularly				
28	When does your children wash hand? *(multiple choice)*	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, feeding animal or animal waste After touching garbage Do not wash hands Other (Specify)				
29	What does your children mostly use to wash hand?	Only water Soap and water Soil and water Ash and water Others-specify Do not know				

Section 6: Child nutrition and School Meal Program

S.N.	Questions	Response	Remarks
30	On average, how many days in a week does the child eat morning meal/ breakfast at home?	1 day 2 days 3 days 4 days 5 days 6 days 7 days	If 4,5 or 6, go to 31.
30.1	If '1-3 days a week or occasionally/ Never', why?	There is shortage of food No one is there to cook meal The child does not want to eat I don't think it is necessary Other (Specify)	

31	On average, how many school days in a week does the child eat snacks at home after returning from school?	1 day 2 days 3 days 4 days 5 days 6 days 7 days	If 4,5 or 6, go to 32.
31.1	If '1-3 days', why?	There is shortage of food No one is there to cook meal The child does not want to eat I don't think it is necessary Other (Specify)	
32	Why it is necessary to provide balanced and nutritious food? (multiple choice)	To increase immunity For proper growth and development For energy/power For mental development/Learning ability Others (specify) Don't know I don't think balanced/nutritious food is really necessary	
33	Please mention the main food items that every person has to consume daily? (multiple choice)	1. Cereal/maize/rice 2. Pulses 3.Meat/eggs 4. Vegetables 5. Dairy products 6. leafy vegetables 7. Fruits 8. Don't know 9. Others	
34	In one week, how often do your kids consume junk food like chocolate, chips, noodles, coke, donuts, titaura etc? तपाईंको बच्चाले, चिजबल, चिप्स, चकलेट, कोकफान्टा, डुनोट, तितौरा, पानीपुरी आदि जस्ता खाद्य बस्तु कतिको खाने गर्छन्?	One day Two days Three days Four days Five days Six days Seven days Never	If 4, go to 35
34.1.	Have you done anything to stop them from consuming junk food?	Yes No	
35	In your opinion, what are the advantages of SMP for the child? *(Multiple response)*	Motivates children to go to school consistently Motivates children to stay longer at school Promotes child's enrolment Improves children's ability to learn or concentrate once they are in class Improves learning outcomes Provides nutritional benefits/ improves nutritional status of school age children Saves money of household The sale of local food is boosted Other (Specify) Don't know	

36	Are you satisfied with the mid-day meals being provided to your children at school?	Yes No Neutral	If 1, go to 37
36.1	If No, why not? (*Multiple choice*)	Cold meals are served Nutritious meal is not served Unhygienic food Tasteless Inadequate quantity Others (specify)	
37	When you have any feedbacks or complaints about school meal, how do you voice your feedback or complaint ?	Report to SMC/FMC Report to school Principal/teacher Use school complaint/suggestion box Call through WFP toll free hotlines Report to WFP staff Report to local government Report to distribution center staff Do not want to share with anyone Haven't had any complaints till now Other (specify)	
Section7.SBCC Related Questions			
	Have You Heard Of Social Behaviour Change Communication (Sbcc) Campaigns?	Yes No	
	If Yes, From Whom/Where? (Multiple Choice)	Palika officials Students Parents Fellow teachers NGO/INGOs Media (radio/TV/mobile) Cannot recall Others (Specify)	
	Have You Seen Any Change In The Social Behavior Pattern Among Students After The Sbcc Campaigns?	Yes No	
	If Yes, What Changes Have You Seen? (Multiple Choice)	Improved eating habits (Reduction in junk food consumption) Improved sanitation habits Improved hygiene (including menstrual habits) Improved reading habits Improved food production and consumption habits among the community (Home grown food) No changes Others (Specify)	

Thank you for your time and information

Cook survey

Section 1: Background characteristics

S.N.	Question	Response	Remarks
1	Name of School:		
2	District:	Bajura Bajang Darchula	If 1, go to 2.3 If 2, go to 2.1 If 3, go to 2.2
2.1	Bajhang	…	
2.2	Darchula	…	
2.3	Bajura	…	
3	Ward no.:		
4	Name of the Interviewer:	_____	

Section 2: Background information

S.N.	Question	Response	Remarks
5	Name of the respondent:		
6	Gender:	Male Female Others	
7	Ethnicity:	Hill Bramhin/Chettri Hill Janajati Hill Dalit Madhesi Bramhin/Chettri Madhesi other caste/OBC Madhesi Dalits Madhesi Janajati Muslims Others	
8	Age of the respondent	………… years	
10	Number of years working as a cook in the school **(Write '0' if less than 1 year)**		
11	Nature of appointment	Part time Full time Volunteer	
12	Position in the school if other than cook	Office support SMC member Guardian Member of mothers group Head Teacher/Teacher Other staff Store Keeper None of the above No, I am solely the cook Any other specify	

Section 3: Training exposure

S.N.	Questions /Response	Category	Remarks
13	Have you received any training related to cooking?	Yes No	If 2, go to 14
13.1	If yes, when was the last time?	A month back 3 months back 6 months back 9 months back Before a year More than a year back	
	Who gave the training?	EFP Local government Local NGO Others	
13.2	How many times have you received training?	1 time 2 times 3 times 4 times More than 4 times	
13.3	What topics were discussed during the training? *(Multiple response possible)*	Commodity management Record keeping Storage type and utilization Health and hygiene Food preparation and items required Checking food items before cooking Measuring food before cooking Ensuring personal health and hygiene Ensuring cleanliness of food commodities before cooking Checking of cooked food Prevention of nutrient loss Storage equipment Other (Specify)	
13.4	In your opinion, was the training useful?	Yes No	
13.5	If not, why? (multiple choice)	1. Irrelevant training topic 2. Difficult to comprehend 3. Lack of practical component 4. Short duration 5. Poorly resourced 6. Poor delivery of training 7. Others (specify)......	
13.6	Are you using skills learned in the training regularly?	Yes No	If 1, go to 14.
13.7	If no, why? (multiple choice)	Lack of financial resource Lack of cooking materials Training was not practical I had not comprehended the training School management unsupportive Others (specify)	

Section 4: Kitchen and availability of equipment/resources

S.N.	Questions /Response	Category	Remarks
14	Does your school have a separate kitchen?	Yes No	If 1, go to 15
14.1	If no separate kitchen, where do you prepare food?	Temporary space inside school Outside school premise In the school canteen At own home Office room Corner of the classroom Other (Specify)	
15	Is the kitchen/place where the food is cooked clean? *(Observe)*	Very clean Satisfactory Not clean	
16	Does the kitchen/place where meal is cooked have following amenities? के भान्सामा यी तल उल्लेखित कुराहरुको सुविधा छ?		
A	Window	Yes No	
B	Chimneys		
C	Improved cooking stove/ Cylinder cooking stove and Heater		
D	Sufficient cooking utensils		
E	Sufficient serving utensils (plates/spoons)		
F	Locking facilities		
G	Adequate sunlight		
17	Is there a separate space for eating?	Yes No	If 2, go to 18.
17.1	If yes, is the place where students eat food clean? *(Observe)*	Very Clean Satisfactory Not clean	

Section 5: Personal hygiene of the cook

S.N.	Questions /Response	Category	Remarks
18	Clothes worn by the cook are clean *(Observe)*	Yes No	
19	Well-trimmed nails *(Observe)*		
20	Well-groomed beard (Only for male cook) *(Observe)*		
21	Well-groomed hair *(Observe)*		
22	Washes his/her hand with soap and water as appropriate *(Observe)*		
23	Cook wear apron while cooking *(Observe)*		

Section 6: Knowledge/Practice of cook related to hygiene, cooking, storing and distribution of food

S.N.	Questions /Response	Category	Remarks
24	What are the occasions when you wash your hand? *(Multiple response possible)*	Before handling food Before serving the food After using the latrine	

		After finishing food preparation After storing foods After serving food Other (Specify)	
25	On which of these occasions do you use soap and water to wash your hand?	Before handling food Before serving the food After using the latrine After finishing food preparation After storing foods After serving food Other (Specify)	
26	What materials do you use to wash cooking/serving utensils?	Water only Soap and water Sand and water Ash and water Others specify	
27	Generally, when do you clean the kitchen? *(Multiple response possible)*	Before food preparation After food preparation At the morning At the end of the day At the end of the week Other (Specify)	
28	How do you get the number of students (who eat meal) present on the day to prepare the school meals? *(Multiple response possible)*	Doing a manual headcount of the students during class Checking the attendance register Confirming with the Head teacher or the teacher in charge Do not count Other (Specify)	
29	How do you measure the quantity of various food items (rice, lentil, oil, spices) on the basis of student?	Using standard measuring weights/containers Use roughly estimated measurements Measuring food on the basis of prior experience Other (Specify)	
30	What do you check for in the food item to determine if it is fit for cooking or not? *(Multiple response possible)*	Expiry date Packaging Color of the food Presence of pests Color of the package Do not check Other (Specify)	
31	Do you clean the food items before cooking?	Always Clean depending on the food items Occasionally Do not clean	
32	Do you check the food after cooking?	Yes No	If 2, go to 33
32.1	If you do , how do you check the food after cooking? **(Multiple response possible)**	Taste the food Checking the texture of the food Smelling food By seeing color	

		Others (Specify)	
33	How do you store cooked food prior to serving the students? **(Observe)**	Store after covering cooking pots Keep cooked food open in the kitchen Keep cooked food without cover in the kitchen Others (Specify)	
34	Are the food hot/warm when the students get them? **(Observe)**	Yes No Sometimes	
35	On what basis do you serve the cooked food to the students?	Equal distribution of food for all student Different quantities according to grade of the students Different quantities according to gender of the students Different quantities according to the age/need of the students Based on experience Other (Specify)	
36	Are there any measures in place to prevent food items from contamination from pests and rodents? (observe)	Yes No	If 2, go to 37
36.1	If yes, what are the measures taken? *(Observe)* *(Multiple choice)*	Stored safely in box Have kept insecticides Have kept mouse traps Put water in a bucket Others (specify)	
37	How do you ensure the proper food storage and safety of food items? *(Multiple response possible)*	Proper lock system Watch for water spillage Proper ventilation Properly cover food items Food placed in dry, high places to avoid soggy/humidity Don't do anything Other (Specify)	
38	Do you ensure prevention of nutrient loss of fortified food?	Yes No	If 2, go to 39
A	If yes, how for rice:	Keep rice covered Don't wash more than 2 times Donot overcook Others	
B	If yes, how for vegetables:	Wash vegetables before cutting Donot cut in very small pieces Tear green vegetables with hands, do not cut Do not over cook Other specify	
C	If yes, how for salt	Always keep salt in air tight jar Use salt at the end of cooking Store in cool and dry place Others	

D	If yes, how for oil:	Always use clean and fresh oil Keep oil in air tight jar Donot over heat oil while cooking Donot use left over oil Others	
39	Is there any wastage of food in your school?	Yes No Sometimes	
	How are you giving priorities to children's with functional limitation/disabilities ?	Serving them at the beginning Serving separately Putting them in disability friendly place Do not do anything Not applicable Others	

Section 7: Feedback and challenges

S.N.	Category	Responses	Skip to
40	Have you received feedback on your cooking in the school?	Yes No	If 2, go to 41
40.1	If yes, from whom? (multiple choice)	Students Parents Teachers Head teachers SMC members Others (specify)	
40.2	What kind of feedback have you received? *(Multiple response possible)*	Kitchen cleanliness Preparation of food About the taste of food About management of food items Cleanliness of kitchen utensils Serving of school meal Other (Specify)	
	Whom do you report if the food are damaged/inedible? (multiple choice)	Headteacher Teacher Local government Focal teacher Local implementing partners staffs WFP staffs Have not faced any problem None Others	

Section 7: School Meal Preparation

Questions /Response	Category	Remarks
In your absence who is the alternate one for preparing food?	Office assistant Canteen Operator Parents Teacher Nobody to cook Others	

Section 8: Challenges

S.N.	Questions /Response	Category	Remarks

42	What are the common problems you encounter while fulfilling your role and responsibilities? *(Multiple response possible)*	Not getting foods on time Lack of proper cooking space Lack of cooking amenities Lack of storeroom No motivation No salary Not getting salary on time Too many responsibilities Discriminatory treatment by students and staff No challenge Other (Specify)	
43	Who do you share your problems/challenges with? *(multiple choice)*	SMC/FMC School Principal School Complaint/suggestion box WFP toll free hotlines WFP staff Implementing partners I don't share it with anyone Other (Specify)	

Record Review Tools

Q. No.	Questions	Response
1	District	Bajhang...1 Bajura...2 Darchula..3
2	Municipality	
	Bajhang	...
	Darchula	...
	Bajura	...
3	Name of School:	_____
4	Sampled school EMIS #:	....

Indicator: Average retention rate

In the following table, record last year's (Academic year 2080) 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. Disaggregate the number of students by gender and grade.

Record 9997 for "Not Available/Applicable".

S.N			Last year's grade				
			Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1.	Last year's enrolment (Observe 2080 register)	Boys					
		Girls					
		Total					
2	This year's enrolment (old students) (Observe 2081 register)	Boys					
		Girls					
		Total					
	Promoted to higher grades from last year's enrolment (Observe 2081 register)	Boys					
		Girls					
		Total					
	New enrolment (2081) २०८१ को नयाँ भर्ना	Boys					
		Girls					
		Total					
	Repeaters from last year's enrolment (Observe 2080 register)	Boys					
		Girls					
		Total					
3	Dropouts (Observe 2080 to 2081 register)	Boys					
		Girls					

		Total					

Supervisor's Note (if any):_____

Indicator: Average student attendance rate in USDA supported classrooms/schools
Head-count on the day of school visit.
Record 9997 for "Not Available/Applicable".

	Number of enrolled students in the current year (2081)			Number of students present on the day of school visit (head count)			Number of children having meal on the day of data collection		
Grade	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
ECD									
1									
2									
3									
4									
5									

Supervisor's Note (if any):_____

b. Average attendance rate in the last month.
Please look at the attendance register for Falgun 2080 and fill up the following table separately for each of the grades (1-5) to collect the information for the calculation of average attendance rate.

Monthly Sample:

Grade	Boys				Girls बालिका		
	Total School Days	Total Enrolled	Total Expected Attendance	Actual Attendance	Total Enrolled	Total Expected Attendance	Actual Attendance
ECD	26	10	260	250			
1							
2							
3							
4							
5							
Total							

Supervisor's Note (if any):_____

Indicator: Number of Students Receiving De-Worming Medications

1. Yes-> Record the necessary information.

2. No -> Go to next module.

Please record the number of students receiving de-worming medications in the academic year 2080 in the following table.

Record 9997 for "Not Available/Applicable".

Grade	Boys		Girls	
	Enrolled	Number receiving deworming	Enrolled	Number receiving deworming
ECD				
1				
2				
3				
4				
5				
6				
7				
8				
Total				

Indicator: Number of adolescent girls aged 10-19 years receiving biannual weekly Iron Folic Acid supplementation

Instruction: Please ask following questions and also check the health and nutrition register.

Is record/information about iron folic acid distribution in the year 2080available?	Yes 1 No 2 (If No, go to next module)
2. What is the total adolescent girls in 2080?	....
How many adolescent girls received iron folic acid in 2080?	....
How is iron folic acid typically distributed?	Weekly 1 Biweekly 2 Monthly 3 Quarterly 4 Biannually 5 Other (Specify)____ 6

Indicator: Number of school age children receiving school meal on all school days.

Do the school provide meals to students? Yes/No

a.1. If no, why?

b. Number of days of meals served in school खाजा दिने दिन को संख्या

	Magh 2080	Falgun 2080
b.1. Number of schools open days		
b.2. Number of days meals served to the students		

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

c.Does the school have School meal register? (Observe)
Yes
No
Recently stopped

d. Does the school meal register have record of number of school meal received by the students disaggregated by school days for the month of Magh 2080?
1. Yes
2. No -> Stop

Mobile meeting
Does the school have conducted mobile meeting?
Yes
No

If yes, how many times did the school conducted it? (Anually) (for observer- record the minutes of the meeting – take photos)
………………
Name of Headteacher:
Date:
School Stamp:

Annex 7: Indicator Matrix

Table 28. Indicator matrix (Outcome Indicators)

Indicator no.	Indicator	Type of indicator	Quan tool & respondents	Qual tool & respondents	Primary source of data	Measurement Method	Unit of measurement	Data Disaggregation
MGD 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	Outcome	● EGRA with students (grade-3 beginner)	● FGD with parents ● KII with head teachers ● KII with Nepali subject	● EGRA	The tested EGRA tool the Education Review Office (ERO), wil be used. The test will be conducted with the children of grade three of all sampled schools. Furthermore, the data collected will be analysed based on the benchmark defined by ERO under MoEST.	Percent	● Gender
MGD standard 2	Average student attendance rate in USDA supported classrooms/schools	Outcome	● Record review	● FGD with students ● KII with head teachers	● Record review (Headcount)	Average attendance rate of grades 1 -5 students will be assessed for the reference period of a month of Falgun. Data will be collected by reviewing the school/classroom registers. 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	Percent	● Gender ● Grade

						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.		
MGD standard 4	Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance	Outcome	● Nepali teacher survey ● Classroom observation checklist	● KII with head teachers ● KII with Nepali teacher	● Teacher's survey and Classroom observation checklist	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. 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	Number	● Gender ● Disability ● Ethnicity ● Education qualifications

					whether the teacher demonstrated the use of new and quality teaching.		
MGD 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	Outcome	● Head teacher survey	● KII with head teachers ● KII with SMC officials	● Headteacher survey	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). 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 (70% 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. ≥ 6 meetings; 2. ≥ 3	Number	● Gender ● Disability ● Ethnicity ● Education qualifications

						contents		
						3. ≥ 3 meetings		
						4. ≥ 3 contents		
						5. record of meetings observed		
						6. ≥ 3 agendas discussed		
						7. updated SIP observed		
						8. ≥ 5 contents observed		
						9. review and feedback on lesson plans reported		
						10. classroom activities monitored		
						11. meeting held		
						12. ≥6 meetings		
						13. ≥ 4 issues discussed		
						14. ≥ 2 meetings observed		
						15. ≥ 2 policies reported		

						16. use of results reported 17. ≥ 3 indicators reported 18. parents mobilizatio n reported 19. ≥5 indicators reported)		
MGD Standard 9	Number of students enrolled in school receiving USDA assistance	Outcome	● IEMIS	● KII with head teachers ● FGD with parents ● KII with Municipal Education officials ● KII with EDCU representative	● Record review (school register)	The data will be acquired from record review tool where enrolment rate of students from grade ECD to 5 will be collected. Additionally, the number of students promoted will be collected.	Number	● Gender ● Grade ● Disability ● Ethnicity
MGD Standard 10	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	Output/outc ome	● Photo monitoring of available policies and other documents	● KII with EDCU official ● KII with MoEST representative ● KII with CEHRD representative ● KII with education officials ● KII with ERO representative ● KII with Ministry of social welfare representative	● KII with government officials	The number of available policies and regulation will be acquired from KII with municipal official and will be further validated from the project records.	Number	● Palika wise ● District

MGD Standard 19	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	Outcome	● Student survey ● Parents survey ● SHN survey ● School environment observation checklist	● KII with SHN focal person ● FGD with students ● FGD with parents	● Student survey	A composite index with the 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 70% or more.	Number	● Gender ● Disability ● Ethnicity
MGD Standard 20	Number of individuals who demonstrate the use of new safe food preparation and storage practices as a result of USDA assistance	Outcome	● Cook survey	● KII with cooks ● KII with head teacher	● Cook 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	Number	● Age ● Gender ● Ethnicity ● Disability ● Appointment Type

						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. Scores of 8 or above (70% or above) will demonstrate the use of safe food preparation and storage practices.		
Custom Indicator 1	Average retention rate/drop-out rate of students	Outcome	● Record review checklist ● HT Survey	● KII with HT	● Record review	Data will be collected by reviewing the records of the schools on enrolment registers of Year 2023 and 2024. The retention rate is calculated as the proportion of the students enrolled in Year 2023 who completed the school year by passing to the next grade or repeating the same grade in the school in Year 2024.	Percent	● Gender ● Grade ● Disability ● Ethnicity
Custom Indicator 2	Percent of school age children with good personal hygiene	Outcome	● Students survey ● SHN survey	● FGD with students ● KII with SHN	● Students survey	School students will be observed for their personal hygiene practice, which includes the maintenance of	Percent	● Gender ● Grade ● Disability ● Ethnicity

			● School environment Observation			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.		
Custom Indicator 3	Percentage of parents having school going children aware about the benefits of nutrition	Outcome	● Parents survey	● FGD with parents	● 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;	Percent	● Gender ● Education status ● Disability ● Poverty Level

						(4) Improves children's ability to learn or concentrate in class; (5) Improves learning outcomes; (6) Improves good health and hygiene behaviour 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.		
Custom Indicator 4	Percentage of school age children meeting Minimum diet diversity (MDD)	Outcome	● Parents survey	● FGD with parents	● 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	Percent	● Gender ● Grade ● Disability ● Ethnicity

						to recall all the meals that the child ate during past 24 hours.		
Custom Indicator 8	Number of LGs using the Enhancing School Meals Monitoring System aligned with IEMIS	Outcome	● Headteacher survey	● KII with local government officials ● KII with local partners	KII with local government officials	Data from local government	Number	● Palika-wise
LRP Standard 12	Number of individuals in the agriculture system who have applied improved management practices or technologies with USDA assistance	Outcome	● Farmer's survey ● b. Farmer's observation	● FGD with farmers	● Farmer's survey	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); 2. improved cultural practices (such as mulching, staking, line sowing weeding, etc.); 3. integrated pest	Number	● Ethnicity ● Gender ● Age ● Disability ● Education Status Farmer's group/cooperative

							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; post-harvest handling; and record keeping of agricultural activities.		
LRP Custom 4	Percent of commodities procured that meet quality standards (fresh products procured)	Outcome	● Cook's survey ● Head Teacher Survey ● Observation (commodity observation) ● Project record (MC)	● KII Cook ● KII with HT	● Headteacher survey	Project/school record and observation	Percent	● District ● School Type
WFP Standard Indicator	Graduate rate	Outcome	● Record review	● KII with head teachers ● FGD with parents ● KII with Municipal Education Officials	Record review	School record	Percentage	● District

Table 29. Indicator Matrix (Output Indicators)

Note: The green highlighted indicators have values that are either 0 (as project has not begun) or based on secondary data from project record.

Indicator no.	Indicator	Type of indicator	Quan tool & respondents	Qual tool & respondents	Primary source of data	Measurement Method	Unit of measurement	Data Disaggregation
MGD Standard 3	Number of teaching and learning materials provided as a result of USDA assistance	Output	● Headteacher survey ● Class room observation) ● Project Record (WE)	● KII with headteacher ● KII with SMC chairperson	● Head Teacher's Survey	The number of schools receiving support from the project will be acquired from headteacher survey. The data will be further validated by the data received from the project.	Number	● District ● School Type
MGD Standard 5	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	Output	● Survey with Nepali teachers ● Headteacher survey ● project record	● KII with Nepali teacher ● KII with Headteacher	● Nepali Teacher's Survey	The data will be acquired from the project team. No further analysis will be done.	Number	● Gender ● Disability ● Ethnicity ● Education qualifications
MGD Standard 7	Number of school administrators and officials trained or certified as a result of USDA assistance	Output	● Headteacher survey ● Project record - WE	● KII with Headteacher ● KII with SMC chairperson	● Headteacher survey	The data will be acquired from the project team. Additionally, it will be validated by the data from school level stakeholders.	Number	● Gender ● Disability ● Ethnicity ● Education qualifications

MGD Standard 11	Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition	Output	● Project records	● KII with deputy mayor ' ● KII with Ward chairperson ● KII with Education official ● KII with Health official ● KII with CBOs and local NGOs. ● FGD with parents	● Project Record	The data will be acquired from the project team. No further analysis will be done.	U.S. Dollars	
MGD Standard 13	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	Output	● Headteacher survey ● Photo monitoring (SMC register)	● KII with Municipal officials ● KII with Headteacher ● KII with SMC chairperson ● FGD with parents	● Head Teacher Survey and	The data will be acquired from the project team. No further analysis will be done.	Number	● Gender ● Disability
MGD Standard 16	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	Output	● Survey with Cooks ● Students survey ● Headteacher survey ● project record – Monthly report – WFP ● Record Review	● FGD with parents ● FGD with students ● KII with cooks ● KII with Headteacher	● Student's survey ● Head Teacher's survey	The data will be acquired from the project team. Additionally, it will be validated by the data from school level stakeholders. Furthermore, the analysis will be done on the basis of districts.	Number	● Gender ● Grade ● Disability ● Ethnicity
MGD Standard 17	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	Output	● Record review ● Student survey ● Project record – Monthly report – WFP	● FGDs with Students ● FGD with parents	● Student's survey ● Head Teacher's survey	The data relating to this indiocator will be collected from student's survey. The collected data will be analysed on the basis of gender, grade,	Number	● Gender ● Grade ● Disability ● Ethnicity

						ethinicity and district of the children.		
MGD Standard 18	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	Output	● Head teacher survey ● Record review ● project record	● KII with headteacher ● KII with local NGOs representative	● Project record	The data will be acquired from the project team. Additionally, it will be validated by the data from school level stakeholders. Furthermore, the analysis will be done on the basis of districts.	Number	● Gender ● Disability ● Ethnicity
MGD Standard 27	Number of schools using an improved water source	Output	● School environment observation ● SHN survey ● Project record – IDS	● KII with SHN Focal Person ● KII with head teacher	● SHN survey	The data will be collected from the record review checklist. The collected data will be analysed on the basis of gender, grade, ethinicity and district of the208hildrenn.	Number	● District ● School Type
MGD Standard 28	Number of schools with improved sanitation facilities	Output	● School environment observation ● Headteacher survey ● SHN survey ● Project record- IDS	● KII with headteacher ● KII with SHN Focal Person	● SHN Survey and School environment observation	The data will be collected from the project record. The collected data will be analysed on the basis of gender, grade, ethnicity and district of the the indiciduals.	Number	● District ● School Type

			Data Source	Method 1	Method 2	Analysis	Unit	Disaggregation
MGD Standard 29	Number of students receiving deworming medications	Output	• SHN • Students survey • Record review • Project record review (IDS)	• Semi structured interview with HT • KII with SHN Focal Person • KII with Health Officer • FGD with Students	• Record review	The data will be collected from the project record. The collected data will be analysed on the basis of gender, grade, ethinicity and district of the the indiciduals.	Number	• Gender • Grade • Disability • Ethnicity
MGD Standard 30	Number of individuals participating in USDA food security programs	Output	• Project record	• KII with WFP (Central level and field) • KII with implementing partners • KII with government officials (CEHRD/MoEST)	• Project record	The data will be collected from the project record. The collected data will be analysed on the basis of gender, grade, ethinicity and district of the the indiciduals.	Number	• Gender • Grade • Disability • Ethnicity
MGD Standard 31	Number of individuals benefiting indirectly from USDA-funded interventions	Output	• Project record	• KII with WFP (field) • KII with implementing partners • FGD with parents	• Project record	The data will be collected from the record review. The collected data will be analysed on the basis of gender, grade, ethinicity and district of the the students.	Number	• Gender • Disability • Ethnicity
MGD Standard 32	Number of schools reached as a result of USDA assistance	Output	• Project record	• KII with implementing partners	• Project record	The data will be acquired from the project team. No further analysis will be done.	Number	• District • School Type
Custom Indicator 5	Number of adolescent girls aged 10-19 years receiving biannual weekly Iron Folic Acid supplementation	Output	• Students survey • Record review • Project record (IDS)	• FGD with girls • KII with SHN Focal person	• Student's survey and Record review	This indicator was measured using the information collected from the adolescent students from grades 6-8 in the sample schools.	Number	• Grade • Disability • Ethnicity

						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		
Custom Indicator 6	Number of schools conducting at least one annual health screening	Output	● SHN survey ● Project records (IDS)	● KII with Health Officer ● FGD with parents	● SHN 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.	Number	● District ● School Type
Custom Indicator 9	Number of LGs monitoring IEMIS indicators related to SMP	Output	Project record	● KII with Deputy Mayor ● KII with Ward Chairperson	● KII with local government officials	KII with the municipality officials will be done to gather the necessary information on this indicator.	Number	● Palika-wise
Custom Indicator 11	Number of local governments developing contextualized instructional materials.	Output	● Project record (WE) ● HT survey ● Nepali teacher survey	● KII Deputy Mayor ● KII with education official	● KII with education official	Data from local government	Number	● Palika-wise
LRP Standard 5	Cost of commodity procured as a result of USDA assistance (by commodity and source country)	Output	● Project record (MC) ● HT survey	● KII with cooperative ● KII with Partner ● KII with HT	● Project Record	Data from project record	U.S. Dollars	● District ● School Type ● Source of procurement

LRP Standard 7	Quantity of commodity procured as a result of USDA assistance (by commodity and source country)	Output	● Project record (MC) ● HT survey	● KII with cooperative ● KII with Partner ● KII with HT	● Project Record	Data from project record	Metric Tons	● District ● School Type ● Source of procurement
LRP Standard 11	Number of individuals who have received short-term agricultural sector productivity or food security training as a result of USDA assistance	Output	● Farmer's survey ● Farmer's observation ● Project record (MC)	● FGD with farmers	● Farmer's survey	The data will be acquired from the project record. No further analysis of data will be done.	Number	● Ethnicity ● Gender ● Age ● Disability ● Education Status ● Farmer's group/coope rative
LRP Standard 14	Number of public-private partnerships formed as a result of USDA assistance	Output	● Project record ● Farmers' survey	● KII with partner	● Project record	The data will be collected via student's survey. Further the data will be compared with the number of students enrolled in the schools (ECD to grade 5) acquired from record review.	Number	
LRP Custom 1	Number of schools receiving food commodities for school meal program on timely basis	Output	● HT Survey ● Project record (WFP)	● KII with HT ● KII with cooks	● Headteacher Survey	The data will be collected from headteacher survey. The data will be further analysed using using unitary method.	Number	● District ● School Type
LRP Custom 2	Number of school age children receiving school meal on all school days	Output	● Record Review ● Headteacher survey ● Student Survey	● KII with HT ● FGD Students ● FGD Parents	● Record review ● Students survey	The data will be collected from headteacher survey. The data will be further analysed using using unitary method.	Number	● Gender ● Grade ● Disability ● Ethnicity

LPR Custom 3	Number of schools receiving commodities procured locally	Output	● Headteacher survey ● Farmers survey ● Project record (MC)	● KII with HT ● KII with Cook	● Headteacher survey	The data will be acquired from the project record. The acquired data will be further validated from the information collected from cooks and headteachers from key informat interviews.	Number	● District ● School Type
LRP Custom 5	Average number of school days per month on which fortified or at least 4 food groups are served (based on proposal/activity plans)	Output	● Cook's survey ● Headteacher survey ● Project record (MC)	● KII Cook ● KII with HT ● FGD Students	Project record	Project/school record and observation	Number	● District ● School Type

Annex 8. Confidentiality agreement and ethical pledge

The BLS conformed to the 2020 United Nations Evaluation Group (UNEG) Ethical Guidelines. Accordingly, the BLS team was responsible for safeguarding and ensuring ethics at all stages of the evaluation cycle. This included, but was not limited to, ensuring informed consent, protecting privacy, confidentiality, and anonymity of participants, ensuring cultural sensitivity, respecting the autonomy of participants, ensuring fair recruitment of participants (including women and socially excluded groups), and ensuring that the evaluation resulted in no harm to participants or their communities. The BLS team strictly adhered to UNICEF's Procedure for Ethical Standards in Research, Evaluation, Data Collection, and Analysis.

The following ethical issues, related risks, safeguards, and measures were considered:

Table 30: Ethical considerations, risks and safeguards

Phases	Ethical issues	Risks	Safeguards
Inception	-	-	-
Data collection	• Voluntary participation and consent • Accountability and Transparency • Confidentiality • Avoidance of harm • Exclusion and inclusion in the data collection process • Gender-sensitive information	• Difficult conditions cause delays in data collection • Low number of student turnout in schools • Difficulty in accessing school records	• Accountability and transparency were ensured by informing participants about the study objective and the freedom to stop the interview. • Consent was taken from participants before interviews. • Anonymity and confidentiality were ensured by removing identifiers from data sets. • Participation in the study was not hindered due to exclusion by means of any discrimination or difference of caste, religion, culture, or region. • The involvement of female enumerators ensured appropriate sensitivity during administration. • Training was provided to the enumerators by a gender expert to ensure the sensitivity of questions was upheld and boundaries were respected. • The Qualitative Research Coordinator of this study also served as the Gender Focal Point, should there have been any case where the enumerator needed to report about any gender-related sensitive cases within the BLS team.
Data analysis	• Inaccurate reporting of missing data • Failing to report negative results. • Reporting conclusions that are not supported by data. • Gender-sensitive analysis	• Lack of data disaggregation concerning mother tongue groups	• A dedicated Senior Data Analyst was deployed to identify and analyze the themes. • Throughout the evaluation process, the team reflected on their biases, personal background, values, and assumptions and made them explicit in the report on findings. • The study focused on understanding the impact disaggregated across boys and girls.

The BLS team abided by the following five principles regarding ethical consideration:

Written consent: Participation in the study was voluntary. The enumerators first visited the schools as well as the local units to inform them about the study. Following this, the Head Teachers were given a consent form that was sent by the Head Teachers to the parents of the sampled students to acquire consent. The

consent form highlighted all the details about the study including the purpose, objectives, any risks or benefits associated, etc. Informed consent/assent was obtained in writing from the parents or legal guardians of all the children. Only then did data collection commence.

Confidentiality and privacy: The BLS team ensured that the information collected as well as the identities of the respondents were kept confidential and private. Although the school authorities might have been curious to know about the details from the study, enumerators maintained that the responses could not be shared with anyone apart from the analysis team and WFP. The BLS team also ascertained that necessary steps were taken to protect data from unauthorized access, use, or disclosure.

Respect and Integrity: The BLS team treated all respondents with the utmost respect and dignity. The study team avoided using coercive or manipulative tactics to recruit students or their parents and ensured that their participation was completely voluntary. Additionally, enumerators at all times respected the autonomy and self-determination of respondents.

Zero harm: The BLS team took measures to minimize the potential harms that might have been caused by the study. This included identifying and addressing any risks associated with the study and taking steps to minimize those risks. The BLS team ensured that none of the students were subjected to any unnecessary harm or distress during the study process. If any student felt uncomfortable mid-way through the study and chose to drop out, he/she was allowed to do so.

Appointment of Safeguarding Focal Point: The BLS team appointed the Qualitative Research Coordinator as the Safeguarding Focal Point. The Qualitative Research Coordinator was familiar with the WFP's Ethical Research and Safeguarding Framework and responded to any cases of safeguarding arising from the field during data collection. Most importantly, the BLS team followed the guidelines suggested by UNICEF on Ethical Research Involving Children.[30]

Conflict of Interest

The Personnel deployed for this BLS of the McGovern-Dole, FY23 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 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 FDM.

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[30] Ethical Research Involving Children. UNICEF. 2003. Accessed from: ERIC has been developed to support all researchers, individuals and organizations who are involved in research that is undertaken with, or potentially impacts on, children. This includes researchers, all members of any research team, research organizations, other stakeholders and research ethics review committees.

S. N	Team Member	Signature
1.	**Dr. Shailendra Sigdel | Team Leader**	
2.	**Kalpana Gaunle Pokharel | Health and Nutrition Expert**	
3.	**Swadesh Maharjan | EGR Specialist**	
4.	**Gokarna Aryal | Agriculture Specialist**	
5.	**Abijit Sharma | Evaluation manager**	
6.	**Bhola Koirala | Senior Data Analyst**	
7.	**Deepa Shrestha | Qualitative Research Coordinator**	
8.	**Anura Shrestha | Senior Researcher**	
9.	**Rebika Pariyar | Researcher**	
10.	**Roopa Silwal | Researcher**	
11.	**Smriti Adhikari | Researcher**	

Date: 8th July, 2024

Annex 9. List of people interviewed

Table 31: Stakeholder interviewed

District wise	Organizations	Stakeholder consulted - FGD
Darchula, Bajhang and Bajura	• Deputy Mayor • EDCU representatives • Municipal Education Official • Municipal Health Official • Municipal Agriculture Official • Representative from Agriculture Knowledge Center • Representative of IDS • Representative of WFP • Representative of World Education • Representative of Mercy Corps • SHN focal persons • Headteachers • Cooks • SMC representatives • Observation and interview with farmers	• Discussion with ward chairperson and secretary • Students • Farmers • Parents
Kathmandu Federal Level Consultation	• Representatives from CEHRD • Representative from MoEST • Representative from ERO	

Annex 10. Bibliography

Document type	Author/Publisher	Comment/titles & dates of documents received	Received - Y/N (N/A)
Project-related documents			
USDA McGovern-Dole FY 2023 Performance Monitoring Plan Indicators	WFP	Along with ToR	Feb 2023
USDA McGovern-Dole FY 2023 Activity Narratives	WFP	Along with ToR	Feb 2023
USDA McGovern-Dole FY 2023 Proposal	WFP	Inception Phase	Feb 2023
USDA McGovern-Dole FY 2023 ToR	WFP		Feb 2023
Assessment reports			
Baseline Survey for USDA's McGovern-Dole International Food for Education and Child Nutrition Program FY20-2024	New Era	Inception Phase	Feb 2023
USDA's McGovern-Dole International Food for Education and Child Nutrition Program in Nepal, 2020-2024 Mid-term Evaluation Report	Narma Consultancy	Inception Phase	Feb 2023
USDA's McGovern-Dole International Food for Education and Child Nutrition Program in Nepal, 2020-2024 Mid-term Evaluation Inception Report	Narma Consultancy	Inception Phase	Feb 2023
Monitoring & reporting			
Evaluation Plan	WFP	Inception Phase	Feb 2023
Result framework	WFP	Along with ToR	Feb 2023
Output and outcome monitoring reports/data			
EMIS data (List of Schools) FY 2080-2081	WFP	Inception Phase	Mar 2024
Partners			

Details of partners and interventions for International program	WFP	Along with ToR	Feb 2023
Evaluations/reviews/audits /operational research			
DEQAS Decentralized Evaluation Quality Assurance System Guidance Materials	WFP	Inception Phase	Feb 2024
Maps			
Map of International program districts	WFP	Along with ToR	Feb 2023
Other documents collected by the team (including external ones)			
USDA Food Assistance Indicators and Definitions	Foreign Agricultural Service-Food Assistance Division-USDA	Inception Phase	Feb 2023
Quality Checklist for Baseline Report	WFP	Inception Phase	Mar 2023
FY23 Theory of Change	WFP	Inception Phase	May 2023
Membership of Internal Evaluation Committee and Evaluation Reference Group	WFP	Along with ToR	May 2021
School Education Sector Plan 2022/23-2031/32	Government of Nepal	Inception Phase	Feb 2024
Joint Action Plan 2071/72 – 2076/77 School Health and Nutrition	Government of Nepal	Inception Phase	Feb 2024
Inception Report Template	WFP	Inception Phase	Mar 2024
Inception Report-Quality Checklist	WFP	Inception Phase	Mar 2024
Evaluation Report Template	WFP	Inception Phase	Feb 2024
WFP School Feeding Strategy 2020-2030	WFP	Inception Phase	Feb 2024

Nepal Demographic and Health Survey 2022.	Ministry of Health, Kathmandu, Nepal	Inception Phase	Feb 2024
National Sample Census of Agriculture 2021/22.	Government of Nepal, National Statistics Office.	Inception Phase	Feb 2024
Nepal country strategic plan (2019–2023)	WFP	Inception Phase	Mar 2024
Nepal Annual Country Report 2023	WFP	Inception Phase	

Annex 11: Result Framework

Nepal McGovern-Dole Results Framework

Vision: Girls and boys, especially those that are vulnerable, have the opportunity to achieve their full potential

Strategic Objective — MGD SO1: Improved Literacy of School-Age Children

Long-term Result:
- MGD 1.1: Improved Quality of Literacy Instruction
- MGD 1.2: Improved Attentiveness
- MGD 1.3: Improved Student Attendance/Enrollment
- MGD 1.3.2: Reduced Health-Related Absences

SUSTAINABILITY OF RESULTS
- Local government - Municipality level funding and policy guidelines
- Provincial government - Province-7 (Far west region) funding and policy guidelines
- Policy and regulatory frameworks through MOEST at federal level

Intermediate Result:
- MGD 1.2.1: Reduced Short-Term Hunger
- MGD 1.3.1: Increased Economic and Cultural Incentives (Or Decreased Disincentives)
- MGD SO2: Increased Use of Health and Dietary Practices
- MGD 2.1: Improved Knowledge of Health and Hygiene Practices
- MGD 2.3: Increased Knowledge of Nutrition
- MGD 2.2: Increased Knowledge of Safe Food Prep and Storage Practices

Short-term Result:
- MGD 1.1.3: Improved Literacy Instructional Materials
- MGD 1.1.5: Increased Skills and Knowledge of Administrators
- MGD 1.1.4: Increased Skills and Knowledge of Teachers
- LRP SO1: See page 2
- MGD 1.2.1.1/ 1.3.1.1: Increased Access to Food (School Feeding)
- Activity 1: Provide Culturally Acceptable nutritious School Meals (incl. LRP)
- MGD 1.3.3: Improved School Infrastructure
- 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

Foundational Results:

Vision: Quality and sustainable National School Feeding Program by the Government of Nepal is established

- MGD 1.4.1/2.7.1: Increased Capacity of Government Institutions
- MGD 1.4.2/2.7.2: Improved Policy and Regulatory Framework
- MGD 1.4.3/2.7.3: Increased government support
- MGD 1.4.4/2.7.4: Increased Engagement of Local Organizations and Community Groups

- Activity 3: Provide Technical Assistance to National and sub-National Governments to Increase Funding for National Programme
- Activity 4: Provide Technical Assistance to Contextualize Policies, Programmes and Procedures to Meet Local Needs

Activities:
- Activity 5: Building capacity for planning, procurement, and provision of literacy instructional materials
- Activity 6: Strengthen Capacity and Coordination of Local Education System, and School Administrators
- Activity 7: Strengthen Teacher Professional Development System
- Activity 2: Strengthen Relevant National Institutions to Manage a Quality National Programme
- Activity 11: Strengthen the Capacity of Local Governments and Actors on Health, Hygiene, Nutrition and Food Safety through SBCC interventions
- Activity 8: Support Sub-national Government to Build and rehabilitate School Kitchen, Hand washing Stations and Water Points
- Activity 9: Support to deliver National School Health and Nutrition Package
- Activity 10: Support Improved Safe Food Preparation and Storage

Nepal McGovern-Dole Results Framework

Improved Effectiveness of Food Assistance through Local and Regional Procurement (LRP SO1)

Strategic Objective

LRP 1.1: Improved Cost effectiveness of Food Assistance

LRP 1.2: Improved Timeliness of Food Assistance

LRP 1.3: Improved Utilization of Nutritious and Culturally Acceptable Foods that Meet Quality Standards

Results

LRP 1.1.1: Improved Cost Effectiveness of Procurement

LRP 1.1.2: Improved Cost Effectiveness of Delivery

LRP 1.2.1: Improved Timeliness of Procurement

LRP 1.2.2: Improved Timeliness of Delivery

LRP 1.3.3: Improved Access to Nutritious Foods

LRP 1.3.1: Improved Access to Culturally Acceptable Foods

LRP 1.3.2: Strengthened Local and Regional Food Market Systems

Activities

Activity 1 Provide culturally Acceptable nutritious School Meals (ind. LRP)

Increased Access to Markets to Sell Agricultural Products (LRP 1.3.2.3)

LRP 1.4.1: Increased Capacity of Government Institutions

Activity 12 Establish Improved Local Supply Chain Mechanism for Home-Grown School Feeding

Foundational Results

LRP 1.4.2: Improved Policy and Regulatory Framework

LRP 1.4.3: Improved Capacity of Relevant Organizations

LRP 1.4.4: Increased Leverage of Private Sector Resources

Activity 2. Strengthen Relevant National Institutions to Manage a Quality National Programme

Activity 4 Provide Technical Assistance to Contextualize Policies, Programmes and Procedures to Meet Local Needs

Assumptions

1. Nepal has a stable Government that prioritizes school feeding as a part of social protection and maintains funding levels

2. Absence of disaster (climate, natural, economic, pandemic) that result in major disruption of systems.

3. There is sufficient food produced and available locally/regionally to support the school feeding

Results not included

LRP 1.3.2.1: Increased Agricultural Productivity

LRP 1.3.2.2: Increased Value Added to Post - Production Agricultural Products

LRP 1.1.3: Improved Cost Effectiveness of Distribution

LRP 1.2.3: Improved Timeliness of Distribution

MGD 1.1.2: Better Access to School Supplies & Materials

MGD 1.1.1: More Consistent Teacher Attendance

MGD 1.3.4: Increased Student Enrollment

MGD 1.3.5: Increased Community Understanding of Benefits of Education

Improved Transaction Efficiency (LRP 1.3.2.4)

Legend

Assumptions

Foundational Results

MGD and LRP results

Activity # Activity Description

Result not included

Strategic objective

Annex 12: Output Indicators

MGD Standard 3: Number of teaching and learning materials provided as a result of USDA assistance

MGD Standard 3 is an output indicator measuring the number of teaching and learning materials provided as a result of USDA assistance. Teaching and learning materials may include materials used for teachers and students, e.g., teachers guide, textbooks, student workbooks, supplementary reading books including library books and materials.

The BLS looked into the current availability of teaching and learning materials in the sampled schools. Based on the information provided by Head Teachers, other teachers and classroom observation, the study team found that of the 283 schools, 88.7% said that they had teaching materials available for early grades. Among them, 89.1% schools in Darchula had such materials available, followed by 88.7% in Bajhang and 88.1% in Bajura.

Table 32. Availability of teaching materials in schools

Are there teaching materials for early grades available?	District			
	Darchula	**Bajhang**	**Bajura**	**Total (N=283)**
No	10.9%	11.3%	11.9%	11.3%
Yes	89.1%	88.7%	88.1%	88.7%
Total	100.0%	100.0%	100.0%	100.0%

Source: Head Teacher Survey

The BLS further surveyed how the schools acquired teaching materials for early grade students. The figure below shows that in Darchula, 80.5% of schools received the materials from local NGOs/CBOs, 43.9% from the local government, 36.6% from self-funding and 11% from a trust or charity. In Bajhang, 82.7% of schools received materials from local NGOs/CBOs, 27.3% from local government, 26.4% from self-funding and 10.9% schools from a trust or charity. In Bajura, 84.7% of schools received the materials from local NGOs/CBOs, 47.5% from local government, 25.4% from self-funding and 6.8% schools from a trust or charity. Overall, the majority of schools relied on NGOs/CBOs for teaching materials. This indicates that there is scope for increasing the local government's contribution to ensure availability of teaching materials for early grade students.

Source of teaching materials for early grade students in schools by district
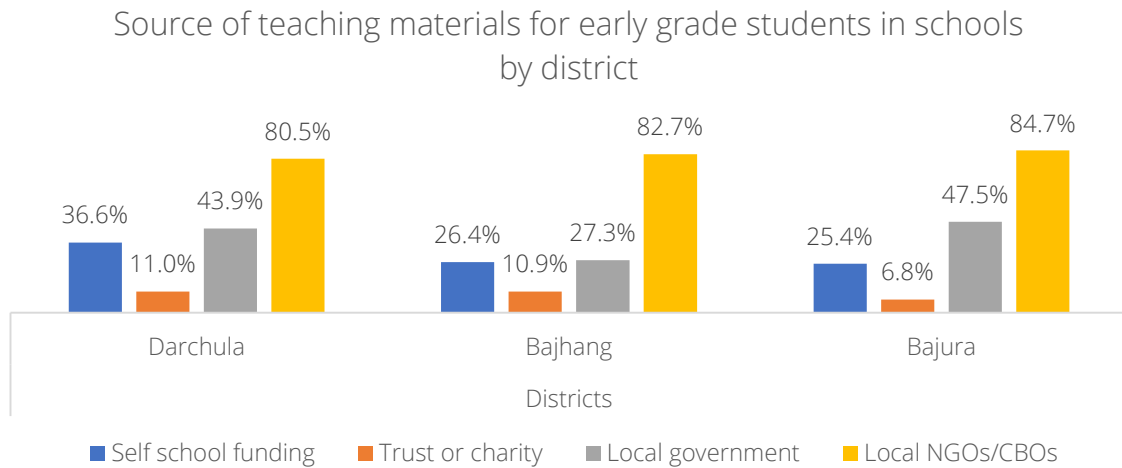
Source: Head Teacher Survey

MGD Standard 5: Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance

This output indicator measures the number of teachers (teaching the Nepali language in grades 1 to 3) trained or certified directly as a result of USDA funding in whole or in part.

Based on the Nepali-language teacher survey, the number of teachers/educators/teachings assistants trained before the project intervention was 79.2%. Among those, 84.8% were from Darchula, 80.6% Bajura and 74.2% in Bajhang. This data shows that there is still scope for EGR teacher training.

Table 33: Number of teachers/educators/teaching assistants trained or certified in baseline survey

Teachers who have received training	District				
	Darchula	**Bajhang**	**Bajura**	**Total**	**N**
No	15.2%	25.8%	19.4%	20.8%	59
Yes	84.8%	74.2%	80.6%	79.2%	224
Total	100.0%	100.0%	100.0%	100.0%	283
Total number	92	124	67	283	

Source: Nepali Teacher Survey

MGD Standard 7: Number of school administrators and officials trained or certified as a result of USDA assistance

This output indicator measures the number of school administrators (e.g., principals or acting principals) trained or certified directly as a result of USDA funding, in whole or in part.

Based on the survey, the percentage of school administrators and officials trained or certified before the project intervention was 53.9%. According to the CEHRD, the Head Teachers from primary and secondary level schools had been trained on capacity building (Pradhanadhyapak Sakchhamta Vikas) by the provincial government. The respondent himself mentioned monitoring the training session in Kavre, Dhulikhel and verified that the design was need-based.

MGD Standard 8: Number of educational facilities (i.e., school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance

This output indicator measures the number of educational facilities constructed in whole or in part by a USDA-funded project.

The baseline value is zero as the project has not yet been implemented. However, the BLS team analyzed educational facilities in the schools through surveys and school observation. The findings showed that on the availability of classrooms to accommodate all students, 75.7% of schools had adequate ECD classes, 88.1% schools had adequate Grade 1 classes, 92.2% schools had adequate Grade 2 classes, 93.3% had adequate Grade 3 classes, 94.8% had adequate Grade 4 classes and 92.9% had adequate Grade 5 classes. This finding suggests that the majority of schools had proper classroom structures for early grade and primary-level students even before the project interventions.

Table 34. Classroom adequacy for ECD-Grade 5 students

Classroom being able accommodate all the students	District			
	Darchula	Bajhang	Bajura	Total
ECD	79.8%	68.4%	83.9%	75.7%
Grade 1	89.9%	83.8%	93.5%	88.1%
Grade 2	91.0%	91.5%	95.2%	92.2%
Grade 3	93.3%	90.6%	98.4%	93.3%
Grade 4	97.8%	92.3%	95.2%	94.8%
Grade 5	95.5%	90.6%	93.5%	92.9%

Source: Head Teacher Survey

The BLS also surveyed additional educational facilities, such as chairs/desks, blackboards, libraries, computer labs, school kitchens and handwashing stations. Overall, Table 35 stated that 94.3% of schools had a blackboard in every classroom, 86.9% had a handwashing station, 81.6% had a kitchen, 58.7% had adequate chairs and desks, 40.3% had a library and 32.5% had a computer lab. The findings were mixed — the majority of schools had adequate facilities in terms of blackboards, handwashing stations and kitchens, but more than half fell behind in library and computer lab infrastructure.

Table 35. Facilities available in schools

Facilities available in schools	District			
	Darchula	Bajhang	Bajura	Total
Blackboard in every classroom	97.8%	95.2%	88.1%	94.3%
Hand washing station	91.3%	82.3%	89.6%	86.9%
School kitchen	80.4%	85.5%	76.1%	81.6%
Chairs and desks for all students	73.9%	51.6%	50.7%	58.7%
Library	50.0%	35.5%	35.8%	40.3%
Computer lab	44.6%	26.6%	26.9%	32.5%

Source: Head Teacher Survey

Qualitative consultations also found that the condition of physical infrastructure was mixed. Some schools had good infrastructure while others were relying on temporary structures. Schools operating in temporary buildings also lacked other basic amenities, such as a proper playground, water supply and hygiene facilities. One major issue noted was that existing infrastructure was not well maintained, including computer labs, toilets, water taps, etc. There is a tendency to rely on outside support even for minor repairs and maintenance. In other words, dependency syndrome was noted among the schools.

Although the number of kitchens reported appears to be satisfactory but qualitative consultation reveal some more insights on this. In the majority of the cases that qualitative team visited, schools do not have dedicated kitchen with all facilities, and it will be fair to say that the majority of the kitchen are like temporary arrangements. It has significantly impacted the cooking practices of the cook. This finding is similar in all three districts and there is a clear need to look at this issue. Kitchen with proper cooking space and water supply and ventilation is highly needed in the majority of the schools in three districts.

MGD Standard 10: Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance

This output indicator measures the number of education-enabling environment policies/regulations/ administrative procedures in the areas of education, including school feeding, school finance, assessment, teacher recruitment and selection.

Qualitative consultation with officials suggested mixed findings for this indicator. While the departments did have their main policy in place, they did not have a dedicated policy for SMP. This finding reveals a gap at the institutional level, as lack of policy prioritization hinders not only needs identification and implementation but also long-term planning of critical development indicators-in this case the SMP.

> "Initially, the local government's priority was not quality education. They majorly focused on salary distribution and physical infrastructures such as buildings, toilets, and water. We have been having a series of meeting following this situation."
>
> -Field staff, Darchula

The officials consulted by the qualitative team in the 6 municipalities said that they did not have a specific policy or guideline for the SMP. The majority of municipalities were in the discussion phase of policy formulation, realizing the need while others had already started drafting a policy. However, the project official from WFP Provincial Office Nepal said that seven municipalities (out of the 30) in the three intervention districts had formulated and endorsed an SMP policy. It is important to note that the 7 municipalities listed by the Provincial Office did not fall under the BLS team's study area.

Education-related policies

The local governments have been given the authority to design and develop their policies. As the Education Act must align with the national goals, international commitments of the federal government, and the priorities of the local governments, the involvement of multi-stakeholders is necessary in its development. In terms of educational policies, the findings were mixed.

Jayaprithvi Municipality had an existing education policy.

In Badimalika Municipality of Bajura, the SMC was informed by the local government that it was working on the education guideline and was expecting to implement it from the current academic year. This information was shared few months back. However, there had been no follow-up since.

In Mahakali Municipality, though the LG took part in classroom observation of schools and was willing to invest in the orientation of teachers to implement new teaching techniques, no progress had been made.

> In Bitthadchir Rural Municipality (RM), although the use of volunteer teachers had increased the total number of teachers to about 300, the municipality still lacked sufficient budget to support them in terms of salary, which remains a major problem.

> In Darchula's Marma RM, the LG had allocated around 1500 USD (NRs. 2 lakhs) for TPD for the present year. However, a teaching assistant from Marma did note that there were almost 300 teachers, and giving training to all of them was not possible.

"We do have guideline for education but no education policy so far."

Education Office, Darchula

Health-related policies

In terms of health policies, the findings were mixed among the municipalities visited. Out of 6 municipalities, only 2 municipalities; Khaptadchanna RM of Bajhang and Badimalika M of Bajur had health related policies/guideline. The study team noted that some of the municipalities have also taking guidance from policy formulated at the federal level while others have formulated some specific policies.

> Khaptad Channa RM had a health guideline in place that highlighted nutrition of children under five years of age.

> In Badimalika Municipality, officials followed the Health Service Act, Drinking Water and Sanitation Policy, Ambulance Operation Policy, and guidelines for medical treatment of deprived citizens. The health unit was not directly linked with the GoN's School Nutrition Programme (SNP) but planned to implement a School Nutrition Week programme annually.

> In Darchula's Marma RM, the health officer noted there were no concrete plans and policies. He clarified that they were waiting for the central government to help them in policymaking and added that the LG would be happy if any NGOs or INGOs would help them to create the policies.

"The reason why we do not have any policies is that we were waiting for someone from above (higher post/ Central Government) to come and help us".

-Health Officer, Darchula

Agriculture-related policies

Compared to those in other departments, agriculture officers had comparatively more ownership of their project, home-grown school feeding (HGSF), as evidenced by their monitoring of farmer's fields. They also had plans and policies in place.

Based on the agriculture policy, in Marma RM the agriculture units had linked cooperatives and farmers to make the process of production, supply and distribution easier. The Agricultural Knowledge Center was also quite active.

The LG in Bajura's Badimalika Municipality had various policies and programmes related to agriculture, including an Agricultural Development Management Framework and an Agricultural Code of Conduct. It also had an 'agro-ambulance' service to transport food products from farmers to markets. The municipality had good coordination with the province in terms of agricultural development planning, and a transparent

committee chaired by the mayor. The Agricultural Knowledge Centre coordinated with local authorities and the provincial government to implement projects. The Palika also promotes local seeds and agriculture practices such as tunnel farming to boost production. The LG was also planning to strengthen the SMP/HGSF supply chain by promoting HGSF, providing cash for locally grown food, and setting up collection and storage centers for farmers. It was also working on a policy for mid-day meals, making safe, well-equipped kitchens in all schools, and using the budget allocated for HGSF to provide local food such as millet to schools. In Bitthadchir Municipality, the SMC created a daily menu, but it hadn't been implemented due to lack of seasonal vegetables and sufficient produce. This finding indicated the need to create good collaboration between farmers, cooperatives, and neighboring municipalities.

It was notable that the Agriculture Knowledge Center was being proactive in promoting *raithaney bali*[31]. For this, AKC had been offering training on *raithaney bali* production, cooking, horticulture, and vegetable cultivation, based on farmers' interests and capacities. Post-training, AKC was monitoring farmers to ensure they were using their new skills and seeing improved earnings. The AKC in Darchula recognized that farmers in the three districts faced significant transportation challenges due to the region's geography and the lack of local markets. In response, it provided transportation allowances. The AKC also coordinated with farmers interested in producing traditional crops. For instance, in Byas RM, accessing the existing market required passing through India, resulting in increased shipping costs and delays, causing local Nepali products to be overlooked. To mitigate this problem, AKC provided transportation allowances to ensure timely delivery of goods. Additionally, the AKC in Darchula reported efforts to coordinate with the Government of India to resolve the delays.

MGD Standard 13: Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance

This output indicator measures the number of school management committees (SMCs) or food management committee (FMCs) supported as a result of USDA assistance.

This indicator looked into the current existence of PTAs and other school governance structures such as SMCs and Child Clubs. **It found that out of 283 schools, 99.3% had an existing PTA** which is extremely positive for the BLS.

Table 36. Schools having Parents Teachers Association (PTA)

Schools having PTA	N	Percent
No	2	0.7
Yes	281	99.3
Total	283	100.0

Source: Head Teacher Survey

Though quantitative findings showed that almost all schools had a PTA in place even before the school interventions, they were inactive in the majority of schools. For example, in Badimalika the SMCs had called parents for a meeting for up to four times, but no one showed up to any of the meetings. School stakeholders were discouraged by parents' lax attitude toward active participation. In Gaumul RM, the parents admitted to never inquiring about their children's performance or challenges at school even though they regularly went to the school to drop off vegetables. A Head Teacher from Badimalika also remarked that parents feel they have fulfilled their responsibility once they've admitted their children in school and were unwilling to make additional efforts.

Analysis by the BLS team revealed concrete reasons for parent's lack of engagement. First, they are too busy to attend as they have to earn daily wages. Second, they do not realize the importance of their engagement in the PTA. Third, they consider it the school's duty to teach children and do not want to get involved, which implies a lack of awareness about their role in their children's education.

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[31] Local inhabitant crops that were found in specific location in specific period of time.

In terms of School Management Committees (SMCs), the survey found that **99.6% of schools had a SMC**. This reflects a well-established governance structure in schools, even before direct project interventions. District-wise, in Darchula, 98.9% of schools reported having a SMC. In both Bajhang and Bajura, every school surveyed confirmed the presence of an SMC. This high prevalence reflects a strong commitment to structured school management across all districts, suggesting a robust structure for educational governance and community involvement in school.

Table 37. Status of SMCs in schools

Schools having School Management Committee (SMC)	N	Percent
No	1	0.4
Yes	282	99.6
Total	283	100.0

Source: Head Teacher survey

Disaggregation of the gender data of SMC members showed that 95.4% of Chairpersons were male, as were 92.9% of Secretaries. This gender gap points to the need for schools to be more inclusive in terms of SMC roles.

The qualitative consultation with SMC representatives revealed that these committees were predominantly ceremonial in nature. The functions of the SMCs were largely confined to conducting the annual enrollment campaign and organizing teachers' meetings. This indicated the need of the SMC bodies for proper management trainings and a scope for the project to invest in. The study team also noted very limited involvement of SMC in School Meal program in terms of providing support to the meal preparation, giving extra hands in the kitchen, etc.

In terms of child clubs, of the 283 schools, **92.2% of them had child clubs**. District-wise, 94% of schools in Bajura had such clubs, followed by 93.5% in Bajhang and 89.1% in Darchula. Gender-wise disaggregation showed that the mean value of male members was 7 and that of females was 6.87 indicating only a slight difference in representation. In terms of ethnicity, the non-Dalit members had a mean score of 10.36 while the Dalit members had a mean score of 3.45 showing notable difference between them. in terms of functions of child club, the study team noted that that the function of child club was limited to organizing extra curriculum activities and providing awareness campaign on child right, health and nutrition related issues.

MGD Standard 17: Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance

This output indicator measured the number of school-age children who received a daily school meal, lunch, through USDA assistance. The project aimed to alleviate hunger during class sessions, helping children be more attentive and improve their concentration. This was expected to enhance their academic success and enable them to progress further and more quickly in their studies.

 The survey and qualitative consultations revealed varied school meal provisions in different districts. In Bajhang, schools provided meals five days a week, contributing positively to their well-being. In Darchula, a more extensive programme offered meals six days a week, including staples like rice, dal, and vegetables. Both districts demonstrated a commitment to nutrition, but feedback highlighted a need for diversification of food in Darchula to maintain student satisfaction.

Asked about their mid-day meals during the last week, the majority of students, 65.5%, reported to be receiving a midday meal (MDM) daily. 15.4% of students said that the school did not provide the MDM daily and 9.6% said that the MDM was not given during exam periods. 9.5% of students said they received the MDM every day except Friday. When enquired with the students during qualitative consultation, students mentioned that schools do not provided meal in absence of cooks.

Disaggregation showed that amongst all students surveyed, the majority, 68.3%, 66.1% and 62%, in Bajhang, Bajura and Darchula respectively, claimed to have received meals daily during the week. However, a prominent percentage (24.3% in Darchula, 12.5% in Bajura and 10% in Bajhang) claimed they did not receive meals daily.

"We love the meal provided by the school. It is very tasty and fulfilling"

-Students, Darchula

Figure 7: Schools providing school meals daily

Schools providing meals

- Daily
- Do not provide everyday/never
- Do not provide during exam
- Daily except Friday
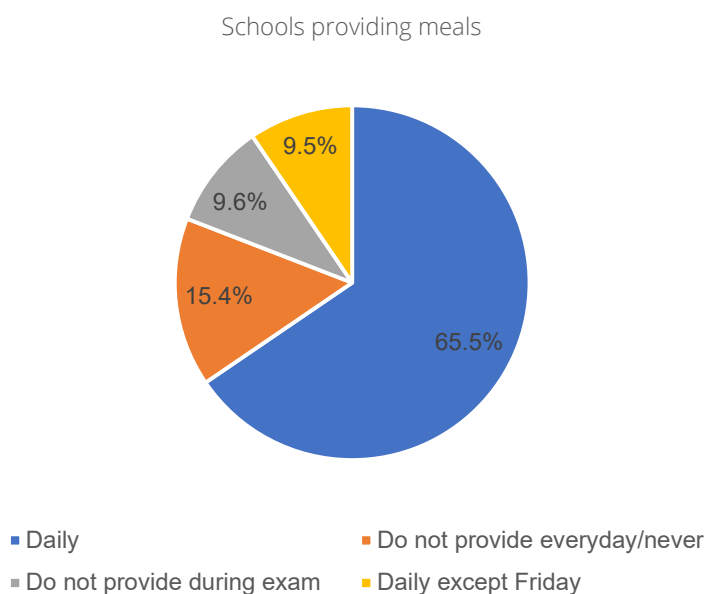
Source: Student survey

Headcount data from the day of the data collection indicated that of the total number of students present, 87.5% had eaten meals. A district-wise breakdown revealed that the number of students who had eaten meals (101.98%) exceeded the number of students present in the classroom. This discrepancy can be attributed to students arriving after the headcount but before mealtimes, suggesting increased participation in the school meal programme. Similarly, in Darchula and Bajhang, 86% and 81.3% of students, respectively, had consumed meals. It is important to note that the percentage of students receiving meals in Bajhang and Darchula was comparatively lower due to the delayed initiation of meal programmes in many schools, which was caused by the recent reopening of schools for the new academic session and associated logistical challenges.

The qualitative data revealed significant differences and similarities in school meal provision. In Bajhang, respondents stated that the school offered meals five days a week, from Sunday to Thursday, ensuring that students had access to school-provided nutrition on all weekdays (except for Friday, which is a shorter day). In contrast, schools in Darchula and Bajura provided proper lunches to students six days a week, indicating a more extensive meal program. Students in those districts expressed considerable satisfaction with the food provided, especially because it alleviated their hunger during long hours. The

meals, described as fulfilling, typically included staples such as rice, dal, vegetables, and occasionally hotchpotch *(khichadi[32]).* Despite the simplicity of the meals, they found the food to be delicious, and this satisfaction appeared to boost their activity levels and engagement in the classroom. In Mahakali Municipality of Darchula, a headteacher reported that introducing a mid-day meal provision in the school resulted in children being more attentive and engaged in the classroom. This finding was consistent across three districts. The qualitative feedback from headteachers also revealed that when there was no mid-day meal, children would often leave school in the middle of the day for lunch and not return. Without the mid-day meal, children were more focused on going home for lunch rather than on their studies.

While the meals were nutritionally adequate, some students expressed a desire for vegetable variety, finding the repetitive menu monotonous. For instance, the students in Bajhang mentioned that they get bored of same menu/food items every day. Additionally, they also suggested that diversifying the food items would make their meals exciting and enjoyable.

In addition to the MDM, students from all three districts acknowledged the importance of consuming nutritious food. In Bajhang, a majority of respondents mentioned that school aged children should consume nutritious food items such as meat, fish, chickpeas, dairy products, green vegetable, etc. for adequate physical and mental development. In Darchula, children believed that a balanced diet was important to fight against diseases and to maintain concentration. Students from Bajura also acknowledged the importance of a balanced diet for one's overall growth. However, students also admitted that they did not always translate their knowledge into practical behavior as they preferred junk food over nutritious food, particularly students studying above grade six. This indicates that educational strategies should focus not only on disseminating knowledge but also on its practical application in daily life. Throughout the three districts, despite being aware about the negative impacts of junk food, students were not able to give it up. Students consumed junk food mainly outside of school, as the majority of schools check their students' bags before they enter.

Further validation with Head Teachers revealed that a significant majority (84.5%) confirmed the provision of MDM on all 180 school days, while 15.5% admitted to not providing meals consistently.

Figure 8. Schools providing meals on all 180 school days

Schools providing meals on all 180 school days
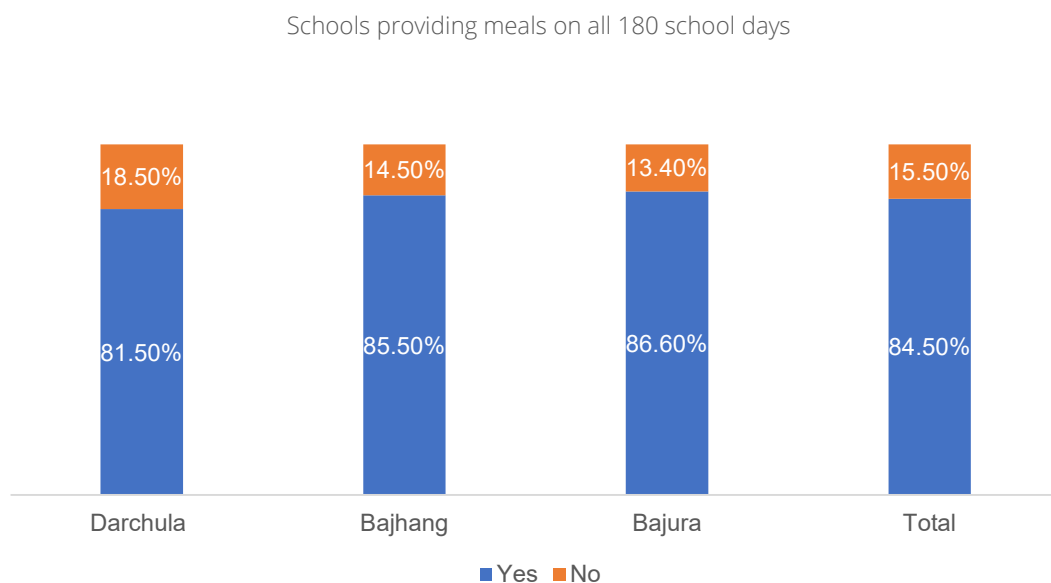
Source: Head Teacher survey

Asked about this inconsistency, 36.4% of Head Teachers cited school examinations as the cause of meal interruptions, while 22.7% pointed to a lack of water. Issues such as the absence/unavailability of cooks, fuel shortages, and problems transporting the food supply were also cited. During the visit to the school, it was observed that the peon, who also serves as the cook, was unable to prepare food due to the grade 12

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[32] A mix recipe of rice, lentils, vegetables cooked in veg oil with water.

examination. The peon was occupied with the management of the exam and had no time to cook. This situation clearly highlighted the need for a dedicated cook in the school.

> *"It is fulfilling to see children eat until they are satisfied even though it means additional work for me".*
>
> *-Cook, Bajura*

Table 38. Reasons for schools not providing mid-day meals on all 180 days

Reasons for not providing meals everyday (multiple choice)	Count	%
No cook available	8	18.2%
Absence of cook	8	18.2%
Unavailability of proper kitchen	9	20.5%
Due to exam	16	36.4%
Lack of water	10	22.7%
Lack of fuel	4	9.1%
Lack of proper transportation of food	8	18.2%
Others	6	13.6%

Source: Head Teacher survey

Qualitative findings also mirrored these challenges. When asked about hurdles to implementing the MDM program, Head Teachers across all districts mentioned issues related to fuel, cooks' salaries, kitchen facilities, and spice management. Head Teachers also reported a lack of financial and technical support in terms of managing school meals from LGs, with none receiving specific assistance from these government bodies. While the support from the LG support was not observed, Head Teachers in Darchula noted that parents previously contributed 80 rupees ($0.60) per months from each student. The funds collected from the parents were used for spice management, including the purchase of coriander powder, chili powder, and fenugreek seeds, managing fuel for cooking meals and salary for cooks. However, following the LG's directive to exclude parents' financial contribution for the school meal program, this financial support was discontinued, making it more difficult for the Head Teacher to manage salaries for cooks and provide spices for the meals. Despite these hurdles, the headteachers had been managing the SMP by using the internal resources collected in previous academic year. All of the headteachers from Darchula expressed that they would not be able to provide the same quality of food to the children if they did not receive additional financial support from the parents and local government. Additionally, they had some reservations in terms of sustainability of the project activities specifically for mid-day meals in absence of support from the project, parents and local government in terms of managing SMP.

> *"We love the food provided by the school, but diversification of vegetable is necessary. We cannot eat same vegetable throughout the week"*
>
> *- Student, Darchula*

Interestingly, the Head Teacher consulted in Bajura noted that the quantities of some food items were insufficient, specifically the salt provided by WFP. For instance, headteachers interviewed in Bajura mentioned that the consumption of salt was comparatively higher in the district as a result the quantity of salt provided by the project does not get sufficient. In such cases, teachers made up the deficit with items from their personal kitchens. Upon further inquiry regarding the quantity of salt provided by the project, the headteachers and cooks confirmed that the project had indeed supplied an adequate amount of salt. Nevertheless, it was noted that the local taste preferences differed, with residents favoring slightly saltier food. Consequently, the provided quantity of salt was deemed insufficient by some schools in Bajura. The finding was same from few schools of Darchula. This finding was validated by the WFP representative in Darchula, who affirmed that the salt provided by the project was sufficient. The representative also reiterated the finding concerning the local taste preferences.

Overall, the three intervention districts demonstrated a commitment to ensuring that students received essential nutrition through the school meal program. However, issues remain with the frequency and diversity of meals, the latter highlighted by students. While school meal programmes are positively impacting student well-being, further efforts are needed to enhance menu variety, translate nutritional knowledge into healthier eating habits both in and out of school, and overcome other challenges faced by the programmes.

MGD Standard 22: Number of individuals trained in safe food preparation and storage as a result of USDA assistance

This output indicator measures the number of individuals who received training in safe food preparation and storage, directly resulting from USDA funding, either wholly or partially. The training encompasses proper procedures for storage, preparation, cooking, serving, preservation, sanitization of food contact surfaces, and the prevention of food contamination and food-borne illnesses.

Table 39. Per cent of individuals trained in safe food preparation and storage as a result of USDA assistance

Characteristics		Darchula		Bajhang		Bajura		Total	
		N	%	N	%	N	%	N	%
Gender	Male	71	77.2%	104	83.9%	59	88.1%	234	82.7%
	Female	21	22.8%	20	16.1%	8	11.9%	49	17.3%
	Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Total	**92**	**100%**	**124**	**100%**	**67**	**100%**	**283**	**100%**
Nature of appointment	Part time	58	63.0%	66	53.2%	37	55.2%	161	56.9%
	Full time	34	37.0%	57	46.0%	27	40.3%	118	41.7%
	Volunteer	0	0.0%	1	0.8%	3	4.5%	4	1.4%
	Total	**92**	**100%**	**124**	**100%**	**67**	**100%**	**283**	**100%**
Cooks who had received trainings	No	34	37.0%	31	25.0%	27	40.3%	92	32.5%
	Yes.	58	63.0%	93	75.0%	40	59.7%	191	67.5%
	Total	**92**	**100.0%**	**124**	**100.0%**	**67**	**100.0%**	**283**	**100.0%**

Source: Cook survey

MGD Standard 23: Number of individuals trained in child health and nutrition as a result of USDA assistance

This output indicator measures the number of individuals trained in child health and nutrition directly as a result of USDA funding, in whole or in part.

64% of SHN focal teachers said that they had received prior training in child health and nutrition. This included 63% of SHN teachers in Darchula, 68.5% in Bajhang, and 56.7% in Bajura.

Table 40. Status of teachers trained on child health and nutrition

Persons who have received any training on SHN	District				
	Darchula	**Bajhang**	**Bajura**	**Total**	**N**
No	37.0%	31.5%	43.3%	36.0%	102
Yes	63.0%	68.5%	56.7%	64.0%	181
Total number	92	124	67	283	

Source: SHN Survey

Of the 181 teachers who received training, 98.9% were trained on health, hygiene and nutrition, 94.5% on waste management, 90.6% on communication for behavior change and menstrual hygiene, 85.6% on food preparation safety and 66.3% on pest management.

Figure 9. Components of trainings received by SHN teachers

Components of training received by the SHN teacher
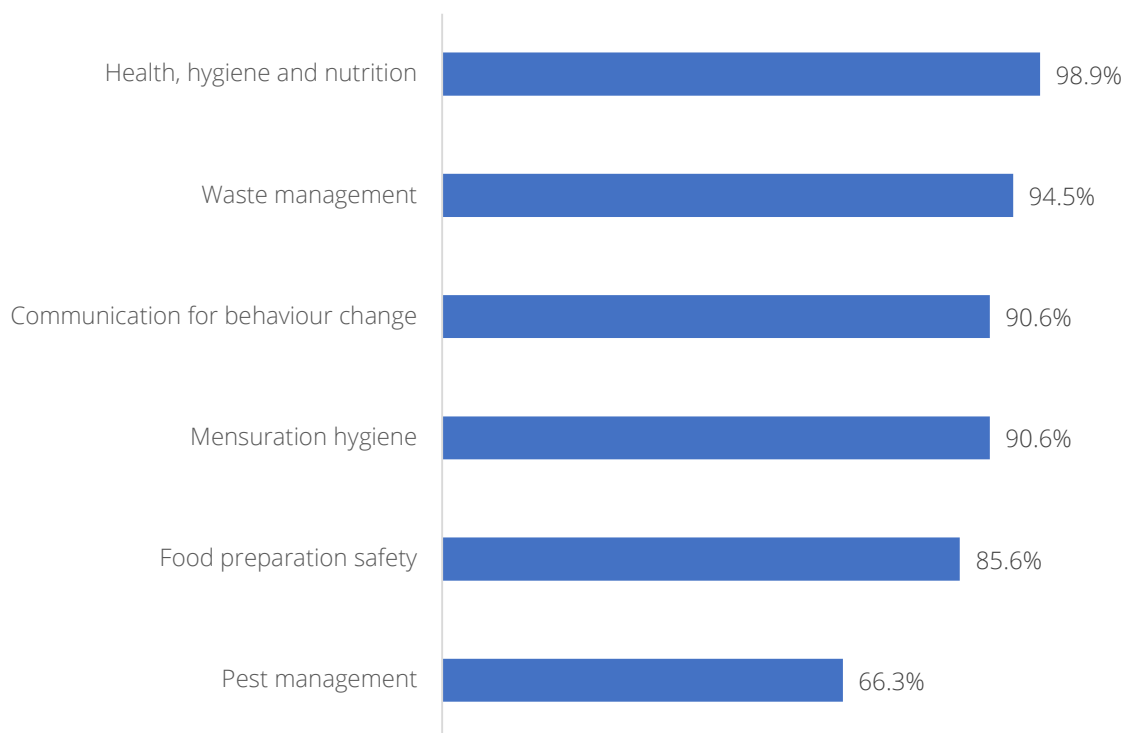
Source: SHN Survey

Though the majority of the SHN teachers received training on overall health, hygiene and nutrition, qualitative consultations showed that the main duties of the SHN focal person included distributing medicines/pads to students, maintaining records of those medicines, and coordinating with IDS.

"Despite my 8 years of contribution and, I am not recognized as a SHN focal person by the school and municipality. It demotivates me to perform my responsibilities"

-SHN focal person, Darchula

Although more than half of the SHN teachers had received training, there was still a high demand for training in multiple palikas. A SHN focal person from Mahakali municipality in Darchula said that despite being a teacher for eight years, she had not received SHN training, from the palika nor projects. Teachers like her highlight the ongoing need for SHN training. An SHN focal person consulted in Bajura also noted their lack of training as well as absence of recognition for the role they had been playing. The study team also saw instances where a SHN focal person had not been appointed. In such cases, the team consulted those previously responsible for SHN-related duties.

MGD Standard 27: Number of schools using an improved water source

This output indicator measures the number of project/targeted schools using an improved water source. It was calculated using both an SHN survey and observation. Drinking water from piped water, a tube well/borehole, protected dug well and/or a protected spring were considered an improved water source.

Of 283 schools, 93.6% were using an improved water source.

Table 41. Schools using improved water sources

Schools using improved water sources	District				
	Darchula	**Bajhang**	**Bajura**	**Total**	**N**
No	5.4%	8.9%	3.0%	6.4%	18
Yes	94.6%	91.1%	97.0%	93.6%	265
Total	100.0%	100.0%	100.0%	100.0%	283
Total number	92	124	67	283	

Source: SHN Survey

In Jayaprithvi Municipality of Bajhang District, students verified the availability of drinking water from an improved source. Previously, they used to drink water from drums, but they drink tap water after the installation of handwashing stations. Plus, students no longer have to queue to wash their hands. This points to the positive role that handwashing stations have played in maintaining proper sanitation.

MGD Standard 28: Number of schools with improved sanitation facilities

This indicator measures whether there are sanitary facilities at each project/targeted school that meet the improved standards. This means at least one toilet, which was observed to be a flush or pour/flush toilet, connected to a piped sewer connection, septic tank or pit latrine; a pit latrine with a slab; composting toilet; or a bio-gas toilet.

Of the 283 schools surveyed, 96.8% of the schools had improved sanitation facilities.

Table 42. Number of schools having improved sanitation facilities

Number of schools having improved sanitation facilities	District				
	Darchula	Bajhang	Bajura	Total	N
No	2.2%	2.4%	6.0%	3.2%	9
Yes	97.8%	97.6%	94.0%	96.8%	274
Total	100.0%	100.0%	100.0%	100.0%	283
Total number	92	124	67	283	

Source: SHN Survey

In each district the study team found varying standards of sanitation facilities in schools. The difference was the result of a few schools receiving intervention from the FY20 project cycle.

In municipalities like Jayaprithvi and Gaumul, there were separate toilets but no soap in the bathrooms. In Jayaprithvi, the boys were using the girl's toilet as the boy's toilet was extremely dirty. The Head Teacher also stated that there were several issues because of the limited number of toilet facilities and large number of students. In Gaumul, the students took turns to clean the toilet, reflecting the need to encourage accountability for cleanliness among the students.

"We are dissatisfied with the toilet facilities here, primarily because the users often fail to pour a bucket of water and keep the toilet clean after use."

-Male students, Bajhang

Disposal of sanitary pads was a problem in the majority of schools visited. In Mahakali, the majority of students consulted in the FGD were dissatisfied with the waste disposal mechanism, which had resulted in the girl's bathroom being littered with pads, making it dirty and foul-smelling. The toilets were also hardly cleaned. However, in Jayaprithvi, girls said that there was a proper disposal mechanism for sanitary pads. They were put in a cemented pit to be incinerated later.

"There is a problem of sanitary pad disposal. Initially, the girls used to throw used pads anywhere. As an SHN, I asked them to follow the pad disposal mechanism i.e., either dig a hole and bury or burn or throw it in the dustbin".

-SHN Teacher, Darchula

The school in Badimalika was one of a few with very good sanitation overall, because they had been part of the previous project cycle. It was in the process of building a hand-washing station (6 taps) with the support of IDS Nepal (intervention of the previous cycle). The same hand-washing station, where soap was available, was used for drinking and for washing hands. The students also had their nails checked on Mondays and Fridays, and the project had even provided the school with a 1,000-litre drum to store water. The school also had two pits to manage segregated waste. Schools in Badimalika and Gaumul also had a cleaning committee where one student from each classroom was assigned the responsibility of maintaining the cleanliness. The committee is responsible for cleaning the school areas, playing ground, water tanks, toilets etc.

Schools in Badimalika and Gaumul also had a cleaning committee that included one student from each classroom. The committee was responsible for cleaning the school, playing ground, water tanks, toilets, etc.

MGD Standard 29: Number of students receiving deworming medications

This indicator measures the number of students who have received deworming medication in a fiscal year through distribution of deworming tablets at school. The project envisioned that regular deworming contributes to good health and nutrition for school-age children, which in turn leads to increased enrollment and attendance, reduced class repetition, and increased educational attainment and performance. The GoN is responsible for distributing the tablets bi-annually.

Data from the student survey revealed that 97.1% of students had received deworming tablets. This data was further validated by data from the school administration, which showed that it had provided deworming medication to 3644 students in 2080/81 academic school year.

In all districts, in qualitative consultations, students confirmed that they had 'all' taken deworming medication. They also provided the months of the tablet distribution. In summary, data from surveys, school records, and qualitative consultations gave a comprehensive and consistent picture of high adherence to deworming medication programmes.

MGD Custom 5: Number of adolescent girls aged 10-19 years receiving biannual weekly Iron Folic Acid supplementation

This output indicator measures the number of adolescent girls aged 10-19 years that have received biannual weekly iron and folic acid (IFA) supplementation, usually through distribution at school. Adolescent girls between the ages of 10-19 years who received a full dose i.e., 26 tablets a year were considered as to have received biannual weekly IFA supplementation. This information has been verified through both record review and student survey.

Based on the student survey, 76.2% of girls received IFA supplementation, which is positive for a baseline study. This good result was reportedly facilitated by timely supply of tablets, as per the schedule, good coordination from local health units, and effective management by schools. In general, the health units distribute IFA tablets using health volunteers. The local partners also support the health unit, and their coordination has been praised by the health officers of each local government. In case a student is absent from school during the distribution, she is given the tablets after returning.

Table 43. % of adolescent girls aged 10-19 years receiving biannual weekly Iron Folic Acid

Students receiving biannual weekly iron and folic acid supplementation tablet in the school	Frequency	Percent
No	178	23.8
Yes	571	76.2
Total	749	100.0

Source: Student Survey (Girls between 10-19)

However, SHN focal teachers reported that motivating students to take the IFA tablets was difficult — some girls would throw them away thinking they were not important. It was learned that students received little information on why they should take the IFA tablets. This finding underscores the need to include a discussion on the importance of IFA tablets and on supplements in general.

MGD Custom 6: Number of schools conducting at least one annual health screening

This output indicator measures the number of schools in a fiscal year that have conducted at least one health screening as part of health and nutrition activities. The health screenings are conducted at the start of every academic year, to identify any concerns about children. Such concerns are then relayed to parents. The parents, in turn, are asked to feed their children nutritious food and to take them for timely check-ups at health facilities.

Of the 283 schools, 93.3% had conducted a health screening programme during the last academic year, including 94.6% in Darchula, 92.7% in Bajhang, and 92.5% in Bajura.

Table 44. Status of health screening program conducted in school during last academic year

Schools conducting annual health screening	District				
	Darchula	Bajhang	Bajura	Total	N
No	5.4%	7.3%	7.5%	6.7%	19
Yes	94.6%	92.7%	92.5%	93.3%	264
Total	100.0%	100.0%	100.0%	100.0%	283
Total number	92	124	67	283	

Source: SHN Teacher Survey

Further disaggregation of the data showed that in the majority of schools the screening programmes included height measurement (99.6%) weight measurement (99.2%), vision test (87.5%), dental hygiene (71.2%) and hearing test (68.2%).

Qualitative findings showed that though health screenings were being done, a concern was whether the tests were being done properly. A general finding was that the substantial number of technical resources required was a limiting factor in the number of screenings performed. This posed a primary challenge for the Palikas. The BLS team found that these measurements are key to identifying malnutrition, due to which screening is the study area needs to be developed further. A field staff from World Education also said that the screening had not been done properly, which was a big weakness in terms of health analysis and intervention. This suggested higher discrepancies on the health screening categories.

"Our eyes get checked every year, but we do not remember if our ears, height and weight were checked".

- Students, Darchula

Notably, almost all SHN teachers informed that health screening had helped students become aware of their health condition and permitted the school to identify students with functional limitations and disabilities.

MGD Custom 11: Number of local governments developing contextualized instructional materials.

This is an indicator measuring the percentage of local government developing contextualized teaching and learning materials. Teaching and learning materials include materials for both teachers and students and includes lesson plans, textbooks, student workbook, supplementary reading books including library books and materials.

In terms of preparation of contextualize learning materials from local government, the data from the headteacher survey revealed that the highest percentage of respondents who confirmed the availability of contextualized materials was in Bajura, with 62.7%. This was closely followed by Bajhang, where 61.3% of respondents reported the presence of such materials. Darchula had a slightly lower percentage, with 59.8% of respondents affirming the availability of contextualized materials. Overall, 61.1% of respondents across all districts indicated that contextualized materials were available.

Table 45. Availability of contextualized materials

Availability of contextualized materials	District				
	Darchula	Bajhang	Bajura	Total	N
No	39.1%	38.7%	37.3%	38.5%	109
Yes	59.8%	61.3%	62.7%	61.1%	173
Don't know	1.1%	0.0%	0.0%	0.4%	1
Total number	92	124	67	283	

Source: Head Teacher Survey

The headteacher survey data indicated that the most commonly prepared local learning materials by the local government were booklets. Bajura had the highest percentage of respondents reporting the preparation of booklets at 97.6%, followed by Darchula at 87.3%, and Bajhang at 84.2%. Overall, 88.4% of respondents across all districts indicated that booklets were prepared. Similarly, flipchart poems were the next type of local learning material, though they were much less common. Bajhang had the highest percentage of respondents reporting the preparation of flipchart poems at 13.2%, followed by Darchula at 12.7%, and Bajura at 11.9%. In total, 12.7% of respondents across all districts reported the preparation of flipchart poems.

Table 46. Types of local learning materials prepared by the local government

Types of local learning materials prepared by the local government	District				
	Darchula	Bajhang	Bajura	Total	N
Booklets	87.3%	84.2%	97.6%	88.4%	153
Flipchart poems	12.7%	13.2%	11.9%	12.7%	22
Storybooks	23.6%	21.1%	14.3%	20.2%	35
Curriculum	0.0%	10.5%	4.8%	5.8%	10
Total number	55	76	42	173	

Source: Head Teacher Survey

Storybooks were also prepared, with Darchula having the highest percentage of respondents at 23.6%, followed by Bajhang at 21.1%, and Bajura at 14.3%. Overall, 20.2% of respondents across all districts indicated that storybooks were prepared. Furthermore, curriculum materials were the least commonly prepared. Bajhang had the highest percentage of respondents reporting the preparation of curriculum materials at 10.5%, followed by Bajura at 4.8%. Darchula did not report any preparation of curriculum materials. Overall, 5.8% of respondents across all districts indicated that curriculum materials were prepared.

The headteacher survey data highlighted significant variations in the availability and types of contextualized learning materials prepared by local governments across Bajura, Bajhang, and Darchula districts. While Bajura led with the highest percentage of confirmed availability, followed closely by Bajhang and Darchula. Booklets emerged as the most commonly prepared material, with high rates across districts. However, flipchart poems, storybooks, and curriculum materials showed lower preparation rates, indicating disparities

in the types of materials available. The absence of curriculum material preparation in Darchula raises concerns about educational consistency and equity, emphasizing the need for strategic interventions to bridge these material preparation gaps and ensure a more uniform and enriching educational experience across all districts. When further enquired with the local government officials from all the municipalities that study team visited, the government officials from Darchula and Bajhang acknowledged that they have included preparation contextualized learning materials in their annual plan. However, none of the official could evidently state that there were materials at the present. In contradiction, the officials from Bajura mention that preparation of contextualized materials was not prioritized as all of the population could understand the Nepali language easily.

LRP Standard 5: Cost of commodity procured as a result of USDA assistance (by commodity and source country)

This is an output indicator that collects the cost (in US dollars) of procured commodities (vegetables, rice and lentils) by commodity type. The cost reported for the indicator is the actual cost of the procured commodities during the reporting period. The baseline value for this specific indicator is zero. However, it is to be noted that the project has been running on cycle modality, the project has recorded the cost of commodity of previous cycle. According to data from the project, from January to April 2024, the schools in the intervention districts consumed the vegetables worth of USD 172,074.

The farmers and cooperative representatives from all intervention districts were also enquired about the price of food items they supplied to the schools as a part of SMP. It was evident that the farmers were very motivated to provide their produces to the schools post the introduction of Home-Grown School Feeding (HGSF) approach. Post the introduction of HGSF approach, the perceived attitude of the farmers towards the children's health have been improved. The accountability of feeding local agriculture produces to their own children served as strong motivators for farmers. Along with the good health of future generation was one of the foremost motivation, other motivations such as economic benefits, utilization of bare land, creation of job opportunities etc. were other factors that motivated farmer for farming profession. Furthermore, farmers also acknowledged the subsidies provided by the local government for promotion of HGSF in Bajhang and Darchula. For instance, farmers from Marma RM of Darchula acknowledged receiving temporary tunnel for farming from local government. Additionally, Malikarjun Municipality providing support of NRs. 4500 to those cooperatives which are working with the project was also a positive gesture of local government in terms of promoting HGSF. Furthermore, a government official from Kedarseu, Bajhang shared that they provided vegetable seeds and seedlings, agricultural instruments, plastic tunnels, pesticides, and Hajari[33] for the promotion of homegrown school feeding. The official claimed to have supported hand tractors to ten agricultural groups and farms. Similarly, In Badimalika of Bajura, support of local government worth of NRs. 15 lakhs for HGSF promotion evident.

"After the linkage between the school, cooperatives and farmers, the farmers have become more confident about growing vegetables."

-Cooperative representative, Darchula

Similarly, cooperatives have been considered to be the major agents of the project who coordinates between the farmers and the schools for supplying necessary vegetable. The coordination between schools, farmers and cooperatives was found to be commendable in all the intervention districts. To begin with, in all three districts, the implementation of a direct monetary transfer mechanism for farmers from cooperatives was commendable, ensuring that funds were efficiently delivered to farmers' accounts. The proactive approach of the cooperative in Bajhang, in terms of collecting lentils for distribution by July, exemplified effective planning and responsiveness. Additionally, the cooperative representative's suggestion of a barter system

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[33] Water container for watering flowers, crops etc

and the establishment of a grading and benchmarking framework for cooperatives based on their capabilities highlighted a strategic approach to fostering resilience and self-sufficiency. Finally, he mentioned that the local government had promised a staff member to manage HGSF. In Bajura, the commercial nature of farming, coupled with the introduction of Integrated Pest Management (IPM), significantly enhanced farmers' accountability and ownership of agricultural practices. the representative from cooperative also claimed that the farmers were using innovative ideas such as off-seasonal farming and integrated farming despite not receiving training from anywhere. It is worth noting that these were the achievement from the previous cycle and its advocacy for strengthening home grown feeding approach.

However, despite having positive attitude of farmers and the cooperative towards farming, difficulty in sustainability arose specifically in terms of the cultivation of lentils and rice was highlighted by a cooperative representative in Bajhang. Similarly, the lack of capacitated human resources, motivated farmers, farmland, market, and transportation were other significant challenges highlighted by the cooperative representatives from all three intervention districts. In addition, farmers consulted by the BLS team in Marma RM of Darchula reported problems with irrigation in the highlands, which prevented them from growing the necessary number of vegetables. Furthermore, the lack of support for climate-smart technologies like tunnels and irrigation materials such as pipes hindered farming efforts, creating an uncertain environment for sustainability. Similarly, an education official of Bajura showed his reluctance to transition to a cash-based mechanism as he felt that the local government staff were not in a state where they could take one more burden of managing the school meals program on their shoulder at the moment. Despite these common challenges, cooperatives from Bajura and Darchula were still looking forward to working with the schools due to presence of support from local government. A cooperative representative from Malikarjun Rural Municipality of Darchula stated that the local government has been providing NRs. 4500 per cooperative as a management cost per month which is motivating them to work with schools in future. This was also validated by the local government official where they acknowledged that they had been providing NRs. 4500 as a reporting cost for cooperatives. Similarly, representative from Bajura also highlighted the support of NRs. 15 lakhs for cooperatives and farmers.

Overall, the coordination between schools, farmers and cooperatives was found to be commendable in all of the intervention districts. Staff allocation promise from local government underscored a commitment to supporting local agricultural development. The innovative use of an "agriculture ambulance" to transport surplus produce to markets was a notable advancement in logistical support. The cooperatives' ability to secure higher than market rates for their produce, along with the establishment of cold storage, revised rates, and a collection center, indicated a strong focus on sustainability. However, the difficulty in sustaining the cultivation of lentils and rice indicated a need for adaptive agricultural practices.

LRP Standard 7: Quantity of commodity procured as a result of USDA assistance (by commodity and source country)

This is an output indicator that collects the quantity of commodities procured (in metric tons (MT) through USDA local and regional procurement programme. The findings from various stakeholders showcased that the programme has notably streamlined the supply chain for farmers, offering them stable pricing and reducing market-related uncertainties. However, issues such as repetitive vegetable supply, off-season farming challenges, and logistical problems during school closures have been identified.

The study team could not collect the data regarding this indicator as the activities for this indicator were not executed for this cycle. All the food items were procured directly by the project partner itself. Hence the baseline value for this indicator is zero. However, it is essential to note that the previous cycle of the project has been implementing its activities continuously. According to data provided by the project team, it was found that from January to April 2024, 213 MT vegetables has been consumed by the students of three intervention districts.

The data collection for this indicator primarily relied on project records, supplemented by consultations with farmers and cooperative representatives. All farmers across the three districts confirmed they supplied food materials in accordance with the schools' needs. The Head Teachers in these districts affirmed the timely receipt of products from farmers. However, they expressed concerns regarding the repetitive nature of vegetable supplied. The farmers also acknowledged the findings from the Head Teachers where majority of the farmers consulted mentioned the issue of repetition of vegetables due to lack of skills and knowledge on off seasonal farming. Nevertheless, when questioned about their productivity, most farmers indicated that

in instances of insufficiency, they resorted to purchasing vegetables from local markets to fulfill school requirements.

LRP Standard 11: Number of individuals who have received short-term agricultural sector productivity or food security training as a result of USDA assistance

This output indicator measures the number of individuals who have gained significant knowledge or skills through capacity development training for farmers on home-grown garden technology. The training focuses on nutritious, locally suitable crops, including vegetables, fruits, cereals, legumes, pulses, and tricho-compost. This indicator will assess the project's performance in enhancing human capacity for increased agricultural productivity, improved food security, policy formulation and implementation, and overall transformational development.

The analysis of quantitative and qualitative data revealed noteworthy need for improvement trends in agricultural training among farmers. A majority of farmers had not received training in the past 12 months. While the number of training recipient were lower, those who mentioned to have received training claimed to receiving widely varied trainings, from seasonal/ off seasonal vegetable farming to social inclusion. Furthermore, farmers also highlighted effectiveness of the training, with notable successes and challenges in implementation due to equipment shortages.

Table 47. Farmers who received training in the last 12 months

Farmers who received farming training in the last 12 months	District				
	Darchula	Bajhang	Bajura	Total	N
No	55.6%	70.0%	44.4%	57.1%	16
Yes	44.4%	30.0%	55.6%	42.9%	12
Total	100.0%	100.0%	100.0%	100.0%	28
Total number	9	10	9	28	

Source: Farmer survey

The analysis of the quantitative data from farmers revealed a notable trend in agricultural training. The majority of the surveyed farmers, comprising 57.1%, had not received any training in the past 12 months. In contrast, a smaller proportion, 42.9%, reported having received training related to agriculture within the same timeframe*).* A closer examination of the data, disaggregated by district, uncovered further insights. Bajura district exhibited the highest percentage of trained farmers, with 55.6% having received training. This was followed by Darchula, where 44.4% of the farmers had undergone training. Bajhang district reported the lowest training rate among the three, with only 30% of the farmers having received training.

LRP Standard 14: Number of public-private partnerships formed as a result of USDA assistance

The indicator measures the number of public-private partnerships in education established during the reporting year due to USDA assistance. Private entities can include for-profit entities, NGOs, private companies, community groups, or profit-seeking state-owned enterprises. Public entities can be donor-funded programme participants, national or sub-national governments, or non-profit state-owned enterprises. The indicator does not count transactions but the formation of new partnerships within the current reporting year, excluding any partnerships formed in previous years.

The baseline value for this indicator is zero. However, it is important to note that the study team have been able to collect some sort of information as a result of previous cycle's interventions. While the evidence of partnership was limited in Darchula and Bajhang, the study team observed that Bajura had established partnerships with Ipas and Good Neighbour International, specifically regarding WASH and sanitation components. Local government officials and Head Teachers acknowledged that these organizations provided support specifically for handwashing stations and awareness-raising initiatives.

Overall, the limited information for the indicator indicated that there had been minimal private and public partnerships in these intervention districts. Further skills enhancement training for local government officials to improve their relationships with private agencies was deemed important.

LRP Custom 1: Number of schools receiving food commodities for school meal program on timely basis

This is an output indicator that measures the number of schools that received food commodities for SMP on timely basis throughout the academic year.

Since the intervention of the project for the current cycle has not started yet, as a result the project has not tracked the number of schools receiving food commodities for SMP. Thus, the baseline value for this indicator is Zero. However, it is worth noting that the project has been able to provide the food commodities on timely manner to 1798 schools till April 2024 as a result of project's previous cycle. Similarly, the survey with Head Teachers also noted that out of total surveyed school, the vast majority of schools (**95.1%) report receiving regular and timely food supplies from WFP or partners as an impact of project's previous cycle.**

Table 48. Per cent of schools receiving food commodities for school meal program on timely basis

Interval of supply of food commodities from WFP/ partners to the school	Frequency	Percent
No	14	4.9
Yes	269	95.1
Total	283	100.0

Source: Head Teacher Survey

LRP Custom 2: Number of school age children receiving school meal on all school days

This output indicator measures the number of school-age children receiving meals on all school days. It tracks the targets and achievements before and after the WFP began supporting the Government of Nepal's (GoN) Midday Meal Programme. The programme aims to alleviate hunger during school hours, helping children to be more attentive and improve their concentration. Additionally, school meals address specific nutritional deficiencies in school-age children, reducing hunger and enhancing children's learning capacity. Furthermore, the programme envisions for the successful in school graduation and progressing further.

The results of survey with children have been presented in para 263 that indicated that a majority of students, amounting to 65.5%, reported that their school provided a mid-day meal on a daily basis. Among the 65.5% of students who received meals on all six days, the highest percentage, 37.7%, were from grade five, followed by 33.1% from grade four. In contrast, within the 15.4% of students who claimed that the school did not provide the mid-day meal every day or never provided it, the highest percentage, 51.1%, were from grade eight. This was followed by 41.4% from grade seven, 2.5% from grade six, 3.2% from grade five, and 1.8% from grade four*)*. This can be inferred that while a significant majority of students consistently received mid-day meals, there were notable discrepancies based on grade levels. Students in higher grades, particularly grades seven and eight, were more likely to report inconsistencies in the provision of mid-day meals.

Table 49. Per cent of school age children receiving school meal on all school days

Students mentioning school offered mid-day-meal daily						
Class	Daily	Daily except Friday	Do not provide daily/never	Do not give during exam	Total	
4.00	33.1%	25.6%	1.8%	33.7%	27.6%	503
5.00	37.7%	31.4%	3.2%	32.6%	31.3%	570
6.00	15.6%	18.6%	2.5%	18.3%	14.1%	257
7.00	7.9%	12.2%	41.4%	9.1%	13.6%	247
8.00	5.7%	12.2%	51.1%	6.3%	13.4%	243
Total	100.0%	100.0%	100.0%	100.0%	100.0%	1820
Grand Total	1193	172	280	175	1820	

Source: Student's survey

When students were asked to provide insights about the variety of mid-day meals provided, amongst all respondents, a majority indicate that the meals are not varied. Specifically, 41.0% of respondents report that the mid-day meals are always the same. Another 43.8% state that the meals are mostly the same, suggesting some minor variations but largely consistent offerings. Only 15.2% of the respondents experience different varieties of mid-day meals regularly). This indicated that a substantial portion of the students surveyed encounters no variety in their mid-day meal. Overall, the findings suggest that the mid-day meals are predominantly repetitive for the majority of respondents.

Table 50. Varieties of mid-day meal

Varieties of mid-day meal (n=1365)	Frequency	Percent
Different varieties	207	15.2
Mostly same	598	43.8
Always same	560	41.0
Total	1365	100.0

Source: Students Survey

Along with the variety, when students were enquired about the sufficiency of a meal, out of total respondents, the overwhelming majority, 97.7%, reported that the meal was sufficient to satisfy their hunger. In contrast, only 2.3% of respondents indicated that the meal was not sufficient. This distribution suggests a high level of satisfaction with the meal provided, with a negligible minority expressing dissatisfaction. When enquired for the causes of dissatisfaction during the qualitative consultation, huge majority mentioned repetition of food items. While the repetition of meal of was common amongst all, few students also mentioned the excessive use of spices specifically turmeric was another factor causing dissatisfaction amongst students. Overall, the data suggest that the meal in question generally met the hunger needs of the surveyed population effectively.

Sufficiency of meals provided by the school
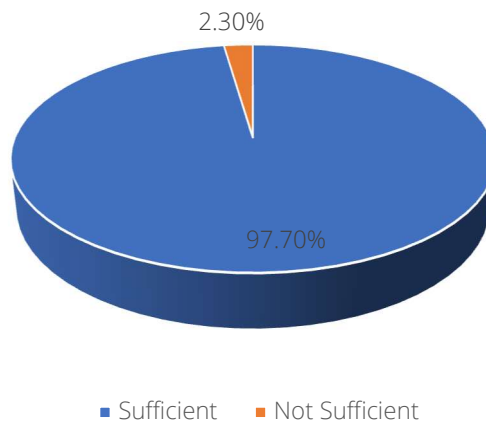
Source: Students survey

The students were further enquired about their perception on meals during qualitative consultations. The qualitative consultation depicted that student in Khaptadchanna and Jayaprithivi of Bajhang district appreciated the meals provided by the school, mentioning that the food was fulfilling and satisfying. Meals were provided five days a week, from Sunday to Thursday. They highlighted a particular liking for "*Khichadi*," as well as the separate servings of "*daal bhat*" and "*tarkari.*" The portion sizes were deemed appropriate, with additional servings available upon request. Overall, the students were content with the meal provision. However, there were suggestions for improvement, including the addition of meat (such as chicken and buffalo) and more vegetables like carrots and spinach. Some students expressed a preference for home meals, primarily due to the inclusion of meat at home.

> *"My parents' work does not let them to prepare meal in the morning. I am happy that I can eat to a full meal at the school"*
>
> *- Students, Darchula*

While the students from Bajhang were satisfied with the meals provided, students in Mahakali of Darchula expressed dissatisfaction with the repetition of the same vegetable for two to three consecutive days. Despite this, school meals were generally preferred over home-cooked meals, as they were perceived to offer a properly balanced diet. The rice, dal, and vegetables provided by the school were considered to be hearty and filling. Similarly, the majority of students reported receiving meals on all six school days. Additionally, they claimed to have received meals during the time of examination. However, an issue was noted where students from grades 7 and 8 did not receive meals after reaching grade 7, indicating a disparity in meal distribution among different grade levels. Similarly, was the situation the Bajura, where students from grades 4, 5, and 6 reported receiving meals on all six school days.

Overall, the school meals across different regions depicted several common themes and disparities emerge. In Bajhang, students expressed high satisfaction with the meals provided by the school, noting that the food was both fulfilling and satisfying. However, there were suggestions for improvement, such as the addition of meat and more vegetables like carrots and spinach. This feedback suggests room for enhancing meal variety and nutritional content. On the other hand, while students from Darchula and Bajura preferred school meals over home-cooked meals for their balanced diet, there was dissatisfaction with the repetition of the same vegetable for consecutive days. Despite this, the school meals were valued for being hearty and filling, indicating that while the nutritional value was appreciated, variety in the menu could be improved.

Additionally, in Darchula and Bajura, there was a notable disparity in meal distribution among different grade levels. Students in grades 7 and 8 did not receive meals after reaching grade 7, highlighting an inequity that affects older students' access to school meals. Overall, while the meals are generally well-received and considered nutritious, there are clear disparities in meal distribution and variety that require attention to ensure all students have equal access to satisfying and balanced meals.

LRP Custom 3: Number of schools receiving commodities procured locally

This is an output indicator that measure the number of schools receiving commodities procured locally. This indicator tracks the target vs achievement. It is important to track because school meals alleviate hunger while classes are in session, will help children to be more attentive and improve concentration. Ultimately, these children will be more successful in school and progress further and more quickly. School meals also alleviate specific nutritional deficiencies of school-age children.

The baseline value for this indicator is zero. Given the fact that the project has been running in the cycle basis, majority of the schools were receiving locally grown food products timely. However, it is to note that the intervention of the current cycle had not started yet. Schools of the project districts has been continuously receiving commodities produced locally. With the objective of cross validating the data of the project, the study team had also enquired with the Head Teacher about receiving commodities produced/procured locally, where 92.6% of Head Teachers claimed to have received commodities produced locally.

Annex 13: Detailed Tables (Outcome Indicators)

MGD 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

Students' Characteristics

Table 51. Distribution of students based on their school location and gender

District	Boys	Girls
Bajhang	43.0%	57.0%
Bajura	45.3%	54.7%
Darchula	52.0%	48.0%
Grand Total	46.4%	53.6%

Source: EGRA Test

Table 52. Distribution of students based on their age

Age	Students
Below 6 years	0.0%
6 years	1.2%
7 years	13.8%
8 years	29.3%
9 or more	55.7%

Source: EGRA Test

Nepali is the national official language and the medium of teaching and learning in Nepal. However, there are 123 languages spoken as the mother tongue in the country. Table 53 shows the distribution of home languages for learners in our sample. Most students report a language other than Nepali as their mother tongue is a dialect of the Doteli language (Bajhangi, Darchureli, Bajureli, and Baitadeli). Doteli is a dialect of the Khas language, which is an ancient form of the modern Nepali Language and is written in the Devanagari script. The home languages for learners in our sample are Nepali or Doteli.

Table 53. Distribution of students based on their home language

Home Langauge	Learners
Nepali (L1)	34.8%
Non-Nepali (L2)	65.2%
Bajhangi	29.2%
Darchureli	26.6%
Bajureli	8.9%
Baitadeli	0.3%
Others	0.1%

Source: EGRA Test

Table 54. National Reading Benchmark of Early Grades — Grade 2

Reading sub-skill	Pre-basic	Basic	Proficient	Advanced
Grade 2				
Oral Reading Fluency (correct word per minute)	Less than 15	15 to less than 30	30 to less than 40	40 and more
Reading comprehension (% correct response)	Less than 30% (or responded 1 answer correctly)	30% to less than 50% (or responded 2 answers correctly)	50% to less than 70% (or responded 3 answers correctly)	70% and above (or responded 4 or more answers correctly)

Source: EGRA Test

Table 55. Distribution of students based on Reading Proficiency Benchmark

Respondent	Number (Students)	Pre-basic	Basic	Proficient	Advanced
Total	2933	43.6%	33.6%	14.5%	8.3%
District					
Bajhang	1290	47.4%	32.8%	12.6%	7.1%
Bajura	702	50.7%	34.3%	11.3%	3.7%
Darchula	941	32.9%	34.2%	19.4%	13.4%
School Type					
Basic	1740	44.0%	34.2%	13.9%	8.0%
Secondary	1193	43.0%	32.8%	15.4%	8.8%
Gender of Students					

Boy	1362	42.3%	34.9%	14.5%	8.3%
Girl	1571	44.7%	32.5%	14.5%	8.3%
Home Language					
L1 (Nepali)	1022	43.7%	35.8%	12.9%	7.5%
L2 (Doteli)	1911	43.5%	32.4%	15.3%	8.7%

Source: EGRA Test

Table 56. Distribution of students based on Reading Comprehension Benchmark

Respondent	Number (Students)	Pre-basic	Basic	Proficient	Advanced
Total	2933	49.5%	19.6%	18.1%	12.7%
District					
Bajhang	1290	54.7%	17.4%	16.7%	11.3%
Bajura	702	49.9%	20.8%	17.8%	11.5%
Darchula	941	42.3%	21.9%	20.4%	15.4%
School Type					
Basic	1740	51.4%	19.4%	17.8%	11.4%
Secondary	1193	46.8%	20.0%	18.6%	14.6%
Gender of Students					
Boy	1362	47.8%	21.7%	17.4%	13.1%
Girl	1571	51.1%	17.8%	18.8%	12.3%
Language					
L1 (Nepali)	1022	50.8%	21.5%	16.6%	11.1%
L2 (Doteli)	1911	48.9%	18.6%	18.9%	13.6%

Source: EGRA Test

Table 57. Subtask 1-Listening comprehension (correct answers out of 3 questions)

Respondent	Number (Students)	Mean	SD	SE
Total	2933	1.9	0.9	0.0
District				
Bajhang	1290	1.93	0.9	0.0
Bajura	702	1.90	0.8	0.0
Darchula	941	1.83	1.0	0.0

School Type				
Basic	1740	1.88	0.9	0.0
Secondary	1193	1.91	0.9	0.0
Gender of Students				
Boy	1362	1.89	0.9	0.0
Girl	1571	1.90	0.9	0.0
Home Language				
L1 (Nepali)	1022	1.85	0.9	0.0
L2 (Doteli)	1911	1.91	0.9	0.0

Source: EGRA Test

Table 58. Subtask 2-Letter-sound knowledge (correct letters/minute)

Respondent	Number (Students)	Mean	SD	SE
Total	2933	31.9	17.2	0.3
District				
Bajhang	1290	29.19	17.0	0.5
Bajura	702	29.34	15.7	0.6
Darchula	941	37.54	17.2	0.6
School Type				
Basic	1740	31.23	17.0	0.4
Secondary	1193	32.90	17.5	0.5
Gender of Students				
Boy	1362	32.82	16.8	0.5
Girl	1571	31.11	17.5	0.4
Home Language				
L1 (Nepali)	1022	31.72	16.4	0.5
L2 (Doteli)	1911	32.01	17.6	0.4

Source: EGRA Test

Table 59. Subtask 3-Word reading (correct word/minute)

Respondent	Number (Students)	Mean	SD	SE
Total	2933	9.9	7.1	0.1
District				
Bajhang	1290	9.26	6.8	0.2
Bajura	702	8.50	6.2	0.2
Darchula	941	11.93	7.6	0.2
School Type				
Basic	1740	9.75	7.0	0.2
Secondary	1193	10.20	7.2	0.2
Gender of Students				
Boy	1362	10.14	7.1	0.2
Girl	1571	9.75	7.1	0.2
Home Language				
L1 (Nepali)	1022	9.48	6.7	0.2
L2 (Doteli)	1911	10.17	7.3	0.2

Source: EGRA Test

Table 60: Subtask 4- Non-meaning word reading (correct words/minute)

Respondent	Number (Students)	Mean	SD	SE
Total	2933	9.9	6.4	0.1
District				
Bajhang	1290	9.10	6.1	0.2
Bajura	702	8.53	5.8	0.2
Darchula	941	11.88	6.8	0.2
School Type				
Basic	1740	9.62	6.4	0.2
Secondary	1193	10.19	6.4	0.2
Gender of Students				
Boy	1362	9.96	6.3	0.2
Girl	1571	9.76	6.5	0.2

	1022	9.44	6.1	0.2

Home Language				
L1 (Nepali)	1022	9.44	6.1	0.2
L2 (Doteli)	1911	10.07	6.6	0.2

Source: EGRA Test

Table 61. Subtask 5 a: oral reading fluency (correct words/minute)

Respondent	Number (Students)	Mean	SD	SE
Total	2933	19.0	15.2	0.3
District				
Bajhang	1290	17.60	14.8	0.4
Bajura	702	16.06	12.3	0.5
Darchula	941	23.20	16.6	0.5
School Type				
Basic	1740	18.63	14.8	0.4
Secondary	1193	19.60	15.7	0.5
Gender of Students				
Boy	1362	19.14	14.7	0.4
Girl	1571	18.92	15.6	0.4
Home Language				
L1 (Nepali)	1022	18.55	14.2	0.4
L2 (Doteli)	1911	19.28	15.6	0.4

Source: EGRA Test

Table 62. Subtask 5 b-oral reading comprehension (correct answers out of 5 questions)

Respondent	Number (Students)	Mean	SD	SE
Total	2933	1.6	1.5	0.0
District				
Bajhang	1290	1.49	1.5	0.0
Bajura	702	1.61	1.4	0.1
Darchula	941	1.88	1.5	0.0
School Type				
Basic	1740	1.57	1.5	0.0

Secondary	1193	1.75	1.5	0.0
Gender of Students				
Boy	1362	1.67	1.5	0.0
Girl	1571	1.61	1.5	0.0
Home Language				
L1 (Nepali)	1022	1.57	1.4	0.0
L2 (Doteli)	1911	1.68	1.5	0.0

Source: EGRA Test

Table 63. Subtask 6-Picture comprehension (number of correct answers out of 3 questions)

Respondent	Number (Students)	Mean	SD	SE
Total	2933	2.3	0.6	0.0
District				
Bajhang	1290	2.13	0.6	0.0
Bajura	702	2.41	0.6	0.0
Darchula	941	2.37	0.7	0.0
School Type				
Basic	1740	2.24	0.6	0.0
Secondary	1193	2.33	0.6	0.0
Gender of Students				
Boy	1362	2.34	0.6	0.0
Girl	1571	2.22	0.7	0.0
Home Language				
L1 (Nepali)	1022	2.21	0.6	0.0
L2 (Doteli)	1911	2.31	0.6	0.0

Source: EGRA Test

Table 64. Correlation between TPD and ORF/Comprehension

Teacher's Professional Development Training

ORF Categories	No	Yes	Grand Total
Pre-basic	676	708	1384
Basic	410	480	890

Proficient	142	156	298
Advance	84	101	185
Grand Total	1312	1445	2757

Pearson chi2(3) = 2.0541   Pr = 0.561

Comprehension Categories	No	Yes	Grand Total
Pre-basic	702	669	1371
Basic	252	290	542
Proficient	212	284	496
Advance	146	202	348
Grand Total	1312	1445	2757

Pearson chi2(3) = 16.5441   Pr = 0.001

Table 65. Correlation between EGR and ORF/Comprehension

EGR training

ORF Categories	No	Yes	Grand Total
Pre-basic	604	780	1384
Basic	353	537	890
Proficient	127	171	298
Advance	77	108	185
Grand Total	1161	1596	2757

Pearson chi2(3) = 3.5676   Pr = 0.312

Comprehension Categories	No	Yes	Grand Total
Pre-basic	604	767	1371
Basic	226	316	542
Proficient	188	308	496
Advance	143	205	348
Grand Total	1161	1596	2757

Pearson chi2(3) = 5.9150   Pr = 0.116

Table 66. correlation between availability of early grade materials and ORF/Comprehension

Are there teaching materials for early grades available?

ORF Categories	No	Yes	Grand Total
Pre-basic	180	1218	1398
Basic	59	840	899
Proficient	11	287	298
Advance	3	182	185
Grand Total	253	2527	2780

Pearson chi2(3) = 54.1302   Pr = 0.000

Comprehension Categories	No	Yes	Grand Total
Pre-basic	180	1200	1380
Basic	43	504	547
Proficient	19	482	501
Advance	11	341	352
Grand Total	253	2527	2780

Pearson chi2(3) = 59.2084   Pr = 0.000

Table 67. Correlation between EGR trained teachers and ORF/Comprehension

Have all Nepali early grade teachers been trained in EGR instruction method/tools?

ORF Categories	No	Yes, All	Yes, Partially	Grand Total
Pre-basic	136	531	731	1398
Basic	70	381	448	899
Proficient	12	126	160	298
Advance	4	97	84	185
Grand Total	222	1135	1423	2780

Pearson chi2(6) = 30.8509   Pr = 0.000

Comprehension Categories	No	Yes, All	Yes, Partially	Grand Total
Pre-basic	119	552	709	1380
Basic	47	207	293	547
Proficient	37	208	256	501

Advance	19	168	165	352
Grand Total	222	1135	1423	2780

Pearson chi2(6) = 11.6140   Pr = 0.071

MGD Standard 4: Number of teachers/ educators/ teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance

Table 68. Teaching Materials used by Nepali Teachers

Materials generally used by the teachers to teach early grade reading/ literacy					
	District				
	Darchula	Bajhang	Bajura	Total	N
a. Textbooks	100.0%	98.4%	98.5%	98.9%	280
e. Charts/ Pictures	96.7%	94.4%	94.0%	95.1%	269
c. Curriculum	95.7%	95.2%	91.0%	94.3%	267
f. Word cards/ Flash cards	98.9%	91.9%	91.0%	94.0%	266
b. Teacher's Guide	87.0%	84.7%	76.1%	83.4%	236
k. Supplementary reading materials	85.9%	73.4%	80.6%	79.2%	224
j. Levelled readers	78.3%	76.6%	82.1%	78.4%	222
d. Lesson plan	76.1%	58.1%	80.6%	69.3%	196
i. Book corner	83.7%	50.0%	71.6%	66.1%	187
l. Locally available materials	57.6%	61.3%	73.1%	62.9%	178
g. Electronic audio- video materials	25.0%	14.5%	7.5%	16.3%	46
h. Online materials	14.1%	4.8%	14.9%	10.2%	29

Source: Nepali Teacher survey

Table 69. Use of teaching materials by Nepali teacher in classroom (Classroom Observation)

Use of teaching materials by Nepali teacher in classroom	District_name				
	Bajhang	Bajura	Darchula	Total	N
A Books	100.0%	100.0%	100.0%	100.0%	269
B. Teachers Guidelines	40.2%	25.0%	15.2%	28.3%	76
C.Curriculum	69.2%	65.0%	35.9%	56.9%	153
D.Lesson plan	32.5%	36.7%	28.3%	32.0%	86
E.Chart/Picture	30.8%	40.0%	47.8%	38.7%	104
F.Word card/Flash card	27.4%	36.7%	43.5%	34.9%	94
G.Digital materials (Audio Video, CD, DVD etc)	0.9%	1.7%	3.3%	1.9%	5
H.Online materialS	0.0%	1.7%	1.1%	0.7%	2
I.Book corner	22.2%	41.7%	47.8%	35.3%	95
J.Levelled readers	22.2%	40.0%	27.2%	27.9%	75

K.Supplementary reading materials	22.2%	38.3%	34.8%	30.1%	81
L.Locally available materials	18.8%	41.7%	12.0%	21.6%	58
Total	386.3%	468.3%	396.7%	408.2%	269
Total number	117	60	92	269	

Source: Classroom observation (Nepali Teacher)

Table 70. Training type expected by the Nepali teachers

Contents that teachers would be interested to received training in future	District				
	Darchula	Bajhang	Bajura	Total	N
Teaching methods	82.8%	86.8%	85.7%	85.5%	94
Early grade reading skills	41.4%	54.7%	75.0%	56.4%	62
Use of additional teaching materials besides textbook	48.3%	47.2%	50.0%	48.2%	53
Classroom management	62.1%	43.4%	21.4%	42.7%	47
Communicating with parents	24.1%	18.9%	3.6%	16.4%	18
Learning and sharing with teachers	17.2%	28.3%	21.4%	23.6%	26
Prepare and use lesson plans	37.9%	24.5%	25.0%	28.2%	31
Use of continuous assessment charts	20.7%	39.6%	42.9%	35.5%	39
Support to students based on the capacity	24.1%	22.6%	25.0%	23.6%	26
Record keeping and follow-up on lessons	17.2%	5.7%	21.4%	12.7%	14
Use of technological equipment	27.6%	32.1%	25.0%	29.1%	32
Dealing with children with different mother tongues	10.3%	1.9%	14.3%	7.3%	8
Dealing with children with special needs	24.1%	5.7%	10.7%	11.8%	13
Making class interactive	3.4%	9.4%	3.6%	6.4%	7
Use of integrated curriculum	3.4%	11.3%	7.1%	8.2%	9
Others (Specify)	0.0%	3.8%	0.0%	1.8%	2
Total	444.8%	435.8%	432.1%	437.3%	110
Total number	29	53	28	110	

Source: Nepali Teacher Survey

Table 71. Main challenges encountered in teaching/learning

Main challenges encountered in teaching/learning	District				
	Darchula	Bajhang	Bajura	Total	N
Frequent absence of students	63.0%	67.7%	52.2%	62.5%	177
Lack of parental support	62.0%	72.6%	59.7%	66.1%	187
Lack of teaching-learning materials	56.5%	62.1%	71.6%	62.5%	177
Lack of training	45.7%	62.1%	47.8%	53.4%	151
Different mother tongues of the students	14.1%	10.5%	16.4%	13.1%	37
Other (Specify)	5.4%	3.2%	4.5%	4.2%	12
Total	246.7%	278.2%	252.2%	261.8%	283
Total number	92	124	67	283	

Source: Nepali Teacher Survey

Table 72. New areas of knowledge/skills that the teachers/staff members benefit from

New areas of knowledge/skills can the teachers/staff members benefit from	District				
	Darchula	Bajhang	Bajura	Total	
On improving literacy skills of the early grade students,	92.4%	80.6%	91.0%	86.9%	246
On improving the quality of teaching/ instruction by the teachers	58.7%	45.2%	26.9%	45.2%	128
On school health, hygiene and nutrition	50.0%	31.5%	34.3%	38.2%	108
On school management	40.2%	32.3%	22.4%	32.5%	92
On school community relation	16.3%	14.5%	9.0%	13.8%	39
Development and revision of SIP	47.8%	39.5%	37.3%	41.7%	118
Inclusive Education	23.9%	22.6%	38.8%	26.9%	76
Multi-Grade Multi Level (MGML) related trainings	28.3%	12.9%	19.4%	19.4%	55
Refreshment training	1.1%	2.4%	7.5%	3.2%	9
ICT in education related training	2.2%	8.9%	19.4%	9.2%	26
Others	2.2%	4.8%	11.9%	5.7%	16
Total	363.0%	295.2%	317.9%	322.6%	283
Total number	92	124	67	283	

Source: Head Teacher Survey

MGD Standard 19: Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance

Table 73. Number of individuals who demonstrate the use of new child health and nutrition practices as a result of USDA assistance

Number of individuals who demonstrate the use of new child health and nutrition practices as a result of USDA assistance					
			Yes	No	Total
Darchula	Sex	Male	26.9%	73.1%	290
		Female	31.0%	69.0%	287
		Total	28.9%	71.1%	577
	Ethnicity	Hill Bramhin/Chettri	27.8%	72.2%	500
		Hill Janajati	50.0%	50.0%	2
		Hill Dalit	36.0%	64.0%	75
		Total	28.9%	71.1%	577
	Class group	Class 4 to 6	34.3%	65.8%	400
		Class 7 to 8	16.9%	83.1%	177
		Total	28.9%	71.1%	577
Bajhang	Sex	Male	5.2%	94.8%	308
		Female	9.4%	90.6%	319
		Total	7.3%	92.7%	627
	Ethnicity	Hill Bramhin/Chettri	7.0%	93.0%	531
		Hill Janajati	0.0%	100.0%	14
		Hill Dalit	11.0%	89.0%	82
		Total	7.3%	92.7%	627

		Class 4 to 6	7.3%	92.7%	464
	Class group	Class 7 to 8	7.4%	92.6%	163
		Total	7.3%	92.7%	627
		Male	13.5%	86.5%	303
	Sex	Female	15.7%	84.3%	313
		Total	14.6%	85.4%	616
Bajura		Hill Bramhin/Chettri	14.2%	85.8%	409
	Ethnicity	Hill Janajati	8.0%	92.0%	25
		Hill Dalit	16.5%	83.5%	182
		Total	14.6%	85.4%	616
		Class 4 to 6	14.8%	85.2%	466
	Class group	Class 7 to 8	14.0%	86.0%	150
		Total	14.6%	85.4%	616

Source: Student's Survey

MGD standard 20: Number of individuals who demonstrate the use of new safe food preparation and storage practices as a result of USDA assistance

Table 74. Per cent of individuals trained in safe food preparation and storage as a result of USDA assistance

Characteristics		Darchula		Bajhang		Bajura		Total	
		N	%	N	%	N	%	N	%
Gender	Male	71	77.2%	104	83.9%	59	88.1%	234	82.7%
	Female	21	22.8%	20	16.1%	8	11.9%	49	17.3%
	Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Total	**92**	**100%**	**124**	**100%**	**67**	**100%**	**283**	**100%**
Nature of appointment	Part time	58	63.0%	66	53.2%	37	55.2%	161	56.9%
	Full time	34	37.0%	57	46.0%	27	40.3%	118	41.7%
	Volunteer	0	0.0%	1	0.8%	3	4.5%	4	1.4%
	Total	**92**	**100%**	**124**	**100%**	**67**	**100%**	**283**	**100%**
Cooks who had received trainings	No	34	37.0%	31	25.0%	27	40.3%	92	32.5%
	Yes.	58	63.0%	93	75.0%	40	59.7%	191	67.5%
	Total	**92**	**100.0%**	**124**	**100.0%**	**67**	**100.0%**	**283**	**100.0%**

Source: Cook survey

Custom Indicator 3: Percentage of parents having school going children aware about the benefits of nutrition

Table 75. Overall % of parents having school going children aware of benefits of SMP

Percentage of parents having school going children aware of benefits of school meal program (at least 30% listed response)	District							
	Darchula		Bajhang		Bajura		Total	
	Male	Female	Male	Female	Male	Female	Male	Female
No	18.8%	27.4%	37.7%	48.3%	31.3%	45.1%	30.5%	39.1%
Yes	81.2%	72.6%	62.3%	51.7%	68.8%	54.9%	69.5%	60.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Total number	117	190	175	147	160	144	452	481

Source: Parent's Survey

LRP Standard 12: Number of individuals in the agriculture system who have applied improved management practices or technologies with USDA assistance.

Table 76. Types of trainings received by farmers

Training received by farmers	Total	
	Number	Percentage
Climate-resilient improved technologies/varieties	3	25.0%
Crop diversity	6	50.0%
Cereals, legumes, pulses farming	4	33.3%
Seasonal/off season vegetable farming	8	66.7%
Integrated Pest management	3	25.0%
Micro-irrigation technology	1	8.3%
Farm management	3	25.0%
Improving the quality of farm products	4	33.3%
Standardising the farm products	2	16.7%
Food procurement	1	8.3%
Store handling	1	8.3%
Social inclusion	1	8.3%
Total	12	308.3%

Source: Farmers survey

Table 77. Usefulness and application of training knowledge and skills

		Darchula		Bajhang		Bajura		Total	
		f	%	f	%	f	%	f	%
Farmers stating the knowledge and skills taught in the training helpful for them to improve produces from the farm	No	0	0.0%	2	66.7%	0	0.0%	2	16.7%
	Yes	4	100.0%	1	33.3%	5	100.0%	10	83.3%
Farmers stating the knowledge and skills taught in the training helpful for them to improve market linkages?	No	1	25.0%	2	66.7%	2	40.0%	5	41.7%
	Yes	3	75.0%	1	33.3%	3	60.0%	7	58.3%
Farmers applying improved agriculture technologies	No	1	25.0%	0	0.0%	2	40.0%	3	25.0%
	Yes	3	75.0%	3	100.0%	3	60.0%	9	75.0%
	Total	4	100.0%	3	100.0%	5	100.0%	12	100.0%

Source: Farmers survey

Table 78. Application of improved agriculture technologies by farmers

Farmers applying improved agriculture technologies/practices	Survey		Observation	
	Count	%	Count	%
Crop genetics (use of improved seed varieties)	3	33.3%	9	90.0%
Cultural practices (mulching, staking, improved nursery practices, line sowing, weeding)	6	66.7%	10	100.0%
Disease and pest management: (integrated pest management practices- bio-fertilizer, traps, bio-pesticides)	2	22.2%	10	100.0%
Soil conservation and fertilizer management: use of compost/manure, use of lime, use of organic fertilizer, inter cropping of pulses and legumes	1	11.1%	10	100.0%
Climate smart technology (Drought-tolerant varieties, plastic house/ plastic high tunnel, plastic tunnel)	3	33.3%	10	100.0%
Water management and water technology (drip irrigation, sprinkler irrigation, plastic pond/recharge pond, cement pond/thai jar)	0	0.0%	9	90.0%
Practice of input purchase (seeds, bio-pesticides, micro-nutrients, sprinkler, drip-irrigation set, hermetic bags)	2	22.2%	9	90.0%
Marketing, Collection and Distribution Center (Practice of produce sale with market price Information, use of collection center)	2	22.2%	8	80.0%
Post-harvest handling (packing technology, improved transportation, improved handling, use of local made bamboo basket (doko), use of hermetic bag)	0	0.0%	9	90.0%
Record keeping of any activities performed (use of improved varieties, use of bio-pesticides, mulching etc	0	0.0%	5	50.0%
Farming technology	0	0.0%	n/a	n/a
Tools	2	22.2%	n/a	n/a

Source: Farmers survey

Table 79. Regularity of students in early grades

regularity of students in early grades	District				
	Darchula	Bajhang	Bajura	Total	
91% and above	22.8%	20.2%	20.9%	21.2%	60
81-90%	48.9%	38.7%	38.8%	42.0%	119
71-80%	22.8%	30.6%	31.3%	28.3%	80
61-70%	4.3%	8.9%	7.5%	7.1%	20
Below 60%	1.1%	1.6%	1.5%	1.4%	4
Total	100.0%	100.0%	100.0%	100.0%	283
Total number	92	124	67	283	

Source: Head Teacher Survey

Table 80. Physical infrastructure support from WFP

Support received from WFP in terms of physical infrastructure	District				
	Darchula	Bajhang	Bajura	Total	
No	47.8%	50.0%	64.2%	52.7%	149
Yes	52.2%	50.0%	35.8%	47.3%	134
Total	100.0%	100.0%	100.0%	100.0%	283
Total number	92	124	67	283	

Source: Head Teacher Survey

Table 81. Breakdown of physical infrastructure support from WFP

Physical infrastructures support received from WFP	District				
	Darchula	Bajhang	Bajura	Total	
Kitchen space	10.4%	17.7%	4.2%	12.7%	17
Classroom necessities	10.4%	14.5%	0.0%	10.4%	14
Handwashing stations	87.5%	82.3%	91.7%	85.8%	115
Toilet	6.3%	1.6%	0.0%	3.0%	4
Solar	0.0%	0.0%	4.2%	0.7%	1
Waste management pit	2.1%	3.2%	8.3%	3.7%	5
Buildings	0.0%	9.7%	0.0%	4.5%	6
Others (Specify)	8.3%	14.5%	4.2%	10.4%	14
Total	125.0%	143.5%	112.5%	131.3%	134
Total number	48	62	24	134	

Source: Head Teacher Survey

MGD Standard 19: Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance

Table 82. Availability of toilet

Availability of toilet	District (Column N %)				
	Darchula	Bajhang	Bajura	Total	N
No	2.2%	2.4%	3.0%	2.5%	7
Yes	97.8%	97.6%	97.0%	97.5%	276
Total	100.0%	100.0%	100.0%	100.0%	283
Total number	92	124	67	283	

Source: SHN Teacher Survey

Table 83. Main source of drinking water in school

Main source of drinking water in school	District				
	Darchula	**Bajhang**	**Bajura**	**Total**	**N**
Piped water	93.5%	89.5%	95.5%	92.2%	261
Protected dug well	1.1%	0.8%	1.5%	1.1%	3
Cart with small tank/drum	0.0%	0.8%	1.5%	0.7%	2
Children carry water from home	3.3%	0.8%	0.0%	1.4%	4
Other (specify)	2.2%	8.1%	1.5%	4.6%	13
Total	100.0%	100.0%	100.0%	100.0%	283
Total number	92	124	67	283	

Source: SHN Teacher Survey

Table 84. Provision of purifying water before drinking in school

Provision of purifying water before drinking in school	District				
	Darchula	**Bajhang**	**Bajura**	**Total**	**N**
No	71.7%	71.0%	89.6%	75.6%	214
Yes	28.3%	29.0%	10.4%	24.4%	69
Total	100.0%	100.0%	100.0%	100.0%	283
Total number	92	124	67	283	

Source: SHN Teacher Survey

Custom Indicator 3: Percentage of parents having school going children aware about the benefits of nutrition

Table 85: Knowledge of parents on advantages of school meals

Knowledge on advantages of school meal		District								
Characteristics		**Darchula**			**Bajhang**			**Bajura**		
		No	**Yes**	**Total**	**No**	**Yes**	**Total**	**No**	**Yes**	**Total**
Sex	Male	49.0%	51.6%	50.3%	51.9%	44.2%	49.1%	47.5%	51.9%	49.2%
	Female	51.0%	48.4%	49.7%	48.1%	55.8%	50.9%	52.5%	48.1%	50.8%
Ethnicity	Hill Bramhin/Chettri	88.2%	85.1%	86.7%	85.1%	83.9%	84.7%	70.9%	58.9%	66.4%
	Hill Janajati	0.3%	0.3%	0.3%	2.7%	1.3%	2.2%	3.1%	5.6%	4.1%
	Hill Dalit	11.5%	14.5%	13.0%	12.2%	14.7%	13.1%	26.0%	35.5%	29.5%
Class group	Class 4 to 6	77.1%	61.6%	69.3%	78.9%	65.2%	74.0%	77.9%	71.9%	75.6%
	Class 7 to 8	22.9%	38.4%	30.7%	21.1%	34.8%	26.0%	22.1%	28.1%	24.4%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Total number		288	289	577	403	224	627	385	231	616

Source: Parents Survey

Minimum diet diversity of school going age children(at least 4 food consumes)		Darchula			Bajhang			Bajura			Total		
		No	Yes	Total	No	Yes	Total	No	Yes	Total	No	Yes	Total
Gender of parents	Male	6.0%	94.0%	117	17.1%	82.9%	175	15.6%	84.4%	160	13.7%	86.3%	452
	Female	8.9%	91.1%	190	12.2%	87.8%	147	15.3%	84.7%	144	11.9%	88.1%	481
Ethnicity	Hill Bramhin/Chettri	7.6%	92.4%	251	15.2%	84.8%	276	13.8%	86.2%	217	12.2%	87.8%	744
	Hill Janajati	0.0%	100.0%	2	0.0%	100.0%	1	50.0%	50.0%	2	20.0%	80.0%	5
	Hill Dalit	9.3%	90.7%	54	13.3%	86.7%	45	18.8%	81.2%	85	14.7%	85.3%	184
Gender of children	Male	9.7%	90.3%	155	14.6%	85.4%	144	14.9%	85.1%	161	13.0%	87.0%	460
	Female	5.9%	94.1%	152	15.2%	84.8%	178	16.1%	83.9%	143	12.5%	87.5%	473
Parents's education	Illiterate	20.0%	80.0%	35	19.7%	80.3%	76	18.9%	81.1%	74	19.5%	80.5%	185
	Literate (Can read and write)	6.7%	93.3%	30	19.1%	80.9%	47	24.5%	75.5%	53	18.5%	81.5%	130
	Basic level (1 – 8)	9.6%	90.4%	94	11.8%	88.2%	85	14.0%	86.0%	86	11.7%	88.3%	265
	Secondary level (9 – 12)	4.9%	95.1%	123	12.9%	87.1%	93	10.3%	89.7%	78	8.8%	91.2%	294
	Bachelors	0.0%	100.0%	19	6.7%	93.3%	15	0.0%	100.0%	11	2.2%	97.8%	45
	Masters or above	0.0%	100.0%	6	16.7%	83.3%	6	0.0%	100.0%	2	7.1%	92.9%	14
	Total	7.8%	92.2%	307	14.9%	85.1%	322	15.5%	84.5%	304	12.8%	87.2%	933
	Total number	25	282	307	48	274	322	47	257	304	120	813	933

Source: Parents survey

Annex 14: Reconstructed Theory of Change

Nepal FY 2023 – Theory of Change Outcomes

Vision:

Nepal's national school feeding programme provides contextually appropriate, quality school-based interventions that enable children to reach their full potential.

Objectives

Strengthen the government's capacity, at national and sub-national levels, to design, coordinate, implement and monitor an efficient, effective, contextualized multi-sectoral school feeding programme.
Establish a hybrid, local purchase modality option that uses improved supply chain efficiencies to respond to scarce supply and high costs of home-grown school meals in mountainous districts.
Gradually shift WFP and its partners role from operational implementation support to providing the Government of Nepal with technical assistance.

Key Messages

WFP Nepal, through the generous support of the USDA McGovern-Dole and in collaboration with its key cooperating partners, has been the main partner to the Government of Nepal on its journey to realizing a fully scaled national programme. The McGovern-Dole programme and WFP have been a key enabler in honing the Government's vision for school feeding.

1. The Government of Nepal school feeding programme coverage up to grade 5 (with the plan to expand to grade 8). This led to gaps in programme quality and exposed programme areas that require improvement. The proposed McGovern-Dole project addresses these areas (government capacity, infrastructure, monitoring/accountability) and provides targeted technical assistance to ensure a quality national school feeding programme.

2. Mountainous districts face disproportionate challenges including access, price inflation, scarce commodity supply that affects quality and consistency in programming. The proposed project pilots a hybrid procurement approach, whereby food is sourced in the school community, as well as from surplus-producing communities that may be outside of immediate school to counter scarce supply.

S.No.	Recommendation	Type
1	WFP to strategically engage with different ministries for better convergence of department objectives and activities to ensure sustainability of impact.	Strategic- Long-term
2	Focus WFP efforts on building capacities of local level actors, developing market linkages, and enhancing supply chain governance for the effective functioning of the SMP to ease management of food.	Strategic- Medium term
3	WFP to advocate for streamlining of roles and responsibilities for monitoring and implementation between federal, provincial, and local level to establish clarity of roles between governance levels	Strategic- Long term
4	Advocacy efforts towards increasing per student/per meal budget allocated to schools is needed as the programme transitions from in-kind to cash modality.	Strategic- Medium term
5	Strengthen the approach, objectives, and goals of WFP to supporting the GoN's strategy for taking over the school meals programme.	Strategic- Medium term
Thought points for Programme Consideration		
WFP reappraise project design for more effective engagement of SMC/FMCs in schools in a manner which speaks with the socio-cultural dynamics and migration pattern of the region considering low-income status and increased migration of one or both parents.		

Annex 15: Beneficiary Table

District	Palika	Total No.of Schools	Grade											
			ECD			Grade 1 to 5			Grade 6 to 8			Grand Total (0-8)		
			Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Bajura	Badimalika	25	334	264	598	1331	1020	2351	665	696	1361	2330	1980	4310
	Budiganga	29	388	392	780	1753	1518	3271	986	900	1886	3127	2810	5937
	Budinanada	31	371	344	715	1702	1670	3372	886	861	1747	2959	2875	5834
	Gaumul	26	260	241	501	744	616	1360	433	350	783	1437	1207	2644
	Himali	22	172	194	366	950	867	1817	407	365	772	1529	1426	2955
	Jaganath	19	295	279	574	912	769	1681	416	430	846	1623	1478	3101
	Khaptad Chhededaha	31	307	295	602	1672	1664	3336	889	835	1724	2868	2794	5662
	Swamikartik	27	370	357	727	1171	1048	2219	543	494	1037	2084	1899	3983
	Triveni	41	617	523	1140	1571	1370	2941	883	743	1626	3071	2636	5707
	Total	251	3114	2889	6003	11806	10542	22348	6108	5674	11782	21028	19105	40133
Bajhang	Bithadchir	33	434	380	814	1770	1632	3402	812	816	1628	3016	2828	5844
	Bungal	84	484	464	948	4046	3511	7557	1511	1503	3014	6041	5478	11519
	Chabispathivara	37	394	311	705	1507	1305	2812	696	630	1326	2597	2246	4843
	Durgathali	28	199	220	419	1136	835	1971	470	399	869	1805	1454	3259
	Jayaprithivi	46	539	515	1054	1630	1569	3199	877	848	1725	3046	2932	5978
	Kedarseu	56	690	727	1417	2546	2383	4929	1167	1054	2221	4403	4164	8567
	Khaptadchhanna	38	277	339	616	1411	1354	2765	737	675	1412	2425	2368	4793
	Masta	34	337	348	685	1641	1530	3171	677	573	1250	2655	2451	5106
	Saipal	9	61	67	128	298	256	554	108	112	220	467	435	902
	Surma	21	271	256	527	1158	1098	2256	347	343	690	1776	1697	3473
	Talkot	30	390	383	773	1164	1162	2326	478	478	956	2032	2023	4055
	Thalara	47	585	634	1436	1430	1430	2860	685	664	1349	2700	2728	5428

	Total	463	4661	4644	9522	19737	18065	37802	8565	8095	16660	32963	30804	63767
Darchula	Apihi,mal	23	116	146	262	472	433	905	242	259	501	830	838	1668
	Byas	25	273	208	481	646	547	1193	317	298	615	1236	1053	2289
	Duhun	19	189	156	345	608	585	1193	382	396	778	1179	1137	2316
	Lekam	47	139	166	305	871	897	1768	437	497	934	1447	1560	3007
	Mahakali	47	334	361	695	1399	1734	3133	869	978	1847	2602	3073	5675
	Malikarjun	42	235	249	484	864	838	1702	500	533	1033	1599	1620	3219
	Marma	46	286	279	565	1352	1285	2637	652	633	1285	2290	2197	4487
	Naugad	43	276	266	542	1425	1415	2840	773	720	1493	2474	2401	4875
	Sailyashikhar	51	387	391	778	1713	1733	3446	917	912	1829	3017	3036	6053
	Total	343	2235	2222	4457	9350	9467	18817	5089	5226	10315	16674	16915	33589
	G Total	1057	10010	9755	19982	40893	38074	78967	19762	18995	38757	70665	66824	137489

Acronyms

AKC	Agriculture Knowledge Center
BLS	Base Line Study
CBO	Community-based Organization
CEHRD	Centre for Education and Human Resource Development
CO	Country Office
DAC	Development Assistance Committee
DEQAS	Decentralized Evaluation Quality Assurance System
EDCU	Education Development and Coordination Unit
EGR	Early Grade Reading
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
EQAS	Evaluation Quality Assurance System
ERO	Education Review Office
ET	Evaluation Team
FAD	Food Assistance Division
FFEP	Food for Education Project
FGD	Focus Group Discussion
FY	Fiscal Year
GDI	Gender Development Index
GDP	Gross Domestic Product
GEDSI	Gender Equality, Disability and Social Inclusion
GEWE	Gender Equality and Women Empowerment
GII	Gender Inequality Index
GoN	Government of Nepal
GPI	Gender Parity Index
HDI	Human Development Index
HGSF	Home Grown School Feeding
IDS	Integrated Development Society
IEC	Information, Education and Communication
IEMIS	Integrated Education Management Information System
IR	Inception Report
IFA	Iron and Folic Acid
KII	Key Informant Interviews
LDC	Least Developed Country

LEDPG	Local Education Development Partner Group	
LG	Local government	
LRP	Local and Regional Procurement	
M&E	Monitoring and Evaluation	
MDM	Mid-Day Meal	
MGD	McGovern Dole	
MICS	Multiple Indicator Cluster Survey	
MICS	Multiple Indicator Cluster Survey	
MoALD	Ministry of Agriculture and Livestock Development	
MoEST	Ministry of Education Science and Technology	
MoLMCPA	Ministry of Land Management, Cooperatives and Poverty Alleviation	
MRE	Monitoring Review and Evaluation	
MSNP	Multi Sector Nutrition Plan	
MTE	Midterm Evaluation	
MUAN	Municipal Association of Nepal	
NARMIN	National Association of Rural Municipalities in Nepal (NARMIN)	
NGO	Non-Governmental Organization	
NPC	National Planning Commission	
NSMP	National School Meal Programme	
ODA	Official Development Assistance	
OECD	Organisation for Economic Cooperation and Development	
OEV	Office of Evaluation	
ORF	Oral Reading fluency	
PII	Personal Identifiable Information	
PMP	Performance Monitoring Plan	
PTA	Parent-Teacher Association	
QS	Quality Support	
RB	Regional Bureau	
RM	Rural Municipality	
RF	Result Framework	
SBCC	Social Behaviour Change and Communication	
SDG	Sustainable Development Goals	
SESP	School Education Sector Plan	
SHF	Small Holders Farmers	
SHN	School Health and Nutrition	
SMC	School Management Committee	
SMP	School Meal Programme	

SPSS	Statistical Package for Social Sciences
TOC	Theory of Change
ToR	Terms of Reference
TPD	Teacher Professional Development
UN	United Nations
UNCT	United Nations Country Team
UNEG	United Nations Evaluation Group
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
USDA	United States Department of Agriculture
WaSH	Water Sanitation and Hygiene
WE	World Education
WFP	World Food Programme

WFP Nepal Country Office
https://www.wfp.org/countries/nepal