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Endline Evaluation of USDA McGovern-Dole International Food for Education and Child Nutrition Programme in Nepal 2020–2024

Decentralized evaluation report

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Executive Summary

Introduction

1. This report is the endline evaluation of the 4th Cycle of the United States Department of Agriculture (USDA) McGovern-Dole International Food for Education and Child Nutrition Program (the FY 20 McGovern Dole project), covering all activities of the project. This evaluation includes all six districts, including the three (Doti, Jajarkot and Achham) that were gradually transitioned to the government from FY 2022/23. The evaluation is commissioned by WFP Nepal Country Office and is conducted from August 2024 (start month) to April 2025.
2. The FY 20 McGovern Dole project aims to achieve three key results: improved literacy of school-age children, increased use of health, nutrition and dietary practices, and improved effectiveness of food assistance through local and regional procurement (LRP). The project's duration is four years, from 1 November 2020 to 30 September 2024, with a no cost extension granted until September 2025.
3. USDA, which has a long history of supporting Nepal's efforts to promote food security and enhance opportunities for education, is the largest global donor to school feeding efforts. It provides U.S. agricultural commodities, funding, and technical assistance to reduce hunger, support nutrition, and improve literacy and primary education, especially for girls, worldwide. Nepal has received USDA assistance since FY 2011. The World Food Programme (WFP) began to support the midday program in selected basic schools in Nepal in 1974 and has thereafter continuously worked in this sector, with the Government scaling-up its investment in 2020/21. Improving the quality of education standards and educational outcomes in community schools has remained high on Nepal's development agenda. Having acknowledged the contribution of the midday meal in improving educational outcomes, the previous School Sector Development Plan, 2016/17-2022/23 (SSDP) included the school health and nutrition program with midday meals to support student learning and retention in schools. The School Education Sector Plan, 2022/23-2031/32 which follows the SSDP further envisaged to strengthen the midday meal program. In 2023/24, the government allocated USD 87 million to the national Mid-day Meal programme budget, about 6% of the nation's education budget. After teacher's salaries, the school meal budget is the second largest allocation in the education.
4. The midday meal program, a cash-based model, is one of Nepal's most extensive educational sector programs implemented by the Ministry of Education, Science and Technology (hereafter Ministry of Education). In 2022/23, the midday meal program reached 3.313 million school children, from pre-primary to grade 5, in community schools nationwide. Of these the FY 20 project targeted 246,755, which were to be gradually reduced based on the transition plan.¹
5. The purpose of the evaluation is to provide an evidence-based, independent assessment of the performance of the McGovern-Dole FY 20 project by objectively reviewing the implementation and achievements for accountability and learning.
6. The primary audience of this evaluation includes USDA, WFP, the school management of all community schools across all provinces, followed by local governments (LGs). They are constitutionally responsible for the overall operation, management, and monitoring of community schools in their respective jurisdictions, including the implementation of the McGovern-Dole activities at the local level. The evaluation report will be used by the Ministry of Education, Centre for Education and Human Resource Development (CEHRD), and the Ministry of Social Development of the provincial government, and local governments (LGs). Besides national/primary audiences, international communities are also important audiences.
7. The evaluation covered all six project districts: Achham, Doti, Jajarkot, Bajhang, Bajura, and Darchula. Of these six districts, the first three were transitioned to the Government in 2022 and 2023, and the remaining three (Bajhang, Bajura and Darchula) are continuing to receive USDA grants through FY 20 and also from the FY 23 project, for a period of 2024 to 2028. An internal, stand-alone special study was conducted concurrently

¹ Global Child Nutrition Foundation | Global Survey of School Meal Programs, 2022-23

with the evaluation to identify best practices and lessons learned. Some findings from the study contributed to the evaluation.

Evaluation Context, Features and Methodology

8. The endline evaluation (ELE) followed a mixed method approach, consistent with the baseline study (BLS) and midterm evaluation (MTE), combining quantitative and qualitative data collection methods and a desk review. Instead of conducting fresh sampling, a panel approach was used, revisiting the same schools surveyed earlier in the BLS and MTE, with replacements made only when previously surveyed schools were closed or merged with nearby schools. The ELE included 10,831 respondents- students, headteachers, parents, cooks, and cooperatives.

9. The qualitative method included key informant Interviews (KIIs), focus group discussions (FGDs) with students, cooks, teachers, storekeepers, parents, and cooperatives, and observations of school facilities, cooking, and meal serving based on checklists provided. In addition, 122 government officials were also interviewed. Organizational Performance Index Assessment was conducted in 24 municipalities, 18 of which were from the midterm evaluation, and 6 (one from each of the six districts) were added.

10. The evaluation encountered no significant technical or methodological limitations, except for challenges in attributing the results to the FY 20 project as many schools in the surveyed districts received similar support and services from previous McGovern-Dole projects over the years, therefore it was challenging to attribute the results/responses solely to FY 20.

Key Findings

11. The FY 20 project is relevant, coherent, and effective in addressing key educational, nutritional, and agricultural challenges, contributing to Nepal's broader development goals and the SDGs. By working closely with the government and aligning with national policies, the program has successfully improved access to school meals, health, and sanitation, and supported local food systems. Although there were challenges in literacy and attendance, the project made significant progress, especially in promoting gender equality, reducing social inequalities, and increasing community involvement. The program's alignment with national priorities, combined with its efficient use of resources, ensures its long-term sustainability and impact, creating a solid foundation for future initiatives.

Relevance

Aimed at achieving synergistic results through: (a) the provision of hot, nutritious midday meals from early childhood to grade 6; (b) complementary services, including school health and nutrition (SHN) and early grade literacy improvement; and (c) the engagement of cooperatives to manage local supply chains and boost agricultural production—the FY 20 McGovern-Dole project addressed the interlinked challenges of food insecurity, poverty, and health-related absenteeism in Nepal's six remote, mountainous districts. Implemented in partnership with the Ministry of Education/CEHRD and local governments at the federal level and local level, respectively, the project is highly relevant not only in improving educational outcomes—the key objective—but also helped reduce educational inequalities and strengthened local agriculture production systems. Over 81% of parents credited the project for current improvements in school attendance. Its contribution to improving student enrollment and retention, children's health, and sanitation conditions was acknowledged by the project's key stakeholders, including parents, teachers, school management committees, and local governments.

Coherence

12. While the McGovern-Dole FY 20 project was initially designed to align with Nepal's key long-term policies and plans—such as the National Education Policy 2019, the 15th Development Plan (2018/19–2023/24), the School Sector Development Plan (2016/17–2022/23), the Multi-Sector Nutrition Plan II (2018–2022), the School Health and Nutrition Strategy 2006, and SDG 4 on improved literacy—its activities and results also demonstrated strong coherence with more recent and ongoing frameworks. These include the School Education Sector Plan (2022/23–2031/32), the Multi-Sector Nutrition Plan III (2023–2031), and the 16th Development Plan (2024/25–2029/30), which build upon earlier initiatives. This coherence is further evi-

denced by the government's growing commitment to scale the school midday meal program to grade 8, increase public investment, and integrate complementary interventions. Additionally, the issuance of the Local Production-Based Nutritious Midday Meal Program Framework 2024 by Ministry of Education—anchoring the home-grown school feeding model—confirms the alignment between the project's approach and national policy directions.

13. The project does not explicitly incorporate human rights-based principles and standards within its design. However, its activities inherently reinforce the commitment of related stakeholders to respect, protect, and uphold these rights. The project complements Nepal's efforts to adhering to the principles and builds upon the existing mechanisms to the extent possible to achieve the targets of SDG 4 through good governance, accountability and socially responsible partnerships.

Effectiveness

14. Despite major disruptions—such as eight months of school closures and year-long food distribution delays due to the COVID-19 pandemic—the project successfully met 59% of its end-of-project targets, while the remaining 41% were partially achieved. A few targets remained partially achieved— primarily due to ambitious initial benchmarks and pandemic-related challenges. Nevertheless, measurable improvements were recorded across all 29 indicators, confirming the project's strong overall performance. Parent interviews (over 2700) validated these findings: 99 percent of the children aged 5 to 16 were regularly attending schools, parents no longer had to prepare lunchboxes, early returns from school decreased substantially, and more than 95 percent of parents expressed their satisfaction with their children's performance.

15. WFP's dual approach—working through local governments and engaging competent international and national not-for-profit organizations was effective. This is evidenced by an increase in local government capacity, with their organizational performance index (OPI) improving from 1.7 at baseline to 2.1 and 3.0, out of 4.0 at the mid-term and endline evaluation, respectively.

Efficiency

16. The evaluation assessed the project as efficient as there were no cost overruns and the cost per beneficiary (student) was reasonably low. This evaluation only considered the core project expenses and external costs, such as the transportation of food materials from the US to Nepal, and WFP management fees were not included. The management cost is reasonably lower than the generally accepted seven percent standard. Of the six components, the project's expenditure on the capacity-strengthening component appeared less efficient when compared to the budgeted amount.

17. The evaluation observed that WFP's "desk-based technical assistance" significantly enhanced the capacity of project implementing agencies, particularly local governments, fostering long-term cooperation, coordination, and collaboration. Key benefits of this approach included enabling field-based staff to strengthen relationships with government counterparts, helping to exploit external opportunities (such as competitive grants from agencies like the National Planning Commission) and understand challenges like such as human resource shortages, offering support where possible, and sharing experiences.

Impacts

18. Besides several intended and unintended positive impacts as depicted in the effectiveness section, this evaluation acknowledged the project's contribution to reducing several deeply entrenched undesirable social practices, such as discrimination between boys and girls and providing a high priority to boys in meals. The project's contribution to changing gender roles is transparently visible. This project has become a catalyst in supporting the government's efforts to eliminate deeply rooted discriminatory practices, laying a strong foundation for long-term change while recognizing that transforming entrenched norms requires sustained efforts over time. The project's focused activities to involve parents/guardians in school-related activities brought schools and local communities together. It strengthened teacher-parent relationships, which, in turn, contributed to improving educational outcomes.

19. The project's contribution to reducing gender inequalities within schools and communities is remarkable. This was triggered by the universal targeting approach, provision of cooked meals in the schools, the "first come, first served method", proactive coordination with health facilities, and the promotion of

menstrual hygiene among adolescent girls. While the project is not exclusively focused on GEEW. However, its deliberate efforts through activities such as training, workshops, parent-teacher interactions, national events, and the facilitation of economic opportunities for women farmers to increase agricultural production to sell at schools (especially vegetables) to schools, have contributed to household income and economic empowerment.

Sustainability

20. The school meal program's sustainability prospects are high. The long-term School Education Sector Plan (2023-2031), Multi-sector Nutrition Plan—III (2023-2031), and Sixth Plan (2025-2029) have endorsed its basic concept of integrating midday meals with complementary activities like school health and nutrition and home-grown school feeding modality. The government has secured financial arrangements through federal conditional grants to the local governments, and an appropriate institutional mechanism is in place to ensure continuity.

21. Community participation- one of the key foundations for the sustainability of the midday meal program- was gradually decreasing in both transitioned (Doti, Achham and Jajarkot) and non-transitioned districts (Bajang, Bajura and Darchula). However, participation remained relatively better in the non-transitioned districts, primarily due to regular monitoring and supervision backed by training and related technical backstopping.

22. Organizational performance index, which measures the capacity of the local governments- another key factor influencing the sustainability of the midday meal programme- was comparatively higher in non-transitioned districts than in transitioned districts. This suggests a need for continued follow-up support after transitioning the program to the government.

Conclusions

23. The evaluation found that WFP has been effectively collaborating with national institutions and partners to identify opportunities to address structural causes of gender inequality affecting schoolchildren and to contribute to women's economic empowerment, keeping the agenda of providing quality school meals integrated with other practical and strategic needs of the schoolchildren at the center.

24. The project substantially contributed to improving educational outcomes by enhancing access to nutritious meals, promoting student attendance and retention, and supporting overall academic performance, as evidenced by an increase in student attendance rate by over 15 percent, and the percent of students, who, by the end of grade 2 of primary schooling, demonstrated that they can read and understand the meaning of the grade-level texts, measured based on early grade reading assessment (EGRA), increased from an overall score of 4 to 6.4, with a substantial difference between transitioned and non-transitioned districts.

25. By targeting the country's remote, food-insecure mountainous and hill districts, the FY 20 project effectively complemented the nation's food security objectives and strategies while addressing multidimensional poverty, in addition to supporting food security objectives.

26. Ensuring the provision of nutritious meals through the midday meals programme that meet prescribed standards remains a significant challenge in Nepal due to budgetary constraints and reliance on federal grants to finance meals in schools. Addressing existing challenges requires a multi-faceted approach, including:

- (a) Expanding training opportunities for stakeholders,
- (b) Strengthening the HGSF model,
- (c) Implementing structural reforms such as increasing budget allocations, improving supply chain efficiency, and integrating school feeding programs with broader education, health, and agricultural policies.

Lessons Learned

27. Several lessons were learned from the evaluation of this project. These include the following: (a) community participation is the foundation for the sustainability of the Midday Meal Program in community schools. However, when the FY 20 McGovern-Dole Project transitioned from a targeted to the universal approach in selecting schools and the communities, the original model for community engagement-designed for the targeted setting- became no longer valid. This shift led to a decline in community participation and ownership of the project activities. The experience highlights the importance of designing alternative mechanisms to ensure sustained community engagement. (b) integrating home-grown school feeding (HGSF) model with the involvement of local cooperatives in supply chain management is an innovative approach championed by the project. However, without built-in financial provisions such as an additional NPR 3 per student per day to cover the cost of vegetables, there is a significant risk that cooperatives may act merely as intermediaries rather than promoting local agricultural production. These two concepts- HGSF and engaging cooperatives in supply management- are interlinked and need to be jointly owned by the key stakeholders for the approach to remain effective and sustainable. (c) the scope of the midday meal program has expanded significantly through its integration with other complementary services, such as promoting local agricultural production and health and nutrition services. Its devolution to local governments under a federal grant scheme transformed it into an inherently multisectoral initiative. To ensure effective implementation, it is essential to establish proactive and accountable institutional arrangements with clearly defined roles, responsibilities and strong monitoring mechanisms to track progress and measure outcomes.

Recommendations

28. Building on evaluation findings, conclusions, and considering the end of the project period recommendations are hereby made for the project. The evaluation provided six recommendations for each of the six project components. These recommendations are:

- (a) **Food distribution:** Strengthen collaboration among local communities, governments, and schools to identify and address factors affecting student attendance and retention—placing a specific focus on improving the quality and regularity of midday meals
- (b) **Support improved safe food preparation, handling and storage:** Improve cooking facility and infrastructure at schools, including capacity of persons involved in food management and distribution.
- (c) **Integrated School Health and Nutrition package:** Strengthen integration of school health and nutrition (SHN) interventions at schools based on revised SHN strategy.
- (d) **Improved literacy:** Strengthen capacity of the local government and schools on early grade teaching practices.
- (e) **Improved nutrition:** Collaborate with the local government to promote and strengthen HGSF.
- (f) **Capacity strengthening:** Strengthen institutional capacity of local governments on planning, implementation and monitoring of mid-day meal program.

1. Introduction

1. This report presents the endline evaluation findings of the United States Department of Agriculture (USDA) McGovern-Dole International Food for Education and Child Nutrition Program- FY 20 project implemented in six districts that include Jajarkot of Karnali Province, and five districts of Sudurpaschim Province: Achham, Bajang, Bajura, Darchula, and Doti. The FY 20 project has three strategic objectives (SO): (a) improved literacy of school-age children (SO1), (b) increased use of health, nutrition and dietary practices (SO2), and (c) improved effectiveness of food assistance through local and regional procurement.

2. Through its McGovern-Dole Projects, USDA has a long history of supporting Nepal's efforts to promote food security and improve the quality of education. The McGovern-Dole project provides U.S. agricultural commodities, funding, and technical assistance to reduce hunger, support nutrition, and improve literacy and primary education, especially for girls, worldwide. Nepal was one of nine countries selected for FY 20. USDA prioritizes programming in countries committed to providing school meals, including evidence of school feeding laws and financial contributions to school feeding by the host governments.²

1.1. EVALUATION FEATURES

3. **Evaluation objectives:** The overall objective of the endline evaluation was to provide an evidence-based, independent assessment of the performance, objectively reviewing the implementation and achievements for accountability, document learnings/best practices and generate lessons learned. Specifically, this evaluation aimed to:

- (a) review the project's relevance, effectiveness, efficiency, coherence, impact, and sustainability
- (b) collect performance indicator data for strategic objectives and higher-level results
- (c) assess whether or not the project has succeeded in achieving McGovern-Dole's two strategic objectives and LRP-SO
- (d) investigate the project's overall impact
- (e) identify meaningful lessons learned that the host government, WFP, USDA, and relevant stakeholders can apply to future programing.

4. **Priority to learning:** The evaluation served the dual and mutually reinforcing objectives of accountability and learning, putting learning first. The evaluation tracked progress and measured results, identified areas requiring attention in future program design, and generated learnings from successes and challenges.

- **Accountability:** The evaluation was carried out as part of USDA's requirements for the project and as part of the strong rationale that by commissioning this evaluation the Country Office ensures that it is carried out transparently and to a high standard. With evidence-based results and comparing the results with the baseline data and the midterm evaluation results, this report discusses how specific results occurred and whether there were any gaps, lapses, and learnings.
- **Learning:** The endline evaluation envisages providing evidence-based findings for planning and implementing similar projects in the future. While the FY 20 award is about to end, the FY23 McGovern-Dole project, implementation of which is ongoing, will also benefit.

5. **Scope of evaluation:** This evaluation covered six districts in the Sudurpaschim and Karnali provinces supported through McGovern Dole Project-FY 20. Out of six districts, three districts- Achham, Doti, and Jajarkot- are transitioned to the government, where the government is currently implementing a cash-based midday meal modality. The remaining three districts- Bajhang, Bajura, and Darchula- follow an in-kind-based modality, which is currently supported through FY 23. **Annex 1** presents the summary of terms of reference (ToR).

² USDA 2020. Fiscal Year 2020 International Food Assistance Report

6. **Applying United Nations Evaluation Group Guidance in line with the United Nations System-Wide Action Plan on Gender Equality and the Empowerment of Women:** Besides focusing on the standard evaluation criteria (para 13), this evaluation assesses the project's responsiveness and accountability to the United Nations Evaluation Group (UNEG)'s gender-related Norms and Standards, particularly the following:

- Engaging all categories of respondents, e.g., by sex, caste, disability, and age, in the evaluation processes.
- Analysis of inclusiveness, equity, and educational outcomes.
- Assessing who benefitted most from the project, boys or girls, marginalized or well-off groups, and the distribution of benefits among different groups, including those who are generally left behind.
- Assessing the project's responses to issues related to human rights.

7. **Engagement of key stakeholders:** Keeping independence and autonomy at the center, the evaluation engaged the project's key stakeholders, which include: direct beneficiaries- students, parents, teachers, and cooks; indirect beneficiaries- school management committee (SMC) members, staff of the agricultural knowledge centers (AKCs), farmer groups, and cooperatives, including government officials and implementing partners from the federal, provincial to local levels, such as the Ministry of Education, Centre for Education and Human Resource Development (CEHRD), Education Review Office (ERO), and WFP implementing partners (IP), e.g., World Education (JSI/WEI), Integrated Development Society (IDS), Mercy Corps Nepal (MC) in all the processes and stages of evaluation.

8. **Users of the evaluation results:** WFP as an implementer and USDA as a donor are the main stakeholders of the FY 20 McGovern Dole project's evaluation results. Other expected users of the evaluation findings include the host government (Government of Nepal, at federal, provincial and local levels of government), community schools, and development partners supporting SESP's implementation. Additionally, local NGOs, beneficiaries of the McGovern-Dole FY 20 project (such as schools, local farmer groups/cooperatives, women's groups, and local communities), UN agencies, Nepal's development partners, I/NGOs working in the education sector, WFP Regional Bureau of Bangkok, WFP headquarters, and WFP's Office of Evaluation. **Annex 2** shows detailed stakeholders and users of the evaluation.

1.2. CONTEXT

9. **Country overview:** Nepal, sandwiched between two highly populous and large countries - India in the south and China in the north- is a small mountainous country of about 147,181 square kilometres. It lies on the southern slopes of the Himalayan Mountain ranges and has three distinct geographic regions- mountainous, hilly and Terai regions. According to the 2021 population census, it has a total population of 29,164,578, and population density is 198 per square kilometer.³ Since 2015, the country has become a federal republic which is divided into seven provinces. Agriculture is Nepal's key economic sector that engages nearly 62 percent of the population, and its economic growth is low and erratic. In 2023/24, the contribution of agriculture to the gross domestic product was 24.09 percent. Agriculture has performed poorly due its high dependency on rainfall ⁴

10. **Poverty status:** Nepal continues to be one of the countries in the world with a high level of poverty, ranking 146 out of 193 countries on the Human Development Index in 2023.⁵ The most recent Nepal Living Standard Survey IV (NLSS IV) 2022-23 reported that one-fifth of Nepal's population is poor, with a slightly higher incidence of poverty in rural areas (24.7 percent) than in urban areas (18.34 percent). ⁶ Likewise, the National Planning Commission (NPC) revealed 17.4 percent of people are multidimensionally poor.⁷

3 Nepal Statistics Office, 2023. National Sample Census of Agriculture

4 Ministry of Finance, 2024. Economic Survey.

5 United Nations Development Programme. 2024, Human Development Report, 2023/24, Breaking the Gridlock: Reimagining Cooperation in a Polarized World.

6 National Statistics Office. 2024. *Nepal Living Standard Survey IV 2022-23. Summary Report*. This report characterized an individual as poor (living below the poverty line) if their annual per capita total consumption expenditure is less than NRs. 72,908.00.

7 National Planning Commission 2021. Nepal Multidimensional Poverty Index 2021: Analysis Towards Action.

11. Out of the seven provinces in Nepal, the poverty incidence is highest in Sudurpaschim (34.16%), followed by Karnali (26.69 percent), which is higher than the national average (24.7%).⁸ The key reason for the highest poverty rate in these provinces is the lack of basic facilities such as transport and communication, education and health, among others.

12. The NLSS IV reported that households with uneducated heads had poverty rate nearly 2.5 times higher than those heads who had a higher level of education.⁹ Similarly, the poverty rate for households with heads who completed tertiary education was 0.44 percent, which is just one-tenth of the 13.79 percent poverty headcount among households with heads completing primary education.¹⁰

13. **Smallholder farmers:** Agriculture, forestry, and fishing is the largest industrial category in Nepal, employing 57.3% of the economically active population. However, Nepalese agriculture is dominated by smallholder farmers. As revealed by the last 2021 National Sample Census of Agriculture (NSCA), the proportion of small holder farmers operating 0.5 ha or less increased in Nepal between 2011 and 2021 by more than 8% from 53 to 61.9 percent. If the World Bank's standard definition of smallholder farmers (farmers holding less than two hectare of land) is considered, in Nepal nearly 4 million farming households (nearly 95 percent) are smallholder farmers. The average land holding size has also decreased from 1.11 to 0.55 hectare in 2021.¹¹

14. **Food and nutrition security situation:** Despite the unavoidable impact of the COVID-19 pandemic, the 2024 global hunger index (GHI)¹² report included Nepal in the list of countries showing improving progress, though it was ranked 68th among 127 countries, with an overall score of 14 in 2024. However, the ninth round of the nationally representative household survey report on household food security, livelihoods and vulnerability, conducted by WFP Nepal found that the adequacy of food consumption in Nepal has been slightly deteriorating since April 2023 due to factors such as relative increases in food prices, continued slow recovery from the effect of the global crisis and COVID-19 pandemic, together with limited opportunities due to a relatively low rate of economic growth and the impact of localized shocks. The report revealed that 27 percent of the total population, or 7.6 million people, are facing food insufficiency.¹³ The proportion of the population experiencing severe food insecurity was higher in Karnali Province (31.5%) than any other province in Nepal. In terms of experiencing food insecurity, Karnali Province (5.1%) is followed by Koshi (1.6%) and Sudurpaschim provinces (1.3%).

15. Poor public awareness about health, sanitation, and food habits has exacerbated the problems in the food and nutrition sector in Nepal¹⁴. In 2023, the Ministry of Health and Population reported a reduction in stunting among under-five children from 57 percent in 2001 to 35.8 percent in 2016 and 25 percent in 2021, but still far from the satisfactory level. About 8.1 percent of the population is deprived of a minimum daily calorie intake (2200 Kcal/day)¹⁵.

16. **Status of hunger:** The State of Food Security and Nutrition in the World (SOFI Report 2024) indicated that Nepal's population facing hunger remained relatively unchanged between 2021 and 2023, with the prevalence of undernourishment, severe food insecurity, and moderate or severe food insecurity at 5.7 percent, 13.5 percent, and 37 percent of the total population, respectively.¹⁶ The last Nepal Demographic and Health Survey Report 2022 showed that in Nepal 13% of the population experienced moderate or severe food insecurity in the 12 months preceding the survey, while 1% experienced severe food insecurity. The WFP Hunger Map emphasizes the urgency for improving the situation in the country.¹⁷

8 Ibid.

9 National Statistics Office 2024. Nepal Living Standards Survey 2022-23.

10 Ibid.

11 NSO. 2023. National Sample Census of Agriculture 2021/22.

12 Concern Worldwide. 2024 Global Hunger Index. How gender justice can advance climate resilience and zero hunger.

13 The hunger map estimates the percentage of the population having access to an amount of energy from food insufficient to maintain a healthy life. (<https://hungermap.wfp.org/>) accessed on 6 August 2024.

14 National Planning Commission. 2018. *15th Plan (2018/19-2023/24)*.

15 National Planning Commission. 2024. *16th Plan (2024/25-2028/29)*.

16 FAO, IFAD, UNICEF, WFP and WHO. 2024. *The State of Food Security and Nutrition in the World*

17 WFP, 2024, Assessing the Impact of the Global Crisis and Multiple Shocks on Household Food Security and Livelihoods in Nepal.

17. **Government's commitment to Sustainable Development Goals (SDGs):** Nepal, with its firm commitment to the SDGs, has integrated the 2030 Agenda for Sustainable Development into its national policies, and produced several documents to facilitate the implementation of the global development campaign, including Sustainable Development Goals: Status and Roadmap 2016-2030, SDGs Needs Assessment, Costing and Financing Strategy; Voluntary National Review Reports of SDGs to the High-Level Political Forum of United Nations (UN-HLPF), Towards Zero Hunger: A Strategic Review of Food Security and Nutrition 2018, and Sustainable Development Goal 4: Education 2030. However, according to Sustainable Development Report 2024, Nepal's current SDGs index score is 67.07 percent. Of the 17 SDGs, the performance of SDGs 1, 2, 3, 4, 5, 6, 7, 9 and 17 were improving, but that of SDGs 8, 11, 12, 13, 15 and 16 were stagnating.¹⁸ Nepal's third national voluntary report showed that Nepal's national average progress reached 58.6 percent against mid-term (2022) targets and against long-term (2030) targets.¹⁹

18. **Gender equality:** Although 91.7% of legal frameworks promote, enforce and focus on addressing violence against women, Nepal's gender parity score in the Gender Gap Index 2022 is 0.692. Nepal performed best in the political empowerment dimension, with a score of 58. However, in terms of economic participation and opportunity, as well as educational attainment, the country ranked 98th and 125th out of 146 countries, respectively, indicating lower progress in these areas.²⁰ Female participation in the labor market is 82.8 percent compared to 85.1 percent for men. The proportion of employed women to men is 59 women to 100 men.

19. Nepal has achieved substantial gender parity in basic school enrolment. However, much needs to be done in terms of addressing the issue of girls dropping out, particularly in the upper grades, reducing early marriage, gender-based violence, and inadequate learning environments for females.

20. In Nepal, women, smallholder farmers, and the poor are exposed to additional vulnerabilities in securing nutritious and adequate food.²¹ In terms of access to food and nutritious diets, there is no significant difference between women and men-headed households in Nepal. However, de jure households headed by women are more food insecure than de facto households headed by women.²² Hence, distinguishing between de jure and de facto households headed by women is necessary in Nepal, but often ignored while reviewing the gender dimension of the food security situation.

21. **Access of females to education:** The last national population census in 2021 revealed that, in Nepal, a large proportion of literate people do not complete primary level of education (grades 1 to 5), with the male literacy rate surpassing the female literacy rate by 14 percent. However, despite this disparity, the rate of literacy growth among females was found higher than that of males by 3.5 percent over 10 years between 2011 and 2022, showing increased access to and awareness of girls to education in the recent years.²³ Among Nepal's seven provinces, the female literacy rate is second and third lowest in Sudurpaschim and Karnali provinces, respectively.

22. **Literacy status:** Out of 20 quantitative targets set in the 16th Plan under the long-term vision, Nepal envisages raising the literacy rate of children above 5 years to 99% by 2043/44. However, data shows that Nepal's literacy rate as of 2021/22 is 76.2 percent. This is an increase of 10.4 percent over 10 years, an almost 1 percent annual increase. Thus, meeting the long-term target is only possible if coordinated efforts are made by all key stakeholders at different levels, from the federal to the local levels, including parents and local communities.

23. **Performance of formal education system:** Improving quality of education in community schools has been one of the key objectives of various education sector plans and national education policy implemented over the last two decades. However, a Ministry of Education report released through the Education Review Office (ERO) in 2022 confirmed the poor results of these plans. Major reasons provided

18 Sachs, J., Kroll, C., Lafortune, G., Fuller, G., & Woelm, F. 2022. *Sustainable development report 2022*.

19 National Planning Commission, 2024. Nepal. Voluntary National Review of Sustainable Development Goals

20 <https://nepaleconomicforum.org/global-gender-gap-index-2022-assessing-nepals-progress/>

21 National Planning Commission. 2021. Nepal's Food systems Transformation: Context, Pathways and Actions. Outcomes of the National and Provincial Food Systems Dialogues as a part of the UN Food Systems Summit 2021.

22 Aryal, J. P., D. B. Rahut, and H. N. Gartaula. 2021. *Gendered Analysis of Food Security Gaps in Rural Nepal*.

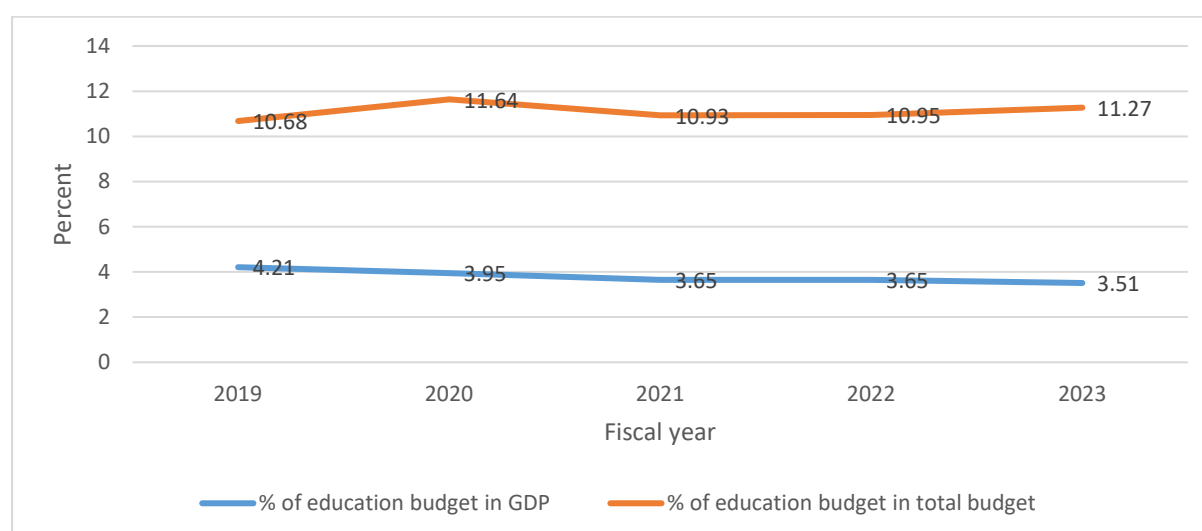
23 National Statistics Office 2023. National Population and Housing Census 2021

by the report, among others, are poor learning environment in schools, students' irregular attendance throughout the years, increase in school dropouts, increased poverty and food shortages, and Nepal's geography that makes it highly prone to different forms of natural and human-induced disasters resulting in frequent school closures.²⁴

24. **Gender equality in school enrolment:** The 16th Plan unveiled Nepal's success in achieving gender equality in school enrolment, but the progress towards the school dropout and learning rates was unsatisfactory. The plan reported the overall enrolment rate of girls in the FY 2022/23 was higher in basic schools (class 1 to 8), while the boys' enrolment surpassed the girls in secondary schools (class 9-12), with clear evidence of a high dropout rate among girls than boys in the higher classes.²⁵

25. **Share of education sector budget:** Despite the government's pledge to allocate at least 15 to 20% budget for education sector or 4 to 6 percent of the GDP in several international fora, the share of the education sector budget allocation did not cross even 12 percent over the last five years (Figure 1 below). This year, the government increased the education budget substantially in response to the learning loss that occurred in 2020/21 as a result of the global COVID-19 pandemic. In 2023/24, the education sector received NPR 197.29 billion (USD 1.49 billion)²⁶, 11.27% of the total budget and 3.51% of the GDP. This budget includes funds available for the midday meal (cash-based and in-kind- based). The Mid-day Meal budget in 2023/24 was USD 87 million, which is about 6% of the nation's education budget. After teacher's salaries, the Mid-day Meal budget is the second largest allocation in the education sector.

Figure 1: Government's investment in education



Source: Economic Surveys

26. **Development partners' commitment to sector-wide approach (SWAp):** Nepal's school sector programs are supported through a Sector Wide Approach (SWAp).²⁷ Led by the government, this includes non-state actors such as UN organizations, development banks, partner countries and foreign missions, INGOs, NGOs, Civil Society Organizations (CSOs), academics and professional organizations. Within the SWAp, some Development Partners, such as the World Bank, Asian Development Bank, Global Partnership for Education (GPE), and USAID are Joint Financing Partners (JFPs). The JFPs form the basis of the SWAp.

27. USDA's assistance through McGovern-Dole Programs is not a part of SWAp assistance. WFP has been supporting the Government of Nepal to develop inclusive and coherent policy frameworks and implement related humanitarian and development projects, delivering food assistance in emergencies and

²⁴ MoEST 2022. Recovery and Accelerated Learning (ReAL) Plan 2023-2028.

²⁵ Ministry of Finance. 2024. Economic Survey (2023-24)

²⁶ 1 USD equivalent to NPR 131.72) as of July 2023.

²⁷ In Nepal, this approach was first adapted in the education sector to synchronize and standardize external educational funding mechanisms 2004. The purpose of the SWAp is to achieve greater coherence in providing development assistance (for development partners) and investing development assistance more effectively (for countries/governments) in a specific sector.

working with communities to improve nutrition and build resilience, including the mid-day meals to the schools to help reduce hunger, improve student attendance, and enhance health and dietary practices in primary schools and pre-schools in Nepal.

28. **Strengthening school education through School Education Sector Plan 2022-2031 (SESP):** The SESP envisions to develop a competent, well-governed, organized, and accountable public school education system in the country, which will ensure children and citizens an education that is comparable with international standards in quality. The SESP provides a framework for the government to implement priorities stated in national policy documents, legislative framework including the Constitution, Periodic Plan and the Free and Compulsory Education Act 2019, and SDG4.²⁸

29. **Government commitment to improving water, sanitation and hygiene (WASH) facilities in community schools:** The government underscores the importance of safe drinking water, sanitation, and hygiene in the schools to create a good learning environment. The SDGs 4 and 6 targets are so set that all schools will ensure safe drinking water, sanitation and hygiene facilities in schools²⁹. Towards this direction, CEHRD developed a Drinking Water, Sanitation and Hygiene Work Procedure 2017 (second amendment 2019). According to this Work Procedure, all local governments nationwide are to endorse and enact it in their respective constituencies after adapting to the local context.³⁰ However, a recent study, based on a survey conducted at 3,534 schools in Lumbini, Karnali, and Sudurpaschim provinces, concluded that little is known about the state of WASH in public schools in Nepal. Of surveyed schools, 54.9% had drinking water facilities, but regarding the sufficiency of water availability, 51.1%, marginally higher than 50% (51.1%) reported sufficient water. The most striking finding of this survey was that 6.3% of the basic schools surveyed and 1.5% of the secondary schools had no toilet facilities.³¹ 57.2% of public schools have separate toilet for boys and girls. Access to menstrual hygiene and sanitary items is still limited. Nevertheless, the NPC reported steady improvement in WASH facilities in Nepal³².

30. **Government programs and policies:** The Government of Nepal has attempted to establish a solid policy framework to address food security, agriculture production, nutrition, and health-related interrelated challenges since 2015. At present, several comprehensive, multi-sectoral policies, strategies and plans are in place, including the Agricultural Development Strategy 2015-2035, the National Action Plan for Zero Hunger 2016-2025, the Multi-sector Nutrition Plan 2023-2030, and the School Education Sector Plan 2023-2028, besides 16th Plan (2024/25-2028/29) and SDGs: Status and Roadmaps: 2016-2030.

31. **Local governments are responsible for improving the quality of basic and secondary schools in their constituencies and creating a good learning environment:** The Constitution has put the basic and Secondary education under the executive powers of local governments. Accordingly, the Local Government Operation Act 2017 (LGOA) lists 23 rights for local governments, including the establishment, permission, operation, and management of community schools; formation of School Management Committees (SMCs), quality enhancement of the school education, development and rehabilitation of school infrastructures, testing and management of student learning.

32. **Development assistance in Nepal:** Despite recent declines in the share of foreign aid in Nepal's development plans and annual budgets and a shift from grants to loans, external assistance remains crucial to the country's socio-economic development³³. In 2024/25, it accounted for about 21 percent of the national budget in 2024/25, with the shares of 19.4 percent grants and 80.6 percent loans. Since the mid-1950s, foreign aid has steadily expanded in Nepal. For 2023/24, Nepal envisaged receiving development assistance of USD 2077 million³⁴. However, a recent study revealed a misalignment between sectoral aid disbursements

28 MOEST, 2022. School Education Sector Plan.

29 National Planning Commission. 2020. Nepal's Sustainable Development Goals Progress Assessment Report 2016–2019

30 CEHRD, 2019. Drinking Water, Sanitation and Hygiene Work Procedure 2017 (second amendment 2019)

31 Phojju A, Koirala P. and Bajaracharya, S. 2021. Water, Sanitation and Hygiene Condition in Public Schools from Ten Districts of Lumbini, Karnali and Sudurpaschim Province, Nepal

32 National Planning Commission. 2020. Nepal's Sustainable Development Goals Progress Assessment Report 2016–2019

33 Khanal, D.R.2023. An Assessment of Foreign Aid Effectiveness: Sources, Uses and Development, ActionAid International Nepal

34 Ministry of Finance. 2024, Budget Speech of the Minister of Finance, Barsha Man Pun (Ananta), a Joint Session of the Federal Parliament on May 29, 2024.

and the priorities outlined in the country's development cooperation policy and the SDGs as well³⁵, as illustrated by the highest share of the energy sector followed by the transport sector. The education sector's share has gone down to below 12 percent, demonstrating a low priority, while it had a highest priority with more than 25 percent share in 2010/11. In 2023/24, the percentage of foreign aid in education budget was merely 10.87.³⁶

33. The Ministry of Finance provides a list of 20 technical cooperation projects implemented in the education sector in FY 2023/24 in Nepal, amounting to USD 111. 8 million, with approximate annual assistance of USD 30.7 million, which include McGovern-Dole project.³⁷

34. **COVID-19 pandemic and response:** The COVID-19 pandemic and the subsequent school closures significantly impacted students' access to learning in Nepal. It also nudged the Government of Nepal to expand its cash-based SMP to all 77 districts in Nepal by 2024. It acknowledged that Mid-day Meals are a strategic way to attract out-of-school children, especially as vulnerability increases. Further, to minimize the impact of COVID-19, WFP is supporting the Government of Nepal's response to the pandemic in Nepal by focusing on strengthening and expanding social protection programs to address poverty, food insecurity, and malnutrition; sustaining food production, trade, distribution, and consumption; supporting national health systems through improved supply chains, data collection, and targeted nutrition services for the most vulnerable; and providing alternatives to school feeding where educational activities were suspended in the wake of the pandemic.

35. All studies carried out between March 2020 and December 2022 consistently revealed irrevocable loss of academic year and suggested several measures to recover learning loss by adopting measures that are appropriate and specific to the country context. Based on the recommendations of these studies, the Government of Nepal, in collaboration with development partners, developed Recovery and Accelerated Learning (ReAL) Plan (2023-2028) aligned with the SESP.

36. Although the government announced the 2024/25 budget in the education sector with the slogan, "Foundation of Prosperity: Improvement in Quality in Education, most government expenditures go to the day-to-day management of schools, such as teachers' salaries, textbook provision and providing midday meal. The government's investment trend in the education sector, starting from the onset of the COVID-19 pandemic to the fiscal year 2023, reveals the government's inability to increase investment in education to respond to education loss."

1.3. SUBJECT BEING EVALUATED

37. The subject of endline evaluation is the 4th Cycle of USDA-McGovern-Dole FY 20 (referred to as FY 20 or project). **Annex 3** shows FY 20 coverage by year of transition.

38. **Strategic objectives:** The project aims to achieve three key results through three strategic outcomes (SO): improved literacy of school-age children (SO1), increased use of health and dietary practices (SO2), and improved effectiveness of food assistance through local and regional procurement SO (LRP SO1). Additionally, the project aims to strengthen the government's capacity to implement NSMP cost-effectively and sustainably within the SESP (2022/23-2031/32). This project is in harmony with WFP's Country Strategic Plans, 2019-2023 and 2024-2028.

39. The project puts together a comprehensive, integrated package of services to benefit pre-primary and primary school children covering all schools of Jajarkot, Doti, Achham, Bajura, Bajhang and Darchula in partnership with World Education, Mercy Corps, and Integrated Development Service-Nepal.

40. **Duration and target groups:** The duration of the project is four years, from 1st November 2020 to 30th September 2024, excluding 6 months of no cost extension. The project target districts differ by activity/ components as shown in Table 1 below, ranging from students at community schools teaching pre-primary (early-childhood) to grade 6, irrespective of classes they run, and the target groups also vary by the project's

³⁵ Ibid.

³⁶ Lamsal, 2024.

³⁷ Ministry of Finance. 2023. Statement of Technical and Other Assistance.

activity. For example, component 2 targets cook and storekeepers, SHN component targets adolescent girls and SHN teachers, among others, and improved literacy component essentially targets students from grade 1 to 3 and Nepali teachers.

41. **Project components:** Table 1 below shows the project's six activities (components) by geographic coverage, implementation modality, and intervention strategy. The project design remained unchanged, except for the transition of certain districts to government management (e.g., replacing Darchula with Achham). However, the outbreak of the global COVID-19 pandemic in 2019 led WFP to adopt a take-home ration approach during 2020–21 and implement *Tol Shikshya* to address learning loss during the COVID-19 period.

Table 1: Project activities and coverage

Activity	District coverage	Target groups	Implementer	Intervention strategies/ Engagement modality	Transition status
1. Food Distribution	Doti, Jajarkot, Achham, Bajura, Bajhang, Darchula	Students at community schools teaching pre-primary (early-childhood) to grade 6	Joint WFP, Food for Education Project ³⁸ and LGs	Assist schools to serve food-based MDMs to students from ECD to grade six	2022/23-Doti and Jajarkot 2023/24-Achham Continued through FY 23 in Bajura, Bajhang, Darchula
2. Improved Safe Food Preparation, Handling and Storage	Achham, Bajura, Bajhang, Darchula, Doti, Jajarkot	Cooks and storekeepers	Joint WFP and LGs	Provision of training on food safety, handling, storage, and preparation	2022-Doti and Jajarkot 2023- Achham Continued through FY 23 cycle- Bajura, Bajhang, Darchula
3. Integrated Package of School Health and Nutrition Interventions (SHN)	Achham, Bajhang, Bajura, and Darchula	Students (ECD=Grade 6), adolescent girls, SHN teachers	Implementing partner IDS	Provide an integrated SHN package that incorporates social behavior change communication (SBCC), WASH-related infrastructure support, and other coordination and system strengthening support to LGs and schools.	Achham handed over to the local government in 2023 Continued through FY 23 in - Bajura, Bajhang, Darchula

³⁸ The Government closed this project in 2024/25.

Activity	District coverage	Target groups	Implementer	Intervention strategies/ Engagement modality	Transition status
4. Improved Literacy	Bajhang, Bajura, and Darchula	Students reading at grade 1 to 3	Implementing partner, WE partnering with Nepali NGOs	Support government's national early grade reading programme Improve the quality of literacy instructions among school children	Continued through FY 23
5. Improved Nutrition: Sustainable Transition to Home-Grown School Meals	Achham, Bajura, Bajhang, Darchula, Doti, Jajarkot	Smallholder farmers/ producers Agriculture Cooperatives	Implementing partner, Mercy Corps Nepal by partnering with Nepali NGOs	Avail locally produced agricultural products engaging agricultural cooperatives in the chain management between schools and farmer groups	Doti and Jajarkot- transitioned in FY 2022/2023 and Achham in 2023/24
6. Capacity strengthening –Supporting Transition through Local Capacitation	Achham, Bajura, Bajhang, Darchula, Doti, Jajarkot	Local governments, Parents,	Joint WFP and LGs	Capacity strengthening coordination, monitoring and evaluation capacity, ownership building	Doti and Jajarkot transitioned in 2022/023 and Achham in 2023/24 Other districts still continued through FY 23

42. **Result framework:** In harmony with the BLS and MTE, this ELE assessed the project's results based on the theory of change (ToC), which was developed/constructed by WFP at the proposal stage. This ToC proposes that the capacity of the school feeding programs to deliver and sustain the results is strengthened when combined with complementary interventions. These include activities that foster community participation, raise parental's awareness on the importance of school meal programs, support to health and nutrition related initiatives, and activities to improve literacy. Together, these elements contribute to the long-term sustainability through government and community ownership, ensuring alignment between objectives and expected impacts. The three key assumptions, outlined in **Annex 4**, are:

- (a) Government and partners continue to sustain and scale up the school meal programs.
- (b) School meals improved learning outcomes beyond just attendance and retention.
- (c) Enhanced nutrition supports overall health and cognitive development, strengthening children's capacity to learn effectively.

43. All the results in the result framework are captured through indicators (standard and custom). Standard indicators are mandatory and predefined by USDA. Custom indicators refer to indicators designed by WFP to capture specific contextual, programmatic, or innovative aspects of the intervention not fully covered by standard indicators.

44. The project has three results frameworks- two corresponding to the strategic objectives (improving literacy of school age children and increasing use of health, nutrition and dietary practices) and one for LRP-SO (improved effectiveness of food assistance through local and regional procurement). Table 2 outlines strategic objectives and the project results (outcomes) constructed by the project in consultations with the BLS team, and other relevant key stakeholders, including the government implementing partners.

Table 2: Intermediate results (outcomes) by strategic objectives

Objective	Mc-Govern-Dole Result t	Result
SO1	MGD 1.1	Quality of Literacy Instruction Improved
	MGD 1.2	Attentiveness Improved
	MGD 1.3	Student Attendance Improved
SO2	MGD 2.1	Healthy behavior and practices related to WASH of programme participants improved
	MGD 2.2	Awareness of appropriate practices to serve safe and nutritious Mid-day Meals increased
	MGD 2.3	Knowledge of nutrition of community members increased
	MGD 2.4	Students' access to clean water and sanitation services increased
	MGD 2.5	Access of school children to preventative health interventions improved
	MGD 2.6	All new and current schools those that need and replenishment of cooking and measuring utensils for the meal to preparation are covered and ensured
LRP SO1	LRP 1.1	Cost effectiveness of food assistance improved
	LRP 1.2	Timeliness in getting food assistance improved
	LRP 1.3	Utilization of nutritious and culturally acceptable food improved

45. Data in **Annex 5** presents the planned vs. revised targets for the project's six activities, from food distribution (Activity 1) to capacity building- supporting transition through local and provincial capacitation (Activity 6), across government fiscal years (2020/21 to 2023/24). The data shows a gradual reduction in number of supported schools from 2,415 to 1,029 and number of students from over 240,000 to nearly 100,000. It also highlights changes in the scope and scale of interventions across districts, schools, students, and local governments.

46. **Gender dimensions of the intervention:** While the McGovern-Dole FY 20 is not a project designed exclusively for GEWE, it mainstreams gender and social inclusion issues in all activities. For example, activity 3 focuses on removing gender-related barriers in schools and spends USDA resources to ensure that the LGs allocate funds for constructing separate toilets for boys and girls, coordinate with local health facilities for weekly iron and folic acid tablet supplementation, increase awareness on menstrual health and hygiene, and ensure supply sanitary pads by the government for adolescent girls and female teachers.

47. Gender and issues of disability inclusion are integrated with the teacher training under activity 4. Similarly, the project aims to encourage women farmers to participate in the supply chain through agriculture cooperatives and farmer groups under sustainable transition to home-grown school-meals. Gender and inclusion are cross cutting issues, though there are no specific activities - efforts are directed towards reduce gender discrimination and change social norms.

48. Specifically, this evaluation assessed GEWE differences, wherever possible, including differences between such as male and female, whenever possible such as students (boys and girls), ethnic inclusivity (Brahmin/Chhetri, Dalit), female teachers' participation in school administration (social empowerment), women farmers participation in training (economic empowerment) to determine how well the project's addressed to the GEWE consideration.

49. **Planned budget vs. expenditure.** According to WFP, the project's overall expenditure as of October 2024 is 23.9 million USD, 95.6% of the total budget, 25 million USD (Table 3), and detail expenditure

by activity are shown in Table 4. WFP expects to spend the balance amount (1.1 million) within the no cost extension period by March 2025.

Table 3: Project budget vs expenditures

Year	Budget (Million USD)	Actual; Expenditures as of reporting period (Million USD)
2021	10.9	5.5
2022	7.8	8.3
2023	5.1	6.0
2024	1.2	4.1
Total	25	23.9

Note: Since the project is multi-year funding, the project may utilize the remaining fund throughout the project period.

Source: WFP

Table 4: Budget and expenditures by activity

Activity	Budget, USD	Actual Expenditure USD
1: Food Distribution	11,687,131	11,687,131
2. Safe Food Preparation, Handling and Storage	525,479	400,479
3. SHN Package	1,133,994	1,133,994
4: Improved Literacy	1,468,278	1,468,278
5. HGSE	2,388,852	2,388,852
6. Capacity strengthening	528,129	278,000
7. Local and Regional Procurement (LRP)	2,005,952	2,005,952
Total program Cost	19,737,816	19,362,687
Management Cost	5,262,185	4,533,000
Total	25,000,000	23,895,687

Source: WFP

50. **Summary of key findings from the baseline study and midterm evaluation:** Table 5 below presents key summary of findings from the baseline and MTE, which were carried out from November 2021 to February 2022 and May to September 2023, respectively. During the course of FY 20 implementation, WFP changed the following two things in the project design:

- (a) The initial plan was to transition Darchula in 2023/24 to the government for cash-based modality. However, Achham was transitioned instead of Darchula as per the Government's request.
- (b) The midday meal was extended to Grade 6, instead of the initial plan to serve up to Grade 5, with the approval of the donor (USDA) to align with government's plan. However, the Government later reversed its decision, limiting the program back to Grade 5.

51. Key recommendations of the MTE and WFP's responses are given in **Annex 6**, with summary of mid-term findings in Table 5 below.

Table 5: Summary of baseline and mid-term findings (project indicators)

Activities	Baseline study	Midterm evaluation
Food Distribution (Standard 17, Standard 2, Custom 1, Custom 11, Custom 12, and Custom 14)	On average 78 percent of the students received Mid-day Meals during the reference period On average 61 percent attended school on the school days.	On average, 99.2 percent of the school-age children from the cash-based and 99.5% from in-kind-based schools received Mid-day Meals on all school days On average, attendance of the students was 74.2 percent (75% girls vis-à-vis 73.4% boys).

Activities	Baseline study	Midterm evaluation
Improved safe food preparation, handling and storage (Standard 20)	Around one third (30%) of school cooks demonstrated safe food preparation and storage practice.	65 percent of school cooks demonstrated safe food preparation and storage practice.
Provision of integrated package of school health and nutrition improvements (Standard 19, Standard 27, Standard 28, Standard 29, Custom 3, Custom 4, Custom 5, Custom 6, Custom 8, SBCC Custom 1, SBCC Custom 2, SBCC Custom 3, SBCC Custom 4, SBCC Custom 5, SBCC Custom 6)	93 percent of the schools were using an improved water source for drinking 94 percent of the schools had improved sanitation facilities 53% of school students received deworming tablets at least once at the school Only nine percent adolescent girls reported receiving full dose of iron tablets (26 tablets in a year) About 83 percent of the basic and secondary schools had the sanitary pads for girls. About half (49%) of the school students demonstrated child health and nutrition practices.	94 percent of the schools were using an improved water source for drinking. 98 percent of the schools had improved sanitation facilities. 81% of school students received deworming tablets at least once at the school (79.8% boys vis-à-vis 81.5% girls). 85 percent adolescent girls reported receiving full dose of iron tablets 96 percent of the basic and secondary schools had the sanitary pads for girls 55 percent of the school students demonstrated child health and nutrition practices.
Promotion of improved literacy (Custom 9, Custom 13, Standard 1, Standard 6, Standard 7)	- Only one percent of the sample students demonstrated that they could read as per national benchmarks of correct word per minute (CWPM)- far below the expected target. - Only 18 percent of Nepali subject teachers demonstrated the application of new pedagogical techniques and tools.	4.9 percent students met the national benchmark (Boys 5.2% vis-à-vis girls 4.6%) 74 percent of Nepali subject teachers demonstrated the application of new pedagogical techniques and tools.
Improved nutrition: transition to home grown Mid-day Meals (LRP 12)	Procurement of locally produced vegetables- Not available 28.7% farmers adopted improved farming practices	333.7 Mt. locally produced vegetables, amounting USD 0.2 million procured. More than nine-tenths of farmers adopted most of the practices promoted by the project.
Capacity strengthening (FFPr 12)	Average OPI score of 1.8	Average OPI score 2.1

1.4. EVALUATION METHODOLOGY, LIMITATIONS AND ETHICAL CONSIDERATIONS

Evaluation Rationale

52. This endline evaluation was conducted between August to December 2024, before the commencement of the FY 23 award. It aimed to provide an independent assessment of achievements by the end of the project cycle, building on the baseline and midterm evaluations. Unlike other conventional evaluations, this endline evaluation provides a dual benefit. Firstly, it assesses the project's performance using the six evaluation criteria of the Organization for Economic Co-operation and Development (OECD): relevance, coherence, effectiveness, efficiency, impact, and sustainability. The evaluation also adheres to the three UNEG principles of independence, objectivity, and anonymity, and inclusiveness. Additionally, the evaluation generates timely insights and feedback to improve the design and implementation of the FY 23

award, which is now under implementation. This ensures accountability and learning from past deployments and contributes to continuous improvement and better results in future programming.

53. Following the Terms of Reference (ToR), a stand-alone special study was carried out in parallel to the evaluation to identify best practices and lessons learned. The special study report, 'Analyzing Best Practices and Lessons Learned: A Study of the McGovern-Dole School Feeding Program FY 2020,' is not part of this evaluation, although it was used as a data source for this evaluation.

Methodology

54. **Non-experimental design:** This evaluation applied an integrated approach aligning with WFP evaluation guidelines and evaluation team's assessment of BLS and MTE data, available studies/past evaluation reports, and data collected through quantitative and qualitative data collection tools. It followed a non-experimental design based on the WFP's corporate Monitoring, Review, and Evaluation guidance. Additionally, a trend analysis was conducted using BLS, MTE and ELE results, averaging data by combining findings from the districts included in the evaluation (see Annex 3 for the districts covered). Besides collecting primary data through various quantitative and qualitative tools, the evaluation team also conducted a desk review applying a systematic information collection and analysis approach. Annex 7 presents detailed evaluation methodology.

55. **Gender responsive methodology:** The evaluation is made gender responsive³⁹ through the following processes, besides applying a gender lens in each of standard evaluation criteria: relevance, coherence, effectiveness, efficiency, impact and sustainability.

- (a) Data collection tools (quantitative and qualitative) included questions to gender equality and issues of girls, adolescent girls, women, differently abled children for assessing any changes on cultural values, norms, attitudes, social behaviors, power relations and so forth, provide women and marginalized groups with the opportunity to express their perspectives, needs, and challenges,
- (b) identifying innovative approaches⁴⁰ to gender equality and the empowerment of women,
- (c) Collecting and analyzing data separately for men and women, and considering how the project impact, benefits, and outcomes differed between genders,
- (d) Assessing the access and control over opportunities and resources, and shifts in policies, legislation and organizational rules, etc. if any,
- (e) Giving due consideration to the strategic and practical needs all types and categories of vulnerable groups, girls, and women during the interview, such as interviewing them to suit their time and place,
- (f) The data collection team comprised of both men and women to ensure the effective participation of women and marginalized groups endline evaluation assessed gender dimensions in the intervention design and implementation,
- (g) The data analysis provided due consideration to issues such as coverage/ targeting, inclusion, and exclusion impacts on population sub-groups (gender, ethnicity, location, family circumstance),
- (h) Assessing the participation and representation of women and men in all their diversity,
- (i) The evaluation aimed to provide information on how the project has affected women and men differently and the extent to which gender and power relationships have changed.

56. **Compliance to the standard evaluation criteria:** The evaluation matrix included questions based on the Organization for Economic Co-operation and Development- Development Assistance Committee (OECD-DAC)'s six standard evaluation criteria: coherence, relevance, effectiveness, efficiency, impact, and sustainability, with sub-questions to further clarify and substantiate the results. In addition, the evaluation

³⁹ UN Women. 2022, How to manage gender-responsive evaluations: Evaluation Handbook.

⁴⁰ Innovative approaches as referred in this evaluation refer to several activities such as encouraging women to talk about power dynamics in their household affairs, social relations etc, provide sufficient time to speak and not to obstruct while speaking, and so forth.

remained guided by the United Nations System-Wide Action Plan (UN-SWAP) standard on Gender Equality and Women Empowerment (GEWE).

57. **Alignment with the USDA and WFP Evaluation Policy:** The evaluation-maintained consistencies with the USDA Food and Nutrition Evaluation Policy 2023⁴¹, the McGovern-Dole FY 20 Evaluation Plan, the WFP Decentralized Evaluation Quality Assurance System (DEQAS), and the WFP Nepal Monitoring Review and Evaluation (MRE) Strategy. Additionally, this evaluation adhered to the six standards and principles as outlined in the USDA Monitoring and Evaluation Policy: (a) independence and objectivity, (b) rigor, (c) relevance, (d) utility, (e) transparency and (f) ethics.⁴²

58. The evaluation team conducted all processes and methods, and remained guided by independence, impartiality, credibility, and utility principles. It assessed the discrepancies between expectations (targets) and actual accomplishments, and examined the results chain, processes, contextual factors, and causality to understand the extent of achievements based on the DEQAS principles and methods.

59. **Confirmation to the Government of Nepal Monitoring and Evaluation Act 2024:** Additionally, the evaluation team reviewed the Monitoring and Evaluation Act 2024 which was enacted by the Government of Nepal on 29 March 2024. The act requires M&E of development policies and projects to be conducted in a way that makes the results and findings objectively verifiable, credible, high-quality, well-managed, result-oriented, transparent, and effective through legal arrangements.

60. **Alignment with the Baseline Survey and Midterm Evaluation:** The endline evaluation applied baseline survey and mid-term evaluation processes and methodologies, including the data collection tools, to ensure the comparability of the data and information generated, and results thereof.

61. **Evaluation matrix:** The evaluation matrix (Annex 8) uses the OECD/DAC standard evaluation criteria: relevance, coherence, effectiveness, efficiency, impact, and sustainability. Similarly, evaluation questions (Table 6) are designed based on the evaluation objectives. The sub-questions are added to the main questions to explore a particular aspect of the main question, avoid ambiguities and confusion, and triangulate the responses by ensuring that they are directly related to the main question. In addition, there have been no changes from the ToR and the inception report.

Table 6: Evaluation criteria and questions

Evaluation criteria	Evaluation questions and sub-questions
Relevance	1. To what extent is the project's strategy and plan relevant to the need of beneficiaries, men, women, boys, and girls in the Nepalese context?
	2. To what extent are the WFP-supported school feeding activities aligned with the government-led national meals program? E.g., do objectives/modalities/ targeting/ food basket align? [if not, is there a plan/approach envisaged to ensure institutionalization and sustainability?
Coherence	3. How do the McGovern-Dole project and its specific components complement the efforts and programs of the Government of Nepal and other organizations working in the region?
	3.1 To what extent the McGovern-Dole intervention is adding value without duplicating the efforts of other projects in the education sector in Nepal?
	3.2 How was the McGovern-Dole project synergetic with other WFP operations, and what were other actors doing to contribute to WFP's overriding educational objectives in Nepal?
	4. To what extent was the intervention design and delivery in line with human rights principles and standards, including gender equality, inclusion and women empowerment, disability and social inclusion issues in the Nepalese context?

41 <https://www.fns.usda.gov/research/evaluation-policy>

42 USDA Monitoring and Evaluation Policy 2019. Foreign Agricultural Service-Food Assistance Division, United States Department of Agriculture.

Evaluation criteria	Evaluation questions and sub-questions
Effectiveness	5. How effective is the Mid-day Meal operation (all components) concerning results (output, outcome, and impact) achieved by the project?
	6. To what extent are the outputs and outcomes for men, women, boys, girls, and other relevant socio-economic categories, such as differently abled groups, achieved?
	6.1. What are the factors and reasons affecting the non/achievements of results and different groups of people?
	6.2. Did the involvement of local traders and farmers/smallholders in the school feeding program help improve their livelihoods, and are these benefits the same for women, men, and other marginalised groups?
	6.3. To what extent did the intervention use school feeding as an entry point to promote gender equality?
	6.4. Why may results have differed across groups of people?
	7. What additional measures/adjustments to the project design, if any, should be undertaken to enhance the effectiveness of the intervention?
	8. How can the government program incorporate especially effective or efficient elements from the McGovern-Dole project?
	8.1 How did effectiveness change after the government handover? 8.2 How effective is the capacity strengthening work in building national school feeding capacity? What evidence is there of progress?
	9. What is the impact of the COVID-19 pandemic/other crises on anticipated project outcomes with specific reference to the effects of COVID-19 on school children's return to school and contribution to the achievement of project outcomes?
	9.1 What alternatives has WFP proposed in these circumstances, and how much traction do they have? Has economic recovery from COVID-19 been sufficient to allow for recovery of investment in public services and resources flowing to local government?
	9.2 How have WFP's efforts to build government capacities to assume the SF transition been affected? Is the legacy of COVID-19 affecting the capacity of the government to invest in the expansion of public services like education, school feeding, etc.?
Efficiency	10. How efficient is the program at this stage in terms of transfer cost, cost per beneficiary, logistics, and timeliness of delivery?
	10.1. Which components are inefficient, or how can efficiencies be improved?
	11. How efficient is the program in light of adaptations or changes in the design and contextual environment?
	12. How are the processes, systems, analysis, and tools been put in place to support the McGovern-Dole design, implementation, monitoring & evaluation, and reporting, including the specific arrangements (e.g., third-party monitoring to complement WFP field monitoring)?
	13. How efficient is WFP's approach to strengthening national school-feeding capacity? Has WFP mobilized the required skills/personnel/ technical support to support national actors (at technical, management, and advocacy levels)?
Impact	14. Have there been any unintended outcomes, either positive or negative? What are they? What are the areas that the result directly affected?
	15. What are the intermediate effects of the project among direct beneficiaries (students, teachers, cooks) and indirect beneficiaries (parents, community) and different marginalized groups of the McGovern-Dole project?
	16. How effective were the project interventions in changing community cultural taboos related to girls' education, menstruation, and hygiene, caste discrimination, early marriage, and women's economic empowerment by engaging in the school feeding supply chain?"

Evaluation criteria	Evaluation questions and sub-questions
	17. To what extent has the WFP SF implementation model been adapted to align with the national school feeding model in preparation for handover?
Sustainability	18. To what extent has WFP's capacity strengthening work resulted in a sustainable program in the following areas: a strategy for sustainability; sound policy alignment; stable funding and budgeting; quality program design; institutional arrangements; local production and sourcing; partnership and coordination; community participation, equity, and ownership? 18.1. How has the Nepal government progressed towards developing a nationally owned school feeding program?
	19. To what degree the local communities (PTAs, farmers groups, etc.) of Nepal are involved in and contributing towards the school feeding?
	20. How are the operational and maintenance mechanisms developed for the sustainability of this program? What are the key gaps and priority areas for ensuring the sustainability of the School Feeding moving forward?
	21. To what extent was WFP able to work with national institutions and partners to identify opportunities to address structural causes of gender inequality affecting school children and to contribute to the women's economic empowerment (as per activity 5 to encourage female farmers and farmers' cooperatives led by, or including many female farmers, to participate in the supply chain?

62. **Timeline:** The evaluation inception started in June 2014. The field survey was conducted from the last week of August to the second week of September having provided detail to field surveyors on evaluation methodology, administration of data collection tools and ethical consideration, and evaluation was completed in December 2024. Annex 9 shows the timeline.

63. **Selection of samples for the quantitative survey:** Similar to the BLS and MTE, the endline evaluation used a panel survey approach for selecting schools. This ensured that same schools were surveyed across all evaluation stages. As a result, key respondents such as headteachers, Nepali teachers, SHN focal persons, and SMC members were consistently identified based on their association with the selected schools. However, a panel survey was not feasible for students due to the need to interview students reading in specified grades, students' mobilities, transfer to other schools, drop-outs, and upgrading to higher grades, and so forth. Therefore, the evaluation applied the same random sampling methodology used during the MTE to select student respondents.

64. Out of 342 schools surveyed in the endline evaluation, 340 were corresponded to the MTE and 2 were replacement (Table 8). Replacement was due to the merger of the school in the study districts.

Table 7: Distribution of sample size by districts

Districts	Total schools (Number)		Sample size (School number)		Replacement, if any
	Number	Proportion	Planned	Actual	
Jajarkot	458	0.19	62	62	1 school
Doti	424	0.17	58	58	
Darchula	344	0.14	49	49	
Bajhang	447	0.18	64	64	
Bajura	250	0.10	34	34	1 school
Achham	549	0.22	75	75	
Total	2,472	1.0	342	342	

65. **Quantitative data collection:** Quantitative data was collected through objectively designed and pretested survey instruments for the quantitative data and administered by a computer-assisted personal interview (CAPI), linked with WFP's corporate system: mobile operational data acquisition system (MoDA). Annex 10 presents data collection tools. Annex 11 shows field mission schedule.

66. Similar to school selection, the criteria for respondent selection were consistent with MTE. Table 9 shows the number of respondents by categories. The respondents comprise students currently reading in grade 3 (grade 2 completers) for Early Grade Reading Assessment (EGRA), parents, the head teacher, a Nepali teacher, a health and nutrition teacher (SHN), and a cook.

67. **Accountability, credibility and reliability of data collection:** After completing the interviews, surveyors were required to obtain a certification letter from the head teacher of each surveyed school. This measure reinforced transparency, ensured accountability, and provided a formal record of participation in the evaluation process.

Table 8: Respondents for quantitative survey

Respondents	Proposed sample size			Total respondents		
	Boy	Girl	Total	Male	Female	Total
1. Grade III students (for EGRA only)	1,710	1,710	3,420 ⁴³	1,928	2,051	3,979
2. Students (Grade IV to VIII)	1,710	1,710	3,420	1,752	1,713	3,465
3 Parents (Grade III to VIII)			2,752	1,317	1,440	2,757
4. Headteacher			342	305	37	342
5. Nepali teacher			342	173	167	340
6. SHN teacher (Only SHN district)			222	137	84	221
7. Cook			342	252	77	329

68. **Qualitative data collection:** Qualitative data was collected through semi-structured interviews, observation, checklist, record reviews, photos, and focus group discussions (FGD), considering credibility, reliability, relevance, validity, and confirmability. Table 8 shows number of KII by respondent categories.

69. Detailed field notes and other observations are recorded for qualitative data during and after each interview.

70. **School observation:** School observation, which comprised observations of classrooms, libraries, storerooms, kitchens, toilets, and other WASH-related components, was conducted before the interview to ensure consistency between observation and interviews, along with taking pictures, along with mandatory taking of GPS coordinates.

71. **Classroom observation:** Observation of Nepali subject teaching class was conducted in grade 2 using a classroom observation checklist prepared by the Education Review Office (ERO) which focused on the level of attentiveness of the students, the use of different teaching methods by teacher, and other learning parameters. Before class observation, obtaining consent from the head teacher and respective Nepali teacher was mandatory to ensure transparency and accountability.

72. **Organizational performance Index (OPI):** An organizational performance assessment was conducted to develop the OPI of each of the four municipalities across six districts, which included the 18 municipalities that participated in the MTE and 6 new municipalities included in the endline evaluation for comparison. The OPI methodology is aligned with the processes and checklists used in the MTE. The OPI round table meeting participants comprised education section officials, school management committee members, and local government officials.

73. **Farmer group survey:** The farmer group (FG) survey was carried out to assess the linkages between the schools and farmer groups for supplying local agricultural products to the schools and their position in the supply chain between schools, cooperative and farmer group/ private agriculture farm.

74. **Data analysis:** All data collected from primary and secondary sources was systematically compiled, processed, analyzed, and triangulated. The data analysis focused on detecting patterns in the evidence to answer the evaluation questions in the evaluation matrix. The evaluation process did not encounter significant challenges in data analysis, as data collection was conducted using Computer-Assisted Personal

⁴³ Sample size is estimated assuming ten students from grade III. However, it will decrease if there is no required number of students in grade III. A similar situation was observed in BLS and MTE

Interviews (CAPI) based on WFP's MODA framework. Any field-level issues, including data transfer problems, were promptly addressed each evening to ensure data integrity. Field surveyors received immediate support from the field coordinator and the Data Manager whenever inconsistencies were identified, ensuring real-time troubleshooting and minimizing potential data quality concerns.

75. The analytical framework follows the logic of analysis while measuring and assessing the project's performance. Besides, the analysis provided a due consideration to understanding how cultural, social, and economic factors have influenced gender roles and relations within the context of the project or interventions.

76. The evaluation results were analyzed based on descriptive, observational, and correlational analysis. The simple statistical tools such as mean, range, and percentage based on descriptive and inferential statistics were used to analyze the quantitative data. However, the qualitative methods would follow a qualitative analysis method 'for identifying, analyzing, and reporting themes or patterns within the data.

77. **Quantitative data analysis:** Quantitative data was analyzed using simple statistical tools such as mean, range, and percentage based on descriptive, observational, and correlational analysis and inferential statistics. The report uses graphs, charts, and trend analyses where relevant to enhance the presentation of results and help draw conclusions. The evaluation prioritizes gender disaggregation and shows the results accordingly, in addition to analysis by district, transitioned and non-transitioned districts, ethnicity, intervention types and school categories (basic, secondary) etc.

78. Additionally, the evaluation used the WFP's Country Office Tool for Managing Program Operations Effectively (COMET)⁴⁴ to analyze the project's effectiveness by mapping result indicators, identifying targets and BLS values, and measuring progress against the target/BLS. This was done to identify reasons for the observed situation.

79. **Tests of significance:** Significance testing is an essential component of any analysis plan. The evaluation uses techniques such as Chi-Square tests, t-tests, and analysis of variance (Anova) to find out whether emerging data trends are statistically significant before (BLS) and after intervention (endline evaluation).

80. **Qualitative data analysis:** Qualitative data was carefully analyzed to clarify and explain the quantitative data. Qualitative data, typically in narrative form, is summarized using an analytical matrix to organize data from multiple sources, facilitating synthesis and triangulation. Field diaries and notes were systematically organized, classified, interpreted, and synthesized using content analysis methods to make explicative and valid inferences from data.

81. **EGRA analysis:** The EGRA test was conducted with Grade 3 students (grade 2 completers) using national standards and benchmarks to measure oral reading fluency, reading comprehension, letter recognition, and phonemic awareness, among other skills predictive of future reading success. The results are disaggregated by student's age, sex, caste, and mother tongue.

82. **Data triangulation:** Data collected through secondary sources, primary sources, and qualitative and quantitative methods was triangulated carefully. This provided strong evidence to present evaluation conclusions. The endline evaluation also triangulated the findings at the reporting stage. If two contradictory conclusions result from two different sources and respondents, secondary data sources were further reviewed and checked to maintain the evaluation's credibility, reliability, and impartiality. Triangulation are used as a key tool for validating and analyzing findings as follows:

- Source triangulation: comparing information generated from different sources.
- Method of triangulation: comparing information collected through different methods.
- Drawing conclusions

83. **Evaluability assessment:** Three key issues connected to the evaluability assessment relate to the baseline context, availability of sampled respondents during the survey, and effect of frequent surveys and

⁴⁴ COMET is WFP's comprehensive online database tool to design, implement and monitor programs and to improve organizational performance.

evaluation carried by the project and other agencies. Each of which has implications for data interpretation, analysis and conclusions.

84. The baseline included six districts, with 57 percent of the surveyed schools continuing the midday program and 43 percent newly entered but yet to implement midday meal program. During the mid-term evaluation, no schools remained without midday meals - made possible by the government's policy decision to provide midday meals in all community schools regardless of type of schools, but the two districts (Jajarkot and Doti) were already transitioned to the government. Additionally, the baseline data comes from the students' receiving meals and no meals from ECD to grade 5, however the MTE covers ECD to grade 6 students. The ELE includes the same six districts, including two districts (Jajarkot and Doti) which transitioned in 2022/23 and in 2023/24 (Achham). Hence, comparing the data trends among BLS, MTE, and ELE is challenging. Like the BLS, the MTE does not have two types of schools -continued and new. These factors may add to confusions unless the stakeholders understand the data limitations when interpreting trends across BLS, MTE, and ELE. The second evaluability challenge is due to the frequent surveys and evaluations, including process monitoring carried out by WFP. While the purpose and usefulness of these evaluations remain, many respondents questioned, "Why so many evaluations and the same questions repeated, evaluation reports hardly shared, and we know that suggestions rarely implemented, specifically related to the arrangements for cooks, improvements in kitchen infrastructures, and increasing midday meal amount per student." The third challenge relates to the discrepancy between the school records and the data collected during the survey, particularly on the attendance rate, as revealed in Box 1.

Box 1: Discrepancy in school attendance rate between school records and survey in BLS, MTE and ELE

Survey Period	Record Review	Head Count Survey Date	Difference %
BLS	60.7	61.2	No discrepancy
MTE	74.2	63.8	10.4
ELE	75.7	68.6	7.1

85. The evaluation team found it relatively straightforward to assess relevance, coherence, and efficiency, with results clearly attributable to the FY 20 McGovern-Dole project. However, attributing effectiveness, impact, and sustainability solely to the FY 20 project was not entirely justified, as many of the targeted schools had already benefited from earlier McGovern-Dole project cycles dating back to FY 11. Moreover, several activities under the FY 23 cycle had already been initiated in non-transitioned districts, potentially influencing observed outcomes, while no follow-up activities were undertaken in transitioned districts after the handover to local governments. In addition, in line with federal policy, WFP formally transferred the responsibility for food distribution from the Education Development and Coordination Units (EDCUs) to local governments in July 2024. These overlapping timelines phased implementation strategies, and changes in institutional responsibility, added complexity to the evaluation process and posed significant challenges in assessing the contributions of the FY 20 project only.

Limitations and mitigation measures

86. The evaluation encountered no significant technical or methodological limitations, except for challenges in attributing the results specifically to the FY 20 cycle. Nevertheless a few minor limitations encountered during the evaluation and corresponding mitigation measures are discussed in table 9.

Table 9: Limitations and mitigation measures

Limitations	Mitigation measures
Many schools in the surveyed districts have been receiving similar support and services from previous McGovern-Dole projects over the years, so it is challenging to attribute the results/responses solely to FY20 project.	This issue was intensively discussed in the field surveyor training and instructed them to remember this issue during survey and put follow-up questions. if necessary. (Respondents reminded and obstructed to ensure that what they answered apply to FY 20 to ensure that the evaluation results would remain not inflated)

Limitations	Mitigation measures
Although the project expected schools to maintain all records up to date, some schools may not have updated records.	Since collecting updated school records is one of the important activities in the evaluation, field surveyors were instructed to inform the school before team reaches to the schools and request to update as necessary, and evaluation attempted to validate the records through multiple sources, such as previous evaluation report and WFP's internal process monitoring.
Many respondents expressed dissatisfaction, feeling that concerns they had raised in previous evaluations were overlooked.	In the training, the field surveyors were told about the likelihood of encountering dissatisfied respondents and were instructed to spend additional time engaging these individuals politely to encourage their participation in interviews and focus group discussions (FGDs). Spending extra time with respondents allowed surveyors to build rapport, which can lead to richer and more honest feedback.

87. A week before the field survey was concluded, severe torrential rains triggered flash floods and landslides across Doti, Achham, Darchula, Bajura, and Bajhang districts, disrupting survey activities and putting the surveyors and expert team at risk. Despite these significant challenges, prompt and effective management ensured that the evaluation process remained unaffected.

Ethical Considerations and Quality Assurance

88. WFP decentralized evaluations must conform to WFP and UNEG ethical standards and norms. The evaluation team is responsible for safeguarding and ensuring ethics during the conduct of the evaluation.

89. The evaluation has taken all possible measures to safeguard ethical issues at all stages of the evaluation cycle. This includes, 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.

90. The evaluation is mindful of cultural differences, local customs, religious beliefs and practices, personal interaction, gender roles, disability, age, and ethnicity. The research instruments are made appropriate to the cultural settings of the areas.

91. The evaluation has been responsive to the respondents' time and privacy while administering the questionnaires or survey tools. Field surveyors were trained to consider these factors during the data collection period.

92. Before administering the research instruments, respondents were explained about the evaluation purpose, and importance of the task. Verbal consent was obtained from respondents while conducting in-person interviews, except for students. Students were interviewed after obtaining consent from the headteacher. The team respected every participant's autonomy and took verbal consent before collecting data. The field surveyors were instructed to ensure such child-friendly environments and to provide extra attention and care to the children by speaking smilingly, politely, and using soft language and lovely words during interviews. The supervisors were instructed to report to NARMA immediately when these rules were not appropriately complied.

2. Evaluation Findings

2.1. RELEVANCE

Findings 1: The project reduced the economic burden on families in the remote, hilly, and mountainous resource-poor districts of Karnali and Sudurpaschim provinces and ended their worries of arranging meals for their children- whether at school or at home- and ensured that eligible students receiving free midday meals could remain in school throughout the day without needing to leave classes undesirably early due to hunger.⁴⁵ Many children were motivated to enroll in school because they could get free midday meals. By providing fortified school meals regularly, the project not only addressed immediate nutrition needs and demonstrated relevance to addressing food insecurity and hunger but also ensured that children- particularly those from food insecure families- could remain in school throughout the day without having to leave early due to hunger, a common issue in this area.

Findings 2: The WFP-supported school feeding program (embodied in the FY 20 McGovern-Dole project) and the Government-led Midday Meal program show a high degree of alignment across several key parameters— mission, objectives, target population, approach, and the roles of implementing agencies. Regarding relevance, both initiatives support national education, health, and nutrition priorities while addressing local needs in resource-poor communities.

EVALUATION QUESTION 1: TO WHAT EXTENT IS THE PROJECT'S STRATEGY AND PLAN RELEVANT TO THE NEED OF BENEFICIARIES, MEN, WOMEN, BOYS, AND GIRLS IN THE NEPALESE CONTEXT?

93. Addressing critical development gaps identified in Nepal's recently concluded 15th Plan (2018-2023) and current 16th Plan (2024-2029) regarding the severity of the poverty and food security challenges in Sudurpaschim and Karnali Provinces (see para 20), the project goes beyond educational support for children by focusing on a comprehensive range of local needs, including water, sanitation, and hygiene (WASH), school health, nutrition, and promoting locally produced agricultural products, all of which are essential for supporting sustainable livelihoods in these underserved areas.

94. During the KIIs with the parents and students, all parents overwhelmingly conveyed that because of this project, their children now do not return home hungry from school, can remain attentive in the class, and they observe their kids going to school happily. A key informant, who is a senior official and originated from a very poor family in one of the six project districts said:

“First, I salute the person and agency that introduced the novel midday meal in the schools. I belonged to one of the impoverished families in the district, so I often came to school without food. My parents would say you will get something to eat. Rather than focus on studying, I would wait for meals. The situation is not much different to most of the poor families in this district, which I did experience almost more than one and half decades ago.”

95. The evaluation noted similar expressions by most parents, elderly persons, and officials participating in the KIIs. Some students not receiving midday meals from higher grades were asked in Bajhang District, “Have you brought snacks from your homes.” Most replied that they go home hungry. However, they hastened to add that they are waiting to come in October when they would also be entitled to receive midday meals.⁴⁶

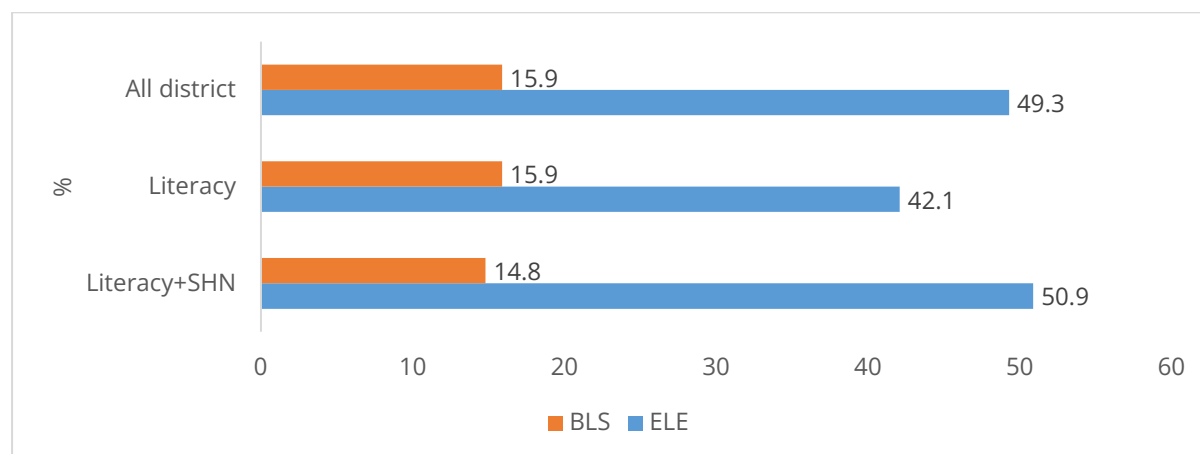
96. Figure 2 shows an increase in the proportion of parents aware of importance of midday meal programs, with 35 percent, 55 percent and 100 percent for midday meal, midday meal plus SHN, and midday meal plus SHN and early grade reading (literacy improvement) components, respectively. The three most

⁴⁵ All students enrolled at the community schools from the ECD to the Grade 5.

⁴⁶ Discussions with the project team revealed that the WFP was working with the MoEST to allow midday meal serving up to Grade 8 from October 2024, but the government has not yet approved this.

important benefits reported by parents include motivating children to go to schools (81.7%), followed by not to return home early (80.9%) and saving money to provide midday meals to their children (68.2%). **Annex 12.1.5** provides details on parents' responses.

Figure 2: Proportion of the parents reporting increased awareness by components, compared between BLS and ELE



97. A large majority of the parents appreciated the project's strategy of providing hot midday meals to the school children, complemented by interventions such as early grade improvements, school health initiatives, measures to address learning loss together with complementary services like improvements in early grade reading and SHN, activities to address learning loss of the students, and arrangements for sourcing locally produced agricultural products during the KIIs. Additionally, 49.3 percent of parents reporting five or more benefits indicates the project's encouraging response in addressing the parents' needs.

98. In KIIs, many parents, schoolteachers and officials recalled that, earlier when the midday meal was available to only the selected schools, many parents used to send their children to a distant school even when a school was nearby to their locality. Serving hot meals together with other complementary services addressed several needs of the school-going students.

EVALUATION QUESTION 2: TO WHAT EXTENT ARE THE WFP-SUPPORTED SCHOOL FEEDING ACTIVITIES ALIGNED WITH THE GOVERNMENT-LED NATIONAL MEALS PROGRAMME?

2.1 TO WHAT EXTENT THE PROJECT ACTIVITIES ARE ALIGNED WITH NEPAL GOVERNMENT'S EDUCATION AND SCHOOL FEEDING POLICIES AND STRATEGIES?

2.2 TO WHAT EXTENT HAS THE DESIGN OF THE WFP'S CAPACITY STRENGTHENING ACTIVITIES BEEN BASED ON NEEDS ASSESSMENTS/ANALYSES OF NATIONAL CAPACITY?

2.3 DO CAPACITY STRENGTHENING ACTIVITIES ALIGN WITH GOVERNMENT PLANS AND PRIORITIES FOR SCHOOL FEEDING?

99. A comparison of the WFP-supported school feeding program and government-led midday meal program reveals a high level of alignment between the two programs based on criteria such as mission, objectives, target population, approach and implementing agencies and so forth. However, when the information presented in table 10 is reviewed further, the WFP supported school feeding program embodied in FY 20 McGovern-Dole project appears more holistic and focused on not only educational outcomes but is also concerned with integrating food insecurity, school health and nutrition issues and reaching to vulnerable children with food stuff, and is aligned with other relevant sectoral strategies and plans such as SHN strategy, WASH strategy, Gender and Inclusion Strategy, including SDGs.

Table 10: A comparison between the WFP school feeding activities and government-led NMP

Assessment criteria	McGovern-Dole FY 20	Government midday meal program
Mission	To improve food security, nutrition, and educational outcomes of vulnerable children in food-insecure areas, while promoting long-term development and self-reliance.	To ensure regular school attendance, reduce dropout rates, and improve the nutritional status of students from grade 1 to 5.
Objective	(a) improve literacy of school-age children (SO1), (b) increase use of health, nutrition and dietary practices (SO2), and (c) improve effectiveness of food assistance through local and regional procurement (LRP-SO1).	Provide nutritious midday meals to schoolchildren from Early Childhood Development (ECD) to Grade 5 in community schools using locally sourced ingredients to boost enrolment, improve retention rates, and enhance learning outcomes.
Focus area	Multi-sectoral: combines school meals with complementary activities such as nutrition education, gender equality, local food systems, and capacity strengthening for national ownership	Primarily focused on improving student enrolment, attendance, and retention by reducing classroom hunger and providing minimum daily nutritional support.
Approach	Integrate school health and nutrition, , WASH, and education interventions, especially literacy improvements through EGRA; supports local agriculture and school-based food systems; aims for sustainability and eventual handover to the government.	
Target population	All community schools in selected districts in food-insecure, marginalized, and remote area	All community schools nationwide, except those receiving support from FY 20.
Mandate/Responsibility	Local Governments	Local Governments
Target groups (students)	ECD to Grade 6 (Boys and Girls), no priority and no discrimination between the two	ECD to Grade 5 (boys and girls), no priority and no discrimination
Implementation process	Hot meal, pre-agreed Mobilization of the SMC and priority to locally produced agricultural products, schools and LGs are required to select cooperatives for delivering fresh vegetables working as a key actor in the supply chain management.	Cooked meals to be served. (No junk food could be included in the midday meals. Mobilization of the SMC to manage midday meals worth of Rs 15 per student per school day (conditional federal grant) to provide hot meals and priority to locally produced agricultural products, schools and LGs required to select the procurement modality,
Capacity enhancement	LG centered	LG centered
Monitoring and evaluation	WFP Project Team, Ministry of Education	Ministry of Education

100. It is important not to misinterpret the government's midday meal program as solely focused on enrolment and retention. A Midday Meal Handbook 2019 review shows the government's clarity and intention to combine the midday meal program with complementary activities like SHN, Wash, and

increasing local agriculture production. Additionally, the government expects all schools to prepare a school improvement plan covering school infrastructure development, SHN, and MDM and devolve responsibilities to the local governments to integrate MDM with SHN, WASH, and the local agriculture production program. Additionally, the Local Government Operation Act 2017 has specified the roles and responsibilities of the local governments in all these areas.

101. A key distinction between the programs lies in their operational modalities. The WFP-supported school feeding program delivers foodstuffs (e.g., rice, lentils, vegetables, cooking oil, salt) directly to schools via local governments, ensuring that the most vulnerable children receive nutritionally dense meals. In contrast, the Government's modality is cash-based; funds are disbursed as a federal conditional grant at NPR 15 per student per day (subject to attendance), with strict conditions ensuring that schools provide hot, nutritious meals without diverting funds to extraneous uses.

102. Although the target groups differ slightly—with the WFP project covering children from Early Childhood Development (ECD) up to grade 6, and the Government program focusing on children from ECD to grade 5—both deliver essential nutritional support in line with their educational mandates.

103. Although both programs emphasize local government-centered capacity enhancement, the WFP-supported initiative has been designed to build on formal analyses of national capacity gaps. The design framework was informed by assessments that identified critical areas requiring support, ensuring that capacity strengthening was tailored to the operational realities of local governments. Incorporating such needs assessments has allowed the WFP project to directly address weaknesses in school feeding management, literacy improvements, school health and nutrition, and local supply chain systems.

2.2. COHERENCE

Findings 3: The project leverages and enhances ongoing governmental efforts to institutionalize NSMP, creating a sustainable, high-impact model for integrating educational, nutritional, health, and agricultural objectives at the local, provincial and federal levels.

Findings 4: The project complements Nepal's efforts to adhering to the principles and build upon the existing mechanisms to the extent possible to achieve the targets of SDG 4, including SDG, 1, 2, 3 through good governance, accountability and socially responsible partnerships. Although the project does not explicitly incorporate human rights-based principles and standards within its design, its activities inherently reinforce the commitment of related stakeholders to respect, protect, and uphold these rights.

EVALUATION QUESTION 3. HOW DO THE MCGOVERN-DOLE PROJECT AND ITS SPECIFIC COMPONENTS COMPLEMENT THE EFFORTS AND PROGRAMS OF THE GOVERNMENT OF NEPAL AND OTHER ORGANIZATIONS WORKING IN THE REGION?

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

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

104. The project's different components complement the activities of other government agencies at the provincial and federal levels, including the Ministry of Agriculture, Ministry of Social Development at the provincial level and Ministry of Agriculture, Ministry of Health, and Ministry of Education at the federal level. Of these, MSNP II (2018-2022) and MSNP III (2023-2028) implemented by LGs under the leadership of the National Planning Commission, with coordinated support from relevant ministries and development partners, Indigenous Crop Promotion Program implemented by LGs through the Ministry of Agriculture and Livestock Development's conditional grant, Ministry of Health and Population's conditional grant to LGs to implement local (Palika level) nutrition programme and school health and nutrition week needs special mentioning.

105. The project's engagement in these activities worked as a catalyst to bring schools and relevant agencies together, implement these activities effectively, and encourage high participation of local citizens. The project's strategy to locally procure pulses aligns with Ministry of Agriculture and Livestock

Development's Soybean Mission, reinforcing a sustainable, regional supply chain and expanding economic opportunities for local farmers. Similarly, besides strengthening nutrition-focused outcomes, the project's HGSF strategy enhanced indigenous crops (e.g. finger millet, buckwheat, and naked barley) cultural, and nutritional value. In 2023/24, this program was implemented in 133 LGs out of 753 LGs nationwide, including 14 LGs in five project districts. However, this program was not implemented in Jajarkot. The indigenous crop promotion work procedure 2024⁴⁷ envisages making aware of the importance of indigenous crops and serving different varieties of food prepared from Indigenous crops to school students at least once a week. This work procedure authorizes the LGs to provide financial and technical assistance to the schools by preparing a modality for the school selection and preparation of food varieties based on the indigenous crops.

106. Inspired by the McGovern-Dole FY 20 in Sudurpaschim, the Ministry of Social Development succeeded in receiving a three-year special grant amounting to nearly USD 2 million from the National Planning Commission for implementing school mid-day meal programme under a governmental competitive scheme. This made the Sudurpaschim government formulate and enforce mid-day meal implementation work procedure 2023. The overall purpose of this programme is to assist the mid-day meal programme implemented by the Nepal government targeting community schools by making the programme transparent, well-managed, and result oriented. This programme includes several activities, including kitchen construction, training to the LG level staff working at education, health, and agriculture sections, and organizing interaction with mayors/chairpersons, deputy mayors/vice-chairpersons and chief administrative officers on midday meal. This programme will be implemented in three LG constituencies, of which two are covered by the project, showing coherence with government efforts.

107. Several development partners including USAID, Save the Children Fund, UKAid, UNICEF, GiZ, World Vision International, and UNDP work in selected LG constituencies of these six districts through projects such as the Early Grade Reading Program, capacity building of local and provincial governments for the implementation of SHN/SMP, STEAM ahead (Showing Talent, Equity, and Ambition of Marginalized Children in Karnali province, Community Learning Centers, Safe School Project, Women's Empowerment and Child Rights Protection Program, and Renewal Energy for Change. While none of the agencies provided financial assistance to add recipes or add food items and contributed to the transport of food materials to the schools from the WFP distribution centers managed by the LGs, many were reported to have been supporting the installation of tippy taps for handwashing, improving kitchen facilities, energy-saving cooking stoves, construction of toilets for girls, improving toilets and sanitation, etc. These activities confirm high coherence with development partners' initiatives. Both have added value to one another.

EVALUATION QUESTION 4: TO WHAT EXTENT WAS THE INTERVENTION DESIGN AND DELIVERY IN LINE WITH HUMAN RIGHTS PRINCIPLES AND STANDARDS, INCLUDING GENDER EQUALITY, INCLUSION AND WOMEN EMPOWERMENT, DISABILITY AND SOCIAL INCLUSION ISSUES IN THE NEPALESE CONTEXT?

108. Article 36 of the Constitution of Nepal 2015 guarantees that food rights, food security, and food sovereignty are fundamental rights of citizens. Similarly, health is also a basic human right of Nepalese citizens. So, the project's intervention aligns with the human rights principle: Primary school children are getting partial food supplementation through school feeding and WASH and SHN packages for health care behavior. In the project districts, no other agencies were explicitly found working in areas or components supported by the project, except the government agencies that are required to deliver the services mandated to them by the Constitution, e.g. the Ministry of Health working in areas like school children's health screening, vaccination services, and menstrual hygiene in coordination with LGs and Province Governments as per the constitutional provisions and laws like the Local Government Operation Act. Similar observations can be noted in the Ministry of Agriculture and Livestock Development's programs. The Right to Food and Food Sovereignty Act 2018 promises to make legal provisions on the implementation of fundamental rights relating to food, food security, and food sovereignty of the citizens, making appropriate mechanisms for ensuring access of the citizens to foods. However, effective implementation of this Act remains due to unexpected delay in issuing the necessary regulations required mandatorily as per Clause

⁴⁷ Indigenous Crop Promotion Programme 2081, MoALD.

46 of this Act. Yet, this Act is regarded as one of the milestones to ensure food security and human rights guaranteed by the Constitution.

109. The Key Informant Interviews and FGDs with the project's implementing partners, LG officials, parents, and students revealed no instances of discrimination in the distribution of meals in schools. Both boys and girls received meals and other available facilities equally, including disabled ones. In the FGDs, all parents hailed the project's rigorous monitoring to ensure that children's rights would not be compromised. The project's assistance to the schools in increasing enrolment contributed to ensuring children's fundamental rights to education. Many children's clubs, which were supposed to be a platform for the students to raise their voices, were either inactive or not operational. When students were asked about the purpose of the children's clubs, their responses varied. Some, particularly those students in higher grades, said that they were organized by the schools to help them in organizing extracurricular activities. Others stressed their roles in the celebration of national days, like School Health and Nutrition Week. However, no students mentioned that children's clubs helped them remain united or provided a platform to raise concerns when the midday meal was not served, was of low quality, or was insufficient. Similarly, the evaluation team noted that these children were not used speaking up against subjects such as teachers' low performance, mis-behavior and textbook unavailability etc.

110. Given that the SDG targets are closely aligned with human rights standards,⁴⁸ the project activities align with SDG 1: End poverty in all forms everywhere, SDG2: End hunger, achieve food security, improve nutrition, and promote nutrition, SDG 3, Healthy lives and well-being, SDG 4: Inclusive and quality education (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, and SDG 5: Goal 5: Achieve gender equality and empower all women and girls. The project's components focused on literacy improvement, and the midday meal provision substantially supports the goals of inclusive and equitable quality education. One of seven core targets in SDG 4 states that the government will ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. The KIIs revealed that the project enhances the capacity of duty bearers, including local government education officials, headteachers, and teachers, to respect, protect, and uphold these rights. Although the project lacks a specific component dedicated to implementing these rights, its activities indirectly strengthen the commitment of these stakeholders to advancing educational quality and gender equality. Likewise, the project has made conscious efforts to incorporate SDG concept of leaving no one behind (LNOB), be it serving midday meals or delivering other complementary facilities like the distributing sanitary pads to the adolescent girls. All LGs reached during the evaluation expressed their commitment to integrate and localize SDG 4 into their plans, programs and budgets, conforming to the LNOB concept.

2.3. EFFECTIVENESS

Findings 5: The project successfully met most targets and demonstrated effectiveness in meeting its goals compared to the baseline, highlighting the intervention's success. A high percentage of fully achieved indicators (59%) further underscores its effectiveness in meeting its goal. All of the six components were implemented effectively.

Findings 6: Despite overall success, the project failed to fully achieve some targets, including attendance rate (85%), retention rate (95%) and awareness of importance of school meals among parents and students. This shortfall was primarily due to insufficient consideration of the socio-economic context of the project districts and the high thresholds set by the baseline study for measuring progress.

Findings 7: While COVID-19 impacts on enrollment and student health are declining, gaps in public service recovery and local government capacity remain. With no current WFP interventions to address learning losses, successfully implementing the ReAL Plan and targeted capacity building is essential for improving the quality of the basic level education.

⁴⁸ NHRC 2020. Human Rights Based Approach to Sustainable Development Goals, Nepal Human Rights Commission.

EVALUATION QUESTION 5: HOW EFFECTIVE IS THE SCHOOL MEAL OPERATION (ALL COMPONENTS) CONCERNING RESULTS (OUTPUT, OUTCOME, AND IMPACT) ACHIEVED BY THE PROJECT?

Activity 1: Food Distribution

111. The endline evaluation confirmed that out of six outcome-level indicators, the project fully achieved two indicators related to children receiving meals on all school days and minimum dietary diversity (MDD); four indicators remained partially achieved (table 12). However, the results show substantial improvements at the end line for all indicators compared to the baseline, with a statistically significant difference at a 5% level of significance except for the student retention rate. The retention rate has also improved compared to the baseline, but by less than 1 percent because the (92.1%) baseline value was already high. The project has no direct control over these two indicators (attendance and retention rates) given that a key feature of the project area is migration (seasonal and permanent). Parents migrate to work by taking children with them which causes the children to be absent from schools. This affects the low attendance rate, and children will only return to school during examination period. Many headteachers said, "Several parents disappear for a long period, come during the examination periods, send their children to appear in the examination, and would pressurize if not allowed". "Usually, parents take their children with them during seasonal migration."

Table 11: Achievements against target under activity I: Food distribution

Respondents	Baseline	Mid-term (2023)		Endline (2024) ⁴⁹		Remark	
	(2021)	Target	Progress	Target	Progress	Status	P value
1. Number of School-age children receiving school meals on all school days (SBCC Custom 7)							
Unit: Number and Percentage							
Total	77.7%	13,9227	138,441(99.4%)	92,361	92,361(100%)	Achieved ⁵⁰	0.00000*
Girls	77.7%	72,048	71,616 (99.4%)	47,854	47,854(100%)		0.00000*
Boys	77.7%	67,179	66,776 (99.4%)	44,507	44,507 (100%)		0.00000*
2. Average student attendance rate in USDA supported classrooms/schools (Standard 2)							
Unit: Percentage							
Total	60	80	73.4	(85%)	75.7	Partially achieved ⁵¹	0.00002*
Girl	60.7	80	74.2	(85%)	76.5		0.00002*
Boy	61.4	80	75	(85%)	74.8		0.00001*
3. Student retention rate (Custom 1)							
Unit: Percentage							
Total	92.1	94	91.3	95	93.6	Substanti ally Achieved ⁵²	0.22541
Girl	92.4	94	90.6	95	93.7		0.25397
Boy	91.7	94	92	95	93.6		0.33241
4. Percentage of minimum diet diversity of school-age children (Custom 11)							
Unit: Percentage							
Total	93.4	95	94	95	95.8	Achieved	0.00015*
Girl	93.4	95	94.2	95	96.2		0.00094*

⁴⁹ The number is estimated based on the population size by target groups, assuming that the sample is representative of the respective population.

⁵⁰ The achievement rate of 95% or above

⁵¹ The achievement rate of 80% or below

⁵² The achievement rate exceeding 80% but less than 95%

Respondents	Baseline (2021)	Mid-term (2023)		Endline (2024) ⁴⁹		Remark	
		Target	Progress	Target	Progress	Status	P value
Boy	93.4	95	93.7	95	95.4		0.02088*
5. Percentage of parents having school going children aware about the benefits of school meal program, (Custom 12) Unit: Percentage							
Total	16	30	24.7	50	49.3	Substanti ally Achieved	0.00000*
Female	14.1	28	25.3	48	49.4		0.00000*
Male	18.8	33	24.3	53	49.2		0.00000*
6. Percentage of students aware about the importance of school meal program (Custom 14) Unit: Percentage							
Total	12.9	40	20.9	60	47.2	Partially Achieved	0.00000*
Girl	12.3	39	21.3	59	47.3		0.00000*
Boy	13.6	41	20.9	61	47.1		0.00000*

112. Despite improvements in parents' and children's awareness of the midday meal program, the targets for these two indicators were only partially achieved. Consistent with the findings of the MTE, this evaluation highlights that the partial achievement may be attributed to the high thresholds established during the baseline. Specifically, the indicators required parents to identify at least 5 out of 11 statements and children to identify 5 out of 10—an ambitious benchmark. The ELE data showed that the proportion of students aware of the importance of school meals more than doubled compared to the MTE. However, because the original baseline thresholds were maintained, the targets were still classified as only partially achieved. Notably, all surveyed parents and students were able to mention at least one benefit of the midday meal program.

Standard 17: Number of school-age children receiving Midday Meals on all school days

113. The food distribution system is well organized, regular and distributed fairly among both genders. According to the headteachers, meals served in the schools are sufficient to satisfy hunger. Overall, 40,095 students were receiving meals from 342 surveyed schools, 52 percent of whom were girls and 48 percent were boys. However, the students' responses did not confirm to headteachers' responses. The proportion of students reporting meals received on all school days was 100 percent, as compared to 77.7 percent and 99.5 percent, in baseline and mid-term, respectively (Annex 12.1.1 and Annex 12.1.2). However, 52.2 percent of the girls and 47.8 percent of the boys reported receiving school meals on all school days (Annex 12.1.3). Of those students receiving meals in schools, 95.0% reported that the meals were sufficient to satisfy their hunger (Annex 12.1.4).

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

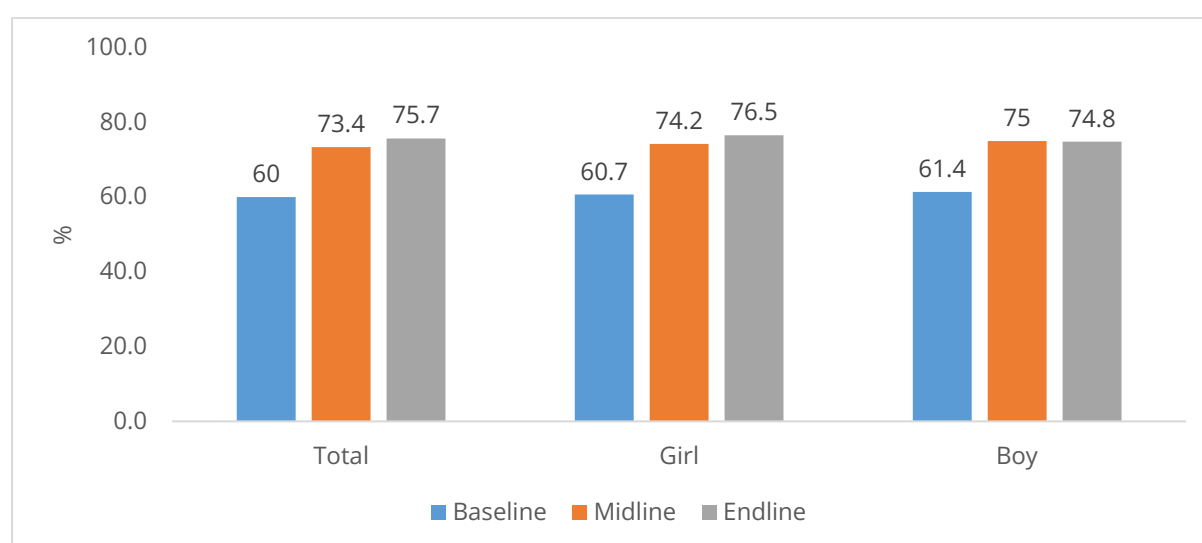
114. The attendance rate was calculated based on a review of school records and a headcount conducted during the school visit. According to school records, student attendance in the previous month averaged 75.7%, with 75.6% for girls and 74.8% for boys (Figure 3). Surveyors first reviewed attendance records and then conducted a headcount to verify the data.

115. The attendance rate of students at the endline increased to 75.7 percent compared to 60.7 percent in the baseline, with a statistically significant difference between the two periods (Annex 12.2.1), still, the 85 percent target has not been achieved. According to the headteachers, some underlying causes for failing to achieve attendance rate, despite substantial increases between the baseline and endline period, are structural and socio-economic conditions in the localities that are beyond the schools' capacity to address

them. These include educational policy⁵³ and increased seasonal migration of family members. According to the KIIs with headteachers and parents, weather (rains), distance to schools, and engagement in household and farm work were some factors contributing to the reduction in the student attendance. However, they reminded, “Attendance would have been further lower if there was no midday meal facility in the schools.” (Annex 12.2.2). Furthermore, seasonal migration of parents to India or neighboring cities for the labor work also impacted on attendance rate. Likewise, differential benefits to the students from government and private schools have also impacted attendance rate, such as regularity of teachers and individual attention to the students.

116. The evaluation observed the difference between the records and headcount on survey day. While headcount found nearly two-thirds of students attended schools on the survey day (68.6%), with 70.6% girls and 66.5% boys (Annex 12.2.3). At the time of the survey, the school had opened after a month-long vacation, which may have caused an impact on attendance since many students were returning home.⁵⁴

Figure 3: Students’ attendance rate based on school record



Box 2: Reasons for low attendance rate in project districts

Almost all earning parents migrate to India for work, they carry their children with them, and return just before the examination. Hence, attendance rate is low, which is well reflected in our attendance register.

-Head Teacher from Darchula.

Our attendance rate is poor, because some of the children, especially boys go to the private schools as well. As you know, each student is assigned a unique identity number through the EMIS, which is required for admission to another schools. As a result, some students enrolled at the government schools to qualify for grant and secure reservations for higher studies but may simultaneously attend private schools by paying fees. Thus, while they are officially enrolled in community schools, they primarily study at the private schools

- Head Teacher from Bajura.

If the students know that meals will not be served at the schools following day, some may skip schools.

- Cook from Doti

⁵³ Merging of schools when number of students in the schools do not qualify to run a school or related to the number of teachers in the schools. to be merged with another neighboring schools.

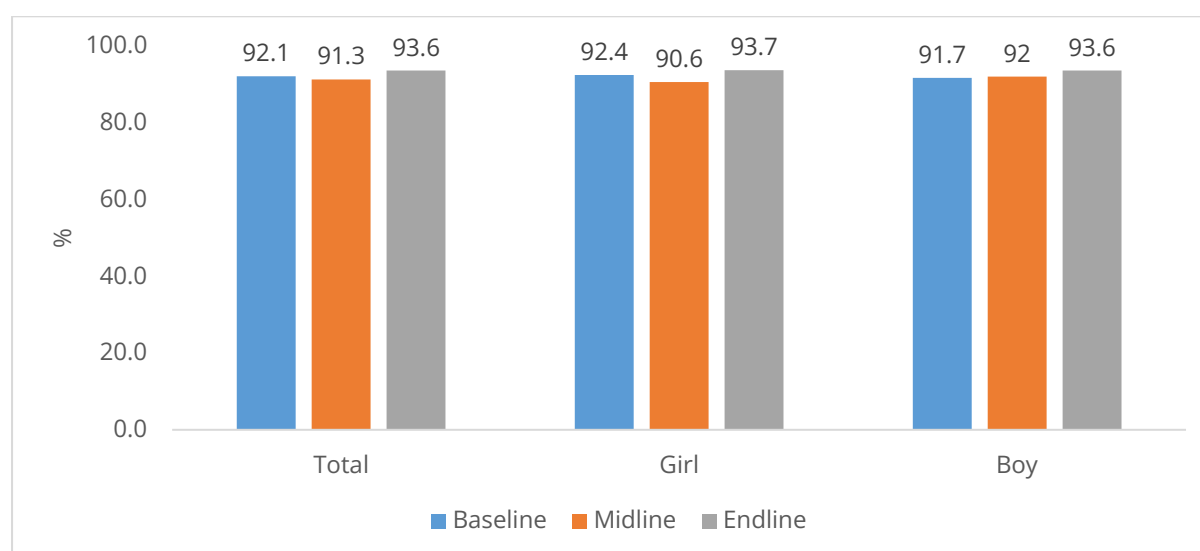
⁵⁴ After the vacation, schools are closed for the Dasai festival, which usually falls in the third week of October. Hence, schools are likely to open for about two and half a months after the vacation.

When asked about discrepancies between recorded attendance and survey findings, some headteachers explained that they adjusted attendance figures to ensure that students who accompany their families during seasonal migration remain eligible to sit for examinations, as failing to meet the minimum attendance threshold would prevent them from doing so. Others mentioned that attendance figures were sometimes increased to align with the data entered into the Education Management Information System (EMIS), which helps them manage school meal allocations within the NPR 15 per student per day budget⁵⁵(Box 2).

Custom 1: Student retention rate

117. The evaluation assessed the retention rate of the students in grades 1, 3 and 8 who enrolled in 2022 and completed the school year either by stepping up to the next grade or repeating the same grade in 2024. The data showed a marginal increase in the retention rate at the endline (93.6%) compared to the baseline (92.1%). However, the overall increase was slightly lower than the endline target of 95 percent, and the increase between the two periods was not statistically significant (Annex 12.3.1). The overall retention rate of boys and girls is almost the same between boys and girls, with 93.6% and 93.7%, respectively (Figure 4). The retention rate of girls and boys is almost equal which suggests that the probability of girls dropping out from the schools is improving.

Figure 4: Retention rate of students



Custom Indicator 11: Percentage of minimum diet diversity of school-age children.

118. All children consumed grain, roots, and tubers (100%) in the past 24 hours, followed by legumes (96.0%), other fruits and vegetables (86.8%) and vitamin A-rich fruits and vegetables (86.0%). A prime reason for the high dietary diversity among children is the inclusion of three food items, cereals, pulses, and vegetables, in school meals. Each child consumed 4.8 food groups daily, with the same proportion for boys and girls, revealing no gender-based discrimination in the households on food distribution (Annex 12.4.1). A child consuming four or more food groups out of seven in the past 24 hours is considered to meet the minimum dietary diversity⁵⁶.

119. Figure 5 shows an increase of midday meal in ELE with statistically significant results compared to the baseline value (93.4%) and achievement of the 95% target. The children's dietary diversity has increased in all districts except Jajarkot district, which was struck by a 6.4 magnitude earthquake on November 3, 2023, killing 154 people and injuring at least 375, potentially impacting diets. Out of six FY 20 project

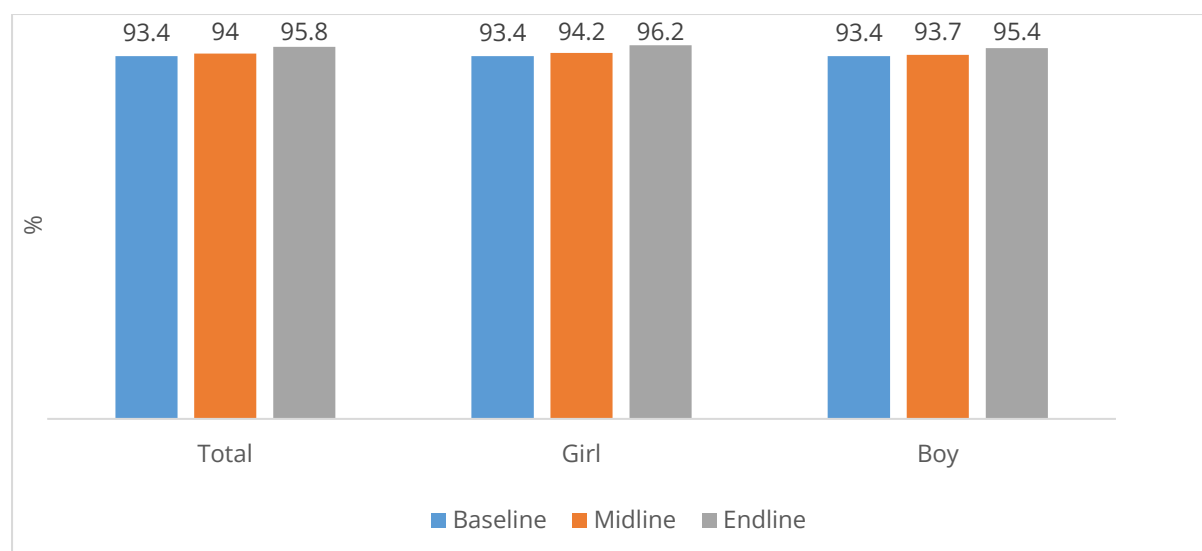
⁵⁵ The magnitude of the difference, if to be estimated based on the survey day and school record, is about 7 percent, but the evaluation team percent as reported by headteachers during field survey.

⁵⁶ Seven food groups include Grains, roots, and tubers; Legumes/pulses and nuts/oils; Dairy products; Flesh food/meat; Eggs; Vitamin A-rich fruits and vegetables; Other fruits and vegetables.

This evaluation used the same definition that was used in the baseline.

districts, the only district affected by the earthquake was Jajarkot. The evaluation team in September 2024 observed many households still impacted and residing in temporary shelters, with compromised food and sanitation facilities. This likely contributed to the stagnation in dietary diversity in the district (Annex 12.4.2 & 12.4.3).⁵⁷

Figure 5: Children meeting minimum dietary diversity



Custom indicator 12: Percentage of parents having school-going children aware about the benefits of school meal program

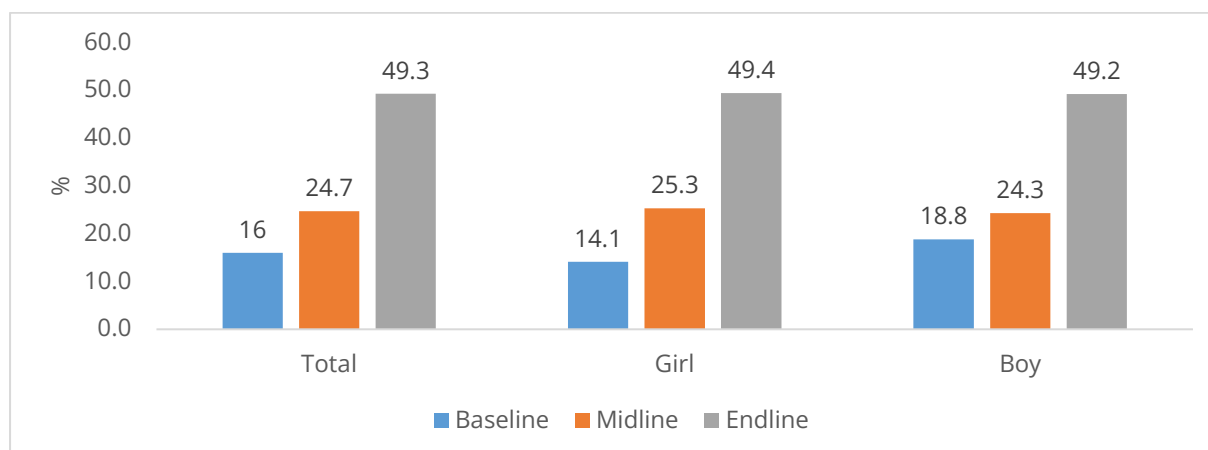
120. According to parents, the major benefits of the SMP are increased student attendance (81.7%), followed by children staying longer at schools (80.9%), saving money to purchase lunches (68.2%), improvement in nutritional status (41.1%) and improvement in children's learning ability (39.4%) (Annex 12.5.1). Other benefits reported by parents included an increase in nutrition awareness, promotion of girls' enrolment, and increase in student enrolment and awareness of using locally available fresh foods.

121. The ELE found a 23.3 percent increase in parents' awareness compared to the BLV (16%), reaching 49.3% with a statistically significant increase⁵⁸. However, this increase remained slightly lower than the target of 50%, suggesting the target is almost met (Figure 6). The proportion of households aware of SMP increased for male and female respondents compared to baseline (Annex 12.5.2). The engagement of the parents in implementing SMP through the home-grown component along with involvement in the school management committee and frequent interactions with them are the main reasons for increased awareness. A high awareness of parents in transition districts suggests their increased concerns to quality of the meals served. During KIs with teachers and parents, many participants said, "Earlier, we knew that children would receive either Halwa prepared from wheat or *Khichadi* (a watery mixture of rice and lentil). However, after transitioning to the local governments, our children sometimes tell us that the meals were not served for various reasons- such as cooks being sick, or on leave, or that they were given a handful of beaten rice (Chiura) with some *Bhujia*." This heightened awareness among parents underscores the importance of school meals. A headteacher emphasized, "One truly understands the value of something only when it is no longer available."

⁵⁷ DPNNet, Jajarkot Earthquake 2023.

⁵⁸ The BLS characterized awareness levels into two categories: aware and not aware. Aware refers to those who could depict at least five benefits of out of the 11 included in the statements. The ELS and MTE followed the same definitions for both parents and students.

Figure 6: Percentage of parents aware about the benefits of SMP

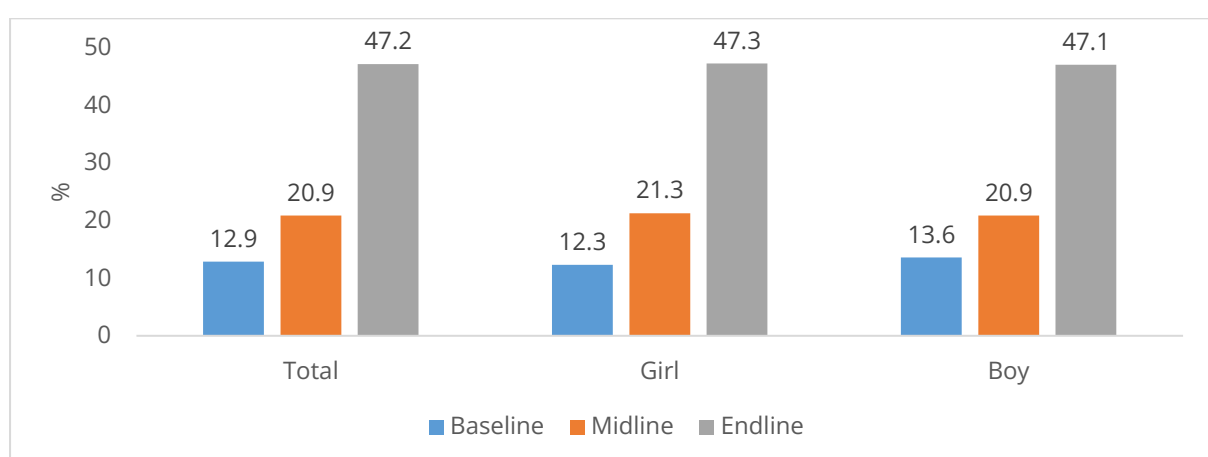


Custom indicator 14: Percentage of Students' awareness on the importance of SMP

122. According to the students, the major benefits of the SMP are no feeling of hunger, motivation to stay longer at school (75.2%), followed by motivation to go to school (63.7%), improved ability to learn or concentrate in classes (52.4%), saving money for the parents to provide lunch (31.4%), and nutritional benefits/improved nutrition (34.9%). Perception of the five major benefits of the SMP remained similar among boys and girls, where the meals mostly motivate them to attend and stay longer at school (Annex 12.6.1).

123. The proportion of students aware of the importance of the school meal program increased substantially from 12.3 to 47.2 % in the endline, which is statistically significant (Figure 7). Despite this increase, the target remained partially achieved due to the high level of target set at 60 percent after the BLS. This survey found almost all students (99.7%) telling at least one benefit varying from 99.8% among girls and 99.6% among boys. Serving meals at the school is the main reason for increased awareness among children. The consistent provision of school meals, along with frequent monitoring by field motivators such as SHN facilitators, reading motivators, and agricultural technicians, helped raise students' awareness of the school meal program. Additionally, national celebrations and health screenings reinforced this awareness. However, most students struggled to name at least five benefits of the midday meal.

Figure 7: Proportion of students aware of importance of SMP



Activity 2: Improved Safe Food Preparation, Handling and Storage

Standard indicator 20. Percentage of school cooks demonstrating safe food preparation and storage practices. Schools with improved water sources

124. Out of 342 schools surveyed, 84% schools (287 schools) reported having cooks and 14 percent (48 schools) were using office support staffs as cooks. Seven schools had no cooks, of which six schools

reported using catering service and one school used canteen service. However, this survey interviewed 329 cooks available during the survey period, considering any person, such as office support staff, who cooked meals as a cook. The widespread lack of designated cooks emerged as a key challenge across both transitioned and non-transitioned districts. This finding raises concerns about the sustainability of safe food preparation and storage practices, as highlighted in this evaluation. However, none of the schools surveyed reported using teachers as cooks.

125. A composite index with a total score of 0 to 12, designed during the BLS, was prepared based on 12 questions about safe food preparation and storage practices. The list of the 12 practices is shown in Annex 12.7.1. Findings show that the proportion of cooks demonstrating safe practices increased by 56.5 percent, surpassing the target by 16% (Table 12). The project trained 5,940 cooks, meaning each cook likely received training at least twice, given that there were 2,415 schools across six districts. Table 12 shows the detailed data.

Table 12: Achievement in improved safe food preparation, handling and storage (Activity 2)

Indicators	Baseline	Mid-term (2023)		Endline (2024)		Remark	
	(2021) (%)	Target	Progress	Target	Progress	Status	P value
1. Number of individuals who demonstrate the use of new safe food preparation and storage practices as a result of USDA assistance (Standard 20)							
Unit: Number and Percentage							
Total Cooks	29.5%	1,600	1,565 (64.8%)	1,723 ⁵⁹	2,118 (86.8%)	Substantially Achieved	0.00000*
Cooks Female	50%	160	150 (60.6%)	172	212 (81.8%)	Substantially Achieved	0.01810*
Cooks Male	27.1%	1,440	1,415 (66%)	1,551	1,906 (87.3%)	Substantially Achieved	0.00000*

Activity 3: School health and nutrition (SHN)

126. Implemented in coordination with the respective LG in four districts (except Jajarkot and Doti), the purpose of this activity is to improve the availability, access, and use of SHN services; improve a healthy school environment through access and use of water and sanitation services; improve knowledge on health (healthy life behaviours, and habits, etc.); and strengthen health and nutrition support system, policy, strategies, and implementation. Out of the 15 indicators for measuring progress against this activity, ten targets (66.7%) were achieved and five (33.3%) were partially achieved. However, substantial improvements were observed in all indicators compared to baseline, with statistically significant differences between the two periods (Table 13). KIs with the headteachers and LG education section chiefs revealed that the training of trainers provided by the project effectively expanded outreach, enabling to reach many schools, which, in turn, contributed to achieving most of the targets. However, delays in budget release, the inadequacy of staff at health posts, and high target set without considering the baseline situation, e.g., target set for the number of schools with at least one set of information education and communication and behavior change package (IEC/BCC) at 80 percent despite the baseline being only 4.4 percent, constrained in achieving some targets.

Standard indicator 27. Schools with improved water sources

127. Improved water sources include drinking water from piped water, tube wells/boreholes, protected dug wells, and protected springs. Schools with improved drinking water facilities increased by 5.6% (BLS 92.6% and ELE 98.2%), with a statistically significant difference (Annex 12.8.1 & 12.8.2). Though the number of schools with improved drinking water facilities increased, interviews with headteachers and school observations indicated the need for improving functionality aspects since many of such facilities required

⁵⁹ The number of cooks (population size) is estimated based on the number of schools receiving school meals, with the assumption that one school has one cook. The population is distributed by sex based on the survey results of 342 randomly sampled schools.

repair and maintenance. Many head teachers raised concerns about the limited funds for proper repair and maintenance.

Table 13: Achievements in school health and nutrition (Activity 3) against targets

Indicators	Baseline	Mid-term		Endline (2024)		Remark	
	(2021)	Target	Progress	Target (N)	Achievement	Status	P value
1. Number of schools⁶⁰ using an improved water source (Standard 27)							
Unit: Number and Percentage							
Observed	92.6%	858	823 (95.9%)	1,112	1,092 (98.2%)	Achieved	0.00249*
2. Number of schools with improved sanitation facilities (Standard 28)							
Unit: Number and Percentage							
Observed	94%	898	885 (98.6%)	902	894 (99.1%)	Achieved	0.00165**
3. Number of students receiving deworming medication(s) (Standard 29)							
Unit: Number and Percentage							
Total	53.1%	2,14,409	173,028 (80.7%)	1,40,430	1,31,442 (93.6%)	Substantially Achieved	0.00000*
4.. Number of adolescent girls aged 10-19 years receiving biannual weekly Iron Folic Acid supplementation (Custom 4)							
Unit: Number and Percentage							
Schools	8.7%	29,037	24,797 (85.4%)	21,805	21,194 (97.2%)	Achieved	0.00000*
5. Number of schools with provision of sanitary pads (Custom 5)							
Unit: Number and Percentage							
Schools	83.5%	1,317	1,248 (94.8%)	719	694 (96.5%)	Achieved	0.00019*
6. Number of schools with toilet with sanitary pads disposal bins							
Unit: Number and Percentage							
Schools	45%	954	734 (76.9%)	519	404 (77.8%)	Partially Achieved	.00000*
7. Number of schools with at least one set of information education and communication and behavior change package (IEC/BCC) (SBCC Custom 5)							
Unit: Number and Percentage							
Schools	14.4%	1,113	687(61.7%)	1272	887 (69.8%)	Partially Achieved	0.00000*
8. Number of schools celebrating national sanitation related campaigns at the community level (SBCC Custom 6)							
Unit: Number and Percentage							
Schools	41%	1,060	437 (41%)	1,211	668 (55.2%)	Partially Achieved	0.00156*
9. Number of schools conducting at least one annual health screening							

60 According to the CEHRD flash report for the year 2023/24, the total number of community schools is 2,296. However, the sampling for this evaluation was carried out on 2,472. The final number decreased due to the merging of schools. Therefore, to harmonize the analysis and estimate the target number and achievement, the number of schools is considered as 2,472. Anyway, the percentage captures any variations,

Indicators	Baseline	Mid-term		Endline (2024)		Remark	
	(2021)	Target	Progress	Target (N)	Achievement	Status	P value
Unit: Number and Percentage (Custom 3)							
Schools	8.5%	954	523 (54.8%)	559	372 (66.5%)	Partially Achieved	0.00000*
10. Number of individuals who demonstrate the use of new child health and nutrition practices as a result of USDA assistance (Standard 19)							
Unit: Number and Percentage							
Total	49.2%	14,955	12,608 (54.8%)	17,366	15,406 (62.1%)	Partially Achieved	0.00000*
Female	55.2%	4,486	3,969 (57.5%)	5,965	5,598 (64.8%)		0.00002*
Male	44.4	10,469	8,639 (51.9%)	11,401	9,808 (59.4%)		0.00000*
11. Number of schools practicing segregated waste management practice (Custom 8)							
Unit: Number and Percentage							
Schools	32.4%	954	516 (54.1%)	1,113	1,089 (68.5%)	Partially achieved	0.00000*
12. Percentage of Health-related absenteeism among school age children (SBCC Custom 1)							
Unit: Percentage							
Total	19.1	17	18.8	15%	15.5%	Achieved	0.00071*
Girls	20	18	18.5	16%	16.1%	Achieved	0.00699*
Boys	18.2	16	19	14%	14.9%	Achieved	0.01976*
13. Percent of school-age children with good personal hygiene (SBCC Custom 2)							
Unit: Percentage							
Total	33.1	55	48.6	65	66	Achieved	0.00000*
Girls	37.1	59	53	69	70.7		0.00000*
Boys	29	51	43.9	61	61.2		0.00000*
14. Percent of adolescent girls reporting practice of hygienic menstrual behavior (SBCC Custom 3)							
Unit: Percentage							
Girls	78.7	85	88.3	85	95.2	Achieved	0.00000*
15. Percent of school age children reporting hand washing practice at critical times (SBCC Custom 4)							
Unit: Percentage							
Total	9.4	45	39.8	65	52.3	Partially Achieved	0.00000*
Girls	13	49	43.1	74	55.2		0.00000*
Boys	5.8	42	36.3	62	49.2		0.00000*

Standard indicator 28. Schools with improved sanitation facilities

128. The school is characterized as having improved sanitation facilities if it has a flush or pour/flush toilet connected to a piped sewer connection, septic tank or pit latrine (no slab), pit latrine with a slab, composting toilet, and bio-gas toilet. The ELE results showed an improvement in sanitation facilities by 5.1% compared to the baseline value (94.0%) (Annex 12.9.1 & 12.9.2). Observation and interactions with the SHN teachers revealed that 90.5% of toilets have water facilities inside them and the remaining have no water facilities or were not operational (Annex 12.9.3). When all five dimensions- availability, accessibility, cleanliness, adequacy, and safety- were considered, 61.5 percent of SHN teachers were satisfied with the condition of the toilets. However, individually, 94.6% of teachers were satisfied with accessibility, followed by safety (91.9%), cleanliness (90.0%), adequacy of water in the toilets (86.4%), availability (74.2%), confirming a high functionality of the toilets, mainly due to regular repair and maintenance work (Annex 12.9.4). The headteachers acknowledged LG support for the improvements in toilet functionality.

Standard indicator 29: Students receiving deworming medication(s)

129. All schools (100%) provided deworming medicines to students (Annex 12.10.1), at least once a year compared to 72.2 percent in the baseline, with a statistically significant difference, showing increased access of the students to deworming medicines compared to non-intervention schools. As a result, the proportion of students receiving deworming medicine (at least twice a year) increased from 53.9% in baseline to 93.6%, with statistically significant difference (Table 13). Likewise, the proportion of boys receiving deworming medications increased from 55.4% to 93.6%, and that of girls from 50.9% to 93.6%, revealing high access of girls to deworming medicines compared to boys. A large majority of the SHN teachers acknowledged the project's timely support in availing the government's deworming service provided by the schools through activities such as training and logistics, including access to SHN facilitators' services.

Custom indicator 4: Adolescent girls aged 10-19 years receiving Iron Folic Acid (IFA) supplementation

130. Adolescent girls who reported receiving a full dose (26 tablets in a year) of Iron Folic Acid supplementation (IFA) tablets were considered as receiving biannual IFA supplementation. More than 95% of schools-maintained records on iron folic distribution, varying from 82.9% in Bajhang to 100% in the rest of the districts (Annex 12.11.1). The record shows that the proportion of adolescent girls from grades 6-8 receiving IFA tablets increased from 8.7% at baseline to 97.2% at endline, with a statistically significant difference between the two periods (Annex 12.11.2) and exceeding the endline target (60%). The main reasons for outstanding results were the project's facilitation (e.g. training of LG education staff, SHN focal persons, frequent meeting and interactions with girls, and timely logistic support).

Custom indicator 5: Schools with provision of sanitary pads

131. The number of schools providing sanitary pads increased to 96.5% at the endline from 83.5% at baseline, exceeding the project end target of 90% (Annex 12.12.1). The project's facilitation, logistics support, and sensitization of the teachers/head teachers were key to the target achievement. The improved availability of sanitary pads in schools is due to the federal government's conditional grant to LGs to distribute free sanitary pads to adolescent girls⁶¹. 95.7 percent of the respondent adolescent girls confirmed that they have been using sanitary pads, varying from 91.9% in Bajhang to 100% in Achham (Annex 12.12.2). The project did not provide sanitary pads. However, it coordinated with LGs, SHN focal persons in the schools and health service providers and headteachers to ensure that the students get adequate sanitary pads.

Custom indicator 6: Schools with toilets with sanitary pads and sanitary pads disposal bins

132. Schools having disposal/collection bins for used sanitary pads in the toilets were considered schools with disposal facilities. The number of schools with facilities disposal increased to 77.8% from 76.9 percent in the midterm and 45.0% at the baseline (Table 13), exceeding the project end target (65.0%) (Annex 12.13.1). The increment is statistically significant, confirming the project's likely contribution. SHN motivators are required to check the toilet conditions, discuss with the SHN focal persons, headteachers and also local government authorities to ensuring that the girl toilets have sanitary pads including disposal bins. The project has a provision of small cash assistance to the schools when necessary. These activities contributed to improve the performance of the target against this indicator.

SBCC custom indicator 5: Schools with at least one set of information education and communication and behavior change package (IEC/BCC)

133. Headteachers were asked about the availability of information education and communication (IEC) and behavior change packages related to health, hygiene, nutrition, etc. (Annex 12.14.1). Schools with at least one set of IEC/BCC packages⁶² were considered schools having packages. The number of schools with IEC/BCC-related packages increased to 69.8% from 14.4% at the baseline (table 14), with a statistically significant difference between the two periods. This confirms the project's high contribution to improving

61 CEHRD. (2023). Programme Implementation Guidelines, 2080/81. Central for Education, Human Resources and Development (CHERD), Bhaktapur, Nepal

62 IEC/BCC packages refer to a set of information education and communication behaviour change package. The Government has endorsed a set of IEC and BCC package related to health, hygiene, nutrition etc. Schools, where, at set of IEC/BCC packages, were considered as having the package. The package was observed to report that the school had at least one set of IEC/BCC package.

IEC and BCC packages, but the project is still short of achieving the endline target of 80%. Most of the headteachers from the sampled schools confirmed that reading motivators often checked whether IEC materials are available in the schools and displayed properly or not, and then they would often bring from the sources and provide to the schools.

SBCC custom indicator 6: Schools celebrating national sanitation-related campaigns at the community level

134. SHN focal teachers were asked whether the school celebrated any national sanitation-related campaigns, such as Nutrition Week, Children's Day, Health and Sanitation Week, and Hand Washing Day, at the community level last year. If the schools celebrate any one event, the school is included in the list of schools organizing a celebration of campaigns. The baseline reported 41 percent of schools conducting the campaigns, which increased to 55.2 percent at the endline (Annex 12.15.1). However, the project remained short of achieving the target of 80%. The main reason for not meeting the target was the shortage of funds/budget at the schools for organizing such events, despite federal government's conditional grant to all 753 LGs under the Ministry of Health and Population's Family Welfare Program for (a) child health and national vaccination program (b) Vitamin A Capsule distribution Program, (c) National day celebration programs such as School Health and Nutrition week- May 15 -21, (d) organization of Iodine awareness campaign, and (e) holding health and nutrition classes in the schools complemented to achieve the project's targets and indicators, and all local governments allocated a part of their budget to implement SHN related activities, either through schools or health sections.

Custom indicator 3: Number of schools conducting at least one annual health screening

135. SHN focal teachers were asked about the five health screenings at the schools, particularly those measuring height, weight, vision, hearing, and dental check-ups. If the schools performed all five screenings during the previous academic season, either independently or with the help of health facilities, it was considered as the schools conducting comprehensive health screenings. The proportion of schools conducting annual health screening increased to 66.5% at the endline from 8.5% at baseline (Table 13), with a statistically significant difference between the two periods (Annex 12.16.1). The proportion of schools conducting health-related screenings increased sharply, which is due to the project's logistic support. Similarly, a few schools employed nursing staff and provisioning of sick rooms in the schools, which further contributed to health screening. Of those schools conducting health screening, most conducted weight (99.1%) and height (98.2%) and related screening (92.4%), followed by vision (78.1%), hearing (62.9%), and dental-related screening (58.6%) (Annex 12.16.2). Similarly, 97.1% of students reported height and weight screening at schools, varying from 97.3% among boys and 97.0% among girls (Annex 12.16.3).

Standard indicator 19: Number of individuals demonstrating the use of new child health and nutrition practices because of USDA assistance

136. Students who follow seven out of ten health and nutrition practices⁶³ are defined as those demonstrating the use of the new child health and nutrition practices. The survey showed nearly half of the students (49.2%) demonstrated use of practices, which increased to 62.1% at the end of the project (Table 13), with a statistically significant difference (Annex 12.17.1), when compared to the baseline value with the endline results. The proportion of girls following practices increased from 55.2% to 64.8%, whereas that of boys increased from 44.4% to 59.4%. The situation improved in all districts compared to the baseline, except Bajhang and Darchula.

Custom indicator 8: Number of schools practicing segregated waste management practice

137. Schools that had separate bins for collecting different types of waste were considered as schools to be practicing segregated waste management. The project supported schools in constructing waste management bins and used local government fund for the construction. As a result, the proportion of schools practicing segregated waste management practices increased from 32.4% at the baseline to 68.5% at the endline (Table 13), with a statistically significant difference (Annex 12.18.1). Despite this, the project

⁶³ This includes students' behavior such as water purification before drinking, waste disposal practice, eating snacks at home during school days, hand washing practice, and personal hygiene

did not achieve the target of 1,113 schools. However, 98.8 percent of students were using the dustbin at schools, with almost equal proportions among boys (99.0%) and girls (98.5%) (Annex 12.18.2).

SBCC Custom 1: Health-related absenteeism among school-age children

138. Despite the project's assistance to maintain records related to students' health-related absenteeism, the performance of the schools was found unsatisfactory. Hence, parents were also asked if their children missed school due to health-related reasons/illnesses in the last month. The number of students missing school for health-related reasons decreased to 15.5% at the endline from 18.8% at the baseline (Table 13), with a statistically significant difference (Annex 12.19.1). Likewise, absenteeism of both girls and boys decreased compared to the baseline. The headteachers and parents perceived those nutritious meals provided at schools reduced health-related absenteeism.

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

139. Students were observed for their personal hygiene practices, which included things like trimmed nails, groomed hair, clean teeth, clean and tidy dress, and a clean shoes/slipper. Students who scored 7 or more were considered to have good personal hygiene. The percentage of school-age children with good hygiene practices increased from 33.1% to 66.0% in the endline (Table 13), and this difference is statistically significant. Among the students, girls showed a higher increase in good hygiene practices, from 37.1% to 70.7%, compared to boys, who increased from 29.0% to 61.2%. Personal hygiene has improved in all districts compared to the baseline (Annex 12.20.1). The evaluation found counselling support from the teachers is the main contributor to the improvement.

SBCC custom indicator 3: Percent of adolescent girls reporting practice of hygienic menstrual behavior

140. Of the total adolescent girls surveyed, those who had started menstruating were asked about six menstrual hygiene criteria, such as speaking about it, changing pads, and hand washing practices⁶⁴. Those who scored four out of six were considered to have good hygiene habits. The proportion of girls adopting good hygienic behavior increased from 78.7% at baseline to 95.2% at the endline evaluation (Table 13), showing a significant improvement due to the sensitization of students on menstrual hygiene. Furthermore, the project exceeded the end-of-project target (85%) (Annex 12.21.1).

SBCC custom indicator 4: Percent of school-age children reporting hand washing practice at critical times.

141. As seen in Annex 10.22.1 nearly all students washed their hands before eating (98.2%) and after using the toilet (90.3%), followed by after touching garbage (88.9%). However, nearly one-third of students reported washing their hands after wiping their noses, coughing, sneezing (39.9%) (Annex 12.22.1). The students who practiced hand washing during at least four critical times were considered to have appropriate hand washing habits. When this BLS definition was applied, the endline evaluation found that nearly 52.3% of students washed their hands at critical times, varying from 55.2% among girls to 49.2% among boys. The proportion of students washing hands increased sharply at the endline (52.3%) compared to the baseline (9.4%), with a statistically significant difference, revealing the high contribution of the project (Annex 12.22.1). Despite this, the project failed to achieve the target of 65%. This is mainly because of the high target set and threshold, which required following at least five out of seven practices. Likewise, some practices included in the BLS to measure students' awareness, such as helping someone after using the toilet or washing their hands after touching animal feed or waste, are rare and not carried out. Besides, the SHN focal teachers stated that students are fully aware of and practicing hand-washing practices correctly.

Activity IV: Promote Improved Literacy

142. This activity focused on building the capacity of the early grade teachers to teach effectively, improving the quality of literacy instruction, and thereby improving the literacy of school-aged children. The

⁶⁴ Speak about menstrual hygiene to anybody, use sanitary pad during menstruation, change pads every six hours, safe disposal of the menstrual pad, and hand washing before and after changing the pads

project adapted USAID's Reading MATTERS framework⁶⁵ for the holistic improvement of learning outcomes. Table 14 shows that the project achieved targets against three indicators (60%) and two were partially achieved (40%). The continual mentoring support through reading motivators recruited by the project through the WFP partner, using contextualized textbook materials prepared by the LGs and village level teaching, popularly known as *Tole Shikshya* designed to respond learning loss during COVID-19 pandemic in 2021-22, and applying adoption of an innovative approach, "Read-Learn-Know Reading Program", conceived by the project, account for this achievement. Since this component covered only transition districts, the data is not disaggregated by transition and non-transition districts.

Custom indicator 9: Number of local government recognizing and rewarding teachers making changes or taking special initiatives for their students to achieve reading outcomes.

143. Three-fourths of headteachers (75.5%) reported that the LGs established mechanisms for recognizing teachers, such as providing letter of appreciation, cash prizes to schools and teachers based on academic performance (Table 14), declaration of best schools and teachers for the outstanding academic achievements (Annex 12.23.1).

Custom indicator 13: Number of Local governments developing contextualized instructional materials.

144. The survey results show that 93.9 percent of LGs have developed local contextualized instructional materials to introduce school children to the bio-physical, cultural, and natural resources of their respective LG constituency, varying from 89.8 to 96.9 percent (Annex 12.24.1). This reveals LGs' initiatives in developing locally contextualized instructional materials. This is one of local governments' good practices, which will contribute to improved educational outcomes, and also provide opportunity for the young school children to understand their local resources.

Table 14: Achievements in Improved literacy (activity 4) against targets

Parameters	Baseline (2021)	Mid-term		Endline (2024)		Remark	
		Target	Progress	Target	Progress	Status	P value
1. Number of Local government recognizing and rewarding teachers making changes or taking special initiatives for their students to achieve reading outcomes (Custom 9)							
Unit: Number and Percentage							
Local gov- ernment	50%	21	13 (63.9%)	21	16 (75.5%)	Partially Achieved	
2.Percent of Local government developing contextualized instructional materials (Custom 13)							
Unit: Percentage							
Local gov- ernment	33.3%	55	89.8	60	95.9	Achieved	
3. Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of the grade-level text (EGRA result) (Standard 1)							
Unit: Percentage							
Total	1	4	4.9	6	6.4	Achieved	0.00000*
Girls	0.7	4	4.6	6	6.5		0.00000*
Boys	1.2	4	5.2	6	6.3		0.00000*
Oral reading fluency (Correct word per minute)							
Total	11.4	16	16.6	18	19.9	Achieved	
Girls	11.2	16	16.5	18	20.2		
Boys	11.6	16	16.7	18	19.6		
4. Number of school administrators and officials in target schools who demonstrate the use of new techniques or tools as a result of USDA assistance (Standard 6)							
Unit: Number and Percentage							

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

Total	34.5	309	430 (74.2%)	665	636 (78%)	Partially Achieved	0.00000*
Female	11.8	46	65 (81.3%)	100	95 (77.1)		0.00000*
Male	22.4	263	366 (58.6%)	565	541 (78.3%)		0.00000*
5. Number of school administrators and officials trained or certified as a result of USDA assistance (Standard 7)							
Unit: Number and Percentage							
Total	0	950	430 (45.3%)	1,902	1,274 (67%)	Partially Achieved	0.00000*
Female	0	143	50 (34.9%)	285	160 (56.1%)		0.00025*
Male	0	808	378 (46.8%)	1,617	1,114 (68.9%)		0.00000*

Standard indicator 1: Percent of students by the end of two grades of primary schooling demonstrate that they can read and understand the meaning of the grade-level text.

145. The Early Grade Reading Assessment (EGRA) is a simple instrument to measure children's early-grade reading skills. The assessment comprises six sub-tasks: listening comprehension, letter decoding, matra-decoding, non-word reading, oral fluency, and correct answers in reading comprehension. Data presented in Table 15 show that students' performance on all six EGRA related tasks increased with a statistically significant difference with the baseline, revealing project's substantial contribution. Likewise, the percentage of students with zero scores, i.e., unable to respond to any single question in the sub-task correctly, had decreased in all tasks compared to baseline. Students' performance on different EGRA sub-tasks is shown in Annex 12 Table 25.1 to 25.6.

146. At the baseline (2022), the benchmark set by the Education Review Office (ERO) for proficient readers was 45 correct words/minute and four correct answers out of five comprehension questions. The ELE assessed the reading proficiency based on old benchmarks of the ERO⁶⁶. The evaluation assessed grade 2 completers' reading and comprehension skills among intervention (with WE support) and non-intervention (without WE support), using the old benchmark of the ERO to ensure comparability with the baseline.

Table 15: EGRA sub-tasks

Tasks	Respondents	Average			Zero score		
		Baseline	Midline	Endline	Baseline	Midline	Endline
Listening Comprehension (Correct answers)	Total*	1.5	1.7	2.0	17.2	12.5	6.8
	Girl*	1.4	1.7	1.9	20.1	13.8	9.7
	Boy*	1.7	1.8	2.0	14.2	11.1	6.9
Letter decoding (Correct letters/ minute)	Total*	30.0	38.1	42.2	6.5	2.6	1.7
	Girl*	29.5	37.4	42.0	6.2	2.7	1.8
	Boy*	30.6	38.9	42.4	6.8	2.4	1.7
Matra Decoding (Correct Matras/ minute)	Total*	16.5	21.8	27.3	24.2	20.5	11.6
	Girl*	15.9	21.4	27.0	24.9	21.4	12.3
	Boy*	17.2	22.2	27.7	23.4	19.5	10.7
Non-word Reading (Correct non- words/minute)	Total*	6.7	9.4	11.6	25.1	19.2	10.8
	Girl*	6.5	9.3	11.5	25.6	20.2	11.7
	Boy*	6.8	9.5	11.7	24.5	18.1	9.7
	Total*	11.4	16.6	19.9	18.4	13.4	6.8
	Girl*	11.2	16.5	20.2	19.6	14.0	7.6

⁶⁶ In 2022, the ERO revised the benchmark based on the proficiency levels of students based on oral reading fluency and comprehension.

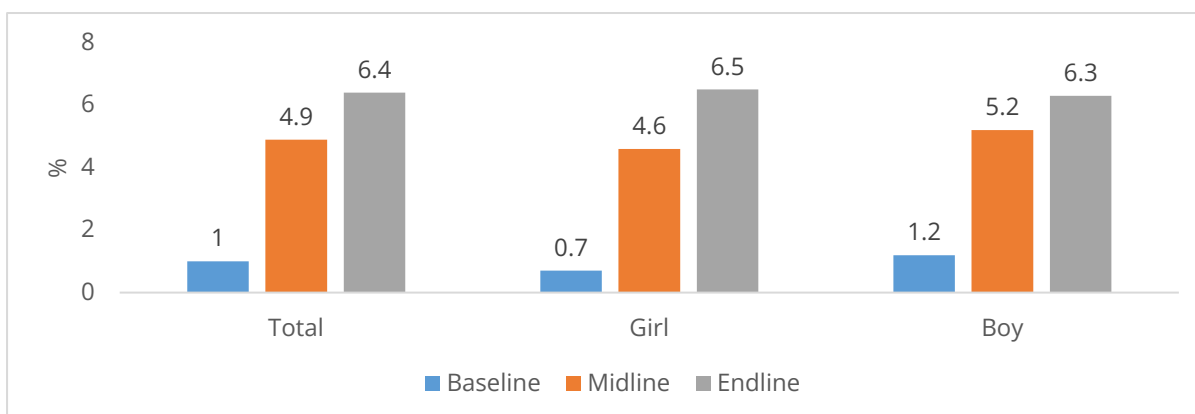
Tasks	Respondents	Average			Zero score		
		Baseline	Midline	Endline	Baseline	Midline	Endline
Oral Reading Fluency (Correct words/ minute)	Boy*	11.6	16.7	19.6	17.0	12.7	5.9
Correct answers out of 5 reading comprehension questions	Total*	1.5	1.7	2.3	42.3	34.6	18.4
	Girl*	1.4	1.7	2.2	43.6	35.3	19.3
	Boy*	1.5	1.8	2.3	41.0	33.9	17.3

Note: * significant at 95% confidence; Source: ELE Survey 2024

147. Overall, the student's performance in EGR intervention schools is higher compared to the non-EGRA schools in all of EGRA's sub-tasks, for both boys and girls, with statistically significant differences in all six parameters for average values and proportion of students having zero scores (Annex 10.25.6 c). The survey results confirmed EGR-exposed students demonstrated better educational performance in schools, with a substantial difference between EGRA and non-EGRA schools by answering correctly 0.2 answers on listening comprehension, letter decoding by 12.44 words per minute, correct *matra* decoding by 8.09 words per minute. Similarly, they demonstrated differences of 8.59 in oral reading fluency and 0.42 in providing correct answers out of 5 questions. These differences were statistically significant for all six sub-tasks of EGRA. According to the Nepali teachers, some of the factors that contributed to the improvement of students in intervention schools (EGR districts) are mobile meetings on early grade teaching (64.4%), support from reading motivators on material preparation (87.0%), use of teaching/learning materials (59.6%) and complementary support for enhancing reading skills (96.0%).

148. While the BLS and MTE showed that boys outperformed girls in EGRA results, the ELE indicated that girls achieved slightly higher scores (6.5 for girls versus 6.3 for boys), as shown in Figure 8 below. This improvement is attributed to higher attendance and retention rates of girls in basic level grades (1–5), as noted in paragraphs 110 and 113. (Annex 12.25.7 and 12.25.8). According to the headteachers and Nepali teachers, one key reason for girls' better performance is their attentiveness to classwork and reading activities compared to boys. However, the difference was insignificant in the ELE (6.4 vs 6.3).

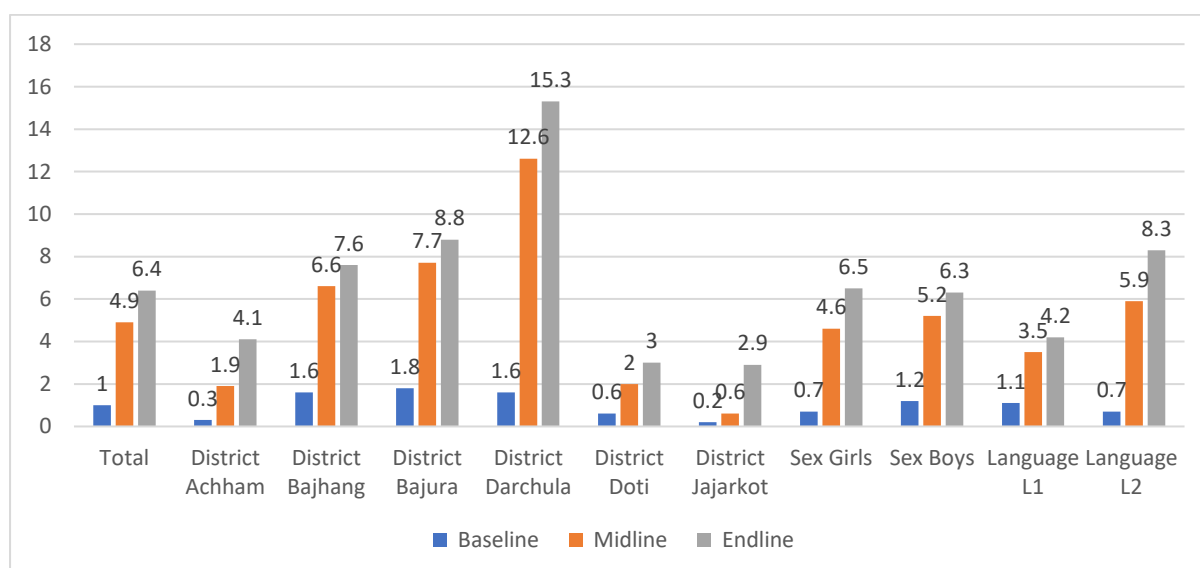
Figure 8: Comparison of reading proficiency



149. Education officials attributed the significant improvements in Early Grade Reading Assessment (EGRA) results to several key factors, including the adoption of participatory and child-friendly teaching practices, which foster active engagement and a supportive learning environment. Additionally, targeted interventions, such as providing special attention to low-performing students and prioritizing support for students who do not speak Nepali as their first language, have played a critical role in enhancing learning outcomes. The improvements are further bolstered by teachers' increased exposure to Early Grade Reading (EGR) methodologies, equipping them with effective strategies to address diverse student need.

150. Figure 9 shows that EGR performance improved in all the districts, where the rate of improvement is relatively high in EGR intervention districts (Bajhang, Bajura, and Darchula) compared to currently non-EGRA districts (Achham, Doti and Jajarkot). These districts had EGR interventions earlier and was phased out. This indicates that districts with continuous interventions (Bajhang, Bajura, and Darchula) demonstrated better outcomes, with teachers performing more effectively compared to earlier intervention districts (Achham, Doti, and Jajarkot), as reflected in a higher proportion of students surpassing the EGR threshold based on oral reading fluency and reading comprehension. Likewise, the performance of students who do not speak Nepali at home (L2) shows the highest improvement compared to those with Nepali language (L1). This is mainly because of exposure to EGR-based teaching practices. Likewise, few schools targeted low-performing students and gave special classes to improve additional learning opportunities. Nearly one-third of the schools (38.9%) provided additional priority during the teaching, whose mother tongue is not Nepali, varying from 28.0% in Doti to 91.8% in Darchula. Likewise, nearly two-thirds of schools designed (69.3%) and implemented special mechanisms targeting low-performing students by the schools collaborating with the reading motivators. Likewise, more than half of the Nepali teachers and parents confirmed adopting such practices at the school level (Annex 12.25.9).

Figure 9: Comparison of EGR performance by district, students and language spoken at home



151. The learning outcome has increased because of increased interactions between teachers and parents. Almost all (98.5%) of headteachers organized meetings periodically with parents to share their children's learning outcomes. Likewise, 69.3% of schools organized special classes for children with low academic performance during teaching or taking special classes later. Similarly, improvement on teaching practices further contributed to the improvements in the learning outcome (Annex 12.25.9), due to activities such as, training of teachers on EGR, facilitating, mobile teacher meetings, assisting to organize reading *mela* participated by students, headteachers, and interactions with the parents. However, the COVID-19 impact on learning outcomes during the baseline period should not be undermined. Baseline was carried out when the schools just opened after pandemic, where classroom, based teaching was just initiated after

- We are providing special attention to students who are performing weak in the classes. This has improved the reading proficiency of students. A Nepali teacher
- Teachers are now practicing the learning skills, as we have adequate materials at the schools. – A Headteacher
- I have changed my teaching behavior after participating in EGR training. I can now make my class more participatory and inclusive – A Nepali teacher
- Teachers are now practicing the learning skills, as we have adequate materials at the schools. – A Headteacher.

nearly two years of school closure. The project organized *Tol Shikshya* education, home visits and provided technical support to the schools to enable schools to respond to learning loss during the COVID pandemic.

152. KIIs with headteachers and Nepali teachers revealed that the learning outcomes currently improved due to increased interactions between teachers and parents, applying participatory teaching methods, and keeping students' learning needs at the center by the teachers. Of the total Nepali teachers interviewed (Annex 12.25.10), a large majority mentioned that they followed classroom-based discussions (85.6%) followed by asking students to read individually (71.2%), lectures (70.9%), oral questions and answers (65.0%), and reading the text aloud and explanation of the text (64.1%). Other teaching practices include the use of display methods (53.5%), asking students to read in peers and groups (49.7%), and written questions and answers (43.5%).

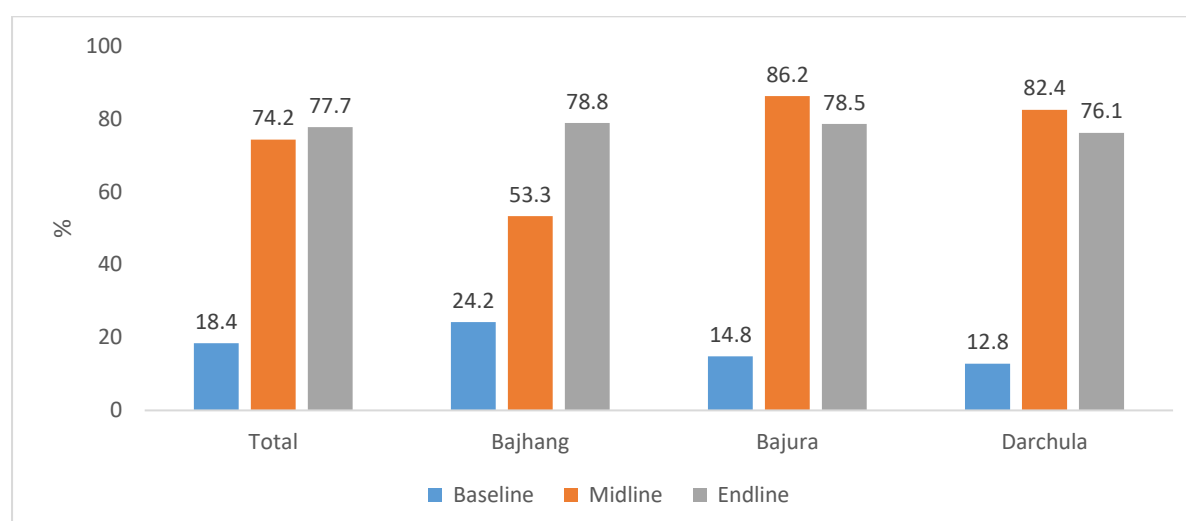
Standard indicator 6: Number of teachers/ educators /teaching assistants in target schools who demonstrate the use of new and quality teaching techniques or tools because of USDA assistance

153. The project trained Nepali teachers on new and quality teaching techniques. This is mostly related to early grade-based teaching methods, such as early grade reading instructions, general pedagogy and assessment, use of integrated curriculum, inclusive education, teachers' guide and preparing lessons plans, etc. A Nepali teacher who demonstrated the use of 70% of new and quality teaching techniques or tools because of USDA assistance was used as a benchmark to measure the progress.

154. Of the total Nepali teachers surveyed in three districts, nearly two-thirds (61.6%) received training varying from 50.8 percent in Bajhang to 71.4 percent in Darchula (Annex 10.26.1). Of those teachers who received training, 77.7 percent teachers reported adoption of new and quality teaching technique, varying from 77.1 percent among women and 78.3% among men (figure 9), whereas the BLS reported 18.4 percent of teachers adopting new technique (Annex 10.26.2). The project exceeded 70% targets by 7.7 percent.

155. The teacher-adopting practices increased almost three times compared to the baseline (18.4%), with statistically significant differences. This is mostly due to the regular supply of education and teaching materials at schools, training Nepali teachers, and supporting them through reading motivators and mobile meetings, including the LGs' engagement in rolling out training and monitoring. Nearly 87% of teachers reported to have received support from reading motivators, whereas 64.4% participated in mobile meetings (Annex 10 25.9). The teacher adopting new and quality teaching techniques improved in all districts compared to baseline (Figure 10).

Figure 10: Teachers adopting new and quality teaching techniques

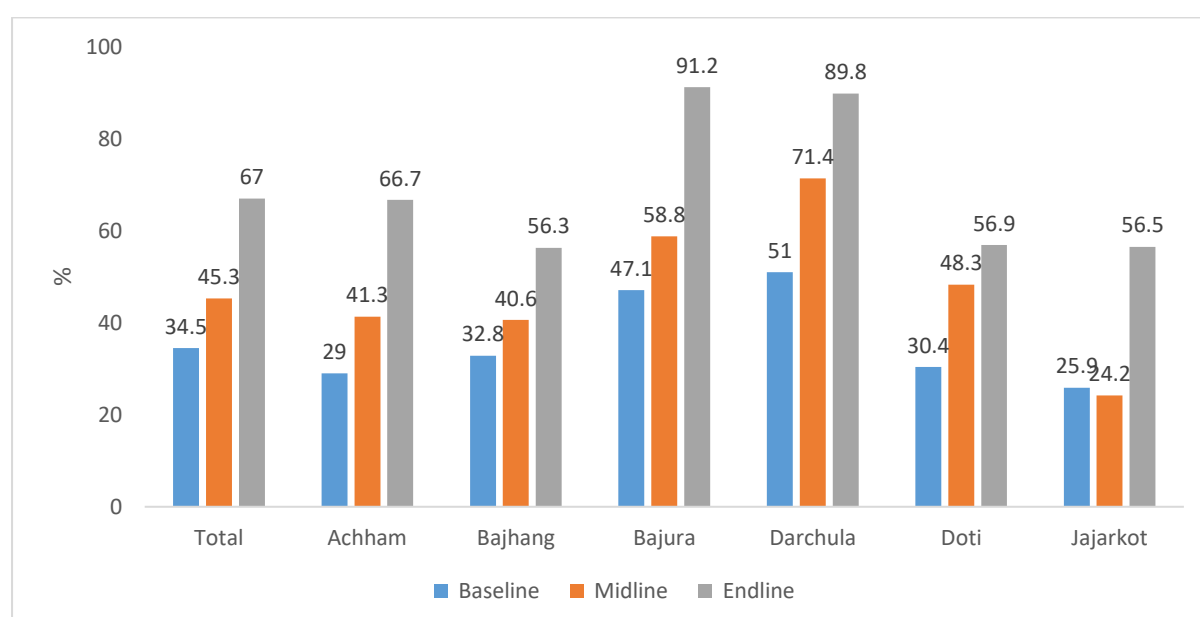


While the education section's technical support, mentoring, and monitoring may have influenced the outcomes, these efforts were part of a broader system that included the sustained work of project reading motivators and the commitment of all local governments. Attributing the results to a single agency or factor might overlook the collective contributions that shaped the results.

Standard indicator 7: Number of school administrators and officials in target schools who demonstrate the use of new techniques or tools because of USDA assistance

156. The project trained head teachers, in the capacity of school administrators, on new tools and techniques (e.g., organizing meetings regularly with parents and teachers and preparing and implementing a school improvement plan). Nearly two-thirds (67.0%) of the headteachers used new tools and techniques, compared to 34.5% in baseline (Figure 11). Though the survey results showed substantial improvement between the two periods with a statistically significant difference, the project failed to achieve the 70% target by merely 3% (Annex 10.27.1). The reason for failing to target is because of a high threshold requiring the headteacher to perform at least 14 out of 20 activities mentioned in the baseline, such as regular organization of the parents, school management committee and other meetings, preparation, and implementation of school improvement plans, monitoring and reviewing classes, etc.

Figure 11: Proportion of school administrators adopting new and quality teaching techniques



157. Sixty seven percent of school administrators and officials in target schools demonstrated the use of new techniques compared to 34.5 percent in the baseline, with male administrators (68.9%) and female (51.4). The adoption rate was high among male than female respondents (Annex 12.27.1). However, the rate of increase in adopting new technique was high among female administrators compared to males from the baseline. This is likely due to a small number of female administrator respondents (37) compares to male respondents (305). The KIIs with Nepali teachers and headteachers revealed that reading motivators (RMs) were one of the key factors in assisting school administrators and officials including teachers to demonstrate the use of new techniques. The data in Table 16 below show that a large majority of headteachers (90.5%) indicated that the RMs supported Nepali teachers to demonstrate education activities. 57 percent of Nepali teachers stated that they have receive reading motivators' support to demonstrate education activities. In other dimensions, responses of headteachers and Nepali teachers were almost congruent.

Table 16: Perceptions on the performance of reading motivators

Types of Respondents	No. of Respondents	Reading Motivator is supporting the for teachers material preparation, %	Reading Motivator is supporting the by teachers providing feedback based on classroom observation, %	Reading Motivator is supporting the for teachers demonstrating education activities, %
Head Teacher	147	90.5	88.4	90.5

Female	16	87.5	87.5	87.5
Male	131	90.8	88.5	90.8
Nepali Teacher	146	82.2	73.3	57.5
Female	69	78.3	73.9	59.4
Male	77	85.7	72.7	55.8

158. Nearly all (98.4 percent) of the Nepali teachers interviewed stated that they are satisfied with the reading motivator services deployed by the project through the implementing partner. While teacher motivation plays a crucial role in demonstrating new teaching techniques, this evaluation deliberately avoided exploring issues such as teachers' motivational factors that could divert subsequent responses and that could ultimately influence or distort the evaluation results.

Activity V: Promote improved nutrition: sustainable transition to home-grown school meals

159. The Home-Grown School Feeding component (HGSF) component focused on building the capacity of LGs and schools to procure and manage local agricultural products, especially fresh vegetables from local producers, which comprise farmers and agricultural cooperatives operating in the respective LG constituencies. Additionally, it aims to ensure that the menu is properly prepared and followed to provide diversified and improved nutrition for the schoolchildren eligible for free midday meal. Major activities include the local purchase of commodities to complement a hybrid food basket, the HGSF, and technical assistance post-handover. Of the two indicators used to measure progress, one is very close to full achievement, indicating strong performance, while the other has been only partially met, suggesting the need for further attention and improvement.

Table 17: Achievements in improved nutrition (activity 5) against targets

Parameters	Baseline (2021)	Mid-term (2023)		Endline (2024)		Remark	
		Target	Progress	Target	Progress	Status	P value
1. Number of individuals in the agriculture system who have applied improved management practices or technologies with USDA assistance (LRP indicator 12) Unit: Number and Percentage							
Total	28.8	1,665	4,318(90.7%)	2,940	4,091 (97.4%)	Achieved	0.00000*
2. Number of organizations with increased performance with USDA assistance (FFPr 12) Unit: Number							
Government agencies	12	39	18	45	42	Substantially Achieved	

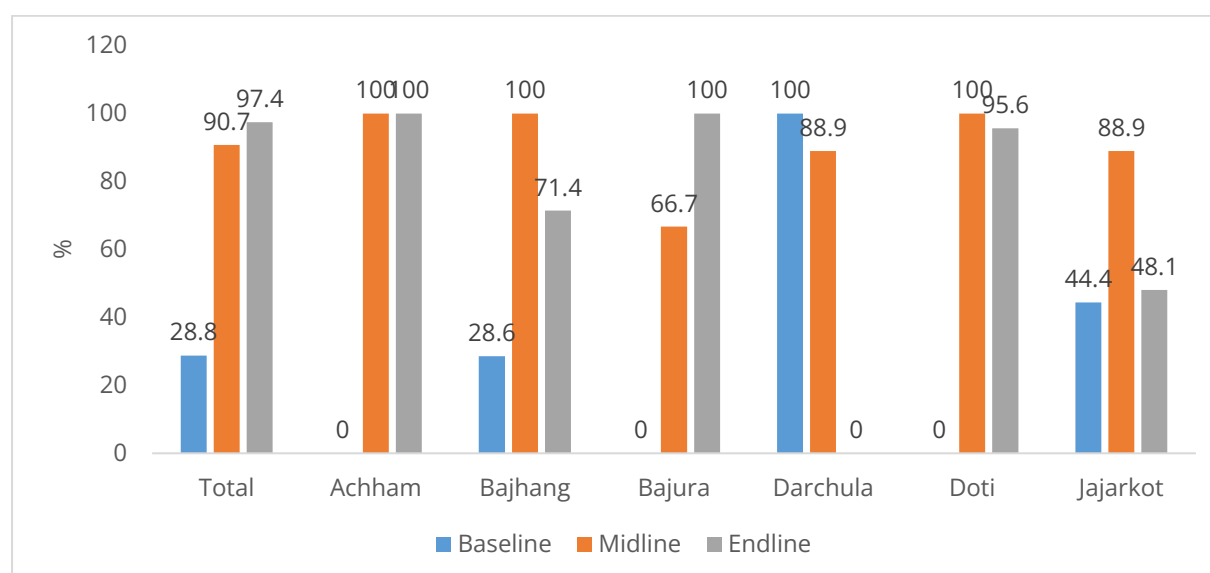
LRP indicator 12. Number of individuals in the agriculture system who have applied improved management practices or technologies with USDA assistance

160. The evaluation randomly selected the members of the farmer groups/cooperatives to assess the proportion of farmers adopting improved technologies. The project promoted different improved management practices in the area. Maintaining consistency with the BLS, this survey characterized farmers applying improved agricultural management practices and technologies when they adopt at least 7 out of 10 practices or technologies as shown in Annex 10.28.1. Survey results show that more than nine-tenths of farmers adopted most of the practices promoted by the project, where 100 percent respondents (men and women) reported to have adopted improved practices despite of a very high threshold and also 94 percent in transitioned districts. The proportion of farmers adopting improved management practices remained steady in districts where the project had transitioned, even after the project's direct support ended. This consistency persisted with the introduction of the government's cash-based model, regardless of whether schools chose to procure agricultural products from these farmers. This indicates that the training and

practices introduced during the project had a sustainable impact on farming behaviors, demonstrating resilience and adaptability among farmers in maintaining improved agricultural standards independently.

161. The proportion of farmers adopting improved practices increased to 97.4% from the baseline of 28.8%, with a statistically significant difference (Annex 10.28.2), exceeding the project's target (70%). The proportion of farmers adopting improved farming practices has increased in all districts (Figure 12).

Figure 12: Proportion of farmers adopting agricultural management practices



FFPr indicator 12. Number of organizations with increased performance with USDA assistance

162. The Organizational Performance Index (OPI) measured on the seven themes, as shown in Table 18, show substantial improvements in the scores for all themes compared to the baseline revealing LGs' substantial improvement in capacity strengthening. The extent of improvement is high in target population identification and establishing the linkages, and formulation of several administrative procedures. The OPI has increased in all districts revealing capacity improvement to implement the program due to USDA assistance (Annex 10.29.1), with slightly higher score 3.1 for non-transitioned and 2.9 for transitioned districts.

Table 18: LGs' Organizational Performance Index

Areas	Baseline	Midline	Endline
1. Several policies, regulations, or administrative procedures on the HGSP components	1.5	2.4	3.5
2. A National and international standard (develop food menu in the local context)	1.8	2.1	2.8
3. Written operational guidelines, standard operating procedures, strategy, and plan	1.7	1.9	2.2
4. Target population (identify school's students, local cooperatives, and farmers' groups);	2.3	2.5	3.8
5. Participatory planning and decision-making process	1.8	2.1	3.2
6. Successes and challenges analysis (functional Mid-day Meal management committees, regular meetings)	1.9	1.5	2.2
7. Networking and partnerships	1.4	2.1	3.4
Overall	1.8	2.1	3.0

EVALUATION QUESTION 6: TO WHAT EXTENT THE OUTPUTS AND OUTCOMES FOR MEN, WOMEN, BOYS,

GIRLS, AND OTHER RELEVANT SOCIO-ECONOMIC CATEGORIES ACHIEVED (LIKELY TO BE ACHIEVED)? QUESTION

6.1 WHAT ARE THE FACTORS AND REASONS AFFECTING THE NON/ACHIEVEMENTS OF RESULTS AND DIFFERENT GROUPS OF PEOPLE?

6.2. DOES THE INVOLVEMENT OF LOCAL TRADERS AND FARMERS/SMALLHOLDERS IN THE SCHOOL FEEDING PROGRAM HELPED IMPROVE THEIR LIVELIHOODS, AND ARE THESE BENEFITS THE SAME ACROSS WOMEN AND MEN AND OTHER MARGINALISED GROUPS?

6.3. TO WHAT EXTENT DID THE INTERVENTION USE SCHOOL FEEDING AS AN ENTRY POINT TO PROMOTE GENDER EQUALITY? 6.4. WHY MAY RESULTS HAVE DIFFERED ACROSS GROUPS OF PEOPLE?

163. The data presented in Tables 12 to 18, summarized in Annex 13, indicate that out of 29 indicators, the project fully achieved 21 indicators (72.4%) and partially achieved 8 indicators (27.6%). Interactions with key informants—including headteachers and local government officials at the provincial and federal levels—along with a review of the endline evaluation results, suggest that two targets are unlikely to be achieved:

- (a) Average student attendance rate (for both boys and girls)
- (b) Percentage of students aware of the importance of the school meal program

All other targets were either fully achieved or remain achievable. Some indicators slightly fell short due to the limited project timeline, particularly the first year (2020–21), which was impacted by the global COVID-19 pandemic. Additionally, some targets might have been met had the evaluation been conducted 2 to 3 months later instead of September 2024.

164. Of the above two targets, the average student attendance rate (85%) is not likely to be achieved, because the baseline study result, had shown around 60 percent attendance rate, which to be achieved, within three years appeared not realistic, specifically when the project districts are characterized by seasonal migration. Therefore, this evaluation recommends the project team, in the future, carefully review the baseline result before setting the target and check the targets in the performance indicator table, approved in the agreement before finalizing baselines or amend indicators and targets at any other time during the life of the project.⁶⁷ The second target on the percentage of students aware about the importance of the school meal program was not achieved. However, this target would have been achieved, if the students were to tell any of one valid and acceptable importance of the midday meal program, but not at least five among those that were pre-defined in the baseline study. This indicates that the methodology to measure the progress for this indicator was too specific, closed and not flexible. The evaluation found that 75.8% of students provided correct statements about the importance of the midday program but still assessed achieved partially when they were one-to one matched with the 10 statements included in the BLS. The measurement method should be more realistic and flexible, to better reflect students' actual awareness.

165. The evaluation found that while involving local traders and farmers in the school feeding program has the potential to improve the livelihoods of the poor, the impact remains limited and not distinctly visible. The concept of homegrown school feeding is yet to be fully institutionalized, particularly in transitioned districts (Achham, Doti, and Jajarkot), where schools have not yet fully adopted or internalized the model. In non-transitioned districts, the concept is being promoted through an additional provision of NPR 3 per student per day to incorporate fresh vegetables into meals. Furthermore, 39 cooperatives participating in the endline evaluation reported selling NPR 1,548,872 worth of agricultural products in the past year—an average of NPR 39,712 per cooperative. Given that Nepalese legislation requires at least 25 members to register a cooperative, this translates to less than NPR 1,600 per member annually. This amount is insufficient to significantly improve livelihoods.

166. The Home-Grown School Feeding (HGSF) concept envisions leveraging cooperatives in supply chain management to protect the interests of small farmers while enhancing production efficiency and ensuring equitable benefits for all members. As voluntary, autonomous, and independent organizations, cooperatives

⁶⁷ USDA (2019), Food Assistance Indicators and Definitions. Foreign Agricultural Service-Food Assistance Division United States Department of Agriculture.

are expected to play a crucial role in supporting local agricultural production and strengthening market linkages. The evaluation did not find clear evidence of equal benefits across gender and marginalized groups. While women and disadvantaged farmers are involved in agricultural production, their control over sales and income remains limited due to pre-existing gender and social inequalities.

167. The project is not exclusively focused on girls or women; however, it incorporates gender-inclusive activities such as the distribution of sanitary pads, menstrual hygiene awareness campaigns, and equitable meal distribution for both boys and girls. These initiatives have fostered a gender-friendly environment and encouraged adolescent girls to attend school regularly. The data presented in **Annex 14** on the effect of the project interventions by activity and gender show that the percentage of students practicing good hygiene increased significantly, with girls improving from 37.1% to 70.7% (+33.6 percentage points) and boys from 29.0% to 61.2%. Additionally, the data shows the proportion of students receiving deworming medication increased substantially, reaching 93.6% for both boys and girls, with girls showing a +38.2-percentage point increase and boys +42.7 percentage points.

EVALUATION QUESTION 7. WHAT ADDITIONAL MEASURES/ADJUSTMENTS TO THE PROJECT DESIGN, IF ANY, SHOULD BE UNDERTAKEN TO ENHANCE THE EFFECTIVENESS OF THE INTERVENTION?

168. The FY 20 project was primarily designed to transition the school's midday meal program to the government, particularly the Ministry of Education. Because of the start of 2023 FY in 2024/25, the three mountainous districts of Sudurpaschim Paschim (Bajhang, Bajura and Darchula) are now planned to be transitioned only in 2027. The evaluation results revealed that 27 targets of out of 29 were either fully achieved, almost achieved or likely to be achieved, however, the targets of the following two are not likely to be achieved.

- (a) Average student attendance rate in USDA supported classrooms/schools (Standard 2)
- (b) Percentage of students aware about the importance of school meal program. (Custom 14)

169. Of the above two targets, achieving 85% attendance rate in mountainous districts, characterized by seasonal migration is challenging. The survey data showed 73% attendance rate of grade 1 students, followed by 77.9% in grade 3, and 76.4% in grade 8, based on school records. However, this rate might further decrease by nearly 7% if data collated on survey dates is considered. This necessitates several actions from the side of the local and provincial governments, including (1) digitization of the attendance rate (2) structured regular interactions among teachers, SMC members, and parents on a quarterly basis focused on improving student attendance, identification of factors that could increase and exploring actionable solutions to increase engagement and support of parents to increase attendance and serving quality nutritious meals to the school children, and (3) engage ward offices in the interaction programs and let them know the attendance situation support. The project is appropriately designed, putting the issue of transitioning the program to the government after 2024, in a scheduled manner. However, this evaluation found sufficient areas where the project design could be further improved to enhance its effectiveness, including the following:

- (a) **Institutional mechanism to ensure community participation:** Prior to the initiation of the FY 20 project, to qualify in receiving grant for the Midday meal, the local communities and schools in the selected districts and localities were required to form a Food Management Committee (FMC) made up of local guardians to manage food supplies, transport food from district distribution points to schools, cook meals, and serve them to students. The committee was made responsible for coordinating with the SMC and village education committee (VEC). This system ensured community participation in transporting food, storing it, cooking, and serving meals. However, with universal targeting, this condition did not exist anymore. The FMC became almost defunct, and SMCs were occupied with other education management-related activities. Among the 342 schools surveyed in the ELE, 14.9 percent reported not having an FMC, 35.1 percent confirmed that an FMC was active, and 50 percent stated that the FMC's role had been taken over by the SMCs. However, many key informants, specially representing education related agencies and school headteachers, stressed that expecting voluntary community participation in poverty rampant food insecure mountainous

regions is ambitious. Hence, the project design, in the future, should fully consider, an institutional mechanism and processes, to ensure community participation.

- (b) **Interagency coordination:** FY 20 is not merely about distributing school meals to students; it encompasses a range of activities, including local agricultural production for school sales, health and nutrition screenings, national celebrations, women's economic and social empowerment, food and nutrition security promotion, and child rights protection, alongside improving educational outcomes. These activities extend beyond the mandate of the Ministry of Education alone. Without shifting the project's oversight beyond the Ministry of Education and ensuring shared responsibility across relevant ministries and agencies through a robust interagency coordination mechanism, there is a significant risk that the progress achieved under FY 20 may not be sustained. Future project designs must prioritize interagency coordination as a central component and establish a lasting, effective, and efficient mechanism to institutionalize multi-sectoral collaboration.
- (c) **Empowerment of women and smallholder farmers while mobilizing cooperatives in the supply chain management:** Strengthening supply chain management requires in-built mechanisms to ensure the empowerment of women and smallholder farmers. The evaluation results confirm that such empowerment does not occur automatically, as initially envisaged by the project. Additionally, while supply chain management is a powerful and attractive concept, there is a risk that cooperatives may become intermediaries rather than actively implementing the intended activities. To prevent this, the project design must incorporate effective mechanisms to proactive measures to integrate empowerment mechanisms.

EVALUATION QUESTION 8. HOW CAN THE GOVERNMENT PROGRAMME INCORPORATE ESPECIALLY EFFECTIVE OR EFFICIENT ELEMENTS FROM THE MCGOVERN-DOLE PROJECT?

8.1 HOW DID EFFECTIVENESS CHANGE AFTER THE GOVERNMENT HANDOVER?

8.2 HOW EFFECTIVE IS THE CAPACITY STRENGTHENING WORK IN BUILDING NATIONAL SCHOOL FEEDING CAPACITY? WHAT EVIDENCE IS THERE OF PROGRESS?

170. This evaluation reveals that the McGovern-Dole project has several good elements, including strengthening SHN components, health and nutrition screening, improving literacy quality, capacity enhancement of the local levels. Improvements in the performance of all targets against 29 indicators from baseline to the mid-term evaluation and endline evaluation suggest that the transitioning works are going smoothly. The government has already taken the responsibility for 74 districts out of 77 districts, and all community schools in 723 LGs out of 753 (96%) going reveal government's commitment to incorporate effective elements, except the implementation of in-kind modality.

171. Table 19 below assesses the extent to which the effective McGovern-Dole elements are used or already adapted by the government. However, a key issue is the incorporation of the school feeding package in the government program in a sustainable way. A key challenge, as stated above, is that the Ministry of Education is a sectoral ministry. Hence, participation of sectoral ministries, particularly the Ministry of Health and Population for SHN-related activities, the Ministry of Agriculture and Livestock Development for HGSP-related activities, and the Ministry of Local Development and Federal Affairs for LG capacity enhancement is indispensable. As a sectoral ministry responsible for a wide range of tasks and priorities, the Ministry of Education faces structural and operational challenges that can hinder its ability to fully meet expectations. Addressing these challenges requires strengthened coordination, resource optimization, and strategic partnerships to enhance efficiency and impact (see para 165).

Table 19: Extent of effectiveness of FY 20 in building school feeding capacity and the evidence

SN	McGovern-Dole FY 20	Incorporation in the School Feeding Program	Evidence
1	All school children from food insecure and poverty rampant areas receive hot and nutritious school meals on all school days (Activity 1)	SESP envisages to provide midday school meals to basic level students, in collaboration and coordination with local health and other governmental and non-governmental organizations	Standards on Midday Meal in Community Schools and Programme Facilitation Manual 2019 laid down standards and procedures for implementing MDM across the country The federal government has been consistently increasing its investment in the midday meals program (from NPR 5.95 billion in 2019/20 to NPR 8 billion in 2020/21 and NPR 8.39 billion in 2024/25). Additionally, the government has planned to pilot one mega-kitchen one province in all seven provinces in the FY 2024/25.
2	Demonstration of safe food preparation, handling and storage technologies (Activity 2)	Established as a component in national school feeding program, and a high priority accorded to training cooks in the schools.	Included in standards on Midday Meal in Community Schools and Programme Facilitation Manual 2019, an several LGs have developed LG specific midday meal guidelines that emphasizes the training to cooks on safe food preparation, handling and storage Percentage of cooks who demonstrated use of new, safe food preparation and storage practices increased for 29.5 % in the baseline to 64.5% in the midline and 86% in the endline
3	Priority to make schools' physical and educational (child/gender/disability) friendly, accessible and inclusive (Activity 3)	Provide a high priority to construct, improve and rehabilitate existing facilities in the schools recognized by all level of governments, including SESP and National Education Policy 2019	All schools are directed to develop school improvement plans (SIPs) which include these provisions as well, among others.
4	Integration of MDM with other complementary components, specifically health and nutrition	Beyond school meals, the SESP objectives include increasing the provision of other health and nutrition services in schools.	Conditional grant to all 753 local governments through the Family Welfare Division of the Ministry of Health

SN	McGovern-Dole FY 20	Incorporation in the School Feeding Program	Evidence
	screening of school children (Activity 3)		Issuance of the Training Facilitation Handbook jointly by the CEHRD and Ministry of Health and Population The proportion of parents reporting absence due to health-related absenteeism decreased to 15.5 %, from 18.8% in the MTE and 19.1 in the BLS.
5	Improved quality of literacy instructions among school children by promoting improved literacy “MATTERS” support framework that include mentoring and effective coaching system (Activity 4).	The performance in transitioned schools is mixed, application of “MATTERS” support framework is almost non-existent. However, some elements such as providing textbooks timely, regular interaction between parents-teachers, training Nepali teachers on EGRA continued by the ERO. Improving quality of the public education system is high on the agenda of National Education Policy, SSDP, SESP.	SESP strategies include, among others but not limiting, to the continuity to expand capacity development opportunities for teachers, and the establishment of teacher support system at local level Proportion of LGs developing contextualized instructional materials
6	Initiative to institutionalize Homegrown School Feeding framework (Activity 5)	CEHRD committed to promote HGSF in the schools	Issuance of a framework for promoting local production-based midday meals in the community schools by the government Government’s directives to ban the use of junk food in school meals SESP intends to increase engagement with the Ministry of Agriculture for a coordinated effort to strengthen local markets by supporting local smallholder farmers and cooperatives to produce for the school meals market 45 percent of the schools include in the ELE to have adopted home-grown school menus developed and circulated by CEHRD,

172. One of the key strengths of the McGovern-Dole program was its ability to deliver food materials directly to schools through local governments and EDCUs. While headteachers and key informants, particularly parents, preferred continuing an in-kind-based model, discussions with government authorities and local leaders highlighted several challenges that make an in-kind approach impractical under Nepal's current socio-political, geographical, and technical conditions. Firstly, large-scale centralized procurement of essential food items such as rice, pulses, and oil are not feasible. Under the McGovern-Dole program, this was possible because the initiative targeted only a few selected districts, with food materials directly shipped from the United States. Replicating this at a national level would require an extensive supply chain that does

not currently exist. Secondly, local governments lack the necessary infrastructure, including adequate human resources and warehouse facilities, to manage large-scale food distribution efficiently. Additionally, Nepal's complex geography, with many remote and hard-to-reach areas, further complicates logistics and increases operational costs. Given these challenges, a cash-based modality remains the most viable option. This allows schools to procure food locally while promoting greater efficiency, sustainability, and community engagement. At the local levels, LGs are equipped to facilitate multi-sectoral coordination. Despite of limited staff and capacity, they have owned the program and implementing. A special study sponsored by WFP nested with the baseline study for McGovern-Dole FY 23 in July 2024 reported that the overall status of school meal monitoring by local levels very weak and most local levels did not have a separate school meal monitoring committee or a plan and resources allocated for the monitoring of school meals due to limited human and financial resources.⁶⁸

EVALUATION QUESTION 9. WHAT IS THE IMPACT OF THE COVID-19 PANDEMIC/OTHER CRISES ON ANTICIPATED PROJECT OUTCOMES WITH SPECIFIC REFERENCE TO THE EFFECTS OF COVID-19 ON SCHOOL CHILDREN'S RETURN TO SCHOOL AND CONTRIBUTION TO THE ACHIEVEMENT OF PROJECT OUTCOMES?

9.1 WHAT ALTERNATIVES HAS WFP PROPOSED IN THESE CIRCUMSTANCES, AND HOW MUCH TRACTION DO THEY HAVE? HAS ECONOMIC RECOVERY FROM COVID-19 BEEN SUFFICIENT TO ALLOW FOR RECOVERY OF INVESTMENT IN PUBLIC SERVICES AND RESOURCES FLOWING TO LOCAL GOVERNMENT?

9.2 HOW HAVE WFP'S EFFORTS TO BUILD GOVERNMENT CAPACITIES TO ASSUME THE SF TRANSITION BEEN AFFECTED? IS THE LEGACY OF COVID AFFECTING THE CAPACITY OF THE GOVERNMENT TO INVEST IN THE EXPANSION OF PUBLIC SERVICES LIKE EDUCATION, SCHOOL FEEDING, ETC

173. The endline survey results show that the impact of COVID-19 among students, teachers, and parents has almost disappeared from the project sites after 2024. However, the MTE in 2023 reported a decrease in student enrolment in school year 2023 compared to the 2022 school year by 10.4% among boys and 8.6% among girls. In 2024, enrolment slightly increased compared to the 2023 school year for both boys and girls and so did the retention rate, confirming the gradual improvement in the situation. Likewise, the proportion of health-related absenteeism, which could also be linked to some extent to the COVID-19 pandemic, has also substantially decreased compared to the baseline carried out after the impact of COVID-19, suggesting a gradual improvement in the situation. However, as stressed by the SESP (2022-23), there is a need to facilitate an inclusive recovery of the education system from the impact of the COVID-19 pandemic, especially on the disruptions caused to children and adolescent's learning, along with ensuring the system can adapt to shocks and disruptions caused by natural disasters, epidemics, and crises in the future and ensure learning continuity. The 2023 November earthquake in Jajarkot is an example, as the earthquake had a significant effect on the education sector, causing damage to hundreds of school buildings, affecting school-going children of about 5,700 families affected by the earthquake, and making school-going children remain out of the learning environment, besides living with the fear of earthquake shocks.

174. None of the key informants raised any previous learning-related losses during COVID, especially between 2021 and 2022. The school management and all levels of the government have started to function normally, as they did before the 2020 situation. However, the government has designed the "Recovery and Accelerated Learning (ReAL) Plan 2023-2028," implementation of which is underway. Although the COVID-19 period is largely disregarded or avoided in discourse, the ReAL Plan's successful implementation is necessary. Additionally, key informants in Jajarkot had issues with the loss of a learning environment due to the earthquake. Meanwhile, several key informants recalled that the issue of learning loss which became prominent after the COVID-19 pandemic, is half true. In the past years, learning loss was caused frequently because of school closure due to natural disasters, such as earthquakes, landslides and, floods. During COVID, the WFP introduced a "Take Home Ration (THR)" scheme followed by *Tol Sikshya*.

175. During the endline evaluation, 98.5% of parents reported that their children attend school regularly and that schemes such as take-home rations (THR) are not currently implemented, while 62.1% reported that during the COVID-19 Period, they received meals under the THR scheme, which further confirms the normalization of the situation. WFP's implementing partner stressed the importance of *Tol Sikshya* and

⁶⁸ Government monitoring capacity need assessment and gap analysis report 2024.

indicated being engaged during the MTE period till 2023, none of the schools sampled in the endline evaluation, and parents reported about the continued operation of Tol Sikshya and THR early ended after the regular opening of schools. The importance of “Tol Sikshya”, which was designed and implemented effectively to address the impact of the COVID-19 pandemic, remains, unlikely to be continued unless technically and financially supported by the Local Governments. However, a headteacher in a project district that is currently under FY 23 agreement said, “How can we expect from the LG to provide additional support for learning loss, when they do not support even providing additional teachers to such school when two nearby schools are merged for reasons such as low number of students, and that Education Section Chief is so busy that s/he would take out effective time to visit schools, interact with parents and try to understand issues with teachers.” When asked about any alternatives proposed by WFP regarding learning loss, several local level stakeholders and headteachers, replied, “None”. A few asked, “What will happen if the proposal is not backed by necessary financial and institutional mechanism?”

176. During FGDs, parents and teachers acknowledged that, despite schools returning to normal operations, additional support is still needed to address the diverse learning needs of children and compensate for the significant learning loss that occurred between 2019 and 2021. Furthermore, schools reported no formal tracking of students' academic performance after their promotion to higher grades. 67 percent of the parents did not know if any alternative teaching arrangements like on-line teaching, radio-based teaching, television-based teaching, or community-based teaching and *Tol Sikshya* were currently organized in the project districts. Of those who knew about alternative programs, 51 percent said that their children have not participated in any programs. None of the respondents (parents, headteachers and Nepali subject teachers) reported the continuation of *Tol Sikshya*. The key informants argued that a decrease in attendance rate among boys than girls, though the difference is little, is due to transfer of boys to the institutional schools but not dropping from the educational opportunities. This is also supported by a higher retention rate among girls than boys.

177. The discontinuation of strategies like *Tol Sikshya* and *THR* may require an in-depth study to assess whether similar programs have had any indirect effects on marginalized groups who may still rely on additional support.

2.4. EFFICIENCY

Findings: The evaluation assessed the project as efficient as there is no overrun in the cost, and cost per beneficiary (student) is reasonably low, when external costs such as food material transportation cost from the US to Nepal and WFP's management costs are excluded. Additionally, WFP's management cost is lower than generally accepted norms in externally funded development projects. However, the project's expenditure in capacity building component is less efficient in timeliness of consumption than others

EVALUATION QUESTION 10. HOW EFFICIENT IS THE PROGRAM AT THIS STAGE IN TERMS OF TRANSFER COST, COST PER BENEFICIARY, LOGISTICS, AND TIMELINESS OF DELIVERY?

10.1 WHICH COMPONENTS ARE INEFFICIENT, OR HOW CAN EFFICIENCIES BE IMPROVED?

178. According to the project, it already spent USD 23.9 million out of the total budget of USD 25.0 million, which is 95.6% of the total budget (Table 21). This shows the likelihood of achieving financial delivery by the end of the project period. The expense increased after 2021, exceeding the budget allocated within a year. Due to the COVID-19 pandemic and other issues related to the project coverage, targeting versus universal approach, the project's expenditure in the first year was about 50.9%, which gradually increased in the following years, and reached to 95.6 percent. The project disbursed USD 23.9 million, with a financial delivery of 95.6 percent as of July 2024. According to the

Table 20: Annual budget & expenditure of project

Year	Budget (Million USD)	Expense (Million USD)	%
2021	10.9	5.5	50.5
2022	7.8	8.3	106.4
2023	5.1	6	117.6
2024	1.2	4.1	341.7
Total	25	23.9	95.6

Source: WFP Country Office Nepal, 2024

WFP Nepal country office, the remaining balance (1.1 million) will be consumed, and that allocated budget will be fully utilized within the no-cost extended period. The project budget and expenses are grouped into program cost and management cost. The program cost includes categories by project components such as food distribution, improved safe food preparation, handling and storage, provision of integrated package of school health and nutrition improvements, and so forth

179. The project budget and expenditures are grouped into the following two categories. As of July 2024- Program cost and management cost. Of the total budget, in the program cost, the project spent 100% of the budget in food distribution (Activity 1), SHN (Activity 3), improved literacy (Activity 4), improved nutrition (Activity 5) and local and regional procurement, except 76.2 percent in safe food preparation and storage (Activity 2) and 52.6% in capacity building (Activity 6). None of the components reported high expenditure against budget and no overruns. The project demonstrated high efficiency in cost management, with 98% of the total program budget utilized and no budget overruns (Table 21).

Table 21: Planned versus actual expenditure by project components

Components	Direct beneficiaries (Target groups)	Budget (Million USD)	Expense (Million USD)	Utilization Percent
A. Program Cost	Students	19.737816	19382687	98.1
1. Food distribution cost	Students	11.687131	11.687131	100
2. Improved safe food preparation, handling and storage	Cooks and storekeepers in schools	0.525479	0.400479	76.2
3. Provision of integrated package of school health and nutrition improvements	Schools and students	1.133994	1.133994	100
4. Promotion of improved literacy	Students, Teachers	1.468278	1.468278	100
5. Improved nutrition: transition to home grown Mid-day Meals	Schools	2.388852	2.388852	100
6. Capacity strengthening	LGs and Schools	0.528129	278000	53
Local and regional procurement	Schools	2.005952	2.005952	100
B. Management Cost	Not applicable	5.262185	4.533000	86.14%
Overall (Total)		25.0	23.9	95.6%

Source: WFP Country Office

180. **Project cost estimation by beneficiary and efficiency assessment.** The evaluation computed the commodity cost-per-beneficiary. A review of project records revealed that the project provided meals to 572,097 students in July 2024. According to the data provided by the project, in the 2022 academic session, the average cost per beneficiary on food commodities was USD 18.1. Likewise, as of July 2024, it served meals to 5,72,097 students against the target of 7,06, 872 by spending 11,687,131 with an average of USD 20.42 per student (Table 22). This estimation includes transport costs from the WFP warehouse to the schools as well.

Table 22: Cost per student

Items	Commodity cost (US\$)	Students Reached			Cost per beneficiary (US\$)
		Target	Progress	%	
2021	4,650,910.0	241,621	-		Not spent
2022	4,413,524.0	381,319	384,360	100.8	1.48
2023 (As of March 2023)	1,270,844.0	268,011	266,738	99.5	4.77
2024	1,351,853	97,225	73,594*	85.6	18.37

Overall	11,687,131	988,176	724,692	73.33	16.12

*- Computed based on the attendance rate (75.7 percent) out of total enrolled 97,225 in three districts (Bajhang, Bajura and Darchula). Data from 2021 to 2023 is drawn from the MTE report.

181. **Timeliness of delivery.** When timeliness of delivery based on the quantity of food materials received and distributed to the schools was assessed, the record indicated nearly 94.2% of the food stock was distributed timely, varying from 68.5% in 2022 and 180.2% in 2023⁶⁹. The headteachers confirmed that EDCUs demonstrated their accountability by working actively with the local staff recruited by the WFP in contract to ensure that food materials available through the grant are delivered before the stock ends in the schools. An EDCU chief said, “We, EDCU Chiefs, wished to avoid a statement from any schools that the meal was not served due to a shortage of food materials in the WFP warehouse.” All headteachers (99.1%) reported receiving timely food materials. Interviews with the storekeeper further confirmed that schools have maintained records properly and distributing food timely. None of the stakeholders raised any issues regarding untimely arrival of food items in the districts, and distribution accordingly.

182. **Capacity strengthening** One of the project's weaknesses is the 52% expenditure on capacity-building activities—such as training, observation tours, workshops, and seminars—by the end of the project period. This underscores the significant work that remains to be accomplished. The project's reliance on local governments (LGs) to transport food items from WFP warehouses to distribution demonstrates an effective leveraging of local structures. However, given LGs' critical roles and responsibility of managing not only midday meal but also SHN and HGSF related activities, requires a customized integrated transfer of technology (ToT) type training programs that could contribute to the continuation and sustainability of the project's cooperative model. The HGSF is a new and promising concept, and that the project intends to engage cooperatives in the supply chain management. This requires not only intensive training and assistance to the local producers, cooperatives and schools, but the formulation and implementation strategy by LGs based on local opportunities and challenges. However, none of the LGs and schools to date have formulated any local strategies and framework on HGSF. The implementation of the local strategies could contribute to increase access of local agricultural products to schools, schools serving as markets for local producers and cooperatives would have worked effectively and efficiently in supply chain management as envisaged by the project. The poor record keeping by the schools such as health-related absenteeism, students receiving deworming medications, adolescent girls receiving iron-folic, IEC-BCC packages received and use, amount of food materials used for preparing meals on daily basis, and so forth is another example, that require assistance and follow-up support from the project side.

183. Of the six components of the project, the capacity building appeared less efficient compared to other five components, based on the budget versus expenditures.

QUESTION 11. HOW EFFICIENT IS THE PROGRAMME IN LIGHT OF ADAPTATIONS OR CHANGES IN THE DESIGN AND CONTEXTUAL ENVIRONMENT?

184. The project's efficiency in adapting to changes in its design and contextual environment presents a mixed picture. On the positive side, the project's “desk-based technical assistance” approach demonstrated notable benefits. This approach enabled the project to:

- (a) strengthen relationships and linkages with relevant government officials
- (b) gain a deeper understanding of the officials' opportunities and challenges, and
- (c) familiarize the officials with WFP's strategies and methodologies, fostering alignment and collaboration.

185. A particularly successful and innovative example of this desk-based technical assistance approach is seen in the special grant secured by the Ministry of Social Development in Sudurpaschim Province through the National Planning Commission (NPC). While working at the Ministry of Social Development, the WFP field coordinator was pivotal in encouraging this ministry's desk officer to draft and submit a special grant

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proposal for implementing a school midday meal program at the provincial level⁷⁰. With technical assistance provided by the field coordinator throughout the proposal process, the Ministry of Social Development successfully secured this special grant. This marks a significant step toward contributing to include Mid-day Meal programs at the provincial level, which covers three districts—including the Doti district, transitioned to the government in 2022—will contribute to:

- Modernizing kitchen facilities,
- Providing midday meals (midday meal) to school children in alignment with federal government policy,
- Enhancing the capacity of selected local governments to implement the midday meal program, and
- Promoting the implementation of a local agriculture production-based, nutritious midday meal program in the selected local governments.

186. Besides the above, the project's other noteworthy initiative is its success in making visible results of midday meal program integrated with other complementary services like students' health screening, improving kitchen infrastructures, and benefits of local agriculture production-based midday meal to the policymakers, government officials, and development partners. The SESP, which provides a road map for improving the public education system in Nepal, stated that it would make healthy, nutritious, and locally produced agricultural products-based midday meals available to community school students from the ECED to Grade 8 and provisioned funds accordingly. Likewise, the MSNP III envisages scaling up, strengthening midday meal, and increasing the utilization of indigenous nutritious food produced locally in the schools.

187. However, unlike the education sector, despite WFP's strong engagement with the Ministry of Agriculture and Livestock Development in implementing food security-related activities and projects, its collaborations for increasing agricultural production by keeping the demand and supply to the schools at the center appeared weak. The project has not been able to adequately utilize facilities created by the agriculture ministry through the formulation of work procedure and corresponding budget allocation for Green School Program Implementation Work Procedure, 2023, conditional grant to the local governments for implementing agriculture and livestock development programs work procedure, 2023, and Indigenous Crops Promotion Work Procedure 2023.

QUESTION 12. HOW HAVE THE PROCESSES, SYSTEMS, ANALYSIS, AND TOOLS BEEN PUT IN PLACE TO SUPPORT THE MCGOVERN-DOLE DESIGN, IMPLEMENTATION, MONITORING & EVALUATION, AND REPORTING, INCLUDING THE SPECIFIC ARRANGEMENTS (E.G., THIRD-PARTY MONITORING TO COMPLEMENT WFP FIELD MONITORING)?

188. WFP demonstrated its efficiency by putting appropriate systems, analysis and tools in place to support the McGovern-Dole design, implementation, monitoring and evaluation, and reporting, WFP recruited a team of professional and qualified staff to manage, monitor, and support the project activities, especially to coordinate with the Ministry of Education, CEHRD, line ministries, provincial governments, and local governments and support the implementing partners. Their support is crucial to achieving the project's envisaged results.

189. **Working with and through local governments together with experienced international and national non-for-profit organizations** Reaching more than 500,000 schoolchildren, over 100,000 parents, and more than 5,000 schools across 56 LG constituencies is a significant undertaking. This task becomes even more challenging in the context of six remote hilly and mountainous districts. This requires accountable, competent, and service-oriented institutional arrangement, systems and processes. The evaluation found WFP's strategy that includes (a) working with and through local governments, and (b) engaging competent and experienced not-for profit organizations popular agencies working very well and efficient, regardless of whether their origin is national or abroad. Rather than recruiting a single agency to handle all components, WFP engaged WE Nepal for literacy improvement, IDS for School Health and Nutrition (SHN), and MC for Home-Grown School Feeding (HGSF). In compliance with Nepalese legislation,

⁷⁰ The project was supposed to be implemented from the last fiscal year 2023/24 but it was delayed by one year due to frequent changes of the government in the province.

which requires international organizations like WE Nepal and MC to partner with local service providers. However, the IDS, a Nepali organization, worked directly in the districts not using an intermediary organization. KIIs with local government authorities, including elected leaders and civil servants from the education and agriculture sections, indicated that government counterparts appreciated the services of local service providers recruited the implementing partners through the project's support, as well as their expertise.

190. The services provided by WFP's partners enabled the project to achieve most of the project targets (see sections on effectiveness and food delivery). The project effectively collaborated with LGs, aligning with the Constitution of Nepal, the Education Act, and the National Education Policy (NEP).

191. The above strategy seemed appropriate considering Nepal's transition to a federal governance system, as LGs currently face human resources and capacity constraints. Most LGs during KIIs reported a shortage of human resources and increased responsibilities but were required to deliver services timely and efficiently; an LG Education Officer in Doti commented, "How is it possible?" The evaluation team observed an LG Education Chief distributing foodstuff (rice and lentils) to the schools because of the delay in recruiting a food distributor by the Municipal Executive Office."

192. Aligned with the constitutional provisions and mandates, the Ministry of Education has delegated the majority of basic and secondary education-related responsibilities to LGs. In adherence to this policy, WFP collaborated closely with LGs in managing the midday meal programme. This included supporting the establishment of Midday Meal Management Committees (MMMC) at the LG level, chaired by Deputy Mayors or Vice Chairpersons, in accordance with the Midday Meal Handbook (MDMHB). WFP also engaged MMMCs in developing LG-specific midday meal management guidelines and directives, as well as promoting the HGSF approach. The Evaluation Team observed strong coordination between LG offices and WFP's partner agencies across all three districts in non-transitioned districts. However, in transitioned districts, previous partners have stopped delivering services.

193. **Provision of district coordinator:** Effective coordination with LGs and coordination and collaboration among the multiple service providers operating in the district is necessary for synergistic performance. The WFP aimed to achieve this goal by providing a district coordinator from its side. Many schools and LGs visualized their performance. A few schools questioned effective coordination among the different service providers. However, the evaluation noted their roles and responsibilities as crucial and helpful.

194. **Centralized procurement system integrated with local in-land transportation procurement system:** WFP's accountability and responsiveness to delivering food commodities timely to the LG based warehouses managed by WFPs in Nepal are appreciated by all stakeholders. None of the stakeholders interviewed, including LGs and Schools, raised any issues regarding the delivery of centrally procured food materials, in-land transportation, commodity handling, warehouse management, pest control, and fumigation services at the warehouse.

195. **Complaint grievance mechanism:** While 100% of sampled schools were aware of Namaste WFP⁷¹ developed by WFP to provide any suggestions, all respondent headteachers reported they have not yet provided any feedback or suggestions to WFP about the project's performance and management issues. According to the headteachers, more than 90% of complaints are received by them directly. 17 percent of complaints are passed to them by the LGs and about 6 percent from the WFP staff. Headteachers confirmed that they tried to respond complaints as much as possible.

196. **Process monitoring:** In alignment with corporate monitoring standards, WFP carried out annual process monitoring of 100% of active project sites, partnering with the LGs to ensure comprehensive reporting, deliver high-quality service program delivery. The monitoring tracked progress against outcomes and identified risks while preventing resource misuse or mismanagement. Based on this corporate strategy, WFP carried out process monitoring of SHN, literacy improvement and HGSF components. The key objective of the process monitoring is to track performance of the project through assessment of the progress on all

⁷¹ WFP-Namaste, a community feedback system organized by WFP

the planned activities in adherence to the agreed standard and guideline. The results of this monitoring helped the partners identify their strengths and weaknesses and areas where they needed to further intensify their efforts. Annex 15 presents project monitoring plan including achievement status.

EVALUATION QUESTION 13. HOW EFFICIENT IS WFP'S APPROACH TO STRENGTHENING NATIONAL SCHOOL-FEEDING CAPACITY? HAS WFP MOBILIZED THE REQUIRED SKILLS/PERSONNEL/TECHNICAL SUPPORT TO SUPPORT NATIONAL ACTORS (AT TECHNICAL, MANAGEMENT, AND ADVOCACY LEVELS)?

197. The project's overall contribution to strengthening national school feeding capacity was satisfactory. The evaluation found synergistic performance of all six components. Several key government officials joined with many local government leaders and stakeholders in affirming that, in Nepal, the credit for introducing and remaining consistently connected with the school feeding program goes to WFP. Due to its continued support and piloting of the program in several remote, hilly, and mountainous districts, the government launched pilot program in selected basic schools and communities in 2008 and later initiated a cash-based national school feeding programs for all ECED to Grade 5 students in community schools in 2020/21. Initiating the national school feeding program provided a sustainable platform for the WFP to transition its in-kind-based school feeding modality to the government. When the government moved to a universal targeting approach, WFP joined the government by going with the universal approach. Likewise, in 2023/24, the government decided to increase the midday meal eligibility to grade 6, and WFP decided immediately to join the government. However, when the government was forced to change its decision due to financing problems, the WFP continued to grade 6. This suggests that WFP's flexible approach to supporting the national school feeding program was instrumental in strengthening the midday meal program. Many federal, provincial, and local key informants acknowledged the WFP's long-standing support maintaining consistency and flexibility. The WFP first assisted Nepal in 1974 and remains the only donor supporting the program as of 2024/25. In 2020/21, the government scaled up its investment in midday meals to NPR 8 billion, a trend that continues to rise, with NPR 8.39 billion in 2024/25.

198. Besides demonstrating consistency and flexibility, WFP's integrated approach, comprising six components, was highly praised by a majority of key stakeholders interviewed (Annex 16). This approach was credited not only for its contribution to improving educational outcomes (para 109-112) but also, more significantly, for raising awareness among policymakers and senior government officials at all levels—federal, provincial, and local—about the importance of implementing HGFS. However, sustaining the HGFS model after the termination of the FY 20 project in the three districts could be challenging considering the current status in the transitioned districts (Achham, Doti, and Jajarkot districts), which calls for coordinated support and engagement of the government agriculture service providers, particularly local governments and Agriculture Knowledge Centres of the province government as discussed in Ministry of Education framework for delivering nutritious midday meal to the students through increasing agriculture production at local level, 2024.

199. Many headteachers revealed, "We sometimes distribute junk food in schools to compensate for the budget shortfall" even though the government's directives explicitly state that junk food should not be included in midday meals. WFP's consistent advocacy for HGFS has encouraged the government to adopt it as a sustainable model for strengthening the national school feeding program and ban the distribution of the junk food in the midday meal.

200. The above confirms that WFP's strategy of sharing positive results and engaging in advocacy with local governments (LGs) was highly effective. During the evaluation, many key stakeholders noted that the Midday Meal Program in Nepal would likely have been terminated had the government and development partners not been convinced of the educational outcomes and benefits of the school feeding program. This underscores that while advocacy is necessary, the delivery of tangible results ultimately secures long-term support and sustainability for any program.

2.5. IMPACT

Findings: (1) Several positive unintended impacts of the project were observed, such as reducing deeply entrenched undesirable social practices and contributing to changing gender roles. The evaluation also identified one key unintended negative impact related to cooperatives' participation. The project envisioned

cooperatives as key players in supply chain management, responsible for overseeing the production and distribution of locally produced agricultural products. However, in practice, many cooperatives acted as intermediaries rather than direct managers, limiting their intended role in strengthening local supply chains.

EVALUATION QUESTION 14. HAVE THERE BEEN ANY UNINTENDED OUTCOMES, EITHER POSITIVE OR NEGATIVE? WHAT ARE THEY? WHAT ARE THE AREAS THAT THE RESULT DIRECTLY AFFECTED?

201. **Nationwide scaling-up the Midday Meal Program:** The long-term engagement and consistency in adopting an integrated service delivery with multiple components by not limiting solely to serving midday meals to the community schools, the results of the McGovern-Dole programs project convinced the government to scale up the program across the country despite limited resources- financial, institutional and human- the country has.

202. **Contribution to changing gender roles:** Nepalese society tends to adhere to stereotypical gender roles in household management, where women are expected to handle kitchen duties and household chores, while men are regarded as breadwinners and are expected to work outside the home. However, shortage of cooks and office support staff mainly men led the schools to assign male office support staff to work as cooks in the school. This in turn led many male cooks also to enter kitchens in their houses and assist their respective female members in the households. Similar to findings in the MTE, female parents once again highlighted how Midday Meal programs have positively influenced the perceptions of male members. The results of the endline evaluation revealing one male cook out of four cooks (23.4%) reinforced this transformative impact. Male cooks and parents in focus group discussions expressed gratitude to the project for fostering an inclusive environment, free from gender bias, in assigning roles and serving meals. This initiative has become a powerful agent of change, breaking stereotypes and fostering gender equity in schools and households.

203. **Women's economic empowerment:** Primarily, the HGSP program was included in FY 20 to ensure a sustainable transition of WFP's in-kind-based model to the government's cash-based model so that school children will continue to receive hot meals together with varieties of fresh vegetables. While women's economic empowerment was not an explicit agenda, the program inadvertently emerged as a transformative force for impoverished women farmers. The evaluation results revealed that 98.9 percent of female farmers reported adopting improved technologies compared to 96.2 percent of male farmers. Women farmers from school neighbouring areas recognized the initiative as a unique opportunity to engage in vegetable production and establish market linkages—either by selling directly to schools through their groups or cooperatives working in supply chain management or indirectly to meal providers operating under canteen modalities or via traders supplying vegetables to the schools. The program's impact on women is underscored by the impressive fact that of the 14,126 farmers trained, 10,937 (77%) were women.⁷² This unintended yet significant outcome not only empowered women economically but also enhanced their roles as key contributors to the local food supply chain. During field surveys, women farmers in Bajhang district expressed their gratitude, with one remark, "Thanks to the project which provided me training to produce some vegetables to sell to the schools."

Positive unintended outcomes

204. **Catalyst for reducing deeply entrenched undesirable social practices:** In Nepalese society, particularly among some Hindu communities residing in remote mountainous areas, discriminatory practices persist. For instance, Dalits are often excluded from cooking or dining together with others, despite such practices being outlawed in Nepal over sixty years ago with the promulgation of the Civil Code in 1963. However, the practice of cooking hot meals in schools under this project introduced significant social change. Caste was not a factor when assigning school support staff as cooks, and meals were served on a first-come, first-served basis, fostering equality among schoolchildren. These practices helped young students forget caste-based distinctions, promoting inclusivity between Dalits and non-Dalits. This project has, therefore, become a catalyst in supporting the government's efforts to eliminate deeply rooted discriminatory practices. Survey data further substantiates this impact: of the 329 cooks surveyed, nearly

⁷² USDA FFEEN Home Grown School Feeding Programme (HGSP), ANNUAL REPORT 2080 BS (2023-24), Mercy Corps.

11% were from the Dalit community. Headteachers, parents and LG education officials confirmed that neither students nor parents expressed concern about the caste of the cooks. It is essential to recognize that this progress is part of a longer-term effort. The midday meal program, which began in the survey districts nearly 15 years ago during the FY11 cycle period, laid the groundwork for such changes. The current initiative builds upon these foundational efforts, amplifying their impact and ensuring a more sustainable and enduring shift toward inclusivity. In schools with FMCs, 60.3% of the total members belonging to the Dalit group serve as evidence of decreasing social discrimination practices and inclusivity in general, particularly in meal management.

Unintended negative outcomes

205. **Many cooperatives operated as intermediaries focusing on transactions instead of actively contributing to local production increase and efficient supply chain management:** The project envisioned cooperatives as key actors in supply chain management, responsible for sourcing, logistics, and distribution of fresh, locally produced agricultural products to schools. However, the evaluation found that most cooperatives primarily functioned as intermediaries, focusing on transactions rather than actively supporting local production or improving supply chain efficiency. The headteachers noted that the project districts are located in the country's harsh mountainous region, which does not produce sufficient food, requiring additional produce from neighboring districts, so they take the support of the cooperatives to provide them these items on credit, which the cooperatives buy in bulk from other districts and supply to schools. The following two examples show why the evaluation reported that the cooperatives were transformed into intermediaries. The first instance is a cooperative getting NPR 25 for each kg of vegetable supplied to a school, whereas WFP's implementing partner paid NPR 75 per kg, irrespective of the type of vegetables, but a farmer supplying vegetables will get only NPR 50 per kg, so a net profit of NPR 25 per kg going to the cooperative. The second instance of cooperative participation is providing materials in credit to the schools and later helping them to prepare invoices so that schools would get reimbursements from the LGs. Both cases indicate cooperative performance as an intermediary, not that of a supply chain manager. This helped schools manage funding delays by the LGs, but not as envisaged by the project, as a supply chain manager. Due to the provision of NPR 3 per student per day in non-transitioned districts, the cooperatives were engaged in the identification of farmer/farmer groups to supply vegetables and get the payment through the WFP implementing partners, but in transitioned districts such as Doti and Jajarkot, cooperatives simply performed the role of retailers. This shift can be attributed to systemic challenges, including logistical difficulties in hilly terrains, inadequate transport facilities, human resource shortages, and delayed payments from schools. Many schools, particularly, in Jajarkot and Doti raised concerns about cooperatives' performance, citing issues with the quantity and quality of delivered products and higher-than-market prices.

EVALUATION QUESTION 15. WHAT ARE THE INTERMEDIATE EFFECTS OF THE PROJECT AMONG DIRECT BENEFICIARIES (STUDENTS, TEACHERS, COOKS) AND INDIRECT BENEFICIARIES (PARENTS, COMMUNITY) AND DIFFERENT MARGINALIZED GROUPS OF THE MCGOVERN-DOLE PROJECT?

206. Guided by its theory of change, the FY 20 project was primarily designed to tackle two key issues: limited nutrition knowledge and the lack of locally available nutritious food. Through a range of activities—including providing school meals to food-insecure children, strengthening institutional capacity for managing school meal programs, and improving the effectiveness of food assistance through local and regional planning—the project achieved meaningful impacts on both direct and indirect beneficiaries, as outlined below.

Effects on direct beneficiaries

207. **Students:** Interviews with 2,757 students in 6 districts confirmed that the minimum dietary diversity (MDD) of the school children in the project districts increased by 2.6%. The increase is minimal, and the impact appears small from the quantitative dimension because the baseline value is already high - estimated at 93.4% in 2021. However, it needs to be reiterated that WFP has been supporting these districts for more than 10 years, a potential key factor in a high baseline value for MDD. The available data clearly reveal students benefitting from the project in multiple ways besides the midday meal, such as the availability of health screening facilities, improvements drinking water facilities, installation of tippy-taps,

and provision of toilets for girls; despite these facilities are not available in all schools and obviously all students would not be benefitting equitably. Efforts of the federal, provincial, and local governments are underway to improve these facilities through the formulation and implementation of school improvement plan. Limited financial, human, and other complementary resources add challenges to the schools.

208. **Parents:** Parents were less concerned about the daily midday meal budget and more focused on ensuring that their children received nutritious, high-quality meals during school hours. The project not only alleviated their financial burden but also reduced their mental stress. If parents had to provide meals themselves, it would cost them an estimated USD 80 to 100 annually per child (based on NPR 50 per student per school day).⁷³ This shows the program's dual impact- supporting children's nutrition while easing economic pressures on families.

209. As discussed in previous sections, seasonal labor migration remains a longstanding livelihood strategy for many people in the project districts. Since the project primarily focused on providing food to students, it has had little to no impact on reducing these migration patterns. However, recent initiatives to promote Home-Grown School Feeding (HGSF) and boost local production for school sales may help mitigate seasonal or permanent migration in the future. During the FGDs and KIIs, many farmers emphasized that promoting HGSF in the school feeding program might encourage them to stay in the villages and earn livelihoods without necessarily migrating elsewhere in search of low-paid labor.

210. **Teachers:** As no baseline data was available, this survey has no quantitative results on the intermediate effects on teachers. However, the data provided by the project show that 1,786 teachers were trained by the project in three non-transitioned districts, with an average of 1.7 teachers per school. Many teachers said that this was an opportunity available to them to improve their teaching skills and knowledge on their related subject matters. Likewise, responses were mixed when headteachers were asked to provide their perception on classroom management during the current school year.

211. **Cooks:** The project has no provision to recruit cooks in the schools. Most schools added responsibilities for office support staff to take responsibility for the cooking, with a few LGs providing additional staff to work as cooks on a contract basis. The parents, through SMCs, have no direct contribution to addressing the issue of cooks in schools. Yet, the project data showed that it provided training to 5,940 cooks distributed in nearly 2,500 schools in 6 districts, with an average of 2.4 training per cook. Most of the cooks during the interviews confirmed that the training enhanced their cooking skills and created opportunities to pursue alternative livelihoods or seek employment as trained cooks elsewhere.

212. **Farmers:** The project created an opportunity for farmers to sell directly to nearby schools. An AKC Chief said, "My office is now prompted to assist farmers in increasing vegetable production. Previously, farmers lacked markets to sell their products." Likewise, the Ministry of Agriculture recognized the midday meal program as an opportunity to further promote the production of indigenous crops, as it provided reliable markets for farmers through school sales. This Ministry initiated a federal grant for local governments to enable them to target local schools to demonstrate how different types of nutritious meals could be prepared by using indigenous crops grown in their localities. Nearly 70% of the headteachers interviewed confirmed that the schools have been able to receive fresh and locally produced vegetables due to the project's support to farmers in producing vegetables. The formulation of a policy document by the Ministry of Education in 2024 to implement a local production-based midday meal program reveals this project's impact on farmers.

Effects on indirect beneficiaries

213. **Communities and marginalized groups:** The communities benefiting from the project services are predominantly economically disadvantaged and were previously less motivated to send their children to school. However, with the meals and complementary services, attitude of the communities towards sending their children to schools are changing, even though the progress is slow.

EVALUATION QUESTION 16. HOW EFFECTIVE WERE THE PROJECT INTERVENTIONS IN CHANGING COMMUNITY CULTURAL TABOOS RELATED TO GIRLS' EDUCATION, MENSTRUATION, AND HYGIENE,

⁷³ This amount is estimated based on the responses of the parents during the FGDs.

CASTE DISCRIMINATION, EARLY MARRIAGE?

214. Table 23 below shows some indicative results demonstrating the project's effectiveness in changing community cultural taboos related to girls' education, menstruation, early marriages, etc., and its contribution to women's economic empowerment. However, these changes cannot be attributed to the FY 20 project or previous McGovern Dole projects, as intervention modality evolved from cycle to cycle.

Table 23: The Project's key results demonstrating project's effectiveness in changing community cultural taboos

Social Cultural Taboos	Results/Changes	Evidence	Remarks
Reluctance to send girls to schools	Boys and girls getting equal opportunity in education	Survey of 363 Schools show girls increase in enrolment in grade 1 to 5 by 8% Girls' attendance rate is higher than boys by 1.3% (survey result) and confirmed by school record review. Retention rate of boys and girls almost equal in grade, 1, 3 and 8.	While parents and school-teachers confirm local communities' preference to send boys to institutional schools and girls to community schools, but they also confirm this attitude is gradually changing.
Early Marriages	While parents and teachers confirmed incidences of early marriages decreasing but the quantitative data is not available to justify	This issue was discussed with parents, head teachers, and LG education focal persons during KIs. All respondents shared similar opinions.	No hard data is available to justify the result.
Prioritising providing nutritious food to boys over girls	Convinced with the need to provide foods of same quality and quantity to both boys and girls.	midday meal assessment showed boys and girls getting 4.8 food items per day and serving same types of food items	FGDs with parents reveal that girls enjoy almost equal treatments from parents. (Previously, parents tended to provide boys with larger food portions and a greater variety of nutritious foods, such as fruits and vegetables. However, this form of discrimination has been decreasing, indicating a positive shift toward gender equity in household nutrition and caregiving practices)

Social Cultural Taboos	Results/Changes	Evidence	Remarks
The tendency of adolescent girls to remain absent from the schools during menstrual period.	Almost U-turned	Attendance of students in grade 8 by sex. 95.7% students at grade VI and above reported using of sanitary pads and they are not hesitant to attend schools. Girls reported happy due to availability of sanitary pad disposal machines in some schools	

Source: ELS Survey

EVALUATION QUESTION 17. TO WHAT EXTENT HAS THE WFP SCHOOL FEEDING IMPLEMENTATION MODEL BEEN ADAPTED TO ALIGN WITH THE NATIONAL SCHOOL FEEDING MODEL IN PREPARATION FOR HANDOVER?

215. The WFP school meal program is an in-kind-based midday meal modality, whereas the government's model is cash-based. However, there is a strong alignment between the WFP's in-kind-based model and the government's cash-based model, though WFP uses imported food and delivers them whereas the government provides conditional cash grant to the LGs to pass to schools to feed locally produced agricultural products. However, available data reveal McGovern-Dole FY 20's substantial contribution to the government school feeding program.

216. Working with the McGovern-Dole program prompted the government to issue an order to all LGs to strictly monitor schools in order that all schools provide hot cooked meals to the students attending schools based on locally prepared menus if difficult to apply CEHRD's global menus, instead distribute either junk foods or cash to the parents. The schools that are discovered to serve junk food lose the grant. This arrangement also brings the two models closer to each other.

217. The responsibility for implementing both the McGovern-Dole FY 20 cycle and the national school feeding model has been delegated to local governments. To prevent confusion and inconsistencies, the government ensured that no district or local government would implement both modalities simultaneously. Each was required to adopt either WFP's in-kind model or the government's cash-based model, ensuring clarity and alignment in program implementation.

218. The project envisaged engaging cooperatives to take the lead in the supply chain management where locally produced agricultural products would be used to prepare midday meals. This model functioned effectively in non-transitioned districts (Bajhang, Bajura, and Darchula), where the project provided an additional NPR 3 per student per day for pre-agreed food items. The top-up facilitated structured engagement with cooperatives, enabling them to act as supply chain managers and ensuring a consistent flow of local produce into schools. In contrast, transitioned districts (Doti, Jajarkot, and Achham), which managed school meals solely through government-provided cash transfers (NPR 15 per student per day) based on daily attendance, did not exhibit the same cooperative-led supply chain model. While many schools did procure locally produced agricultural products from nearby farmers, farmer groups, or cooperatives—and in some cases used cooperatives as intermediaries—there was no systematic adoption of WFP's cooperative-based supply chain management model.

219. Since the last two years, the federal Ministry of Agriculture has been implementing a conditional grant to LGs to promote the local production of indigenous crops, such as finger millet and buckwheat, and to demonstrate how nutritious meals can be prepared from these crops for use in midday meal. However, only a few LGs in project districts have utilized this grant, as many remain unaware of its existence, while others report lacking access to it. Strengthening the capacity of LGs to access this federal grant could alleviate some of the financial constraints of the midday meal program and better integrate Ministry of Agriculture and Livestock Development's initiatives with Ministry of Education's school feeding program. However, it should be emphasized that the government strongly endorses WFP's home-grown feeding

approach through several recent policy and plan documents, to name a few SESP, NMSP III, and framework for local production-based midday meals.

220. In the FY 20 project, WFP demonstrated its commitment to aligning with the national school feeding model by adopting a universal targeting approach. This ensured that meals were delivered to all community schools, replacing the earlier selective approach. The previous selective targeting often caused many parents to send their children to schools farther away to access the meals, even when a school without a midday meal program was available closer to home. This shift to a universal targeting approach is in line with the government model, ensuring equitable delivery of meals to all community schools.

2.6. SUSTAINABILITY

Findings 1: WFP's strategic, multi-level capacity strengthening approach under FY 20 project supported the Government in the transition to a nationally led, sustainable school feeding program. With policy integration, institutional structures, local production initiatives, and inclusive capacity-building in place, the program is well-positioned for scale-up and long-term resilience.

Findings 2: Community participation is a foundation for the sustainability of the school feeding program. The evaluation found the program embedded community participation into its implementation model, especially in SHN, literacy, and nutrition. However, current efforts seem inadequate. There is a need to enhance community roles and accountabilities in planning, monitoring, and oversight and strengthen institutional mechanisms that encourage continuous engagement across all components.

Findings 3: The evaluation found that WFP has effectively collaborated with national institutions and partners to address structural gender inequalities affecting school children and to promote women's economic empowerment, particularly through Activity 5. At the community level, stakeholders—including local governments, parents, and headteachers—reported positive shifts in attitudes and practices.

EVALUATION QUESTION 18. TO WHAT EXTENT HAS WFP'S CAPACITY STRENGTHENING WORK RESULTED IN A SUSTAINABLE PROGRAM IN THE FOLLOWING AREAS: A STRATEGY FOR SUSTAINABILITY; SOUND POLICY ALIGNMENT; STABLE FUNDING AND BUDGETING; QUALITY PROGRAM DESIGN; INSTITUTIONAL ARRANGEMENTS; LOCAL PRODUCTION AND SOURCING; PARTNERSHIP AND COORDINATION; COMMUNITY PARTICIPATION, EQUITY, AND OWNERSHIP

18.1 HOW HAS THE NEPAL GOVERNMENT PROGRESSED TOWARDS DEVELOPING A NATIONALLY OWNED SCHOOL FEEDING PROGRAMME?

221. WFP's capacity-strengthening efforts under the McGovern-Dole FY 20 project have significantly contributed to the Government of Nepal's progress in establishing a nationally owned and sustainable school feeding program. The transition from in-kind to cash-based modalities—mirroring experiences in Achham, Doti, and Jajarkot—marks a shift toward greater national ownership.

Strategy for Sustainability and Policy Alignment

222. The Midday Meal Programme is now enshrined in Nepal's School Education Sector Plan (SESP, 2023–2031), ensuring long-term political and financial commitment. The SESP:

- (a) Reaffirms the positive impacts of school meals on enrolment, attendance, and dropout reduction.
- (b) Proposes the establishment of a dedicated national unit with clear responsibilities for coordination and accountability—aligning with FY 20's integrated, multisectoral approach.
- (c) Emphasizes integrating school meals with health, nutrition, WASH, and local agriculture, reflecting a whole-of-government strategy.
- (d) The Government has committed to scaling the programme up to Grade 8 with its own funding. This transition from donor dependency to government-financed programmes is a major indicator of sustainability.
- (e) The launch of the Local Production-Based Nutritious Midday Meal Framework (2024) is a concrete step to stimulate local agriculture by linking farmers to schools, turning schools into stable markets. Data from FY 20 shows substantial farmer training (22,988 individuals) and cooperative participation (174 cooperatives), laying a strong base for local procurement systems.

223. The programme has evolved to become more integrated, targeting multiple outcomes: education, health, nutrition, and livelihoods. The formation of Midday Meal Management Committees led by Deputy Mayors and Vice-Chairpersons institutionalizes responsibility at the local level, anchoring accountability within constitutionally mandated governance structures.

224. The project facilitated effective coordination across the three tiers of government (federal, provincial, and local) and among sectors (education, health, agriculture). The dedicated unit proposed in the SESP is expected to formalize and streamline inter-agency coordination.

225. WFP employed a dual strategy: a dedicated capacity strengthening component (Activity 6) and the mainstreaming of capacity-building efforts across all program components (Activities 1–5). This ensured broad-based ownership and skill-building among all relevant stakeholders.

226. **WFP's capacity strengthening works.** This evaluation revealed capacity strengthening related tasks high on the project's agenda to contribute to the sustainability of the results achieved by the project. Data provided by the project regarding training and related activities carried out by it in transition and non-transition districts with a high number of participants in transition districts compared to non-transition districts reveals project's efforts in sustaining McGovern-Dole-FY 20 after transitioning to the government. The project provided a high priority to the capacity development activities as seen from the data and information related activities carried out by the project over the project in transition and non-transition districts (table 24).

Table 24: Different types of training provided by the project by LGs and Schools

Parameter	Overall	Jajarkot	Doti	Achham	Total	Bajhang	Bajura	Darchula	Total
No of LGs	56	7	9	10	26	12	9	9	30
No of schools	2,511	443	458	553	1,454	463	251	343	1,057
Number of farmers trained	22,988	3,528	4,775	7,130	15,433	1,952	2,237	3,366	7,555
Number of farmers trained per LG/year	205	252	265	357	297	81	124	187	126
Number of farmers trained per school/year	5	4	5	6	5	2	4	5	4
No of coop participating in supply chain	174	27	21	56	104	24	30	16	70
No of schools per coop	7	6	5	10	7	5	12	5	7
Number of farmers trained per coop/year	66	65	114	64	74	41	37	105	54
Number of cooks/support staff who have received training on safe food preparation, handling and storage	5,940	1,407	1,127	982	3,516	1,102	551	770	2,423
Number of cooks trained per LG	201	125	98	135	92	61	86	81	201

Source: WFP

EVALUATION QUESTION 19. TO WHAT DEGREE THE LOCAL COMMUNITIES (PTAS, FARMERS GROUPS, ETC.) OF NEPAL ARE INVOLVED IN AND CONTRIBUTING TOWARDS THE SCHOOL FEEDING? 19.1 WHAT IS "ROLE OF COMMUNITIES IN SCHOOL FEEDING ACTIVITIES?"

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

228. Table 25 assesses on the engagement of the local communities by project six components, though the level of engagement varies by schools. Data presented in the table is based on general perceptions gathered from the different stakeholders, specifically headteachers, cooks and LG officials:

Table 25: Degree of community engagement

SN	Components	Degree of community Engagement	Reasons for assessment
1	Food Distribution	Medium	WFP Modality- Food materials transported by LG and school Government Modality- No direct cash contribution by local communities but providing firewood to the schools free of cost and also selling agricultural products either through cooperatives, groups or retailers.
2	Improved Safe Food Preparation, Handling, and Storage (Cooking)	Low	Engagement of FMSCs, Mother Groups in cooking food and support in procurement, no direct support to construct/rehabilitate school facilities such as kitchen
3	School Health and Nutrition	High	Health screening at schools, vaccination, iron tablets distribution Voluntary kind contribution, and sometimes cash as well, to construct/improve kitchen, drinking water facilities, toilets, waste disposal Participation in events like national campaigns
4	Literacy improvement	Medium	Engaging parents and guardians through activities such as <i>parent-teacher association</i> and organization of reading fairs at the local levels Use of Read-Learn-Know reading programme model to mobilize teachers, parents and communities to enhance the reading skills of students at both homes and schools Support of the Reading Motivators to make parents more aware of the reading activities (1 Palika 1 Reading Motivator)
5	Promote Improved Nutrition	Medium	Production and supply of local agricultural products through groups, cooperatives or directly
6	Capacity building	Moderate	Frequent participation in training programs organized by partner organizations

Source: ET based on the analysis of KIIs and FGDs

EVALUATION QUESTION 20. HOW ARE THE OPERATIONAL AND MAINTENANCE MECHANISMS DEVELOPED FOR THE SUSTAINABILITY OF THIS PROGRAMME? WHAT ARE THE KEY GAPS AND PRIORITY AREAS FOR ENSURING THE SUSTAINABILITY OF THE SCHOOL FEEDING MOVING FORWARD? 20.1 HAVE THE GOVERNMENTS (FEDERAL, PROVINCIAL AND LOCAL) DEVELOPED ANY OPERATIONAL AND MAINTENANCE MECHANISMS FOR ENSURING SUSTAINABILITY OF THE SCHOOL FEEDING PROGRAM?

The Operational and Maintenance Mechanisms

229. Mandating the local governments (LGs) to implement the school feeding program aligns with the Constitution and the Local Government Operation Act (LGOA) 2017. The Midday Meal Facilitation Handbook (2019) further guides LGs in ensuring that all community school children receive hot, cooked meals aligned with nutrition standards.

230. Key mechanisms already in place include:

- a) Decentralized fund disbursement based on enrollment and attendance data from IEMIS.
- b) Monitoring responsibilities assigned to LGs to ensure policy compliance.
- c) Mobilization of sub-committees, often led by local elected officials (e.g., deputy mayors), to oversee operations.
- d) Budget allocations by some LGs to support operational costs, though no additional financial contributions were made beyond federal grants.

Gaps

231. Despite progress, several significant gaps hinder the sustainability of the programme:

- (a) **Limited and uneven training opportunities.** Participation in capacity-building activities varied significantly—from 8.7% among storekeepers to 67.4% among SHN focal persons. Unused training funds and concerns about generic, non-contextual training modules (e.g., the same SHN manual for both teachers and health-post staff) further undermined the training impact (Table 26).

Table 26: Proportion of project's beneficiaries receiving training

SN	Project Beneficiaries	Training received		
		Target	Actual	Percent
1	SMC Members	342	181	52.9
2	Nepali subject teachers-EGR	146	93	63.7
3	SHN teachers/focal persons	221	149	67.4
4	Adolescent girls (Menstrual hygiene)	342	165	48.3
5	Cooks	329	214	65
6	Storekeepers	23	2	8.7
7	Cooperatives	39	18	46.2

- (b) **Weak adoption of Home-Grown School Feeding (HGSF) model:** While 45% of schools reported adopting the HGSF modality, there is limited integration of local agricultural products. Only 61% of cooperatives sold products to schools, and volumes were minimal. Many schools lacked awareness or confidence in using cooperatives, with 52% of headteachers not engaging in exploring local procurement.
- (c) **Cooperatives turning into intermediaries.** Sixty one percent of the cooperatives interviewed reported selling some agricultural products to the schools. However, the volume of transaction was modest, with average sales amounting of less than NPR 40,000 (USD 300) over the past year. On the demand side, 52% of headteachers stated that they had not taken any steps to explore the availability of locally produced agricultural products through the cooperatives selected by LGs through the assistance of the local partners of the Mercy Corps (WFP's implementing partner). The project intended to engage cooperatives in the supply chain management, but most of them, instead of promoting local production and delivering services as of supply chain managers, purchase commodities in bulk from external sources and supply them to schools on credit. This corresponds to more of an intermediary trading model rather than a sustainable, locally driven

supply chain where cooperatives manage the entire process—from local sourcing to delivery—in a way that benefits the school feeding program and local farmers.

- (d) **Weak interagency coordination:** An effective school feeding program requires regular coordination, collaboration, and cooperation among Ministry of Education, Ministry of Health and Population, Ministry of Agriculture and Livestock Development, and Ministry of Federal Affairs and General Administration, including joint and synergistic actions. However, engagement from Ministry of Agriculture and Livestock Development and Ministry of Health and Population remains informal and ad hoc.
- (e) **Infrastructure constraints:** Around 52% of cooks reported a lack of proper kitchen infrastructure. In 15% of schools, kitchens were improvised on school grounds.
- (f) **Lack of permanent, trained cooks:** Many schools rely on temporary or support staff for cooking, compromising consistency and quality in meal preparation.

Priority areas for sustainability

232. The sustainability prospect of an integrated midday meal approach promoted by FY 20 is high. The government owns the midday meal program and is committed to enhancing the production of agricultural products at the local levels and adopting the HGSF modality. However, to ensure the sustainability of the holistic school feeding package, the following should receive a high priority.

- (a) **A high priority to be accorded to interagency collaboration.** The national school feeding program has evolved beyond being solely under the purview of the Ministry of Education, with at least four ministries—Ministry of Education, Ministry of Health and Population, Ministry of Agriculture and Livestock Development, and Ministry of Federal Affairs and General Administration—directly involved in its implementation. Given this multi-sectoral engagement, a high priority should be provided to interagency collaboration.
- (b) **Promotion of HGSF modality.** The effectiveness of the cash-based school feeding model hinges on schools' ability to access quality, locally produced food at reasonable prices. Achieving this requires Ministry of Education and Ministry of Agriculture and Livestock Development to take joint responsibility for promoting the Home-Grown School Feeding (HGSF) approach and ensuring it is fully integrated into national agricultural policies, strategies, and plans.
- (c) **Permanent provision of cooks.** As a nationally owned initiative with substantial government investment, the school feeding program guarantees free meals in community schools as a fundamental right of children. To uphold this commitment, every school must prepare meals on-site and employ a dedicated, trained cook. Reliance on office support staff or temporary personnel undermines the consistency, quality, and professionalism needed in meal preparation. Investing in qualified cooks maintains program standards and strengthens its long-term sustainability and impact.
- (d) **Improvements of kitchen infrastructural facilities.** Schools cannot consistently deliver fresh, hot, and nutritious meals without basic kitchen infrastructure—such as dedicated cooking spaces, utensils, and stoves— even with qualified and trained cooks. To address this gap, local governments are encouraged to comprehensively map kitchen facilities across schools and prioritize infrastructure development based on the identified needs. This strategic approach will ensure that cooking conditions align with the standards required for effective and safe meal preparation.

EVALUATION QUESTION 21. TO WHAT EXTENT WAS WFP ABLE TO WORK WITH NATIONAL INSTITUTIONS AND PARTNERS TO IDENTIFY OPPORTUNITIES TO ADDRESS STRUCTURAL CAUSES OF GENDER INEQUALITY AFFECTING SCHOOL CHILDREN AND TO CONTRIBUTE TO THE WOMEN'S ECONOMIC EMPOWERMENT (AS PER ACTIVITY 5 TO ENCOURAGE FEMALE FARMERS AND FARMERS' COOPERATIVES LED BY, OR INCLUDING MANY FEMALE FARMERS, TO PARTICIPATE IN THE SUPPLY CHAIN?)

21.1 HOW WFP HAS BEEN WORKING WITH NATIONAL INSTITUTIONS AND PARTNERS TO IDENTIFY OPPORTUNITIES TO ADDRESS STRUCTURAL CAUSES OF GENDER INEQUALITY AFFECTING SCHOOL CHILDREN?

233. The evaluation found that the WFP has been effectively collaborating with national institutions and partners to identify opportunities to address structural causes of gender inequality affecting school children and to contribute to women's economic empowerment (Table 27).

Table 27: Perspectives of different stakeholders

SN	Stakeholders	Perspectives
1	Local governments	The WFP's promotes girls' attendance, serving meals in circle or queue menstrual hygiene factors and assessing the composition of SMC members sensitized LGs and teachers. Though the proportion of local people using NAMASTE WFP, WFP's beneficiary complaint feedback mechanism, is very low it increased our accountability to the users, specifically, vulnerable persons like women, disabled groups.
2	Adults (parents and farmers)	Frequent visits of the reading motivators to us and asking if any school age children has not gone to schools, and often asking boys and girls if found at home in the school hours sensitized parents for not to use girls in the household chorus and also send girls to the schools. With the introduction of the HGSEF modality, the project has prioritized providing training to farmers, with a particular focus on women. This not only increased women's access to training but also enhanced their confidence, enabling them to seek services from relevant service providers.
3	Headteachers	The frequent visits to schools by reading motivators, SHN motivators, and agricultural technicians have been instrumental in sensitizing school staff and communities. These visits have raised our awareness and increased accountability among us. As a result, we have become more proactive in ensuring the cleanliness of toilets, monitoring girls' attendance, and taking strong action against any form of violence or mistreatment. The presence of these motivators has created a stronger commitment to maintaining safe, hygienic, and supportive environments for girls, ensuring that their rights are protected and that their well-being is prioritized.

234. At the national level, WFP's engagement with federal, provincial, and local governments is well-recognized. Its long-term collaboration with multiple ministries, including Ministry of Education, Ministry of Health and Population, Ministry of Agriculture and Livestock Development, Ministry of Federal Affairs and General Administration, and others, underscores its strong positioning within the national framework. Additionally, WFP's partnerships with development organizations such as USAID, UNDP, JICA, and ADB further enhance its ability to drive gender-focused initiatives.

235. Specifically, under Activity 5, WFP has actively encouraged the participation of women farmers and cooperatives led by or including many women in the school feeding program's supply chain. Seventy-seven percent of farmers trained by the project were women (reference para 203). This initiative is in line with the broader objective of promoting women's economic empowerment by creating sustainable opportunities for women to both contribute to and benefit from local agricultural production. As part of this initiative, women farmers receive training, access to resources, and platforms to sell their produce directly to schools, ensuring a reliable market for their goods. This helped them build their business skills, financial independence, improve socio-economic status and integrate with the local economy. By integrating women into the supply chain, the program fostered inclusive growth and supported to establish gender equality within agricultural and community sectors.

3. Conclusions and Recommendations

3.1. CONCLUSIONS

236. The McGovern-Dole FY 20 program in Nepal is assessed as a strategically aligned intervention that evolved with the country's school feeding agenda and broader national development priorities. Its integration into government systems and alignment with key sectoral policies enabled it to address immediate educational and nutritional needs while contributing to longer-term goals such as system strengthening and institutional ownership. However, the evaluation also identified a few gaps that could affect sustainability and effectiveness. These include limited interagency collaboration, slow institutionalization of the HGSF modality, and challenges in improving student attendance.

237. **Relevance:** Building on continuous engagement and a flexible approach over more than one and a half decades, overall, the McGovern-Dole FY Cycle 20 project demonstrated the relevance of the project activities with the country's education policy, and school education sector plan. With continuous engagement and a flexible approach over more than one and half decades, overall, the McGovern-Dole programs and FY Cycle 20 demonstrated the relevance of the project activities. The project effectively addressed the basic needs of food-insecure populations, school children, and farmers in Sudurpaschim and Karnali provinces. Participation from key ministries—including Agriculture, Health, and Local Development and Federal Affairs—further reinforced its importance. The project's nationwide significance is evidenced by federal conditional grants supporting all 753 local governments and community schools. Moreover, despite the absence of a direct provincial mandate for midday meal delivery, the strong interest and participation of provincial governments (Sudurpaschim and Karnali) underscore the program's broader relevance.

238. **Coherence:** The project leveraged and enhanced ongoing governmental efforts toward institutionalizing the National school midday meal program. Integrating nutrition-sensitive agriculture, education, and health interventions, it directly supported Nepal's Multi-Sector Nutrition Plan (MSNP-II), School Education Sector Plan (SESP), National Education Policy 2019, and National Health Policy. The project activities are coherent with the government's policy of nutritious meals for school children while strengthening local food systems.

239. The project's activities aim to establish a sustainable, high-impact model for integrating educational, nutritional, health, and agricultural objectives across local, provincial, and federal levels with Nepal's broader development agenda. These activities complement Nepal's efforts to adhere to core principles of good governance, accountability, and socially responsible partnerships. They further reinforce existing institutional mechanisms to achieve several SDGs- SDG 4 (Quality Education) but also SDG 1 (No Poverty), SDG 2 (Zero Hunger), SDG 5 (Gender Equality and Empowerment of all Women and Girls), SDG 6 (Clean Water & Sanitation) and SDG 17 (Partnerships for Sustainable Development).

240. **Effectiveness:** The project achieved targets against 59% of indicators fully or substantially and 41 percent partially; however, when the project's performance was compared between the mid-term evaluation and endline, all 29 indicators revealed highly or substantially improved. The high percentage of fully achieved indicators (72.4%) reflects the project's effectiveness in meeting its goal.

241. Ninety-nine % of the parents reported that children aged 5 to 16 regularly attended school and no longer had to prepare lunchboxes. Most of the parents and teachers attributed the midday meal to substantially lowering the frequency of early returns of the students from school, and more than 95% of parents were satisfied with their children's performance.

242. Despite local governments' support in developing instructional materials, providing teacher awards, and a high retention rate (93.6%), literacy outcomes remain challenging. Greater emphasis on

literacy outcomes is essential to enhance students' reading comprehension. Coordinated efforts among government agencies and local stakeholders are crucial to achieving remaining targets, particularly in improving attendance rate, students' hygiene, and literacy outcomes.

243. **Efficiency:** The evaluation assessed the project (cost /financial) management as efficient, as there were no cost overruns. The midday meal cost per student was reasonably low and remained when external costs—such as food shipping (e.g., rice), WFP's management expenses, and additional components—were excluded. The management cost is reasonably low.

244. Of the six components, the project's expenditure on the capacity-strengthening component appeared less efficient when compared to the budgeted amount. The current data reveals 95.6% of the project already spent.

245. The project's efficiency in adapting to design changes and its evolving context presents a mixed picture. On the positive side, the "desk-based technical assistance" approach proved beneficial, allowing the project to:

- (a) Strengthen relationships and establish linkages with key government officials,
- (b) Gain deeper insights into the opportunities and challenges faced by these officials, and
- (c) Enhance familiarity with WFP's strategies and methodologies, fostering greater alignment and collaboration.

246. **Gender Equality and Women Empowerment:** This project is not exclusively focused on GEEW. However, through deliberate efforts in various forums such as trainings, workshops, parent-teacher interactions, and national events, the project has significantly contributed to reducing gender inequalities within schools and communities. Additionally, the project created economic opportunities for women farmers by enabling them to supply their produce to schools, thereby contributing to household income. Complementary initiatives, including regular engagement with parents, guardians, and communities facilitated by community motivators and targeted support to address menstrual stigma among young girls, have been instrumental in narrowing gender gaps. The proportion of girl students benefitting from the project activities is higher than that of boys.

247. **Impact:** The evaluation assessed the project's impact as high. Besides achieving several intended outcomes as detailed in the effectiveness section, this evaluation acknowledges the project's contribution to several deeply entrenched undesirable social practices, such as discrimination between boys and girls and providing a high priority to boys in meals. The project's contribution to changing gender roles is visible. This project has become a catalyst in supporting the government's efforts to eliminate deeply rooted discriminatory practices, laying a strong foundation for long-term change while recognizing that transforming entrenched norms requires sustained efforts over time. The project's focused activities to involve parents/guardians in school-related activities brought schools and local communities together. It strengthened teacher-parent relationships, which, in turn, contributed to improving educational outcomes. The project's interventions on the HGSP approach are nationally acknowledged and featured in several high-level policies and plans, including NSMP III and SESP.

248. While cooperatives helped schools to bridge financial gaps, helping with credit, their role in the supply chain management was not distinctly visible. Addressing logistical, financial, and operational barriers could help enhance cooperative involvement in strengthening local agricultural production and efficient school food supply chains.

249. **Sustainability:** The McGovern-Dole FY 20 program effectively supported Nepal's transition toward a nationally owned school feeding system by aligning with national policies and plans, strengthening institutional structures, and promoting local production and inclusive capacity building. These strategic efforts have laid a strong foundation for long-term sustainability and scale-up, particularly in regions facing food insecurity and poverty.

250. However, ensuring the provision of nutritious meals that meet prescribed standards remains a significant challenge due to budgetary constraints and reliance on federal grants to fund midday meals in schools. Despite these challenges, the government's policy to promote local agricultural production for

community schools strengthens the sustainability prospects of McGovern-Dole FY 20. Additionally, widespread recognition of the need for multi-sectoral and multi-ministerial coordination across federal, provincial, and local levels serves as further evidence of the program's sustainability. Addressing existing challenges requires a multi-faceted approach, including:

- (a) Expanding training opportunities for stakeholders,
- (b) Strengthening the HGFSF model,
- (c) Implementing structural reforms such as increasing budget allocations, improving supply chain efficiency, and integrating school feeding programs with broader education, health, and agricultural policies.

251. Moreover, the provision of federal conditional grants from line ministries such as the Ministry of Health and the Ministry of Agriculture to support key project components, including School Health and Nutrition (SHN) and Home-Grown School Feeding (HGFSF), represents a positive initiative that significantly contributes to the long-term sustainability of the program. The school feeding program brought parents and teachers together and increased their collaborations to enhance sustainability prospects. Community participation was inbuilt and high during the targeted approach when school meals were available only in the selected districts and to selected community schools compared to a universal approach which provides meals across the country in all community schools for the school children reading from the ECD to grade 6, the government's midday meal policy includes several mechanisms to enhance community participation, such as engaging school management committee in the midday meal management and provisioning of teachers-parents interaction. The impact of the midday meal program to contribute to educational outcomes and food security improvement has become visible and pervasive. As the government is dedicated to expanding access to education up to grade eight, the prospect of withdrawing the program from community schools seems highly unlikely. Instead, the government is committed to increasing its access to education up to grade eight.

252. The evaluation identified at least four priority areas for further contributing to the sustainability-improvements in kitchen facilities, permanent provision of cooks, providing a high priority to HGFSF concept together with ensuring accountability of the Ministry of Agriculture and Livestock Development to this concept similar to that of Ministry of Health and Population in SHN related activities; and exploring the possibility of voluntary contribution (willingness) of those parents and guardians having sufficient economic means to bear the cost of their own children.

3.2. LESSONS LEARNED

253. Several lessons were learned from the evaluation of this project. These among others, include the following: (a) The community participation is the foundation for the sustainability of the Midday Meal Program in community schools is the. However, when the FY 20 McGovern-Dole Project transitioned from a targeted to the universal approach in selecting schools and the communities, the original model for community engagement-designed for the targeted setting became no longer valid. This shift led to a decline in community participation and ownership of the project activities. The experience highlights the importance of designing alternative mechanisms to ensure sustained community engagement. (b) Integrating home-grown school feeding (HGFSF) model with the involvement of local cooperatives in supply chain management is an innovative approach championed by the project. However, without built-in financial provisions such as an additional NPR 3.00 per student per day to cover the cost of vegetables, there is a significant risk that cooperatives may act merely as intermediaries rather than promoting local agricultural production. These two concepts- HGFSF and engaging cooperatives in supply management are interlinked and need to be jointly owned by the key stakeholders for the approach to remain effective and sustainable. (c) The scope of the midday meal program has expanded significantly through its integration with other complementary services, such as promoting local agricultural production and health and nutrition services. Its devolution to local governments under a federal grant scheme transformed it into an inherently multisectoral initiative. To ensure effective implementation, it is essential to establish proactive and accountable institutional arrangements with clearly defined roles, responsibilities and strong monitoring mechanisms to track progress and measure outcomes.

3.3. RECOMMENDATIONS

254. Building on evaluation findings, conclusions, and considering the end of the project period remaining about three months of no-cost extension to complete urgent and remedial; activities, recommendations are hereby made for the agencies engaged in the school feeding program (Table 28), particularly WFP. Annex 17 presents findings, conclusions, and recommendation mapping. Given the challenges with poor and delayed record-keeping, this evaluation suggests that WFP advocate with the government to establish a digital tracking system to monitor critical aspects such as student attendance, types of meals served, and kitchen infrastructure quality.

Table 28: Recommendations

	Recommendations	Recommendation type	Responsibility	Other contributing entities	Priority	By when
1	Recommendation 1: Strengthen collaboration among local communities, governments, and schools to identify and address factors affecting student attendance and retention—placing a specific focus on improving the quality and regularity of midday meals. 1.1 Strengthen existing platforms for structured interactions between teachers, SMC members, and parents on a quarterly basis, which are to focus on improving student attendance, identification of factors that could increase and exploring actionable solutions to increase engagement and support 1.2 Enhance role of LGs and ward offices to ensure regular parents-teachers’ meetings, prioritizing two key agenda items—student attendance rates and meal quality—along with other critical issues that directly impact student well-being and academic performance	Operational	WFP /Project Partners	Implementing partners	High	By the end of 2025 (Start of the next school year 2025/26)
2	Recommendation 2: Improve cooking facility and infrastructure at schools, including capacity of persons involved in food management and distribution 2.1 Continue strengthening capacity of cooks and food preparers on safe food preparation, handling and storage 2.2 Provide practical hands-on training at or near warehouses to those engaged in food storage, handling and distribution applying flexible scheduling, establishing rewards and recognition mechanisms	Operational	WFP	LGs Schools	Medium	By the start of next school year 2025/26
3	Recommendation 3: Strengthen integrated of school health and nutrition (SHN) interventions at schools 3.1 Enhance the capacity of LGs, government officials (Health and Education), Schools based on revised SHN strategy	Operational	WFP /Project Partners	LGs Implementing partners	High	By next school year 2025/26

	Recommendations	Recommendation type	Responsibility	Other contributing entities	Priority	By when
6	Recommendation 6: Strengthen institutional capacity of local government on planning, implementation and monitoring of mid-day meal program 6.1 Provide technical support and guidance to LGs in the process of their local education plan development. 6.2 Engage LGs in overall monitoring and supervision of school meals program and provide opportunity for them to internalise the problems and take remedial actions accordingly 6.3 Capacitate LGs' officials to generate, share and make use of evidence in programming, decision making and addressing issues as well as challenges.	Strategic Operational Strategic	WFP/Project Partners WFP/Project Partners WFP/Project Partners	LGs Implementing partners	High High	By the end of 2025 By next school year, 2025/26 By the end of 2026

Annexes

Annex 1. Summary of the terms of reference

The Terms of Reference (ToR) provided by WFP Nepal Country Office for the ELE of the McGovern-Dole FY - 20 Program Grant Fiscal Year 2020 (NP 02.02. 021. SMP1) is comprehensive and detail. The TOR serves three main purposes: firstly, it establishes the contextual analysis and connects it with the evaluation subject, detailing WFP's implementation plan for the Endline Evaluation; secondly, it informs stakeholders about the evaluation approach, methodology, and intended use; and thirdly, it provides the Evaluation Team with essential information regarding the evaluation process and its standards.

The ToR is organized into 5 sections and 14 Annexes. The five sections include the following:

- Section 1: Background
- Section 2: Reasons for the evaluation
- Section 3: Subject of the evaluation
- Section 4: Evaluation approach, methodology and ethical considerations, and
- Section 5: Organization of the evaluation

The first background section introduces the project and its context, including project districts- 2 transitioned districts (Doti and Jajarkot), 1 district to be transitioned in the middle of the project implementation and 3 districts to be continued for remaining project period. This section reported that number of schools increased from 2297 in BLS to 2462 in the MTE. 241,621 students (113,715 boys and 127,906 girls) from schools in six project districts are the beneficiaries of the programme. Besides, the Government of Nepal, the local community, schools, farmers' groups, and local cooperatives are the intermediaries of the programme. The project's contexts include poverty, hunger, education situation, food and nutrition security, SDGs, WASH, gender analysis, relevant development policies and strategies, activities of the development partners, among others.

The reasons for the evaluation are discussed at length in section 2. This section noted that one of the reasons to undertake the evaluation is to comply with the contractual obligations between USDA and WFP, the purpose of the evaluation goes beyond it. This evaluation is supposed to provide an evidence-based performance of the project, assess the project's success, ensure accountability, document learning/best practices, and generate lessons learned. Furthermore, it requires the service provider to undertake a dedicated special study titled "Analyzing Best Practices and Lessons Learned: A Study of the McGovern-Dole School Feeding Program FY 20 cycle" and examine the practices and insights drawn from the 2020 cycle of the McGovern-Dole School Feeding Program to inform WFP's transition plan and areas of improvement focusing on: Best practices and areas for improvement covering each programmatic components, i.e., LRP & HGSP modalities, SHN and Literacy Commentaries around good governance principles and practices incorporating schools and local governments. The subject of section 3 is the subject of evaluation, that is the McGovern-Dole FY -20. The section presents timeframe, geographical boundaries, components and stakeholders of the project and expectations from the evaluation. The evaluation will need to include all activities and processes related to its formulation, implementation, resourcing, monitoring, evaluation, and reporting relevant to answer the evaluation questions.

A key requirement for the evaluation is to ensure that Gender Equality and Women Empowerment (GEWE) is integrated into the whole evaluation process and that specific data on gender is collected during the survey (e.g., data collected on and from male and female beneficiaries of the different economic status of existing ethnicity/castes//ethnic groups, data disaggregated by age, gender, caste/ethnic and turn off groups). Furthermore, WFP instructs the service provider to analyse how wider inclusion objectives, human rights issues, and GEWE mainstreaming principles were included in the intervention design and whether WFP and system-wide objectives on GEWE have guided the evaluation subject.

Central to the ToR is the Section 4: which depicts evaluation approach, methodology, and ethical considerations. As emphasized in the ToR, the overall objective of the endline evaluation is to evaluate the performance of project operations and associated interventions for accountability and learning. It will need to serve the dual and mutually reinforcing objectives of accountability and learning.

The primary evaluation results have to be disaggregated by gender, age, caste/ethnicity, and disability, as well as by Nepali and non-Nepali speaking students (who use Nepali as a second language) for early-grade reading components.

The ETE will also make recommendations on what is needed to strengthen and improve project implementation and monitoring, including the technical assistance components, for example, improving SMP policy frameworks and pilots on home-grown school feeding on the cash-based and government-funded SMP, for the remaining period. The ToR explicitly instructs to comply with the WFP decentralized evaluation approach as was used earlier in the BLS and MTE and respond to the key questions related to OECD- DAC standard evaluation criteria of coherence, relevance, effectiveness, efficiency, impact, and sustainability.

The inception report of the endline evaluation has set out the detailed evaluation questions that the endline evaluation will address and specify how the learning agenda research questions will be addressed. The next annex on methodology provides further details on the evaluation approach and methodology. The evaluation methodology fully confirms and complies with the ToR. This section depicts methodological guidance and mechanisms for ethical and quality assurance as summarized below:

Methodological Guidance:

Basically, the endline evaluation will comply with the following methodological guidance:

- Apply a non-experimental design to compare the before and after the intervention, scenarios and thereby to assess the temporal changes.
- Follow the same methodology used during BLS and MTE while incorporating the feedback and lessons learned from BLS and MTE. The sample size will be calculated using a 95 percent confidence level,
- Sample selection based on 5 percent margin of error, prevalence rate of 50 percent, and non-response rate 15 percent.
- Apply to sample students sampled in each school adopting a similar approach as the BLS and MTE.
- Adopt the same panel of schools identified during the BLS and MTE.

The methodology should be sensitive in terms of GEWE, equity and inclusion, indicating how the perspectives and voices of diverse groups (men and women, boys, girls, the elderly, people living with disabilities and other marginalized groups) will be sought and taken into account.

National EGRA tool and other structured questionnaires used during BLS survey incorporating the lessons learnt will mainly be used as the quantitative tools. KIIs, Focus Group FGDs, secondary data re- view, and observation checklists including the classroom observation checklist will be the major qualitative tools.

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

The evaluation findings, conclusions, and recommendations must reflect GESI analysis, and the report should provide lessons/ challenges/ recommendations for conducting GESI responsive evaluations in the future. The findings should include a discussion on intended and unintended effects of the intervention on

gender equality and equity dimensions. Necessary expertise and care should be utilized by the Evaluation Team.

Dwelling on the organization of the evaluation, section 5 instructs to ensure independence and impartiality in evaluation by keeping the following mechanisms in place:

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

Ethical Considerations

All members of the evaluation team will abide by the 2020 UNEG Ethical Guidelines, in 2020 UNEG Ethical Guidelines, including the Pledge of Ethical Conduct as well as the WFP technical note on gender. The ToR instructs evaluation team, and individuals participate directly in the evaluation to sign a confidentiality agreement and a commitment to ethical conduct. Data collection tools will be designed to be culturally sensitive (and age) appropriate. Where possible, attention should be given to ensuring the representation of ethnic minorities and groups living in remote areas. The design of data collection tools should be culturally appropriate and not create distress for respondents. The inception report should consider protocols for the collection of sensitive information. Data collection visits must be planned in collaboration with the relevant stakeholders and organized at the appropriate time and place to minimize risk or inconvenience to respondents. The endline evaluation must conform to UNEG ethical guidelines for evaluation, and UNEG ethical guidelines for evaluation, and safeguard ensuring ethics at all stages of the evaluation process. This includes, but is not limited to, ensuring informed consent, protecting privacy, confidentiality, and anonymity of respondents, ensuring cultural sensitivity, respecting the autonomy of respondents, ensuring fair recruitment of participants (including women and socially excluded groups), and ensuring that the evaluation results do no harm respondents or their communities.

The evaluation firm will manage any potential ethical risks and issues and must put in place, in consultation with the evaluation manager, processes, and systems to identify, report and resolve any ethical issues that might arise during the implementation of the evaluation.

Quality assurance

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

The evaluation team will ensure the quality of data (validity, consistency, and accuracy) throughout the analytical and reporting phases.

The evaluation manager will share the assessment and recommendations from the quality support service with the team leader, who will address the recommendations when finalizing the inception and evaluation reports. To ensure transparency and credibility of the process in line with the UNEG norms and rationale should be provided for comments that the team does not take into account.

WFP expects that all deliverables from the evaluation team are subject to a thorough quality assurance review by the evaluation firm in line with the WFP evaluation quality assurance system prior to submission of the deliverables to WFP. All final evaluation reports will be subject to a post hoc quality assessment (PHQA) by an independent entity through a process that is managed by the Office of Evaluation. The overall PHQA results will be published on the WFP website alongside the evaluation report.

Annex 2. External and internal stakeholders/users

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

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

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

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

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

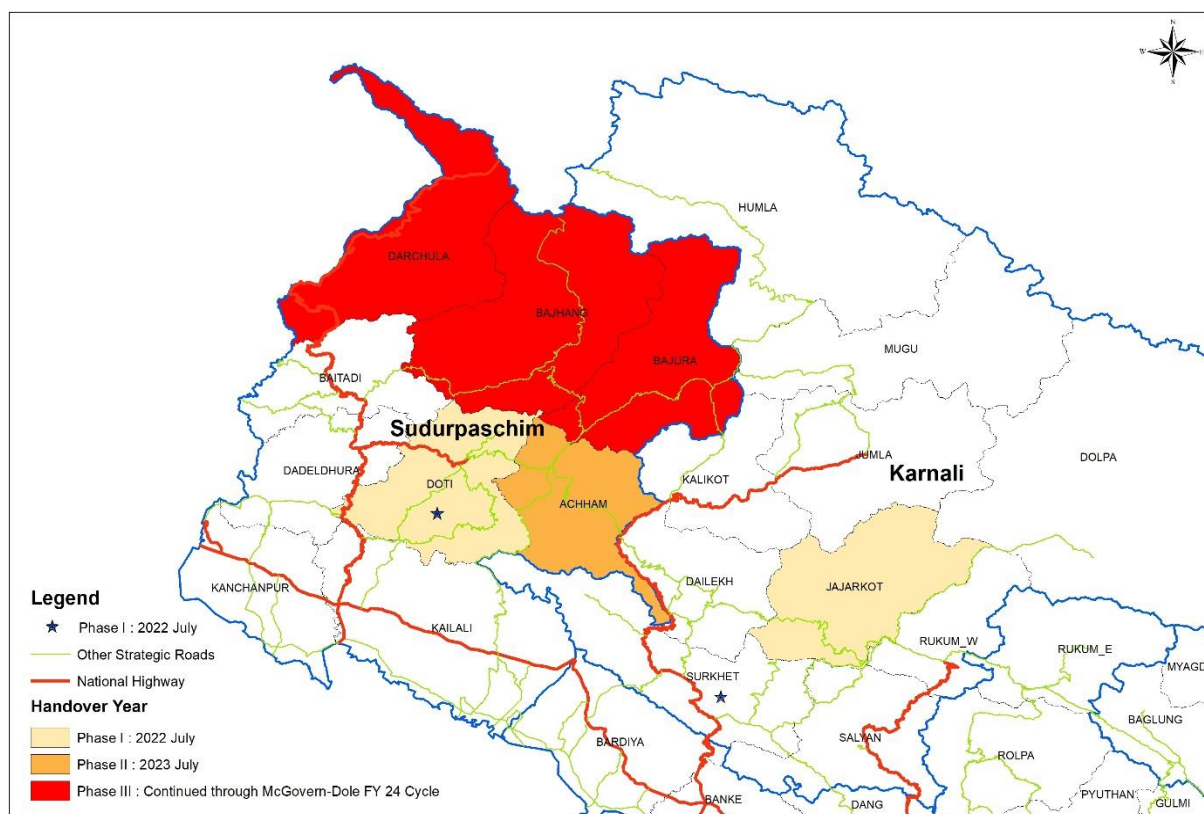
Stakeholders	Role in the Program	Interest in the programme	Involvement in Evaluation	Stage to involve	Processes to engage in the evaluation
		amendments and policy processes.			
Ministry of Health and Population	Partner with WFP and IDS to provide an Integrated Package of School Health and Nutrition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

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

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

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

Annex 3. Project coverage

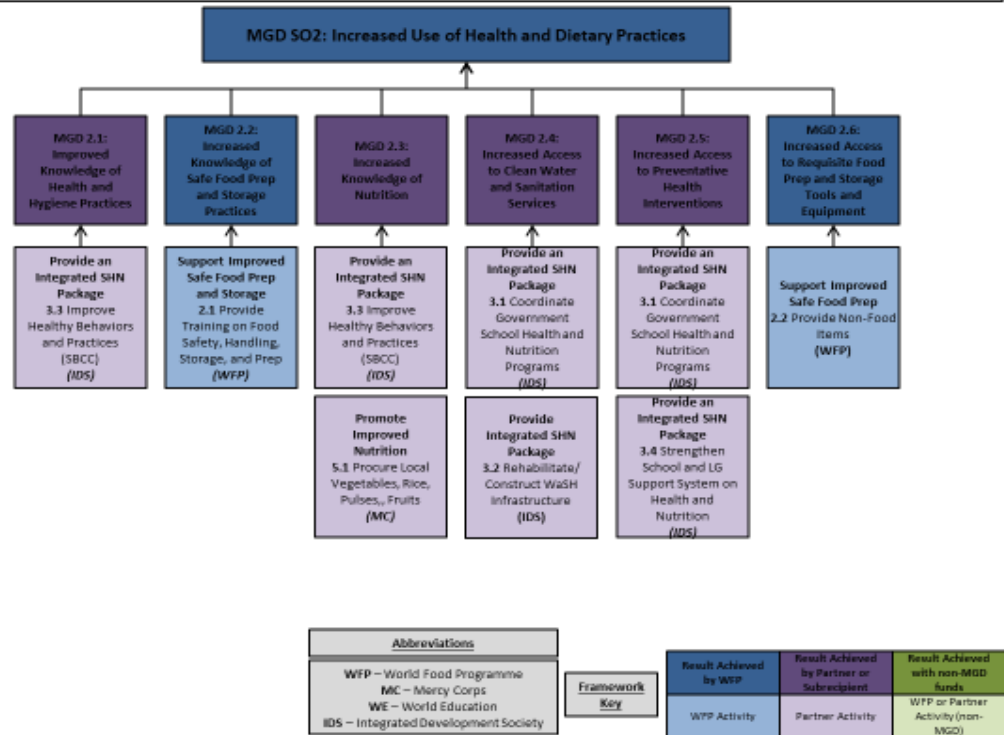


Source: Adapted by Evaluation Team

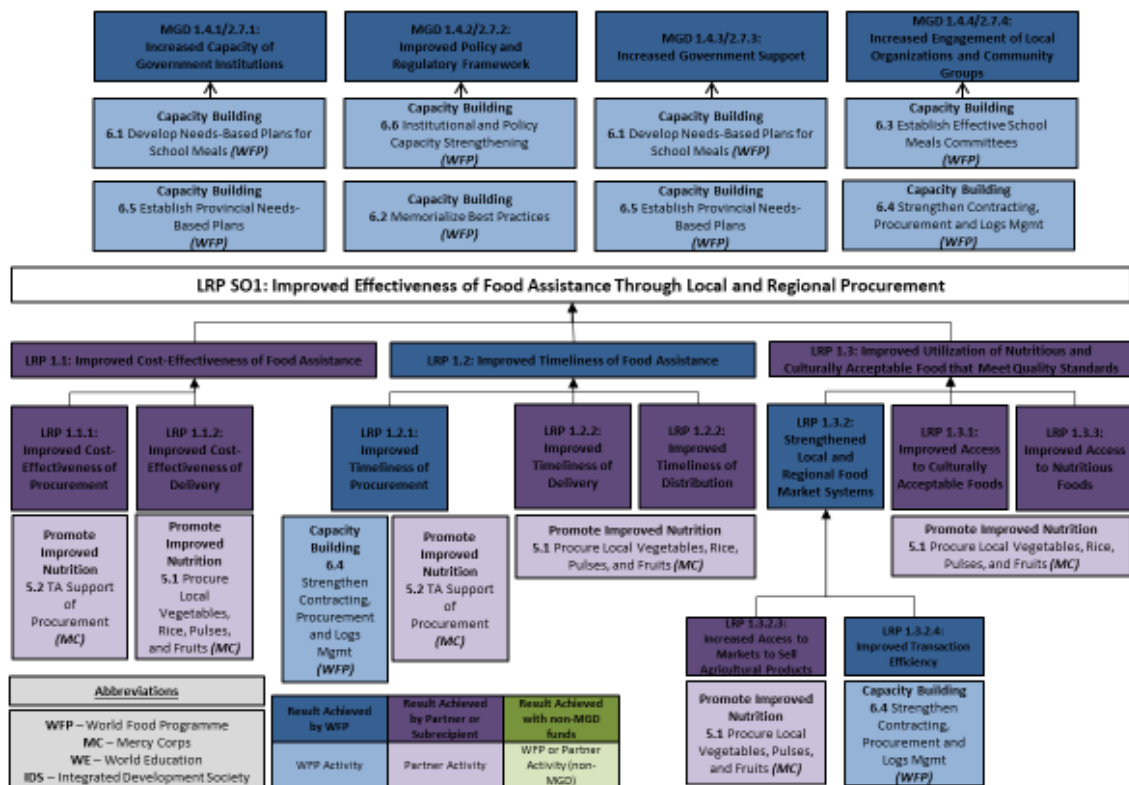
Annex 4: Results framework and theory of change



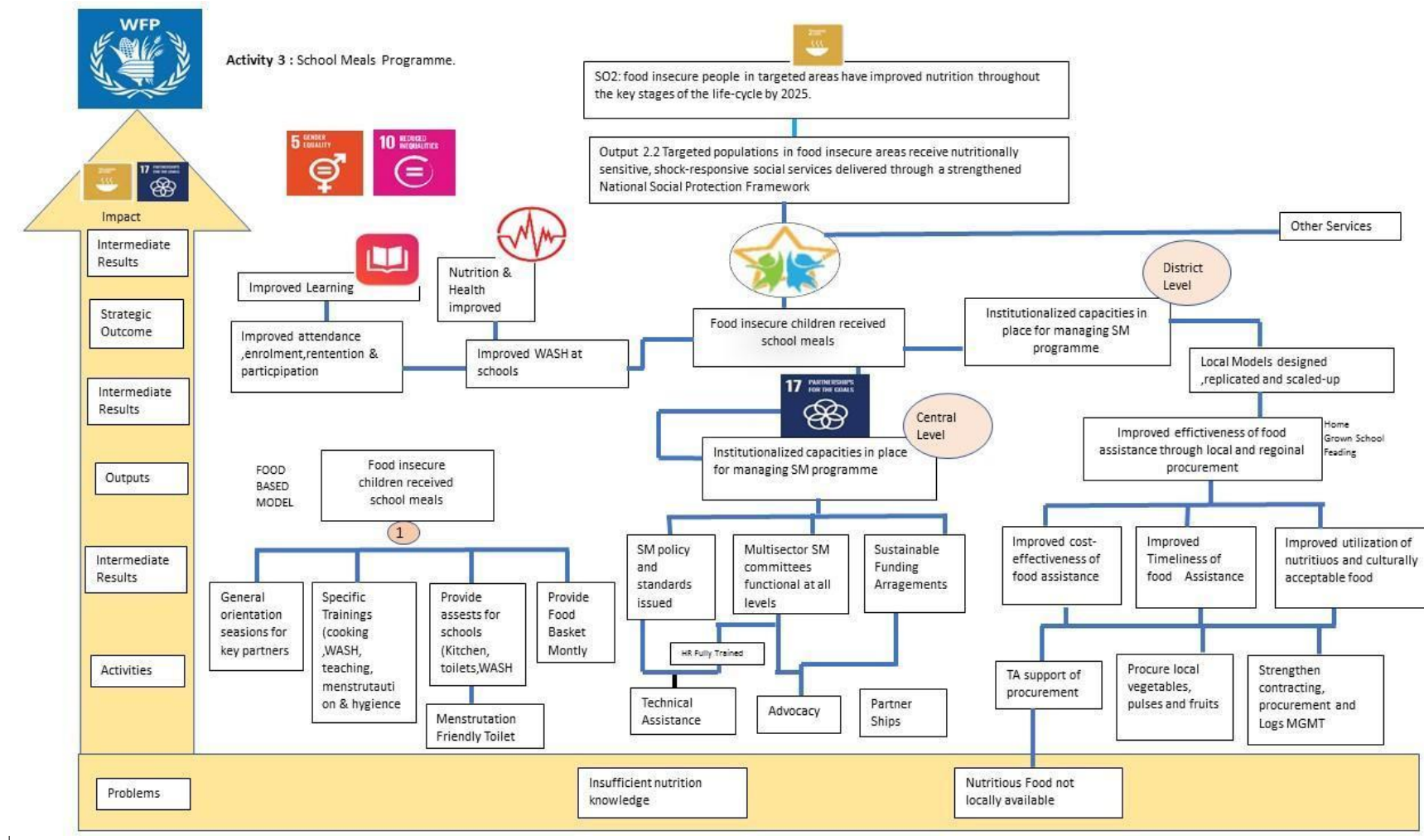
WFP Nepal FY2020 McGovern-Dole Program: Results Framework #2



WFP Nepal FY2020 McGovern-Dole Program: Foundational Results and LRP Results



Theory of change (reconstructed at baseline)



Annex 5. Planned versus revised targets by activity and government fiscal year

Activity	Fiscal year						
	2020/21	2021/22		2022/23		2023/24	
	Planned	Planned	Final target	Planned	Final target	Planned	Final target
1. Food Distribution							
Districts	Jajarkot, Doti, Achham, Bajhang, Bajura, Darchula	Jajarkot, Doti, Achham, Bajhang, Bajura, Darchula	Jajarkot, Doti, Achham, Bajhang, Bajura, Darchula	Achham, Bajhang, Bajura, Darchula	Achham, Bajhang, Bajura, Darchula	Bajhang, Bajura, Darchula	Bajhang, Bajura, Darchula
Schools	2,415	2,415	2,415	1,514	1,580	1,105	1,029
Students	2,46,755	2,46,755	2,46,755	1,56,733	1,60,901	84,336	97,225
2. Support improved safe food preparation and handling							
Districts	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Number of schools	2,415	2,415	2,415	1,514	1,580	1,105	1,029
3. Promote an integrated package of school health and nutrition interventions (SHN)							
Districts	Achham, Bajhang, Bajura, Darchula	Achham, Bajhang, Bajura, Darchula	Achham, Bajhang, Bajura, Darchula	Achham, Bajhang, Bajura, Darchula	Achham, Bajhang, Bajura, Darchula	Bajhang, Bajura, Darchula	Bajhang, Bajura, Darchula
Number of schools	1,514	1,514	1,514	1,514	1,580	1,105	1,029
4.Promote improved literacy							
Districts	Bajhang, Bajura, Darchula	Bajhang, Bajura, Darchula	Bajhang, Bajura, Darchula	Bajhang, Bajura, Darchula	Bajhang, Bajura, Darchula	Bajhang, Bajura, Darchula	Bajhang, Bajura, Darchula
Number of schools	1,105	1,105	1,105	1,105	1,031	1,105	1,029
5.Promote improved nutrition: sustainable transition to HGSP							
Districts	Jajarkot, Doti, Achham, Bajhang, Bajura, Darchula	Jajarkot, Doti, Achham, Bajhang, Bajura, Darchula	Jajarkot, Doti, Achham, Bajhang, Bajura, Darchula	Achham, Bajhang, Bajura, Darchula	Achham, Bajhang, Bajura, Darchula	Bajhang, Bajura, Darchula	Bajhang, Bajura, Darchula

Activity	Fiscal year						
	2020/21	2021/22		2022/23		2023/24	
	Planned	Planned	Final target	Planned	Final target	Planned	Final target
Schools	2,415	2,415	2,415	1,514	1,580	1,105	1,029
6. Capacity building- supporting transition through local and provincial capacitation							
No districts	Jajarkot, Doti, Achham, Bajhang, Bajura, Darchula	Jajarkot, Doti, Achham, Bajhang, Bajura, Darchula	Jajarkot, Doti, Achham, Bajhang, Bajura, Darchula	Achham, Bajhang, Bajura, Darchula	Achham, Bajhang, Bajura, Darchula	Bajhang, Bajura, Darchula	Bajhang, Bajura, Darchula
No of LGs	56	56	56	46	46	30	30

Annex 6. MTE recommendations and WFP responses

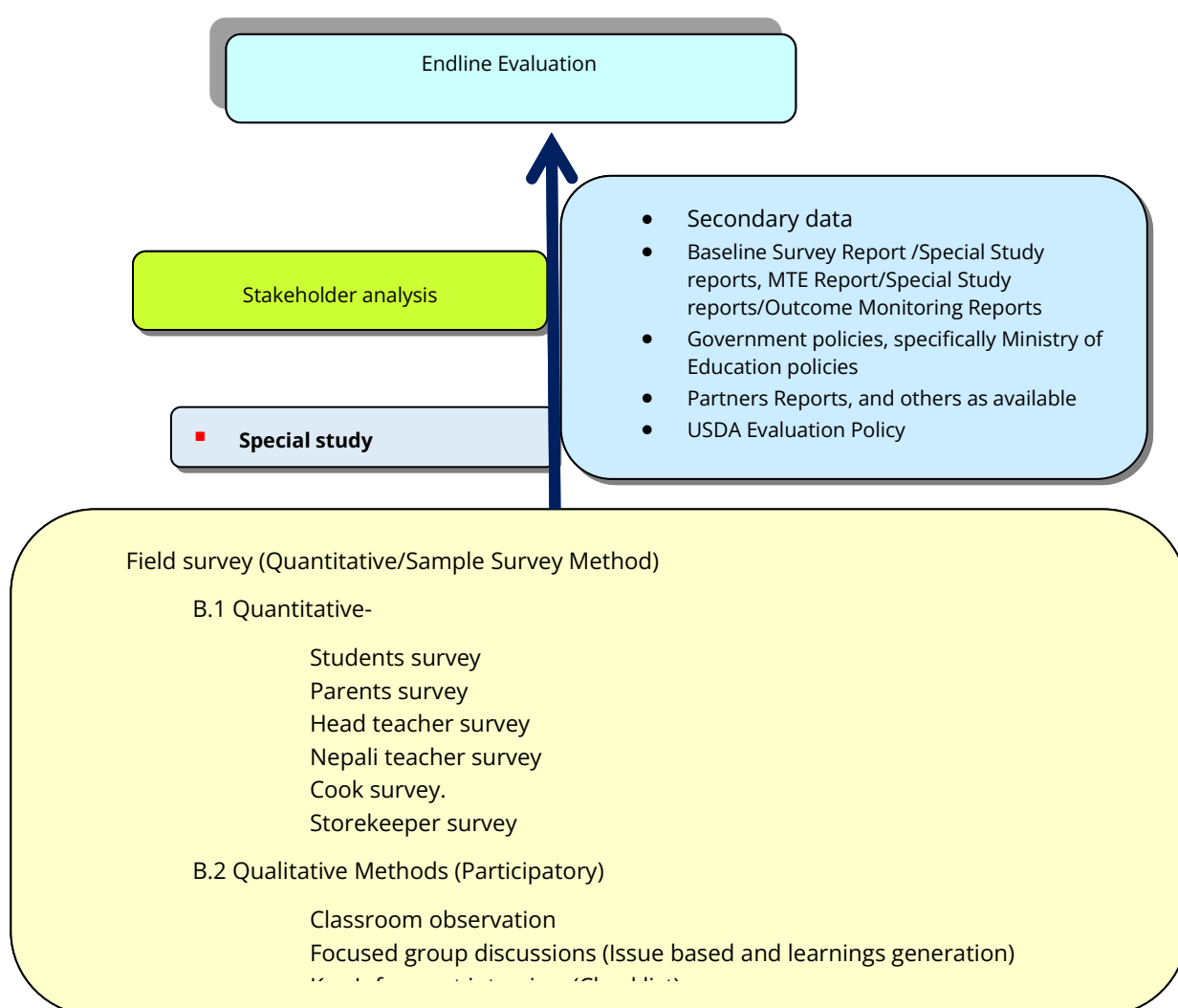
SN	Recommendations	Recommendation type	WFP Response
1	Review and prioritize project activities to achieve and sustain project results (Related to EQ 7) The project team, including IDS and WE, to review the indicator thresholds/ criteria, especially Indicator 5 (Percentage of parents aware of the importance of SMP) and 6 (Percentage of students aware of the importance of SMP), set in the BLS with the selected SMC members of the selected schools, LGs and EDCUs in an interaction or workshop, and set the realistic and achievable threshold Ensure the sustainability of LoP targets which have already been achieved. <i>Food distribution</i> Engage parents in safe food handling and preparation. <i>School health and nutrition</i> Mobilize child clubs on personnel hygiene including those of girls, and hand washing practices, washing practices, for example before and after meals, cleaning noses and toilets. Increase collaboration with the education section of local government and health facilities on SHN-related activities Improve the functionalities of facilities such as toilets, DW facilities and kitchen. <i>Literacy outcomes</i> Facilitate/advocate classroom based early-grade reading assessment in non EGR intervention districts Encourage and motivate students to practice reading by organizing reading competitions and material support	Operational- short term	Accepted
2	Facilitate linkages between LGs, Schools and Farmers Organizations for effective	Operational- short term	Accepted

SN	Recommendations	Recommendation type	WFP Response
	implementation of the HGSP approach (Related to EQ. 10. Q.15) 2.1 Continue LG assist to prepare local level HGSP specific directives. 2.2 Strengthen business linkages and supply chain management, with particular attention to women farmers, small holder famers. 2.3 Continue mentoring and follow-up services in transition districts		
3	Facilitate to further strengthen capacity of LGs and other key stakeholders, specially, MoEST, PGs and Ministry of Agriculture and Livestock Development towards sustainable transition to food plus approach (EQ. 20) 3.1 Formation of multi-sectoral coordination platforms at national and provincial levels 3.2 Share global and national experiences on school feeding programs, including lessons learned and best practices, with the government counterparts, specifically LG education and agriculture sections, and local elected leaders (Mayors and Deputy Mayors). 3.3 Further assist collaboration between LGs, PGs and FGs to construct/rehabilitate facilities like kitchen, drinking water and toilets in the schools to avoid duplications based on the needs and priorities	Strategic- medium term	Accepted
4	Support affirmative actions to prioritize girls, specifically to improve literacy outcomes (EQ.6, EQ 8) 4.1 Facilitate classroom based early-grade reading assessment for improving literacy outcome of girls and low performing students. 4.3 Adopt participatory teaching practices in the classes, <i>providing special attention to girls.</i>	Operational- short	Accepted

Annex 7. Methodology

As suggested in the ToR, the methodology includes a mixed-method approach that combines quantitative and qualitative data collection methods and comprises both secondary and primary data, as shown in Figure below. The evaluation method comprises (a) stakeholder analysis (b) desk review of relevant project documents, periodic progress reports, project implementation manuals and guidelines, and other available monitoring reports, including annual reports submitted by the local partners (b) field survey- quantitative and qualitative and (c) consultations. Qualitative and participatory methods provide critical insights into beneficiaries' perspectives, project team's implementors' opinions and with key stakeholders. The data and information received from quantitative, and qualitative techniques are triangulated with secondary data. The figure below shows the overall evaluation methodology.

Overall evaluation methodology



A. Desk review

The desk review is an indispensable component of this evaluation. This will complement primary and secondary data collected before and during the field survey, enable the ET to triangulate the results and increase the credibility and reliability of the evaluation. The desk review would include (but not be limited to):

1. Project proposal of USDA McGovern-Dole International Program
2. Report of the baseline study and midterm and end-line evaluation FY 17 and FY 20
3. Report of Baseline FY 2024
4. Special study report FY 20 (BLS and MTR)
5. WFP Process Outcome monitoring reports FY 20 (SMP, SHN and EGR)
6. Government of Nepal monitoring capacity assessment report
7. WFP Country Strategic Plan 2019 and 2023
8. Midday Meal Standard and Program in Community School Facilitation Handbook, 2019
9. Multi-sector Nutrition Plan II (2018-2022) and Plan III (2023-2028)
10. Nepal Country Strategic Plan, WFP (2024-2028)
11. 15th (2018/19-2023/24) and 16th Development Plan (2023/24 to 2028/29)
12. School Sector Development Plan (2016-2023)
13. DEQAS (Decentralized Evaluation Quality Assurance System) Process Guide
14. USDA Monitoring and Evaluation Policy, February 2019
15. USDA Food Assistance Indicators and Definition, February 2019
16. Framework on Nutritious School Mid-Day Meal based on Local Agriculture Production, Ministry of Education, 2024
17. CEHRD Program Implementation Work Procedures, 2024/25

During desk review, the evaluation team carefully assessed data availability, systematically check collected data and information's accuracy, consistency, and validity, and identified imitations. Review of above reports in the light of the requirements of the study ToR helped the study team to have a clear picture on understanding the project, evaluation questions and formulate sub-questions for probing.

A. Quantitative survey

Sample size by respondent categories at each survey school

Despite the primary beneficiary of the McGovern-Dole program is the students, the MTE randomly selected schools using proportional stratified sampling method considering all the community schools in 6 study districts as the sampling frame and distributed samples to the districts applying probability to population size (PPS) technique to ensure consistency with the BLS and MTE. The sample size was estimated at a 95% confidence level, 5% margin of error, a prevalence rate of 50%, and 2462 population size (number of program schools in the six districts) using the following formula. This gave 342 schools required for the survey.

$n = Nx/(N+x)$, where

n = Required overall minimum sample size.

N = Population size = 2297 schools.

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

$x = [(Z(1-\alpha/2))^2 \times P(1-P)] / (ME)^2$.

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

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

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

Based on 2462 schools in the project districts, the estimated sample size was 342. Given that the probability of any schools not participating in the survey is nil, the MTE did not add a non-response rate (Table 1). However, 15% non-response margin was added among other respondents like students, teachers and parents. With regard to the schools, the endline evaluation selected the same panel of schools which were selected earlier in the MTE, 90 schools sampled in the BLS. The following rules were followed if the schools were to be replaced to ensure that surveyors may not be tempted to replace the schools for whatever reasons:

- (a) receive approval from the related field supervisor and field coordinator
- (b) confirmed by survey manager
- (c) certified by the concerned schools

Despite of above strict rules, 4 schools (2 from Doti and 1 each from Jajarkot and Darchula) were replaced because of the following reasons:

- (a) Schools merged
- (b) The minimum number of students (grade III) required for the survey were not present at the school on the survey day.

The replacement of 4 schools out of 342 (almost 1%) ensured that this replacement might not have any impact on the evaluation results. The respondents were randomly selected and included students completing grade 2 (grade 3 students) for EGRA assessment, parents, headteachers, Nepali teachers school health nutrition teachers (SHN teachers and cooks).

Table 1: Planned vs actual respondents

Respondents	Sample selection rate (Planned as per BLS/MTE design)	Sample size/school (Minimum)			Planned	Respondents (Actual)		
		Boy	Girl	Total		Male	Female	Total
1. Grade III students	10	5	5	10	3,420	1,852	2,043	3,895
2. Students (Grade IV to VIII)	10	5	5	10	3,420	1,713	1,752	3,465
3 a. Parents (Grade IV to VIII)	5 per school			5	1,710	841	818	1,659
3 b. Parents (Grade III)	3 students per school			3	840	476	622	1,098
4. Head teacher	1 per school			1	342	305	37	342
5. Nepali teacher	1 per school			1	342			340
6. SHN teacher	1 per school/guided by number of SHN teacher			1	222	127	84	221
7. Cook	1 per school/guided by number of cooks available in the survey date			1	342	252	77	329

To address issues such as sampling errors, misinformation and remove out layers, the survey intended to increase 10% respondents. Therefore, number of respondents were slightly higher than the planned number. Different survey tools (data collection tools) were prepared for different respondents specifically based on the project indicators and administered through the WFP managed MoDA. Table 2 presents data collection methods.

Table 2: Data collection methods for quantitative survey

SN	Respondents	Information sought	Tools	Methods
1	Students completing grade II (Grade III students)	Literacy performance of early-grade students, focusing on phonological awareness, phonics/decoding, fluency, reading comprehension, and listening comprehension	National EGRA instruments used in BLS and MTE	EGR standard test / MODA
2	Students (Grade IV to VIII) survey	Knowledge and practices of health and hygiene, awareness of the importance of SMP, school attendance;	Structured & coded questionnaire	Structured interview/ MODA
3	Parents survey (Grade IV to VIII)	Household-level background information and perception on the SMP; dietary diversity	Structured & coded questionnaire	Structured interview/ MODA
4	Parents survey (Grade III)	Household-level background information and perception on the SMP; dietary diversity; education, living conditions, socioeconomic factors influencing education	Structured & coded questionnaire	Structured interview/ MODA
5	Headteacher interview	School-level information; food distribution; use of new and quality techniques and tools	Structured & coded questionnaire	Structured interview/ MODA
6	Nepali teacher interview	Use of new and quality teaching techniques and tools	Structured & coded questionnaire	Structured interview/ MODA
7	SHN teacher interview	School health and nutrition-related information	Structured & coded questionnaire	Structured interview/ MODA
8	Cook interview	Food preparation and storage practices	Structured & coded questionnaire	Structured interview/ MODA
9	Farmer group survey	Improved management practices and technologies	Structured & coded questionnaire	Structured interview/ MODA
11	Classroom observation	Teaching and learning practices of Nepali subject (grade 2 class)	ERO checklists for observation	Checklist / MODA
12	School observation	School infrastructure and physical facilities	Structured & coded questionnaire	Checklist/ MODA
13	Schools record review	Attendance rate/ Retention rate/Food distribution records	Structured questionnaire	Record Review/ MODA
14	Storekeeper	Knowledge and practice related to storing foods, warehouse management	Structured & coded questionnaire	Structured interview/ MODA

Like the schools, the endline evaluation required to use the same questionnaire as used in the BLS and MTE. However, some minor improvements were made considering the changed contexts. While selecting the households, attempts were made to represent households, considering different castes/ethnicity and socio-economic conditions in the village to the possible extent.

Table 3 shows the socio-economic characteristics of parents interviewed. However, it should be emphasized that parents were not randomly selected but traced to the concerned students or wards with the help of the schoolteachers.

Table 3: Characteristics of parents' respondents

Detail	Charecteristics	No of respondents (n)	%
District	Achham	604	21.9
	Bajhang	512	18.6
	Bajura	270	9.8
	Darchula	404	14.7
	Doti	463	16.8
	Jajarkot	504	18.3
	Total	2,757	100.0
Sex	Male	1,317	47.8
	Female	1,440	52.2
	Total	2,757	100.0
Caste/ Ethnicity	Hill Brahmin/ Chhetri	1,966	71.3
	Hill Dalit	722	26.2
	Janajati	66	2.4
	Others	3	0.1
	Total	2,757	100.0

Head teacher interviews

Head teacher (Principal) refers to the individual appointed as the school's chief. Head teachers/principals were surveyed from each surveyed school with the help of the structured questionnaire. The evaluation interviewed 342 head teachers.

Interviews were carried out either during free time or during school off hours, based on time provided by the head teacher and his/ her availability. During the head teacher interview, the records of the schools were also reviewed by focusing on attendance rate, retention rate, Mid-day Meal distribution etc.

Early Grade Nepali teachers

The early grade Nepali teachers, who were teaching Nepali subject in grade III, were interviewed in sampled schools to assess the use of new and quality teaching techniques or tools because of USDA assistance. BLS had surveyed 136 teachers where the literacy component was implemented. Despite this evaluation targeted to interview all Nepali teachers (342) but 2 were not available during the survey period so only 340 teachers were interviewed. The list of teachers teaching early grade were obtained from the head teachers and then randomly selected for the interview. Priority was given to those who have received training from the project support.

School, health, and nutrition (SHN) focal persons

Prior to the survey, a list of 222 SHN focal persons were obtained from the 342 schools and targeted to interview all 222 teachers from four districts to understand the effect of interventions, ensuring consistency with the MTE. Prior appointment will be taken for the interview. However, one was not available during the survey. Hence 221 SHN teachers (focal persons) were interviewed to assess students receiving deworming medication(s), use of improved water source, celebrating national sanitation-related campaigns at the community level and annual health screening.

Cooks

This evaluation defines a cook as an individual or person who is assigned to prepare/cook meal in that schools, irrespective of whatever be the position and status (daily wage basis, temporary (contract), or

permanent office support staff. S/he could be a support staff, schoolteacher or any other individual formally or informally assigned to prepare/cook food for the students. The cook survey focused on the use of new safe food preparation and storage practices because of USDA assistance.

Cook interview was conducted with individual cooking the meal at the day of school survey. This cook survey explores quality and process of cooking, maintaining stock and other related aspects. The interview with the cook was followed by the kitchen observation. Table 4 presents the distribution of above respondents by district sex and ethnicity.

Table 4: Distribution of cooks by district, gender and ethnicity

SN	District	Planned	Actual						
			By gender			By ethnicity			
			Men	Women	Total	Bahun-chhetri	Janajati	Dalit	Total
A	Transitioned district	195	140	42	182	157	1	24	182
1	Achham	75	62	11	73	63		10	73
2	Doti	58	44	13	57	56		1	57
3	Jajarkot	62	34	18	52	38	1	13	52
B	Non-transitioned	147	112	35	147	138	1	8	147
1	Bajhang	64	52	12	64	62		2	64
2	Bajura	34	27	7	34	29		5	34
3	Darchula	49	33	16	49	47	1	1	49
Total		342	252	77	329	295	2	32	329

B. Qualitative Method

Qualitative assessments are crucial to understanding the relevance and impact of the project, including sustainability and triangulating results of the quantitative survey. A mix of key informant Interviews (KIs), Focus Group Discussions (FGDs), and observations were used for the qualitative methods. Respondents were selected purposively depending on their engagements with the project activities. While the quantitative survey will provide numbers, qualitative discussions will help delineate the project's change or uptake process across the targeted beneficiaries.

Key informant interview (KII):

As stated, respondents for the KII were selected purposively in consultation with project team, sub-office, and field coordinators, based on their first-hand knowledge on the project, and their engagement. Table 5 presents sampling plan for the key informant interview.

Table 5: Data collection tools for KII

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

5	WFP officials at the central level	Effectiveness/achievements, efficiency; Coherences, Adaptive strategies; Efforts for sustainability; Challenges and combating strategies; Impacts of intervention; lessons learned	Checklist	Semi-structured interview

The KIIs were conducted individually at a time convenient to the interviewees, depending on the time availability, in an amicable and participatory manner. The KIIs focused on understanding the how and why of the questions/issues questioned, understanding perspectives, validating evaluation findings and recommendations and best practices identified earlier through desk review, especially McGovern-Dole projects (Cycle 1 to 4) learnings, interactions with the project team, and implementing partners. Table 6 below provides details of KIIs carried out.

Table 6: Number of KIIs

Level	Participants/Institutions	Number
Federal	Ministry of Education	1
	CEHRD	1
	DoA/Centre for Crop Development and Agrobiodiversity	1
	Implementing Partners (IDS, MC and WE)	3
	WFP	2
Provincial	Ministry of Social Development/DoED, one per province	1
	Ministry of Land Management, Agriculture and Cooperatives (MoLMAC)/DoAD	1
District	EDCU (one per district)	6
Municipality	Mayor or Deputy Mayor, one per twenty-four selected municipalities, (or Educational Section focal)	24
	Officials of education section of the selected municipalities	24
	Agriculture technicians in the municipality*	24
	Storekeepers (3 per non-transition district)	9
School	SMC members, one per selected twenty-four municipalities	24
	Total	122

Focus group discussion

The FGDs were conducted with adolescent girl students of grade 8 as well with the community members (parents and farmer groups). The FGDs provided qualitative feedback and insights into project implementation and the overall gender and social inclusion dimension of the project. Hence, 72 FGDs were carried out to collect and validate information collected through different sources as shown in table 7 and 8 below.

Table 7: Number of focus group discussion planned

SN	Respondents	Information sought/issues to be discussed	Instruments	Number
1	Adolescent girls, from class 6-8, two per district	Perception of SMP, factors affecting on girls' education in the community, knowledge, and practice on personal hygiene including menstrual hygiene and sanitation	Checklist	24
2	Parents/Communities	Parents' perception about the SMP, its benefits, and their engagement	Checklist	24
3	Farmer Groups	Linkages with the cooperatives in food supply chain for the schools, access to and utilization of improved agricultural technologies, formal registration at the respective LGs, including their interest, engagement and capacity for a smooth transition from kind based to cash-based modalities	Checklist	24

	Total			72

Table 8: Name of Palikas for Qualitative Consultation

Name of District	Name of Palikas (For qualitative consultations)	Number of Focus Group Discussions		
		Adolescent girls	Parents	Farmer Groups
Jajarkot	Bheri Municipality, Chedagad Municipality, and Barekot Rural Municipality, Shivalaya Rural Municipality	4	4	4
Doti	Shikhar Municipality, Jorayal Rural Municipality, Adarsha Rural Municipality, and Purbi Chauki Rural Municipality	4	4	4
Achham	Mangalsen Municipality, Chaurpati Rural Municipality, Kamalbajar Municipality, and Bannigadhi Rural Municipality	4	4	4
Bajhang	Jayaprithivi Municipality, Bithdachir Rural Municipality, Kedarsuin Rural Municipality, and Talkot Rural Municipality	4	4	4
Bajura	Badimalika, Budhinanda, Budhiganga, and Gaumul Rural Municipality	4	4	4
Darchula	Sailyashikhar Municipality, Mahakali Municipality, Naugaadh Rural Municipality, and Malika Arjun Rural Municipality	4	4	4
Total	Municipalities (7) and Rural Municipalities (17)	24	24	24

School Observation

School observation was carried out in all 342 schools to observe school assets and facilities that are required for running a school smoothly. The infrastructure observation tool employed comprised of observing the classrooms, libraries, storeroom, kitchen, toilets, and other WASH-related components.

Class Observation

Observation of Nepali subject teaching class were carried out. The enumerators randomly selected Nepali class of grade III. The observation focused on the level of attentiveness of the students, use of different teaching methods and other learning parameters. The enumerators were instructed to remain in the class throughout the class period after obtaining consent from headteacher and Nepali teacher. The classroom observation checklists of the Education Review Office (ERO) were used for this purpose.

Organizational Performance Index

The overarching goal of the OPI is to establish endline values to measure changes against the baseline, mid-term and final evaluation. The tool was earlier designed jointly by WFP and Mercy Corps, to track the performance of the organization across multiple areas of work, both in terms of more immediate aspects of effectiveness and efficiency, and longer-term aspects of relevance and sustainability⁷⁴. The OPI tool contains the following seven key themes:

- 1) the Number of policies, regulations, or administrative procedures on the HGSF component
- 2) National and international standards (developing food menu in the local context);

⁷⁴ https://usaidlearninglab.org/sites/default/files/resource/files/opi_slides.pdf.

- 3) Integration of the SMP in the educational strategy, and periodic plan;
- 4) Identification of target population (school, students, local cooperatives and farmers' groups);
- 5) Participatory planning and decision-making process;
- 6) Complaints and grievance handling mechanism
- 7) Networking and partnerships.

The tool rates the performance in four-point Likert scale where 1 score is provided to extremely low performance, 2 to low performance, 3 to medium performance and 4 to high performance.

The BLS conducted Organizational Performance Index (OPI) workshop/round table meeting in two municipalities per district (12 in total), MTE conducted 3 per districts (18 in total and this endline evaluation conducted 4 for districts (24), keeping BLS and MTE constant.

The evaluation conducted the OPI round table meeting with one third of the municipalities (18 in total) comprising of 12 municipalities covered during the BLS with 6 new municipalities. The OPI round table meeting participants will be selected purposively based on their programmatic knowledge, comprising of the education section officials, school management committee members and local government officials. The evaluation adopted the same checklist used in the BLS and MTE for OPI.

Approach:

Prior to the workshop, the field coordinators discussed the background and purposes of the OPI, and received consent from all, specifically Education Section Chief. In addition, being a crucial part of the OPI, the scoring process will be thoroughly discussed. The officials will be provided with ample time to discuss the themes and arrive at a consensus. The calculation of OPI included two steps: i) average score for each theme, and ii) overall average score.

Levels of performance (for analysis purpose)

Level 1: Extremely low Performance

Level 2: Low Performance

Level 3: Medium Performance

Level 4: High Performance

OPI Tools

1: Number of policies, regulations, or administrative procedures on HGSP component in each of the following stages of development as a result of USDA assistance

- Has LGs prepared any policies, guidelines or administrative procedures related to Mid-day Meal? If yes give details?
- How these guidelines are being implemented?

Level	Score	Evidence
(Under discussion, preparatory stage)	1	Interactions with the Educational Unit, no evidence required
Consultation with stakeholders on the proposed new or revised policy/regulation/administrative procedure. (Consultative meeting, workshops)	2	Meeting minutes, discussion notes (if any)
Policies were presented for legislation/decre to improve the policy environment for education)	3	Draft guidelines,
Approval (legislation/decre) of new or revised policy/regulation/administrative procedure by relevant authority]	4	Endorsed document (Published or endorsed by municipal assembly

2. Develop food menu in local context, including monitoring of Mid-day Meal program

- Has LGs prepared food menu for Mid-day Meal program? Has LGs developed any institutional mechanism/structure for designing and implementing food menu?
- How LGs are monitoring SMP? How recommendations/findings from SMP are implemented?

Level	Score	Evidence
Menu being prepared (Under discussion, preparatory stage)	1	Interactions with the Educational Unit, no evidence required
Menu prepared at the LGs level or discussion on local vegetable farming at municipal level (Consultative meeting, workshops completed)	2	Menu, or Meeting minutes, discussion notes (if any)
At-least of 50 percent of schools are implementing food menu or Availability of monitoring report at the LGs	3	Monitoring reports, participant feedbacks,
More than 50 percent of schools are implementing food menu or Organizing of annual or bi-annual review meeting on SMP/food menu and decisions are informed to head teachers/schools	4	Monitoring reports, participant feedbacks, Meeting minutes, letters to schools, information dissemination mechanism

3. Integration of the SMP in periodic education plan, education policy or periodic development plan of the LGs

- Has LGs prepared education related long-term plan and policies? If yes please give details?
- How SMP are integrated in these policies document?

Level	Score	Evidence
Not plan, (Under discussion, preparatory stage)	1	No evidence required
Consultation with stakeholders for inclusion of the SMP in the periodic plan/educational policies. (Consultative meeting, workshops)	2	Meeting minutes, discussion notes
Draft policies and plan prepared, not yet approved	3	Draft policy/plan
Approval (legislation/decreed) of plan/policy	4	Endorsed document (Published or endorsed by municipal assembly)

4. Identification of target population (school, students, local cooperatives and farmers' groups);

- Has LGs identified the target groups? If yes, how are they? What has been done so far?
- What are challenges for identification of target groups?

Level	Score	Evidence
At initial stage, schools are being identified, under discussion	1	No evidence required
Information on schools and students collected,	2	Meeting minutes, discussion notes
Identification of schools, cooperative farmer groups and information available	3	Information, records of cooperatives and schools
LGs periodically collecting and updating list of farmers, students and cooperatives (Available within Education Section; Database or records exists)	4	Database, records,

5. Participatory planning and decision-making process for implementing SMP

- Any participatory plan being prepared for implementing commercial vegetable farming for SMP? How is plan prepared and implemented?

- Are any committee for sub-committee formed for implementing SMP? Who is the member in the committee? How is committee supporting for implementing SMP?
- What are challenges for operating the committee? What are major problems encountered?

Level	Score	Evidence
At initial stage, in processes of forming committee with representation of Member, Education Section, Agriculture Section (at discussion stage)	1	No evidence required
At-least one meeting of sub-committee conducted and discussion about commercial/improved vegetable farming	2	Meeting minutes, discussion notes
Organization of sub-committee meeting in every quarter, decision related to food menu, commercial vegetable farming and cropping calendar etc.	3	Meeting minutes, discussion notes
Organization of sub-committee meeting in every quarter, decision related to food menu, commercial vegetable farming and cropping calendar etc.; resource allocation (budget) from LGs for implementing improved farming targeting SMP	4	Meeting minutes, discussion notes, budget allocation from LGs

6. Complaints and Grievance Handling Mechanism

- What are the complaints generally received regarding SMP?
- What has been done to address those challenges?

Level	Score	Evidence
Mapping of stakeholders, committee being established, SMP issues discussed at Education Section of LGs (under discussion)	1	No evidence required
Committee established, discussion about SMP, but no complaints heard so far	2	Meeting minutes, discussion notes
Committee established, discussion on complaints and actions initiated for addressing the complaints	3	Meeting minutes, discussion notes
Complaints about SMP are discussed at LGs meeting; Establishment of committee for investigation or policy reform actions initiated (if any)	4	Meeting minutes, discussion notes

7. Networking and Partnership

- Any network or partnership mechanism develop among cooperative, LGs and Schools for implementing SMP? Please give details? In which area collaboration or partnership are being carried out?
- Any contract signed between these agencies? If yes give details?

Level	Score	Evidence
At initial stage, in process of establishing networks, discussion and interaction	1	No evidence required
At-least one meeting of cooperative/farmer groups and LGs conducted for networking and partnership	2	Meeting minutes, discussion notes
At-least one meeting of cooperative/farmer groups and LGs conducted and decision made for establishment of networks or networks established	3	Meeting minutes, discussion notes
Contract agreement between cooperatives/farmer groups and school/LGs for implementing SMP	4	Meeting minutes, discussion notes,

Data quality assurance mechanisms

Pre-data Collection Phase

During this stage, following quality assurance protocols have been put in place to ensure that our tools were developed to capture the required information.

Development of data collection tools: To understand the changes in the socio-political context of the regions where the programme was implemented, the evaluation team reviewed secondary literature, relevant reports, and recent studies. Contextual information, as necessary, along with learnings from the baseline and midterm assessments, was incorporated into the design of the tools and the evaluation plan. The study was carried out using Kobo Toolbox software. Using Kobo facilitated quicker data collection, effective monitoring, and faster data analysis.

The data entry form developed in Kobo included checks and measures to eliminate obvious entry errors i.e. Validity checks – to ensure that all fields are entered and no answer field is blank, Range Checks- to ensure that value entered falls between a permissible limit (ex: if the age of a respondent is beyond a normal value a pop-up window would apprise the investigator of the same) & Skips- the various skips and logical checks from the questionnaire. The Kobo data entry application was developed after several rounds of rigorous internal and external testing. As a result, the data collected from the field were in a readily usable format.

- Translation of tools/formats in local languages: To ensure that the questions of interest are properly communicated to the respondents, we will translate survey instruments into Nepali. The translation focused on all key aspects: semantic equivalence, conceptual equivalence, and normative equivalence of items.

Alpha and Beta-testing of Digitized Tools: Since the data collected from the field was designed to feed directly into servers and dashboards in near real-time, the data flow channel was thoroughly pre-tested prior to the launch of the training and survey activities. The prototype dashboard was developed in parallel with the questionnaires. It was rigorously tested internally before, during, and after the pilot study.

Before the beneficiary interviews (quantitative survey) were conducted, both alpha and beta testing of the digitized tool were carried out. Learnings from the beta testing were incorporated into the final version. Alpha testing was conducted at the developer's site (NARMA) by an IT professional, while beta testing was carried out by the end users—i.e., the surveyors.

- Selection of Field Team Members: NARMA recruited local enumerators who were fluent in the regional language and understand the local context. Since NARMA has an updated roster of field surveyors, the following criteria was strictly observed to select survey supervisors and enumerators in this assignment:
 - Experienced in CAPI and school survey.
 - Good interpersonal skills with friendly voice
 - Comfortably conduct interviews in Nepali and regional language
 - Priority to those who have conducted field surveys in Karnali and Sudurpaschim considering Nepali languages used in these regions.
 - Priority to female surveyors
 - Demonstration of capability in the training (Performance in the training).
 - Earlier experiences on conducting EGRA.
- Intensive training: Field team must understand the study objectives to ensure quality data collection. A training curriculum comprising of the content, schedule, and data collection protocols would be developed and shared. The enumerators would be recruited based on their educational attainment, their ability to spend long duration in the field, and their prior experience with similar kinds of surveys. It is expected that 10 percent extra investigators attend the training to account for dropouts. Adopting the philosophy of “learning-by-doing”, the training exercise involves a detailed component of classroom sessions coupled with on-field practice sessions.

The field team responsible for data collection undergo a ten-day training session. The session included trainings on:

- Use of tablet as a means of data collection
- Context of the SMP and its objectives

- Quantitative data collection techniques
- Ethical code of conduct during data collection

Comprehensive training of field-level investigators on the context of the program in Nepal is necessary. As observed experience in conducting evaluation of different programs, investigators with greater contextual understanding are more capable of capturing the deeper insights from the field.

Data Collection Phase

- **Macros for data cleaning:** It is pertinent to note that data cleaning should exist in parallel with the data collection. In reality, one of the essential elements of data cleaning is to identify and spot erroneous issues and flag them off to the data collection team prior to them leaving the village. In order, to ensure the same, a Centralized Quality & Processing Team at NARMA builds in a customized macro for instantly identifying issues emanating from data collection. Data collected by the enumerators is uploaded to the cloud server and linked with the project dashboards, however, a copy of the same is also stored in NARMA's server. Once the data is uploaded on NARMA's server it is parsed through this macro, and erroneous issue are identified and flagged.
- **Direct supervision by the team leader and thematic experts:** The whole survey design, selection of enumerators, training to the enumerators, data collection processes and timeliness of activities was directly monitored by the team leader with the assistance of thematic experts and survey manager. The survey manager ensured that the agreed quality control measures are followed at every step of the survey, and report to the team leader when any discrepancies were found/noted.
- **Back Checks/ Re-interviews:** A powerful tool in checking the quality of the data is to systematically check the information provided by the respondents. This is done by conducting a short re-interview/back check in some households and checking the results with what was collected by the investigator. Re-interviews help reduce the types of problems that affect the accuracy of the survey data. The supervisors re-interviewed 2 percent of the sample of the questionnaires to validate that the data being collected is accurate.
- **Logical and Consistency Check:** As the data was collected using a mobile device/tablet pc through phone call interview; a logical and consistency check was put into place to minimize human error. Uploaded data was regularly reviewed by survey manager in close coordination with a data manager to check the consistency of the data and share with WFP MRE unit (Data Manager) on weekly basis for instant review and feedback on collected data, facilitating the immediate correction if any required with the data collection process.
- **Regular debriefing and discussion:** Daily debrief, coaching and refresher training was part of the supervisor's routine job and weekly job of the team leader. During the data collection, the team shared their learning daily and consult the survey manager and team leader if any problems arise.
- **Compliance to WFP- EQAS Guidelines.** NARMA is aware of technical notes and guidelines prepared for Evaluation Quality Assurance System (EQAS) by WFP. These was reviewed and incorporated in the training guidelines/manual for field survey team.

Post Data Collection Phase

Data validation and cleaning is a crucial step in any kind of large-scale survey. The data cleaning protocol will primarily be guided by below three principles:

- **Validity Check:** It shall look at one question field or cell at a time and ensure that the record identifiers, invalid characters, and values have been accounted for; essential fields have been completed (e.g., no quantity field is left blank where a number is required); specified units of measure have been properly used; and the reporting time is within the specified limits.
- **Range Checks:** For data fields containing information about a continuous variable e.g., age, income etc., observations should fall within a specified range.
- **Consistency Checks:** Often certain combinations of within-range values of different variables are either logically impossible or very unlikely. Data entry program shall have some checks to ensure data consistency. These checks will not eliminate all the errors introduced during the data collection, coding, and data input phases, but certainly minimize the errors.

- Review workshop : After completion of the field survey, NARMA organized a five days review workshops to (a) share field experiences on data collection, including challenges to collect data (Field experience); (b) Validate information collected, including coding and other technical issues; (c) Discuss on data issues (outliers) of quantitative data, including data cleaning and (d) Share field observation on different aspects of the study, especially based on observation and interaction with the head teachers and other respondents. This workshop was instrumental on understanding field findings and explain on emerging pattern of data based on field realities.

Ensuring Consistency with Other Studies

WFP has conducted a rigorous BLS and MTE. The evaluation team adopted the evaluation methodology, including the quantitative and qualitative approaches, including the sampling methodology from the BLS and MTE, to make the BLS findings and evaluation results comparable and ensure coherency. In addition, the evaluation followed a systematic mixed-methods approach that enables the ongoing analysis and validation of findings with the involvement of all relevant stakeholders through the KII and FGD exercises.

Ethical issues, risks, and safeguard Measures.

Table 9 below presents ethical issues, risks and safeguard measures to be followed during the inception, data collection, analysis and report writing phases.

Table 9 Ethical issues, risks, and safeguards

Phases	Ethical issues	Risks	Safeguards
Inception	- Unbiased identification of literature - Unbiased stakeholder mapping - Independence of research	Delayed timelines	- Adequate exploration of literature to identify ways to add to the present state of knowledge. - Expert consultation to ensure the evaluation team is not selective in the literature review. - The independence of research was be maintained; any conflict-of-interest was made explicit and addressed.
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 as the academic session has just started - Difficulty in accessing school records	- Accountability and transparency are ensured by informing participants about the study objective and the freedom to stop the interview. - Consent taken from participants before interviews. - Anonymity and confidentiality 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 provided to the enumerators by the gender expert to ensure the sensitivity of questions are upheld and boundaries are respected.
Data analysis and Reporting	- Inaccurate reporting of missing data - Failing to report negative results.	Lack of data disaggregation concerning mother tongue groups	- Two or more researchers to identify and analyse the themes. - Reflexivity: Throughout the evaluation process, the team reflected on their

Phases	Ethical issues	Risks	Safeguards
	- Reporting conclusions that are not supported by data. - Gender-sensitive analysis		- biases, personal background, values, and assumptions and make them explicit in the report on research findings. - Focus on understanding the impact disaggregated across boys and girls and also with and without intervention

Annex 8. Evaluation matrix

Sub-questions	Indicators/ measures	Data collection methods	Sources of data/ information (Primary or Secondary)	Data analysis methods/ triangulation	Availability/ validity
Relevance Q.1. To what extent the project's strategy and plan is relevant to the needs of beneficiaries, men, women, boys, and girls in the Nepalese context?					
1.1 To what extent do the project's strategies and plan match with educational, nutritional, and health and sanitation needs of the project beneficiaries (men, women, boys, and girls)?	Educational needs Nutritional needs Health and sanitation need	FGDs with the project beneficiaries, KIs the project officials, EDCUs, LGs, School management, FGDs	Secondary data/document review, qualitative data collected through this evaluation	Qualitative analysis Descriptive	Strong, collected based on desk review and interviews
Relevance Q. 2 To what extent are the WFP-supported school feeding activities aligned with the government-led national meals program? E.g., do objectives/modalities/ targeting/ food basket align? [if not, is there a plan/approach envisaged to ensure institutionalization and sustainability?]					
2.1 To what extent the project activities are aligned with Nepal Government's education and school feeding policies and strategies?	Extent of project activities aligned with NSMP	Desk review of the Midday Meal Program <i>Qualitative methods</i> Interviews with WFP Officials; Federal and provincial government education officials; EDCU Officials; LGs (Education Section) & Implementing partners	Data source: Primary and secondary	Qualitative analysis, explanation building Triangulation: Comparing views of different stakeholders, primary and secondary data Qualitative	Strong, collected based on desk review and interviews
2.2 To what extent does the WFP's capacity					

Sub-questions	Indicators/ measures	Data collection methods	Sources of data/ information (Primary or Secondary)	Data analysis methods/ triangulation	Availability/ validity
strengthening work with Government's efforts towards national ownership of the school feeding program against the five SABER-SF policy goals? 2) 2.3 To what extent has the design of the WFP's capacity strengthening activities been based on needs assessments/analyses of national capacity? 2.4 Do capacity strengthening activities align with government plans and priorities for school feeding?				analysis, explanation building	
Coherence Q 3. How do the McGovern-Dole project and its specific components complement the efforts and programs of the Government of Nepal and other organizations working in the region?					
3.1 To what extent the McGovern-Dole intervention is adding value without duplicating the efforts of other projects in the education sector in Nepal?	Extent of complementarities & synergy with existing efforts and programs of federal, provincial, & local government	• Desk review • Interviews with WFP Officials; Education officials; EDCU Officials; LGs (Education Section) & Implementing partner.	Primary and secondary	Qualitative analysis Triangulation: Comparing views of different stakeholders and secondary data	Strong, collected based on desk review & interviews

Sub-questions	Indicators/ measures	Data collection methods	Sources of data/ information (Primary or Secondary)	Data analysis methods/ triangulation	Availability/ validity
3.2 How was the McGovern-Dole project synergetic with other WFP operations, and what were other actors doing to contribute to WFP's overriding educational objectives in Nepal?	Extent of Complementarities and synergy with and/or other organizations working in the program area • Value addition with efforts of other projects working in the area • Extent of support of other actors on achieving overriding educational objective	• Desk review • Interviews with WFP Officials; Education officials; EDCU Officials; LGs (Education Section) & Key informants	Primary and secondary	Qualitative analysis Triangulation: Comparing views of different stakeholders and secondary data	Strong, collected based on desk review & interviews
Coherence Q 4. To what extent was the intervention design and delivery in line with human rights principles and standards, including equality between women and men, boys and girls and women empowerment, functional impairment, and demographic inclusiveness issues in the Nepalese context?					
4.1 How well does the project intervention fit with human rights principles and standards including SEWE and GEDSI in	• Extent of project design and delivery in line with human rights principles and standards, such as humanity, neutrality, impartiality &	Interviews with WFP Officials; Education officials; EDCU Officials; LGs (Education Section) & Implementing partners.	Primary	Qualitative analysis, Triangulation: Comparing views of different stakeholders,	Strong, collected based on desk review & interviews

Sub-questions	Indicators/ measures	Data collection methods	Sources of data/ information (Primary or Secondary)	Data analysis methods/ triangulation	Availability/ validity
the Nepalese context?	operational independence • Extent of integration of sex-based fairness, women empowerment issues in design and implementation	Focus group discussion with adolescent girl		primary and secondary data	
Effectiveness Q.5. How effective Mid-day Meal operation (all components) is concerning results (output, outcome, and impact) achieved by the project at this stage?					
5.1 How effective Mid-day Meal operation (all components) is concerning to output achieved by the project at this stage?	Extent of the project's outcome indicators (SO1, SO2 and LRP SO 1) achievements against LoP	Quantitative survey • Headteacher • Student • Parent • EGRA assessment • Cook • Nepali teacher • SHN teacher • Implementing partner's interview	Primary	• Descriptive analysis • Comparison between 2021 baseline mid-term and end-line evaluation • Inferential statistic (significance test) • Qualitative analysis, Triangulation: Comparing views of different stakeholders, primary and secondary data	Strong, collected based survey and interviews
5.2 How effective Mid-day Meal operation (all components) is concerning outcome achieved by the project at this stage?	Extent of the project's output Indicators achievements against LoP target	Qualitative methods • Interviews with WFP Officials; & Implementing partners			
5.3 How effective Mid-day Meal operation (all components) is concerning results impact achieved by the project at this stage?	Extent of the project's impact Indicators achievements against LoP target	• Focus group discussion with parents. • Organizational performance index of local government • FGD with Farmer group			

Sub-questions	Indicators/ measures	Data collection methods	Sources of data/ information (Primary or Secondary)	Data analysis methods/ triangulation	Availability/ validity
Effectiveness Q 6. To what extent the outputs and outcomes for men, women, boys, girls, and other relevant socio-economic categories achieved (likely to be achieved)?					
6.1. What are the factors and reasons affecting the non/achievements of results and different group of people”?	• Perceived reasons for difference in result across group • Perception on factors supporting and/or hindering for achievements of results	Qualitative and quantitative methods Quantitative survey • Head teacher • Student • Parent • EGRA assessment • Cook • Nepali teacher • SHN teacher Qualitative methods	Primary and Secondary	• Descriptive analysis • Comparison between 2021 baseline mid-term and endline evaluation • Inferential statistic (significance test) Qualitative analysis, Triangulation: Comparing views of different stakeholders	Strong, collected based on field survey
6.2. Does the involvement of local traders and farmers/smallholders in the school feeding program helped improve their livelihoods, and are these benefits the same across women and men and other marginalised groups?	• Perception of local traders/farmers perception regarding support on improvement of the livelihoods	• Interviews with WFP Officials; & Implementing partners • Implementing partner’s interview • Key informants inter views • Focus group discussion with parents. • Farmer group survey/interactions • Interaction with local traders			
6.3 To what extent did the intervention use school feeding as an entry point to promote sex-based fairness?	• Perception of local traders/farmers perception regarding support on improvement of the livelihoods	• Interview with Education ministry officials (Federal and provincial), EDCU Officials, LGs (Education Section) • COMET,			

Sub-questions	Indicators/ measures	Data collection methods	Sources of data/ information (Primary or Secondary)	Data analysis methods/ triangulation	Availability/ validity
6.4 Why may results have differed across groups of people?	Perception of stakeholders on role of school feeding on promoting sex-based fairness	Partners reports			
Effectiveness Q 7. What additional measures/adjustments to the project design, if any, should be undertaken to enhance effectiveness of the intervention?					
(number and type of reforms reported/observed during the implementation stage)? 7.1 What are the current gap to enhance the effectiveness for the future?	Number and type of reforms reported by the stakeholders	Quantitative survey - Head teacher interviews - Parents interview Qualitative methods - Interviews with WFP Officials; & Implementing partners - Focus group discussion with parents. - Farmer group survey/interactions - Interaction with local traders - Interview with Education ministry officials (Federal and provincial), EDCU Officials, LGs (Education Section)	Primary	<i>Data source:</i> Primary <i>Methods:</i> Qualitative and quantitative methods Quantitative survey - Head teacher interviews - Parents interview Qualitative methods - Interviews with WFP Officials; & Implementing partners - Focus group discussion with parents.	Strong, collected based on field survey

Sub-questions	Indicators/ measures	Data collection methods	Sources of data/ information (Primary or Secondary)	Data analysis methods/ triangulation	Availability/ validity
				- FGD with farmers - Interaction with local traders - Interview with Education ministry officials (Federal and provincial), EDCU Officials, LGs (Education Section)	
Effectiveness Q 8. How can the government program incorporate especially effective or efficient elements from the McGovern-Dole project?					
8.1 How did effectiveness/efficiency/impact change after the government handover?	Stakeholders' perceptions on the effectiveness of the program after the government handover	Quantitative survey - Head teacher - Student - Parent - EGRA assessment - Cook - Nepali teacher - SHN teacher - Implementing partner's interview Qualitative methods - Interviews with WFP Officials; & Implementing partners	Primary	Qualitative methods - Interviews with WFP Officials; & Implementing partners - Focus group discussion with parents. - Farmer group survey/interactions	Strong, collected based on field survey
8.2 How effective is the capacity strengthening work in building national school-feeding capacity? What evidence is there of progress?	Extent of NSMP 's activities/components alignment with McGovern-Dole FY 20 Perceived effectiveness of Mid-day Meal program (Cash based)				

Sub-questions	Indicators/ measures	Data collection methods	Sources of data/ information (Primary or Secondary)	Data analysis methods/ triangulation	Availability/ validity
8.3 How effective was the capacity strengthening work to build national capacity in school feeding? Does it include work across the five SABER-SF policy goals? What evidence is there of progress?		• Interview with Education ministry officials (Federal and provincial), EDCU Officials • Interview with LGs (Education Section) • Interview with Implementing partners • Interview with farmer groups		• Interaction with local traders Interview with Education ministry officials (Federal and provincial), EDCU Officials, LGs (Education Section)	
Effectiveness Q 9. What is the impact of the COVID-19 pandemic/other crises on anticipated project outcomes with specific reference to the effects of COVID-19 on school children's return to school and contribution to the achievement of project outcomes?					
9.1 What alternatives has WFP proposed in these circumstances, and how much traction do they have? Has economic recovery from COVID-19 been sufficient to allow for recovery of investment in public services and resources flowing to local government? 9.2	Stakeholders' perceptions on the extent of effect on anticipated project's outcomes, and students' behavioural changes	Qualitative KIIs with the implementing partners, head teachers, parents, LG officials	Primary	Descriptive statistics Qualitative analysis, Triangulation: comparing views of different stakeholders and respondents	Medium, to be based on recall method

Sub-questions	Indicators/ measures	Data collection methods		Sources of data/ information (Primary or Secondary)		Data analysis methods/ triangulation	Availability/ validity
9.2 How have WFP's efforts to build government capacities to assume the SF transition been affected? Is the legacy of COVID-19 affecting the capacity of the government to invest in the expansion of public services like education, school feeding, etc.?							
Efficiency Q.10 How efficient is the program at this stage in terms of transfer cost, cost per beneficiary, logistics, and timeliness of delivery?							
Q.10 How efficient is the program at this stage in terms of transfer cost, cost per beneficiary, logistics, and timeliness of delivery?	Transfer cost Project cost per beneficiary Timeliness of delivery	Project record (Data provided by WFP) Review of financial reports and expenditures, School enrolment and attendance record		Primary and secondary		Descriptive statistics Qualitative analysis, Triangulation: comparing views of different stakeholders and respondents	Strong, collected based on project records
10.1. Which components are inefficient, or how	Project's expenditure by activity Project cost per beneficiary	• Review of Financial reports	Primary and Secondary sources	Descriptive statistics	Strong, collected based on		

Sub-questions	Indicators/ measures	Data collection methods		Sources of data/ information (Primary or Secondary)		Data analysis methods/ triangulation	Availability/ validity
can efficiencies be improved?	Timeliness of delivery	and Expenditure - Interaction with the WFE Officials (Project team)		Qualitative analysis, Triangulation: comparing views of different stakeholders and respondents	project records		
Efficiency Q 11. How efficient is the program in light of adaptations or changes in the design and contextual environment?	Revision in Project Targets, Indicators etc.	- Record review - KII	Primary and secondary	Qualitative analysis, Triangulation:	Medium, to be based on data/record provided and recall		
11.1 How economically resources/inputs (funds, expertise, time, etc.) are converted to results?	- Major adaptation and changes in the project design - Underlying reasons for the changes - Effect of changes on project results	Qualitative - Monitoring report review - Interaction with the WFF Officials (Project team) Interaction with Implementing partners		Primary and Secondary sources		Qualitative analysis, triangulation and respondents	Strong, collected based on field survey
Efficiency Q 12. How are the processes, systems, analysis, and tools been put in place to support the McGovern-Dole design, implementation, monitoring & evaluation, and reporting, including the specific arrangements (e.g., third-party monitoring to complement WFP Nepal field monitoring)?							

Sub-questions	Indicators/ measures	Data collection methods	Sources of data/ information (Primary or Secondary)	Data analysis methods/ triangulation	Availability/ validity
12.1 How did the project put processes in place to support the McGovern-Dole design, implementation, monitoring & evaluation, and reporting, including the specific arrangements (e.g., third-party monitoring to complement WFP Nepal field monitoring)?	Processes put in place to support the McGovern-Dole • design, • implementation, • monitoring & evaluation, and • reporting, including third-party monitoring	<i>Methods:</i> Qualitative • Monitoring report review • Interaction with the WFF Officials (Project team) • Interaction with Implementing partners	Primary and Secondary sources	Qualitative analysis, triangulation and respondents	Strong, collected based on field survey
12.2 How did the project put systems in place to support the McGovern-Dole design, implementation, monitoring & evaluation, and reporting, including the specific arrangements (e.g., third-party monitoring to complement WFP	Systems put in place to support the McGovern-Dole • design, • implementation, • monitoring & evaluation, and • reporting, including third-party monitoring				

Sub-questions	Indicators/ measures	Data collection methods	Sources of data/ information (Primary or Secondary)	Data analysis methods/ triangulation	Availability/ validity
Nepal field monitoring)?					
12.3 How did the project put analysis in place to support the McGovern-Dole design, implementation, monitoring & evaluation, and reporting, including the specific arrangements (e.g., third-party monitoring to complement WFP Nepal field monitoring)?	Analysis put in place to support the McGovern-Dole • design, • implementation, • monitoring & evaluation, and • reporting, including third-party monitoring				
12.4 How did the project put tools in place to support the McGovern-Dole design, implementation, monitoring & evaluation, and reporting, including the specific arrangements (e.g., third-party monitoring to	Tools put in place to support the McGovern-Dole • design, • implementation, • monitoring & evaluation, and • reporting, including third-party monitoring				

Sub-questions	Indicators/ measures	Data collection methods	Sources of data/ information (Primary or Secondary)	Data analysis methods/ triangulation	Availability/ validity
complement WFP Nepal field monitoring)?					
Efficiency Q 13. How efficient is WFP's approach to strengthening national school-feeding capacity? Has WFP timely mobilized the required skills/personnel/ technical support to support national actors (at technical, management, and advocacy levels)?					
13.1 How were timely resources/inputs (funds, expertise, time, etc.) made available to the schools by the LGs to achieve the project's results?	- Type of technical support provided to the national/provincial & local government on school feeding (policy, program, institutional measures) - financial support to the national/provincial & local government in implementing Mid-day Meal program. Policy lobbying/influence with the national/provincial & local government on implementing Mid-day Meal program (Policy lobby issues and outcomes)	Qualitative - Interviews with WFP Officials; & Implementing partners - Interview with Education ministry officials (Federal and provincial), EDCU Officials - Interview with LGs (Education Section) - Interview with Implementing partners	Primary sources	Qualitative analysis, triangulation and respondents	Strong, collected based on field survey
Impact Q 14. Have there been any unintended outcomes, either positive or negative? What are they? What are the areas that the result directly affected?					

Sub-questions	Indicators/ measures	Data collection methods	Sources of data/ information (Primary or Secondary)	Data analysis methods/ triangulation	Availability/ validity
14.1 What difference did the project make in terms of addressing sex-based discriminations, , inclusion, etc.?	- Unintended positive outcomes perceived by the key stakeholders - Unintended negative outcomes perceived by the key stakeholders - Results due to positive unintended outcomes (result area- literacy, health and dietary practice, food assistance	Qualitative and quantitative KIIs with - WFP Officials & Implementing partners - KIIs with Education ministry officials (Federal and provincial), EDCU Officials - KIIs with LGs (Education Section) - Interview with Implementing partners - Focus group discussion. - Parent survey - Student survey - Farmer group survey Quantitative survey - Head teacher - Student - Parents - Cook Special study reports	Primary and Secondary	Qualitative analysis, triangulation Descriptive analysis Triangulation: comparing views of different stakeholders and respondents	Medium (based on a perception, difficult to attribute the change)
Impact Q 15. What are the intermediate effects of the project among direct beneficiaries (students, teachers, cooks) and indirect beneficiaries (parents, community) and different marginalized groups of the McGovern-Dole project?					
15. 1 How direct beneficiary (students, teachers, cooks) and indirect beneficiaries (parents, community) and different marginalized groups (disadvantaged ethnic	Perceptions of direct beneficiaries (students, teachers, cooks) on Intermediate effects of the project Perceptions of indirect beneficiaries (parents, community) on	Qualitative and quantitative methods Qualitative methods - Interviews with WFP Officials; & Implementing partners - Interview with Education ministry officials (Federal	Primary	Qualitative analysis, triangulation Triangulation: comparing views of	Medium (attribute change based on perception analysis is challenging

Sub-questions	Indicators/ measures	Data collection methods	Sources of data/ information (Primary or Secondary)	Data analysis methods/ triangulation	Availability/ validity
groups like Magar, and Dalits) benefitted from the project interventions?	Intermediate effects of the project	and provincial), EDCU Officials • Interview with LGs (Education Section) • Interview with Implementing partners • Special study reports • Focus group discussion with adolescent's girl and parents. Quantitative survey • Head teacher • Student • Parents • Cook • Teacher (EGR/SHN)		different stakeholders and respondents	and controversial)
Impact Q 16. How effective were the project interventions in changing community cultural taboos related to girls' education, menstruation and hygiene, caste discrimination, and early marriage."					
16.1 Did the project succeeded to change any community cultural taboos related to girls' education, menstruation and hygiene, caste discrimination, and early marriage?	Key stakeholders' perceptions on cultural taboos change, with regard to prevailing issues such as • girl's education, • menstruation and hygiene, • caste discrimination, and • early marriage	Qualitative and quantitative methods Qualitative survey • Interviews with WFP Officials; & Implementing partners • Interview with EDCU Officials and LGs (Education Section) • Interviews with Implementing partners • FGD with adolescent's girl and parents. Quantitative survey	Primary	Qualitative analysis, Triangulation: comparing views of different stakeholders and respondents	Strong, collected based on field survey, and interviews

Sub-questions	Indicators/ measures	Data collection methods	Sources of data/ information (Primary or Secondary)	Data analysis methods/ triangulation	Availability/ validity
		• Head teacher • Adolescent girl • Parents • SHN teacher			
Impact Q 17. To what extent has the WFP school feeding implementation model been adapted to align with the national school feeding model in preparation for handover?					
17.1 How did the project adapted its implementation model to align with the national school feeding model in preparation for handover?	Stakeholders' perception on alignment of WFP SF model (specifically, home grown food production, improving nutritional and dietary diversity) with Government of Nepal cash-based model	Qualitative methods • Desk review of NSMP Qualitative methods • WFP Officials; & Implementing partners • Interview with Education ministry (Federal and provincial) and EDCU Officials • Interview with LGs (Education Section) • Interview with Implementing partners • Interview with SMC chair • FGD with parents	Primary and secondary	Qualitative analysis, Triangulation: comparing views of different stakeholders and respondents	Strong, collected based on interview
Sustainability Q 18. To what extent has WFP's capacity strengthening work resulted in a sustainable program in the following areas: a strategy for sustainability; sound policy alignment; stable funding and budgeting; quality program design; institutional arrangements; local production and sourcing; partnership and coordination; community participation equal opportunities, and ownership?					
18.1. How has the Nepal government progressed towards developing a nationally owned school feeding program?	Key government counterpart agencies (federal, provincial and local level) perceptions on sustainability of NSMP, policy alignment with WFP's strategies.	Quantitative and qualitative surveys • Key stakeholder interviews (KII), FGD • Secondary Data Review	Primary	Qualitative analysis, Triangulation: comparing views of different	Strong collected based on interview

Sub-questions	Indicators/ measures	Data collection methods	Sources of data/ information (Primary or Secondary)	Data analysis methods/ triangulation	Availability/ validity
	Availability of fund for NSPM Community Participation and ownership to the program, Addressing different needs of men and women, boys and girls, etc.			stakeholders and respondents	
Sustainability Q 19. To what degree the local communities (PTAs, farmers groups, etc.) of Nepal are involved in and contributing towards the school feeding?					
19.1 What is "Role of communities in school feeding activities?"	Involvement of local communities (PTAs, farmers groups, etc.) in the school feeding, including their contribution Capacity of local communities to oversee and monitor school feeding program Role of communities in school feeding activities	Quantitative and Qualitative methods - Farmer survey - Parent survey - Head teacher interview - FGD with parent Interview with SMC chair - FGD with farmer groups/cooperatives	Primary sources	Qualitative analysis, Triangulation: comparing views of different stakeholders and respondents	Strong, collected based on field survey, interaction with respondents
Sustainability Q 20. How are the operational and maintenance mechanisms developed for the sustainability of this program? What are the key gaps and priority areas for ensuring the sustainability of the School Feeding moving forward?					

Sub-questions	Indicators/ measures	Data collection methods	Sources of data/ information (Primary or Secondary)	Data analysis methods/ triangulation	Availability/ validity
20.1 Have the governments (federal, provincial and local) developed any operational and maintenance mechanisms for ensuring sustainability of the school feeding program?	Government counterparts (federal, provincial and local) perceptions on operational and maintenance mechanisms developed by the government to ensuring sustainability of the school feeding program Operational and maintenance mechanisms developed for the sustainability of this program. Key gaps or challenges for ensuring sustainability.	Qualitative • KII with WFP Officials; & Implementing partners • KII with Education ministry (Federal and provincial) and EDCU Officials • KII with • KII LGs (Education Section) • KII with Implementing partners • KII with SMC chair • Focus group discussions with parents	Primary sources	Qualitative analysis, Triangulation: comparing views of different stakeholders and respondents	Strong, collected based on interview
Sustainability Q 21. To what extent was WFP able to work with national institutions and partners to identify opportunities to address structural causes of sex-based inequality affecting school children and to contribute to the women's economic empowerment (as per activity 5 to encourage female farmers and farmers' cooperatives led by, or including many female farmers, to participate in the supply chain?					
How WFP has been working with national institutions and partners to identify opportunities to address structural causes of sex-based discrimination affecting school children?	Government counterparts (federal, provincial and local) perceptions on WFPs working mechanisms, to contribute to existing structural issues affecting sex-based discriminations and inequality among school children. • Policy and legal issues	Qualitative • KII with WFP Officials; & Implementing partners • KII with Education ministry (Federal and provincial) and EDCU Officials • KII with • KII LGs (Education Section) • KII with Implementing partners • KII with SMC chair	Primary sources	Qualitative analysis, Triangulation: comparing views of different stakeholders and respondents	Strong, collected based on interview

Sub-questions	Indicators/ measures	Data collection methods	Sources of data/ information (Primary or Secondary)	Data analysis methods/ triangulation	Availability/ validity
	• Cultural mindsets and beliefs • Language barriers • Family support	• FGD with parents			

Annex 9. Timeline

Activities	Responsibility	Key dates (Planned)	Actual
Contract Award	WFP	June 25, 2024	July 1, 2024
Project briefing	WFP/PT	July 2nd week, 2024	July 8, 2024
GEDSI briefing	WFP	July 12, 2024	July 12, 2024
Consultations with key stakeholders/agencies (Expectations)	NARMA	July 4 th week	July 14, 2024
Draft Inception Report (along with tools and data analysis plan)	NARMA	July 4th week, 2024	July 19, 2024
Inception meeting with government (federal level)	WFP/ NARMA	August 12, 2024	November 8, 2024
Review meeting	WFP	August 8	August 8, 2024
Submission of revised inception report	NARMA	8 th August, 2024	August 12, 2024
Submission of final inception report	NARMA	August 15, 2024	August 28, 2024
Training of enumerators and surveyors	NARMA	August 15-25	August 20-29, 2024
Training of Trainers and beta-test; incorporate changes in the tools and digital programming	NARMA	3rd and 4th week August	August 25, 2024
Field survey	NARMA	September 1-30	August 27- 10-September 26
Field survey review	NARMA	October 1-3	October 1-3
Data cleaning and preliminary data analysis	NARMA	October 1 st week	October 15
Data analysis	NARMA	October 4 th Week	November 4th week
Draft report submission (First draft)	NARMA	October 4th Week	27 December, 2024
Receipt of comments from the RBB and Nepal Team	WFP/NARMA	-	23 January, 2025
Submission of the 2 nd Draft)	NARMA		11 February, 2025
Receipt of DEQS comments	WFP/NARMA		24 February, 2025
Receipt of RBB and HQ additional comments	WFP/NARMA		3 March, 2025
Submission of revised report (Final Draft 1) incorporating DEQS and RBB comments	NARMA		14 March, 2025
Receipt of comments on final draft from ERG	WFP/NARMA		5 April, 2025
Submission of the final report incorporating ERG comments	NARMA		15 April 2025
Organize dissemination workshop	WFP/ NARMA	To be decided	

Annex 10. Data collection tools

A. Qualitative – School Record Review

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

1. Students receiving meal on all school day.

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

1.1. If no, why?

2. Number of days of meals served in school

	Shrawan (July/August)	Bhadra (August/September)
2.1. Number of schools open days		
2.2 Number of days meals served to the students		

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

3. Does the school have a maintained Mid-day Meal register? (Observe) (Note: some of the new school might have program register. But the records should be maintained in form/ file (*Maag Faram* in Nepali).

1. Yes
2. No -> Stop

4. Does the Mid-day Meal register have a record the number of Mid-day Meals received by the students disaggregated by school days for the month of Shrawan, 2081?

1. Yes
2. No -> Stop

5. Please record the number of Mid-day Meals received by the students (ECD to grade 6) disaggregated by school days in Shrawan, 2081 in the following table.

School days	Was it a school day? 1. Yes 2. No- Go to the next row	Number of boys receiving Mid-day Meal	Number of girls receiving Mid-day Meal	Total Number of students receiving Mid-day Meal
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				
31				
32				

6. Has your school/Palika prepared/provided food menu (Yes/No)? (Take photograph of Menu)⁷⁵

If yes, please give details. (This is applicable for transition districts i.e.; Doti, Jajarkot and Achham)

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

⁷⁵ Doti, Jajarkot as these are only two transitioned district

Friday		

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

2. Attendance rate

(a) Headcount of students on survey day

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

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

Grade I, Grade III and Grade VIII

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

3. Retention rate

Record two years year's (The academic year 2080 and 2081) enrolment of students, those who are repeaters from last year (studying in the same grade in the current year), those who were promoted and are studying in the higher grades, and those who are dropouts from the school.

Grade	Gender	Last year's enrolment (Observe register) 2080	Promoted to higher grades from last year's enrollment. (Observe 2080 register)	Repeaters from last year's enrolment (Observe 2080 register)	Dropouts (Observe 2080 register)
1	Boys				
	Girls				
	Total				
3	Boys				
	Girls				
	Total				
8	Boys				
	Girls				
	Total				

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

1. Students Receiving de-worming medication.

1. Does the school have maintained the Health and Nutrition Register having the required information on number of students receiving de-worming medications in the last academic year (2080)?

1. Yes-> Record the necessary information

2. No -> Go to next module.

Please record the number of students receiving de-worming medications

Grade	Boys	Girls
1		
3		
8		
Total		

If no, specify reasons

2. Related Absenteeism Among School Age Children

1. Does the school have maintained a Health Register or specified health related absenteeism on students absent due to sickness in the month of Shrawan, 2081?

1. Yes-> Record the necessary information (also review attendance records)

2. No -> Go to next module.

Please record the number of students who were absent due to sickness.

Grade	Boys	Girls
1		
3		
8		

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

1. Is record/information about iron folic acid distribution in the year 2080 available (last academic year)?	Yes-----1 No-----2
2. What is the number of total adolescent girls in 2080?	
3. How many adolescent girls received iron folic acid in 2080?	
4. How is iron folic acid typically distributed?	1. Weekly 2. Biweekly 3. Monthly 4. Quarterly 5. Biannually 6. Other (specify)_____

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

B. Quantitative Tools

1. Questionnaire for Head Teacher

Consent Form

Namaste! My name is..... I am here from NARMA, a research organization based in Kathmandu. Now, we are conducting a endline Evaluation of USDA McGovern Dole International Program (in-kind-based modality under NSMP) managed by the World Food Programme. For this purpose, we are collecting data about education, Mid-day Meal program activities, personal hygiene, school infrastructures, and health and nutrition from 342 schools in 6 districts of Karnali and Sudurpashchim province. We will need to collect these data interviewing with head teacher, Literacy teacher, SHN focal teacher, cook, students, parents and other concerned local stakeholders.

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

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

Your participation will be highly appreciated. The answers you give will be used for planning Mid-day Meal related programs and services.

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

Dat ____/____/2081

Section 1: Interview Information

Q. N		Response
HT1	Province name	Karnali 1 Sudurpashcim 2
HT2	District name	Jajarkot 1 Achham 2 Bajura 3 Bajhang 4 Darchula 5 Doti 6
HT3	Name of Rural/Urban Municipality:	
HT4	Ward no.:	
HT5	Name of Village:	
HT 6	Name of School:	Sampled EMIS Number
HT7	Up to which grade the school operates	
H8	Up to which grade the school functions (Based on Existing Status)	Basic (ECD- 3) 1 Basic (ECD- 5) 2 Basic (ECD-8) 3 Secondary (ECD-10) 4

Q. N		Response
		Secondary (ECD-12) 5
HT9	Name of the WFP implementing partners and corresponding NGO by component - Food distribution - Safe Food Preparation, handling and storage - SHN - Literacy - HGSE - Capacity building	
HT10	Name and code of the Interviewer:	
HT11	Name and code of the Supervisor:	—
HT12	Date of Interview	DD MM YYYY
HT13	Interview Start Time:	Hour Minute
HT14	Is the school benefitting from other interventions?	SHN 1 EGR..... 2 HGSE 3 Others..... 4 None 5
HT14b	Name agency supporting	
	GPS coordinates of the school	
HT15	Latitude	
HT16	Longitude	
HT17	Altitude (m	

Section 2: Questions related to school's general information

Q. No	Question	Responses	Skip to
HT18	Code of the respondent/ ID		
HT18a	Is the respondent the school Head teacher?	Yes 1 No 2	
HT18b	If no, then probe his/her designation.		
HT19	What is your gender?	Male 1 Female 2 Other (specify) 3 Not willing to express 4	
HT20	What is your ethnicity?	Brahmin/Chhetri 1 Dalit 2 Newar 3 Other Janjati (excluding Newar) 4 Madhesi 5 Muslim 6	

Q. No	Question	Responses	Skip to
		Other (Specify).....96	
HT21	Do you have any disability?	Yes 1 No 2	→ HT22
HT21a	If 'Yes', what type of disability do you have?	Hearing deficiency 1 Visual impairment (±6) 2 Speech impairment 3 Physical impairment 4 Other (Specify).....96	
HT22a	Total years of experience as a teacher		
HT22b	Years of experience as a teacher in this school		
HT23	Total years of experience as Head Teacher		
HT23c	Years of experience as Head Teacher in this school		
HT24	Number of teachers by gender	a. Male b. Female c. Other (Specify)	
HT25	Number of teachers by ethnicity	Brahmin/Chhetri Dalit Newar Other Janajati (excluding Newar). Madhesi Muslim Other (Specify)	
HT26	Is the number of teachers adequate according to the grades school is operating?	Yes 1 No 2	
HT27	How is the availability of classrooms for early grades (1-3)? (If more than 40 students in class than inadequate)	Adequate 1 Not Adequate 2	
HT27a	If not adequate, how are you managing it?		
HT27b	How early grade teacher, especially Nepali subject is taking the class? (Multiple response)	Teaching Nepali subject only in early grade 1 Teaching all subjects in early grade.....2 Teaching multiple grades in one classroom 3 Other specify 4	

Module 3: School and Community Relation

Q. No	Question	Options	Skip to
HT28	When was the current School Management Committee formed? (Review record)	DD / MM / YYYY	
HT28a	Number of SMC members by gender (Review record)	a. Male b. Female c. Other	
HT28b	Number of SMC members by ethnicity (Review record)	Brahmin/Chhetri Dalit Newar	

Q. No	Question	Options	Skip to																					
		Other Janajati (excluding Newar) Madhesi Muslim Other (Specify)																						
HT29	Have the SMC members received any orientation or training on school management?	Yes 1 No..... 2 $\rightarrow$	HT30																					
HT 29a	If 'Yes', by whom? (Mention WFP or any agency/organization)																							
HT29b	If 'Yes', what were core contents of the training? (Multiple response possible)	Roles and responsibilities of SMC members 1 Generating support for school development 2 Strengthening of community participation in school activities 3 Development and administration of School Improvement Plan (SIP) 4 Creating a learning-environment in school..... 5 Budgeting for school activities..... 6 School good governance 7 Monitoring and supervision..... 8 Parents engagement 9 Promoting reading skills..... 10 Other (Specify) 11 Don't know..... 12																						
HT30	How many meetings of SMC were held in the year of 2080? (Record review)	_____.	If "0", go to HT 31																					
HT30a	<table border="1"> <thead> <tr> <th>Topic</th><th>Yes= 1</th><th>No= 2</th></tr> </thead> <tbody> <tr> <td>Activities to promote reading skills in early grades</td><td></td><td></td></tr> <tr> <td>Mid-day Meal</td><td></td><td></td></tr> <tr> <td>School Health and Nutrition (WaSH in school)</td><td></td><td></td></tr> <tr> <td>Educational Activities</td><td></td><td></td></tr> <tr> <td>Enrolment</td><td></td><td></td></tr> <tr> <td>Other (Specify) _____</td><td></td><td></td></tr> </tbody> </table> Did the meeting discuss about the following.....?	Topic	Yes= 1	No= 2	Activities to promote reading skills in early grades			Mid-day Meal			School Health and Nutrition (WaSH in school)			Educational Activities			Enrolment			Other (Specify) _____				
Topic	Yes= 1	No= 2																						
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School Health and Nutrition (WaSH in school)																								
Educational Activities																								
Enrolment																								
Other (Specify) _____																								
HT31	Has Committee of the Parent-Teachers' Association been formed?	Yes 1 No 2 $\rightarrow$	HT33																					
HT31a	Total number of members in PTA (Review record)																							
HT31b	Total number of males in PTA																							
HT31C	Total number of females in PTA																							
HT32	How many meetings of the Executive Committee were held in the last year? (Record review)	_____																						

Q. No	Question	Options		Skip to
HT32a	Topic Activities to promote reading skills in early grades Regular attendance of students Parent's engagement Students' performance Other (Specify) _____ Did the meeting discuss about the following.....?	Yes= 1	No= 2	
HT33	Has Child Club been formed?	Yes 1 No 2		✓ → HT35
HT34	If 'Yes', what is the number of members in Child Club by gender?	a. Male b. Female		
HT34a	If 'Yes', how many meetings were held in the last year?	No. of meetings Don't know.....98		
HT35	Does your school organize meetings with parents regularly?	Yes, for all grades 1 Yes, for early grades (Grade 1 to 3) 2 No 3		✓ → HT36
HT35a	If 'Yes', what are the agendas discussed in the parents meeting? (Multiple responses possible)	Students' performance 1 Regular attendance of students 2 Parent's support to children at home ...3 Others (Specify)..... 4		
HT35b	If 'Yes', what is the frequency of meeting with parents?	Monthly.....1 Quarterly 2 Semi-annually 3 Annually.....4 Others (specify).....5		
HT35c	If 'Yes', who usually attends the meetings?	Father.....1 Mother 2 Male guardian 3 Female guardian 4 Others....(Siblings, uncle, aunts, etc.)		
HT35d	How many parents' meetings conducted in last academic session? (Observe the record)	Grade 1: __times.....1 Grade 2: __times.....2 Grade 3: __times.....3		
HT351	Does the school have a Food Management Committee (FMC)?	Yes 1 No 2		✓ → HT355
HT352	If 'Yes', what is the number of members by gender?	a. Male b. Female		
HT353	If 'Yes', what is the number of members by ethnicity?	a. Dalits b. Non- Dalits		
HT353	What is the frequency of plan meeting per academic year? (Check records)	___ ___ No. of Times		
HT354	How many times the committee has met in last two academic years? (Check records)	___ ___ No. of Times		
HT355	Is there a designated focal teacher/person involved in the FMC?	Yes 1 No 2		✓ →
HT355a	If yes please specify reasons.			

Module 4: Internal Efficiency

Q. No	Question	Options	Skip to																																												
HT36	Is there School Operation Calendar (school routine)? (Observe)	Yes, observed 1 Yes, but not observed..... 2 No..... 3																																													
HT37	Do you have the updated School Improvement Plan (SIP)? (Observe)	Yes, observed 1 Yes, but not observed..... 2 No..... 3	HT38																																												
HT37a	If 'Yes', does it include the following:	<table> <tr> <th>S.N.</th><th>Needs</th><th>Yes</th><th>No</th></tr> <tr> <td>1.</td><td>Early Grade Reading /Teacher training</td><td></td><td></td></tr> <tr> <td>2.</td><td>Use of mother tongue in early grades</td><td></td><td></td></tr> <tr> <td>3.</td><td>School Meal Management</td><td></td><td></td></tr> <tr> <td>4.</td><td>SHN/WASH</td><td></td><td></td></tr> <tr> <td>5.</td><td>Inclusive education</td><td></td><td></td></tr> <tr> <td>6.</td><td>Extra- curricular activities</td><td></td><td></td></tr> <tr> <td>7.</td><td>Increase instructional time</td><td></td><td></td></tr> <tr> <td>8.</td><td>MC/PTA, parents meeting</td><td></td><td></td></tr> <tr> <td>9.</td><td>learning materials</td><td></td><td></td></tr> <tr> <td>10.</td><td>Other quality pedagogy.</td><td></td><td></td></tr> </table>	S.N.	Needs	Yes	No	1.	Early Grade Reading /Teacher training			2.	Use of mother tongue in early grades			3.	School Meal Management			4.	SHN/WASH			5.	Inclusive education			6.	Extra- curricular activities			7.	Increase instructional time			8.	MC/PTA, parents meeting			9.	learning materials			10.	Other quality pedagogy.			
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10.	Other quality pedagogy.																																														
HT38	How is the regularity of students in early grades?	90 percent and above..... 1 80-90 percent 2 70-80 percent 3 60-70 percent 4 Below 60 percent 5	HT39																																												
HT38a	If below 70 percent (codes 4 or 5), what are the main reasons for the absence? (Multiple responses possible)	Because of sickness 1 Because of long distance from home to school..... 2 Because of the adverse climate 3 Because of festivals 4 Because of involvement in household works/farm works 5 Because of financial crisis 6 Lack of students' awareness/or interest . 7 Lack of parental awareness 8 Lack of parental support..... 9 As the students above grade 6 do not get Midday meal 10 Mensuration (for girls)..... 11 Child marriage 12 Other (Specify) 13																																													
HT39	How is the regularity of the Nepali language teachers for early grades?	90 percent and above..... 1 80-90 percent 2 70-80 percent 3 60-70 percent 4 Below 60 percent 5	HT41																																												
HT39a	If below 70 percent (codes 4 or 5), what are the main reasons for the irregularity?	Lack of motivation/less interested 1 Transfer of teachers 2 Teachers attending trainings..... 3 Long distance 4																																													

Q. No	Question	Options	Skip to
	(Multiple response possible)	Climatic conditions..... 5 Frequent replacement of teachers etc. 6 Others (Specify) 7	
HT40	If below 60-70 percent, has the school taken any action to increase the attendance?	Yes..... 1 No 2	→ HT41
HT40a	If yes, what actions does the school usually take to increase the attendance? (Multiple response possible)	Strictly follows the school guidelines/ protocol 1 Encourages those who regularly attend . 2 Properly evaluates the teacher 3 Marks the teacher as absentee 4 Asks justification from the teacher 5 Stops the promotion of the teacher 6 Other (Specify).....X	
HT41	Do teachers prepare lesson plans?	Yes..... 1 No 2 Don't know 98	HT43
HT 41 a	If yes, get sample of some lesson plans, and take photos		
HT42	Do you review and provide feedback on lesson plans prepared by teachers?		
HT43	Do you monitor the classroom activities of the early grade Nepali language teachers?	Yes..... 1 No 2	→ HT44
HT43a	If 'Yes', how frequently?	Daily 1 Weekly 2 Every 15 days..... 3 Monthly 4 Quarterly..... 5 Others..... 96	
HT44	As per your observation, do the early grade teachers need further support?	Yes..... 1 No 2 Don't know 98	HT45
HT44a	If 'Yes', in which area? (Please record top two priority areas)		
HT45	Did local municipality officials monitor your school activities in the last year?	Yes..... 1 No 2 Don't know 98	HT46
HT45a	If 'Yes', how many times did they monitor your school activities during education calendar year of 2079?	One time 1 Two times 2 Three times 3 Four times 4 More than four times 5	
HT46	What is the allocated time for Nepali language class for early grades? (G1 –G3)	45 minutes a day 1 60 minutes a day 2 90 minutes a day 3 Others (specify) 96	

Q. No	Question	Options	Skip to
HT47	Was monthly meeting with teachers conducted in the last academic year/ 2079? (Pls check the meeting minutes)	Yes..... 1 No 2	→ HT48
HT47a	If yes, how many times were the meeting conducted in the last academic year? (Review record)	 times Record not available for review..... 98	
HT47b	If 'Yes', what are the common issues discussed during the meeting? (Choose all that apply).	Early grade Students' performance 1 Challenges faced during teaching/learning activities 2 Mitigation measures for the challenges.. 3 Support needed from school management 4 Involvement of parents 5 Status on implementation of SIP 6 Other (Specify) 96	
HT48	Did the school/Nepali teacher participate in mobile meeting organized by LG's or EGRP program in last academic year?	Yes..... 1 No 2	→ HT50
HT48a	If yes, how many times were the mobile meeting conducted in the last academic year? (Observe the record)	Yes..... 1 No 2	
HT50	In your opinion, how is the overall learning achievement of grade 2 students?	Excellent 1 Satisfactory 2 Poor 3	} HT51
HT50a	If 'excellent', why? (Multiple response possible)	Regularity of subject teachers 1 Regularity of students 2 Parental support 3 Adequate teaching-learning materials 4 Effective teaching methods 5 Trained teachers 6 Effective teaching-learning activities 7 Use of mother tongues in teaching 8 Teaching based on students learning capacity/ performance 9 Other (Specify) 10	
HT50b	If 'Poor', why? (Multiple response possible)	Frequent absence of subject teachers 1 Frequent absence of students 2 Lack of parental support 3 Lack of teaching-learning materials 4 Less effective teaching methods 5 Lack of trained teachers 6 Less effective teaching-learning activities 7 Different mother tongues of the students 8 Ignoring students learning capacity/ performance 9	

Q. No	Question	Options	Skip to
		Other (Specify) 10	
HT51	How is the student's assessment performed? (Multiple response possible)	Internal evaluation 1 Exams 2 Continuous Assessment System 3 Other (Specify) 4	
HT52	Do you use the student evaluation to improve their performance?	Yes..... 1 No..... 2	HT53
HT52A	How do you use the results of assessment? (Multiple response possible)	To promote students 1 To plan for remedial teaching 2 To improve overall instruction 3 To support individually.....4 Other (Specify)..... 5	
HT53	Are there any school-going age children in your catchment area not admitted to school?	Yes..... 1 No..... 2 Don't know 98	HT54
HT53a	If 'Yes', why are they not admitted? (Multiple response possible)	Involvement in household chores 1 Socio cultural factor 2 Lack of parental awareness/Illiteracy..... 3 To support the family financially 4 Feeling less importance of education by children 5 Child marriage 6 Sickness..... 7 Disability..... 8 Other (Specify)..... 9	
HT54	Does the school help the parents to help improve student learning?	Yes..... 1 No 2	HT55
HT54a	How does school mobilize parents for improving students' learning achievement? (Multiple response possible)	Awareness program for the parents 1 Regular meetings/ interactions with parents..... 2 Involving parents in volunteer activities in school 3 Involving parents in developing learning materials 4 Organizing reading melas 5 Involving parents in developing school plans/SIP 6 Requesting parents to support learning at home 7 Awarding supportive parents 9 Parental education/literacy classes 10 Other (Specify)..... 11	

Module 5: Capacity building

Q. N	Question	Options	Skip to
HT55	Has your school received assistance of teaching materials through WFP or other partners? (such as WE/	Yes 1 No 2	HT57

Q. N	Question	Options	Skip to
	Seto Guras, Mercy Corps/ Gift Nepal, IDS)		
HT55a	If yes, please specify name of partner, if related to WFP implementing partner		
HT 55b	If another agency, name of the agency including NGO name		
HT55b	If 'Yes', what types of materials have you received? (Multiple response possible)	Digital resources and materials (audio-video, e-library, online materials, laptops etc.) 1 Levelled reading materials 2 Book corner/ library 3 Computer/Tablet/Laptop 4 Flash cards/ charts 5 Locally made materials 6 Other (Specify)..... 7	HT57
HT56	If the assistance of 'Digital resources and materials' received, how is the use of such resources?	Regular 1 Occasional 2 Never 3 Don't know 4	
HT57	Has any teachers/staff member of your school received new knowledge and skills through WFP or other partners in the last 12 months? (Please get the name of the agency)	Yes 1 No 2	HT58
HT57a	If yes, what new knowledge/skills were learnt by the teachers/staff members through these program/trainings? (Multiple response possible)	On improving literacy skills of the early grade students, ... 1 On improving the quality of teaching/instruction by the teachers 2 On school health, hygiene and nutrition 3 On safe food preparation and storage 4 On school management 5 On financial management 6 On school community relation..... 7 Home grown Mid-day Meal program 8 Local and regional procurement..... 9 Other (Specify) 10	
HT58	Have all early grade teachers (teaching Nepali subject) been trained in EGR instruction?	Yes, all early grade Nepali subject teachers are trained 1 Yes, but only one or some Nepali subject teachers are trained..... 2 No, none of the Nepali subject teachers are trained 3	HT60
HT58a	How many teachers are trained?		
HT58b	How many are transferred from school?		
HT59	Have the EGR trained teachers demonstrated improved	Yes..... 1 No..... 2	HT60

Q. N	Question	Options	Skip to
	teaching skills after the training?		
HT59a	If 'Yes', in what ways? (Multiple response possible)	Application of enhanced teaching methods 1 Preparation and use of additional teaching materials besides textbooks..... 2 Better organization and management of classroom arrangement 3 Better communication with parents 4 Better communication with students 5 Preparation and use of teaching plans 6 Use of continuous assessment chart 7 Better support based on student learning skills and personalized learning 8 Better record keeping and follow-up on lessons 9 Better access and use of technological equipment 10 Provision of instructions to children in mother tongue 11 More interactive class delivery 12 Use of integrated curriculum 13 Other (Specify) 14	

Module 6: Mid-Day Meal

Q. N	Question	Options	Skip to
HT59b	What type of midday meal program your school is implementing?	Cash based 1 Kind based (Food support) 2	→ HT60
59b1	If cash based, are you providing cooked meal to the children?	Yes..... 1 No 2	→ HT60A
59b2	If no, why?		
59b3	Is the amount sufficient for purchasing food?	Yes..... 1 No 2	→ HT60A
59b3	If no, how are you managing it?		
HT60	Is the school getting the right amount of ration (80g of fortified rice, 20g of lentils, and 10g of fortified vegetable oil, 2gram iodized salt) for all students of grades 1-6 for entire 180 school days?	Received entire amounts for all days 1 Received between 80 percent-99 percent of the days..... 2 Received between 60 percent-79 percent of the days..... 3 Received between 50 percent-59 percent of the days.... 4 Received between 40 percent-49 percent of the days..... 5 Received between 20 percent-39 percent of the days..... 6 Received less than 20 percent of the days 7 Not received at all 8 Don't know 98	

Q. N	Question	Options	Skip to
HT60 A	Has the school provided mid-day meal every day the school is open?	Every day the school is open 1 Every day the school is open (except Friday)..2 Every day the school is open (except on exam days) 3 Every day the school is open (except on Fridays and exam days) 4 Only sometimes 5 Never 6	
HT61B	If never, then why?	School distributes the food/cash for the children to take home 1 Very less number of students 2 Cooking infrastructure poor/damaged 3 The school is open for a short duration and it's impossible to provide mid-day meal 4 Shortage of staffs.....5 Other specify) 96	HT61
HT60C	If the school distributes the food/cash for the children to take home, then what are the advantages of such a process? (Please mention 3 advantages)		
HT60D	If the school distributes the food/cash for the children to take home, then what are the disadvantages of such a process? (Please mention 3 advantages)		
HT61	Has the school, in collaboration with WFP/ Partner Organization, or any local NGOs initiated any actions towards exploring availability of locally produced food in view of transition of current in-kind-based mid-day meal into cash-based home-grown school feeding in the future?	Yes.....1 No 2 Don't know 3	
HT61a	If yes, what have you done?		
HT62	Has the school adapted home-grown Mid-day Meal menus developed and circulated by CEHRD? Or have been developed locally by LG officials	Yes, observed 1 Yes, could not be observed.....2 No 3 Don't know 98 Not applicable 96	
HT63	Is the school receiving fresh, locally purchased vegetables from WFP/Partner Organization / Cooperatives / farmer groups for the mid-day meal? (Observe)	Yes, ...1 No 2 Don't know 98	

Q. N	Question	Options	Skip to
HT64	Are you receiving lentils (<i>Daal</i>) from WFP/Partner Organization for the students?	Yes, ...1 No 2 Don't know 98	
HT65	How confident are you about ensuring adequate dietary diversity in Mid-day Meals by the use of locally produced food items once the current in-kind-based support transitions into cash-based Home-Grown School Feeding?	Very confident.....1 Somewhat confident 2 Not so confident 3 Don't know 98	
HT66	What community feedback mechanisms are in practice regarding School Meal Program? (Multiple response possible)	Report to SMC/FMC 1 Report to headteacher/teacher 2 Telephonic contact with the concerned 3 Emails.....4 Report to partners.....5 Toll Free Helpline/Namaste WFP 6 Suggestion box 7 Complaint handling teacher.....8 Report to WFP staff....9 Report to distribution center staff.....10 Report to local government 11 Other (Specify) 12	
HT67	Have you ever used Namaste WFP or any CFM to provide suggestions or feedback about the program?	Yes 1 No 2 Don't know 98	HT69
HT68	If 'Yes', how satisfied are you with the redressal process of 'Namaste WFP' in terms of ease of use, timeliness of the redressal and quality of the redressal?	Very satisfied.....1 Somewhat satisfied 2 Not so satisfied 3 Don't know 98	HT69 HT69
HT68a	If somewhat or not satisfied, why? (Record the top reason)	_____	
HT69	What would be the best option for school children, parents and others to communicate their issues to WFP?	Through SMC/FMC 1 Report to school/headteacher/teacher 2 Logbook.....3 School complaint/suggestion box 4 WFP toll free hotlines.....5 Report to WFP staff 6 Report to partner staff.....7 Report to local government 8 Report to distribution center staff 9 SMS to WFP 10 Other (Specify) 96	
HT70	Does your school receive any support for midday meal from Local Government /community/ any	Yes 1 No.....2	HT71

	organization other than WFP/its partner?						
HT70a	If 'Yes', what kind of support?	Cash (unconditional) 1 Cash (for cook allowance).....2 In-kind (unconditional).....3 In kind (stove/fuel support).....4 Other (Specify) 96					
HT71	Does your school have a designated cook?	Yes 1 $\nearrow$ No 2 Not applicable (Not prepare meal) 97 $\nearrow$					HT72 $\nearrow$ HT72
HT71a	If 'No', how is it managed?	_____					
HT72	Do you have a set of Information Education and Communication and Behavior Change package? (Observe)	Yes, observed 1 Yes, could not be observed 2 No 3 Don't know 98					
HT73	How do you rate your overall perceptions on the following?						/
S.N.	Items	1= Strongly Disagree	2= Disagree	3= Neither agree nor disagree	4= Agree	5= Strongly Agree	97=Not applicable
1	School Meal Program has increased students' enrolment.						
2	School Meal Program has increased students' attendance.						
3	School Meal Program has decreased students' dropouts.						
4	School Meal Program has increased students' attentiveness in class.						
5	School Meal Program has increased students' interest in studying.						
6	School Meal Program has increased overall students learning outcome.						
7	WFP's intervention (midday meal, EGR, SHN) has contributed to increased Grade 1-3 students learning outcome for Nepali subject.						
8	The Mobile Meetings of Head teachers and EGR teachers are focused on the pertinent activities of early grade reading.						
9	Reading Motivator is supporting the teachers for material preparation.						

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

Module 7: Linkages with the Local Government

Q. N	Question	Options	Skip to
HT74	Has your local government developed any recognizing and reward mechanism for teachers?	Yes 1 No 2 Don't know 3	HT76
HT75	If 'Yes', what have they done?		
HT76	Has your local government made any changes or taking special initiatives for their students to achieve reading outcomes?	Yes 1 No 2 Don't know 3	HT78
HT77	If 'Yes', what have they done?		
HT78	Has your local government developed any teaching materials contextualizing the local situation or in local languages?	Yes 1 No 2 Don't know 3	HT76
HT79	If 'Yes', what have they done?		
HT80	Has your local government established the Mid-day Meal committee at the municipal level as per the guidelines? Committee comprises of LG elected representative, education unit head, agriculture unit head, admin head	Yes 1 No 2 Don't know 3	HT82
HT81	If 'Yes', what have they done?		
HT82a	What are the major challenges for implementing midday meal in your localities?		

Q. N	Question	Options	Skip to
HT82b	What are the major challenges for improving educational outcome in your locality?		
HT82c	Has the municipality conducted any teacher capacity building training in the last two years?	Yes 1 No 2	
HT82d	If yes, please specify		

Module 8: Factors Affecting Educational Performance

Q. No	Question	Options	Skip to
HT83	Have you/your school undertaken any activities to understand the special need of any students and prioritize team during teaching?	Yes 1 No 2	→ HT85
HT84	If yes, what have you done?		
HT85	Did Nepal teacher provide extra priority and care to children whose mother tongue is not Nepali?	Yes 1 No 2	→ HT87
HT86	yes, how?		
HT87	Is Nepali teacher regular in the class?	Yes 1 No 2	→ HT89
HT88	What have you done to ensure regularity of Nepali teacher?		
HT89	Did you or your school design any specific mechanism targeting low performing students, e.g., separating them students into groups and coach them?	Yes 1 No 2	→ HT 91
HT90	If yes, what have you done?		
HT91	Did the parents supervise children study at home or support on child education?	Yes 1 No 2	→ HT 92
HT92	Has any one of the children complained about poor reading environment at their home?	Yes 1 No 2	→ HT 92
HT93	Has your school developed any reward/incentive mechanism for teachers, considering the performance of the teacher?	Yes 1 No 2	→ HT 95
HT94	If yes, what have you done?		
HT95	Are the teacher motivated to undertake their duties?	Yes 1 No 2	→ HT 97
HT96	Give reasons? Why		

Q. No	Question	Options	Skip to
HT97	How do you rate the behavior of the teacher in the classroom?	Good 1 Acceptable 2 Bad 2	
HT98	Give reasons? Why		

2. Questionnaire for Nepali Subject Teacher

Consent Form

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

During this study, I will ask you questions related to your experiences in Early Grade Reading instructions, related training/supports that you might have received and your use of EGR tools and techniques in teaching Nepali in early grades. Besides, we would like to sit in one of your classes and have real time experience of the methods that you use.

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

Your participation will be highly appreciated. The answers you give will be used for planning Mid-day Meal related programs and services.

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

Section 1: Interview Information

Q. N	Question	
NT1	Name of School:	
NT2	Name of Village:	
NT3	Province name	Karnali 1 Sudurpaschim 2
NT4	District	
NT5	Name of Rural/Urban Municipality:	
NT6	Ward no.:	
NT7	Sampled school EMIS Number:	
NT7a	Up to which grade the school operates	
NT8	Up to which grade the school functions (Based on Existing Status)	Basic (ECD- 3) 1 Basic (ECD- 5) 2 Basic (ECD-8) 3 Secondary (ECD-10) 4 Secondary (ECD-12) 5
NT9	Name and code of the Interviewer:	
NT10	Name and code of the Supervisor:	—
NT11	Date of Interview	DD MM YYYY

NT12	Interview Start Time:	Hour	Minute

Module 2: Background Information of Respondent

Q.N.	Questions /Response	Category	Skip To
NT13	Identification code of the respondent		
NT14	What is your gender?	Male 1 Female 2 Other 3 Prefer not to respond 4	
NT15	What is your age?		
NT16	What is your formal education?	Under SLC 1 SLC/SEE 2 +2/Intermediate 3 Bachelor 4 Master's or above 5 Other (Specify) 96	
NT17	Type of appointment	Permanent 1 Temporary (Fixed source)/Palika 2 Temporary (Niji source)/School Internal 3 Voluntary teacher 4 Rahat teacher 5	
NT17a	Do you have any disability/ impairment ?	Yes 1 No 2	→ NT18
NT17b	If 'Yes', what type of problems do you have?	Hearing deficiency 1 Visual impairment 2 Speech impairment 3 Physical disability 4 Other (Specify) 96	
NT18	How long have you been teaching in total? (In years)		
NT19	How long have you been teaching in this school?		
NT20	What is the total number of students in grade 3? (Check attendance register)	Male Female	
NT21	(If total number of students is greater than 45) What is the total number of sections in grade 3?	Number of sections	
NT21a	Teaching grade	Multi-grade teaching in same class 1 Multi-subject teaching 2 Multi-grade teaching (Nepali only) 3 Early grade teaching (Nepali only) 4 Other (specify) 5	
NT22	What mother tongues do the majority of students in your class speak? (Multiple response possible)	Nepali 1 Doteli 2 Tharu 3 Achhami 4 Baitedi 5 Bajhangsi 6 Magar 7 Bajureli 8 Darchuleli 9	

Q.N.	Questions /Response	Category	Skip To
		Other (Specify) 10	
NT22a	Which language do you mostly use while teaching Nepali subject?	Nepali 1 Doteli 2 Tharu 3 Achhami 4 Baitedi 5 Bajhangsi 6 Magar 7 Bajureli 8 Darchuleli 9 Other (Specify) 10	
NT23	Do you have regular meetings with the head-teacher to discuss on teaching learning achievements and challenges?	Yes..... 1 No 2	NT26
NT24	If 'Yes', how frequently?	In less than a month..... 1 Monthly 2 Bimonthly..... 3 Quarterly..... 4 Half- yearly..... 5 Yearly 6	
NT25	If 'Yes', what is the focus of the meeting? (Multiple response possible)	Pedagogy..... A Class management B School administration C Management of daily activities D Student's performance E Regularity of students F Parent- teacher meetings G Extra-curricular activities H Infrastructure management..... I Other (Specify)..... X	
NT26	How supportive is the school management in mitigating the challenges shared?	Very supportive 1 Supportive..... 2 Not supportive 3 Don't know..... 4	
NT26A	Specify reason		

Module 3: Literacy Support and Trainings

Q.N.	Questions /Response	Category	Skip To
NT27	As a Nepali teacher have you received any training or support from WFP/ partner/other organizations? (In last 2 years)	Yes..... 1 No..... 2	T31
NT27a	What type of support did you receive (or currently receiving) being a Nepali language teacher, from WFP or its partners? (Multiple response possible)	Response	
	Content/Materials	1 = Yes 2 = No	
	a) Training on Early Grade Reading instruction	1 2	
	b) Training on general pedagogy and assessment	1 2	
	c) Use of Teacher's Guide	1 2	
	d) Integrated Curriculum	1 2	

Q.N.	Questions /Response	Category			Skip To
	e) Teaching materials (audio-video, CD/DVD, online materials, laptops etc.)	1	2		
	f) Print materials (Charts/Pictures, Word cards, Flash cards, milestone, chart or continuous assessment chart, etc.)	1	2		
	g) Classroom based game materials (e.g., chamatkari ball)	1	2		
	h) Book corner	1	2		
	i) Book corner with levelled readers	1	2		
	j) Supplementary reading materials	1	2		
NT28	If 'Training received', when did you receive it last?	Year			
NT28a	If 'Training received', how long was the last duration of training?	Months. or days.....			
NT29	If any training(s) was/were received, what were the contents of the training(s)? (Multiple response possible)	Letter reading 1 Matra reading 2 Word reading 3 Reading fluency 4 Listening comprehension 5 Reading comprehension 6 Writing skills..... 7 Classroom management..... 8 Assessment and evaluation, ... 9 Communicating with parents 10 Materials preparation and use 11 Raising parental awareness on EGR 12 Conducting digital learning activities... 13 Use of integrated curriculum..... 14 Inclusion of children with disability in classroom..... 15 Other (Specify)..... 16			
NT30	How effective was the training regarding following components?	Response			
	Component	Highly Effective=1	Somewhat Effective=2	Not Effective =3	
a.	Teaching letter reading				
b.	Teaching matra reading				
c.	Teaching vocabulary				
d.	Teaching reading fluency				
e.	Teaching listening comprehension				
f.	Teaching reading comprehension				
g.	Teaching writing skills				
h.	Classroom management				
i.	Assessment and evaluation				
j.	Communicating with parents				
k.	Materials preparation and use				
l.	Raising parental awareness on EGR				
m.	Implementing digital teaching activities				

Q.N.	Questions /Response	Category			Skip To
n.	Use of integrated curriculum				
o.	Inclusion of differently abled students in class				
x.	Other (Specify) _____				
NT31	If 'Training not received', what type of contents would you like to be included in the training? (Multiple response possible) (Ask all teacher)	Teaching methods 1 Early grade reading skills 2 Use of additional teaching materials besides textbook 3 Classroom management..... 4 Communicating with parents 5 Communicating with teachers 6 Prepare and use lesson plans 7 Use of continuous assessment charts... 8 Support to students based on the capacity 9 Record keeping and follow-up on lessons. 10 Use of technological equipment 11 Dealing with children with different mother tongues 12 Dealing with children with special needs 13 Making class interactive 14 Use of integrated curriculum 15 Others (Specify) 16			
NT32	Do you receive any support from reading motivators?	Yes 1 No 2 ✓→ No idea/not applicable..... 3 ✓→			NT33 NT36
NT32a	If 'Yes', what type of support have you received? (Multiple response possible)	Materials preparation 1 Activity demonstration..... 2 Classroom observation and feedback 3 Support on tole learning 4 Others (Specify)..... 4			
NT33	What kind of support do you expect from reading motivators? (Multiple responses possible)	Additional materials preparation 1 Activity demonstration..... 2 Classroom observation and feedback 3 Support to teach early grade reading skills 4 Provide support to children who are lagging behind 5 Support for classroom arrangement ... 6 Support for communicating with parents 7 Development of sample lessons plan... 8 Use of continuous assessment charts . 9 Record keeping and follow-up on lessons 10 Use of technological equipment 11 Dealing with children with different mother tongues 12 Dealing with children with special needs 13			

Q.N.	Questions /Response	Category		Skip To
		Support on tole learning 14 Others (Specify)..... 15		
NT34	Are you satisfied with the support received from reading motivators?	Yes 1 No 2		
NT34a	Why? Give reasons. (Please specify top two reasons)	1. _____ 2. _____		
NT35	Do you participate in the mobile meeting regularly? (no teacher mobile meetings in Bajura previous year)	Yes 1 No 2		→ NT36
NT351	If yes, how many times?			
NT35a	If 'No', why? (Please specify top two reasons)	1. _____ 2. _____		
NT36	If yes, how do you get benefit from the mobile meetings? (Multiple response possible)	Develop new materials.....1 Learn new techniques 2 Networking 3 Discuss issues during teaching and its mitigation strategies.....4 Others (Specify) 5		
NT37	What materials in general do you use to teach early grade reading/ literacy? (Multiple response possible)	Response		
	Materials	Reported Yes....1 No....2	Observed Yes...1 No....2	
a.	Textbooks			
b.	Teacher's Guide			
c.	Curriculum			
d.	Lesson plan			
e.	Charts/ Pictures			
f.	Word cards/ Flash cards			
g.	Electronic audio- video materials /Digital Materials			
h.	Online materials /Internet			
i.	Book corner/Library			
j.	Levelled readers			
k.	Supplementary reading materials			
l.	Locally available materials			
x.	Other (Specify) _____			
NT38	(If Book Corner mentioned in NT37), What types of supplementary reading materials are available in the book corner? (Multiple responses possible) (Observe)	Grade appropriate books.....1 Story books 2 Informative books.....3 Others (Specify) 4		
NT39	(If Supplementary Reading Materials mentioned in NT37) What is your perception about the benefit of the supplementary reading materials on the development of literacy and overall learning outcomes of the children?	Improves children's exposure to reading materials 1 Improves children's footfall to library/Book Corner 2 Improves children's interest		

Q.N.	Questions /Response	Category	Skip To
	(Multiple response possible)	in reading 3 Improves children motivation to go to school consistently 4 Motivates children to stay longer at school 5 Improves child's attentiveness in class 6 Improves children's learning outcomes.....7 Other (Specify).....8 No benefits 9	
NT40	How do you rate the sufficiency of available teaching learning materials?	Sufficient 1 Not sufficient 2	
NT41	How regularly are these materials used?	Regularly 1 Often 2 Sometimes 3 Never 4	
NT42	Do you encourage other subject teachers to use these resources while teaching?	Yes..... 1 No 2	

Module 4: Learning support (Use of Skills Learned)

Q.N.	Questions /Response	Category	Skip To
NT43	Has the training on EGR instruction or pedagogy helped you to improve your teaching skills? (Don't ask this question if EGR training is not taken)	Yes..... 1 No 2	NT44
NT43a	If yes, how have the trainings contributed to improve teaching methods?	Category Regularly Often Seldom	
a.	Apply enhanced teaching methods		
b.	Started to develop and use additional teaching materials besides textbooks		
c.	Better organization and management of classroom arrangement		
d.	Better communication with parents		
e.	Better communication with students		
f.	Helped prepare and use teaching plans		
g.	Use of continuous assessment chart		
h.	Provide better support based on student learning skills and personalized learning		
i.	Better record keeping and follow-up on lessons		
j.	Better access and use to technological equipment		
k.	Started to provide instructions to children in mother tongue		
l.	Started to make the class more interactive		
m.	Use of integrated curriculum		
x.	Others (Specify) _____		
NT44	What is the allocated time for Nepali language class for early grades?	45 minutes a day..... 1 60 minutes a day.....2	

Q.N.	Questions /Response	Category	Skip To
		90 minutes a day.....3 Others (Specify) 96	
NT45	Do you prepare a lesson plan for teaching?	Yes, observed 1 Yes, not observed 2 No 3	
NT46	What method of teaching do you usually apply? (Multiple response possible)	Lecture 1 Reading the text aloud and explanation of the text.....2 Oral questions 3 Asking the students to read individually 4 Asking the students to read in peers and groups 5 Written question-answer 6 Discussion 7 Display 8 Game.....9 Others (Specify) 10	

Module 5: Student assessment and facilitation

Q.N.	Questions /Response	Category	Skip To
NT47	How do you assess the students' performance? (Multiple response possible)	Written exams..... 1 Oral exams 2 Portfolio assessment..... 3 Use of continuous assessment chart 4 No assessment at all 5	
NT48	(If 'Portfolio assessment' is mentioned) Please specify the contents of the portfolio.	Response	
	Contents	Yes	No
a.	Class participation		
b.	Regularity		
c.	Homework		
d.	Class tests		
e.	Oral presentations		
f.	Performances		
x.	Other (Specify) _____		
NT49	How are the findings of portfolio assessment or continuous assessment used? (Multiple responses possible)	Support for struggling readers 1 Giving extra time to needy children 2 Group work during classroom 3 Simplifying the text during classroom .. 4 Other (Specify) 5	
NT50	What do you do for the low performing students? (Multiple responses possible)	Additional support class 1 Separate grouping and support 2 More attention in the regular class 3 Counselling to students 4 Calling parents for meeting 5 Other (Specify) 6 Tole learning 7	

Q.N.	Questions /Response	Category	Skip To
		No any special support 8	
NT51	Do you prepare report cards on students reading progress and discuss with parents/students?	Yes 1 No 2	→ 53
NT52	If 'Yes', in what intervals?	Monthly 1 Quarterly 2 Half- annually 3 Annually 4	
NT53	What difficulties do children mostly face in their learning? (Multiple response possible)	Distance problem 1 Language barrier 2 Financial barriers 3 Traditional norms (Gender biased, Early marriage, <i>chaupaddi</i> , household responsibilities 4 Lack of required textbooks 5 Lack of adequate stationery 6 Lack of supplementary reading materials 7 Not conducive class/school environment 8 Lack of family support 9 Ineffective teaching methodology 10 Teachers' behavior/corporal punishment 11 Bullying 12 Other (Specify) 13	
NT54	Are there any Special Need children in your class?	Yes 1 No 2	→ NT59
NT55	If 'Yes', what type of Special Need children are there?		
	Type	Number	
a.	Children with hearing difficulty	_____	
b.	Children with visual impairment	_____	
c.	Children with learning difficulty	_____	
d.	Children with speech difficulty	_____	
e.	Children with physical difficulty	_____	
X.	Other (Specify) _____	_____	
NT56	If 'Yes', what strategy of learning facilitation do you implement to the children with Special Learning Needs? (Multiple response possible)	Keeping them in the front benches 1 Using audio- visual aids more 2 Giving assistive devices 3 Use of individualized education plan (IEP) 4 Others (Specify) 5 No special facilitation strategy in place 6	
NT57	How are the children with special need (hidden disability) identified?	Assessment 1 Others (Specify) 96	
NT58	Did your receipt any trainings to facilitate the class for special needs children?	Yes 1 No 2	

Q.N.	Questions /Response	Category	Skip To
NT58A	If yes, please specify		

Module 6: Parental Involvement

Q.N.	Questions /Response	Category	Skip To
NT59	What do you do to involve the parents for the improvement in learning outcomes of the children? (Multiple response possible)	By rewarding certificates to the children, ... 1 By sending letters to parents 2 By telephoning parents..... 3 By arranging parents' meetings 4 Other (Specify)..... 5 Do nothing..... 6	
NT60	Interview End Time:		

Module 7: Factors affecting educational outcome

Q. No	Question	Options	Skip to
NT61	Have you/your school undertaken any activities to understand the need of the students and prioritize team during teaching?	Yes..... 1 No..... 2	→ NT63
NT62	If yes, what have you done?		
NT63	Did you provide extra priority and care to children whose mother tongue is not Nepali?	Yes..... 1 No..... 2	→ NT65
NT64	IF yes, how?		
NT65	Did you design any specific mechanism targeting low performing students, e.g., separating them students into groups and coach them	Yes..... 1 No..... 2	→ NT 67 ^
NT66	If yes, what have you done?		
NT67	Did the parents supervise children study at home or support on child education?	Yes..... 1 No..... 2	
NT68	Has any one of the children complained about poor reading environment at their home?	Yes..... 1 Yes..... 2	→ NT 69
NT69	If yes, what was that about		
NT70	Have you received any special skills/knowledge training/academics prior to joining as the teacher?	Yes..... 1 No..... 1	→
NT71	If yes, what have you done?		
NT 72	What are the main challenges that you encountered in the teaching/learning?		
NT 73	Are you satisfied with the present job? Give reasons?		
NT 74	What is your future career plan?		
NT 75	What are the social factors that influence learning/teaching in your locality?		

NT76	How has covid-19 affected learning skill of students?		
NT77	Have you received any training in last year?	Yes..... 1 No..... 1	
NT77A	If yes, what was training about?		

Thank you for your time and cooperation.

3. Questionnaire for School Health and Nutrition Focal Teacher (or Head Teacher)

Consent Form

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

We are inviting you to participate in this study. During this study, I will ask you questions related to school health and nutrition in this school in relation to the School Meal Program being implemented by WFP.

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

Your participation will be highly appreciated. The answers you give will be used for planning Mid-day Meal related programs and services.

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

Section 1: Interview Information		
Q. No	Question	
SHT 1	Name of School:	
SHT 2	Name of Village:	
SHT 3	Province name	Karnali 1 Sudurpaschim 2
SHT 4	District name	Jajarkot 1 Accham 2 Bajura 3 Bajang 4 Darchula 5 Doti 6
SHT 5	Name of Rural/Urban Municipality:	
SHT 6	Ward no.:	
SHT 7	Sampled school EMIS Number:	
SHT 7a	Up to which grade the school operates	
SHT8	Up to which grade the school functions (Based on Exiting Status)	Basic (ECD- 3) 1 Basic (ECD- 5) 2 Basic (ECD-8) 3 Secondary (ECD-10) 4 Secondary (ECD-12) 5
SHT9	Name and code of the Interviewer:	
SHT 10	Name and code of the Supervisor:	—

SHT 11	Date of Interview	DD	MM	YYYY																																							
SHT12	Interview Start Time:	Hour	Minute																																								
Section 2: Background information of SHN teacher																																											
Q.N.	Questions/Response	Category	Skip To																																								
SHT13	Name of respondent and ID																																										
SHT14	What is your gender?	Male..... 1 Female..... 2 Other (Specify)..... 3 Not willing to express..... 4																																									
SHT14a	Do you have any disability?	Yes 1 No 2	→ SHT16																																								
SHT14b	If 'Yes', what type of disability do you have?	Hearing deficiency 1 Visual impairment 2 Speech impairment 3 Physical disability 4 Other (Specify)..... 96																																									
SHT16	Number of years of experience as SNH teacher																																										
SHT17	Have you received any training on SHN provided by WFP and partner organization or other organization?	Yes 1 No 2	→ SHT19																																								
SHT18	What major topics were covered during the training related to SHN? (Multiple response possible)	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr><td>Food preparation safety</td><td></td><td></td></tr> <tr><td>Health, hygiene and nutrition</td><td></td><td></td></tr> <tr><td>Mensuration hygiene</td><td></td><td></td></tr> <tr><td>Waste management</td><td></td><td></td></tr> <tr><td>Deworming</td><td></td><td></td></tr> <tr><td>IFA supplementation</td><td></td><td></td></tr> <tr><td>Health screening (visual, hearing etc.)</td><td></td><td></td></tr> <tr><td>BMI assessment</td><td></td><td></td></tr> <tr><td>Communication for behavior change</td><td></td><td></td></tr> <tr><td>Not included those topics</td><td></td><td></td></tr> <tr><td>First-Aid Kits</td><td></td><td></td></tr> <tr><td>Other (Specify) ____</td><td></td><td></td></tr> </tbody> </table>		Yes	No	Food preparation safety			Health, hygiene and nutrition			Mensuration hygiene			Waste management			Deworming			IFA supplementation			Health screening (visual, hearing etc.)			BMI assessment			Communication for behavior change			Not included those topics			First-Aid Kits			Other (Specify) ____				
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Module 3: SCHOOL WASH INFRASTRUCTURE AND HYGIENE

Q.N.	Questions /Response	Category	Skip To
SHT19	What is the main source of DRINKING water in this school?	Piped water..... 1 Tube well..... 2 Protected dug well 3 Cart with small tank/drum 4 Tanker truck..... 5 Bottled/jar water 6 Children carry water from home 7	

Q.N.	Questions /Response	Category	Skip To
		Spring water/River water 8 Other (specify) 96	
SHT20	Is there a provision of purifying water (treatment) before drinking in school?	Yes..... 1 No 2 ✓→	SHT22
SHT21	What are the methods school have been using to purify water before drinking? (Multiple answers possible. Probe, but don't read possible answers)	Let it stand and settle/sedimentation/storing, collecting 1 Strain it through cloth 2 Boil it..... 3 Add bleach/chlorine..... 4 Use a water filter 5 Solar disinfection (Sodis method) 6 Warm it 7 Other (Specify) 8	
SHT22	Is there a provision of dustbins, in each of the following places, in school?		
	A. Classrooms	Yes..... 1 No 2	
	B. Toilets	Yes..... 1 No 2	
	C. Kitchen	Yes..... 1 No 2	
	D. Teachers/staff room	Yes..... 1 No 2	
	E. Playing ground/School premises	Yes..... 1 No 2	
SHT23	Do school staff and students use the dustbins to dispose waste? (Ask only if 1 in either SHT22A or SHT22B or SHT22C).		
	A. School staff and teachers	Yes..... 1 No 2	
	B. Students	Yes..... 1 No 2	
SHT24	Does the school have separate dustbins/waste management pits/ditches to dispose waste for different types of waste?		
	A. (Ask only if 1 in SHT22A) Classrooms	Yes..... 1 No 2	
	B. (Ask only if 1 in SHT22B) Toilets	Yes..... 1 No 2	
	C. (Ask only if 1 in SHT22C) Kitchen	Yes..... 1 No 2	
	D. (Ask only if 1 in SHT22D)	Yes..... 1 No 2	
	E. Teacher /Staff room	Yes..... 1 No 2	
SHT25	What type of toilets does the school have? (Observe and record) (Multiple answer possible)	Flush toilet (attached)..... 1 Ventilated improved pit latrine 2 Pit latrine. (with slab) 3 Pit latrine. (without slab) 4 Composting toilet/Eco-san..... 5 Bio-gas toilet..... 6 No facility at school/open ground..... 7 Other (Specify) 8	

Q.N.	Questions /Response	Category					Skip To
SHT26	During school hours, where do children typically go as an alternative of toilet?	Toilet in school only 1 Toilet at home 2 Open fields/grounds..... 3 Both toilet and fields 4					
SHT27							
	A. Does the school have a separate toilet for boys?	Yes..... 1 No 2					
	B. Does the school have a separate toilet for boys?	Yes..... 1 No 2					
	C. Does the school have common toilet for both boys and girls?	Yes..... 1 No 2					
	D. Does the school have separate toilet for teachers/staff?	Yes..... 1 No 2					
	E. Does the school have disability friendly toilet (in existing toilet or separate)?	Yes..... 1 No 2					
SHT28	Do the toilets have regular supply of water?	Yes, in all toilets..... 1 Yes, in some of them..... 2 No 3					
SHT29	Does the school have handwashing facility/ (Tippy taps)? <i>(Reported only)</i>	Yes..... 1 No 2					
SHT30	What do the students mainly use to wash hand?	Water only..... 1 Both soap and water 2 Other things..... 3 Do not wash hands..... 4					
SHT31	Is there availability of water and cleaning agent/soap for handwashing? (Observe and record)	Yes, water only 1 Yes, both water and soap 2 No 3					
SHT32	What changes have you observed in school dropouts and absenteeism since the implementation of SHN WASH program? (Multiple response possible)	Less male student dropouts..... 1 Less male student absenteeism due to sickness 2 Less girl student absenteeism due to sickness 3 Less girl student dropouts.....4 WASH program is not implemented.....5 Other (specify)..... 6 No change..... 7					
SHT33	On a scale of 1-5, where 1 is least satisfied and 5 is most satisfied, what is your perception of the school toilets in terms of:	Strongly Disagree	Disagree	Neither agree nor-disagree	Agree	Strongly Agree	
a.	Availability: can use, when necessary, without having to wait	1	2	3	4	5	

Q.N.	Questions /Response	Category					Skip To
b.	Accessibility: easy to reach, easy to use	1	2	3	4	5	
c.	Cleanliness: facility is kept clean	1	2	3	4	5	
d.	Adequacy of water: there is adequate water in the toilet	1	2	3	4	5	
e.	Safety: door can be latched, adequate lighting	1	2	3	4	5	

Module 4: Health and Menstrual Hygiene

Q.N.	Questions /Response	Category				Skip To
SHT34	Were there any of the following health screening program conducted in school during last academic year?	Health screening		Yes	No	
		1	Height measurement			
		2	Weight measurement			
		3	Vision test			
		4	Hearing test			
		5	Dental hygiene			
	96	Others(specify)				
SHT35	Were the children given deworming tablets twice in the last year to prevent from worm infestation?	Yes, twice a year 1 Yes, but only once a year..... 2 No..... 2				
SHT36	Were the adolescent girls given iron and folic acid supplementation tablet weekly in the last year?	Yes..... 1 No..... 2				
SHT37	Is there a Health and Nutrition Register maintained in the school, and can you show it to me? (Observe and record)	Yes, observed..... 1 Yes, not observed 2 No 3				
SHT38	Has the school received and used first aid tool kit boxes from the government WFP/implementing partner ? (Observe and record)	Yes, observed..... 1 Yes, not observed 2 No 3				→ SHT40
SHT39	Does the school refill the free items for the first aid kit from any local health facilities?	Yes..... 1 No..... 2				
SHT40	Have there been any trainings on menstrual hygiene for girls conducted in your school? (Only for basic schools' grade 6 & above)	Yes..... 1 No..... 2 Not applicable..... 97				} SHT42
SHT41	In what ways did these trainings benefit the girls? (Multiple response possible)	Fewer girl absenteeism..... 1 Lesser reported health problems.....2 Increased practice of using sanitary pads 3 Observed changes in community behavior..... 4 Others (Specify) 5 Not applicable..... 6				
SHT42	What are the changes you have observed in the hygiene knowledge	Regular use of latrine at home 1 Regular use of latrine at school 2 Hand washing with soap after using latrine,				

Q.N.	Questions /Response	Category	Skip To
	and practices of the students since the implementation of WASH? (Multiple response possible)	before eating food..... 3 Clean drinking water from a safe source (e.g. tube well, or treated water collected from river/lake) 4 Maintain a waste disposal system (Water drainage, garbage pits, waste basket/dust bins)..... 5 Keep the School building and compounds clean 6 Maintaining hygienic environment while eating food 7 Use and disposal of sanitary pads by adolescent girls during menstruation..... 8 WASH program is not implemented..... 9 Other (Specify) 10 Don't Know 11	
SHT43	Are menstrual pads/sanitary napkins adequately available at school? (Only for basic schools' grade 6 & above)	Yes 1 No 2 Don't know 3	
SHT44	Do the students regularly attend school during menstruation?	Yes 1 No 2	
SHT45	What facilities are available in the school toilet to properly dispose of sanitary pads? (Multiple response possible)	Dustbin 1 Shoot/Burning chamber/Incinerator 2 Other (Specify) 3 No more facility/throw haphazardly..... 4	
SHT46	What is the provision of disposing sanitary napkin/pad at the school? (Multiple response possible)	Burn/ Incinerator 1 Dig a hole and throw and cover 2 Drop in toilet 3 Throw it in dustbin 4 Throw haphazardly without covering. 5 Other (Specify) 6 No more practice of above..... 7	
SHT47	Has this school celebrated national sanitation related campaign at the community or school level?	Yes 1 No 2	
SHT47a	If yes, what have you celebrated?		
Module 8: Factors influencing educational outcome			
Q. No	Question	Options	Skip to
SHT48	Have you/your school undertaken any activities to understand the need of the female students and prioritize team during teaching?	Yes.....1 No.....2	
SHT48A	If yes, specify?		
SHT49	Has any one of the children complained about poor reading environment at their home?	Yes.....1 No.....2	
SHT49A	If yes, specify?		

Q.N.	Questions /Response	Category	Skip To
SHT50	What are the social factors that influence learning/teaching in your locality?		
SHT51	Are you satisfied with the teaching and learning environment at school? Please elaborate		

Thank you for your valuable time and Information.

Consent Form

We would like to ask you a few questions related to health, hygiene, sanitation facilities, Mid-day Meal in your schools and this will take nearly 1 hour of your time. There will be no risk because of your participation in the study since all information gathered during this study will remain confidential. We will use only for the study purposes. We value your opinion and there are no wrong answers to the questions. Your participation is completely voluntary. You are free to withdraw your consent and discontinue participation in this survey at any time. If you need further information, you can contact Dr Birendra Bir Basnyat, Kathmandu (Email: narma@narma.org.np; Ph. No. 01-4984807).

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

Q. No	Questions	Response
SC1	Name of School:	
SC2	Name of Village:	
SC3	Province Name and Number:	
SC4	District:	
SC5	Name and code of Rural /Urban Municipality:	
SC6	Ward no.:	
SC7	Sampled school EMIS #:	
SC8	Up to which grade the school operates	
SC9	Up to which grade the school functions	Basic (ECD- 3) 1 Basic (ECD- 5) 2 Basic (ECD-8) 3 Secondary (ECD-10) 4 Secondary (ECD-12) 5
SC10	Name and code of the Interviewer:	
SC11	Name and code of the Supervisor:	
SC12	Date of Interview	DD MM YYYY
SC13	Interview Start Time:	Hour Minute
SC14	UID of selected student	_____

Module 2: Respondent Characteristics (For grades 4-8)

Q.N.	Questions /Response	Category	Skip To
SC15	Code of respondent?		
SC16	What is your gender?	Male 1 Female 2 Other 3 Not willing to express 4	
SC17	What is your age?	Completed age	
SC18	Which grade do you study?	Grade	
SC18a	Do you have any disability?	Yes.....1 No.....2	→ SC19
SC18b	If 'Yes', what type of disability do you have?	Hearing deficiency 1 Visual impairment 2 Learning disability 3 Speech impairment 4 Physical disability 5 Other (Specify) 96	
SC19	What is the name of your guardian? (Record only one name)	_____	

Module 3: School Meal Related Questions

Q.N.	Questions /Response	Category	Skip To
SC45d	Does the school offer you the mid-day-meal every day	Everyday.....1 Every day except Friday.....2 Most of the days (3-4 days) 3 Sometimes (1-2 days) 4 Never.....5	SC46
SC45e	Is the mid-day meal same every day or these are different varieties?	Different varieties.....1 Mostly same.....2 Always same.....3 Don't know.....98	
SC45f	Is the meal sufficient to satisfy your hunger?	Sufficient.....1 Not sufficient.....2 Don't know.....	
SC45g	How hot is the mid-day meal provided at school?	Hot/lukewarm.....1 Cold.....2 Don't know.....98	
SC46	(For grades 4-8) On an average, how many school days in a week do you eat tiffin/snacks at home after returning from school?	No. of days	
SC47	(For grades 4-8)	No. of days	

Q.N.	Questions /Response	Category	Skip To
	On an average, how many school days in a week do you eat dinner at home?		
SC49	(For grades 4-8) In your opinion, what are the advantages of School Meal Program for the students? (Multiple response possible)	Motivates children to go to school consistently 1 Motivates children to stay longer at school 2 Promote girl child's enrolment 3 Improves children's ability to learn or concentrate once they are in class..... 4 Improves learning outcomes 5 Improves good health and hygiene behavior of school age children 6 Improves awareness about nutrition among school age children 7 Provides nutritional benefits/ improves nutritional status of school age children 8 Saves money of household to provide school lunch for children 9 Improves awareness about the use of locally available fresh foods..... 10 Other (Specify) 11 Don't know 12	

Module 4: WASH/Personal Hygiene

Q.N.	Questions /Response	Category	Skip To
SC45a	Do you usually purify your drinking water at home or school?	Yes..... 1 No 2 Don't know 98	SC45c
SC45a1	If yes, where do you purify water?	Home 1 School 2 Both..... 3	
SC45b	If yes, then how do you purify your drinking water? (Multiple response possible)	Boiling 1 Filtering 2 Through Chlorination/Medication..... 3 Use Soda 4 Others specify 5 Do not know..... 6	
SC45c	Where do you dispose your waste?	Anywhere (no fixed place)..... 1 In a waste bin/container 2 In a pit dug to collect waste/manure pit.3 Others specify) 96	
SC50	(For grades 4-8) How often or what critical times do you wash your hands? <i>Multiple response, probe but don't read out options.</i>	Before, during, and after preparing food1 Before eating 2 After using the toilet (for urination, defecation, menstrual hygiene 3 After helping someone who just used the toilet 4 After blowing one's nose, or coughing or sneezing..... 5 After touching an animal, animal feed or	

Q.N.	Questions /Response	Category						Skip To
		animal waste..... 6 After touching garbage..... 7 Do not wash hands 8 Other (Specify) 9						→ SC53
SC51	What do you mostly use to wash your hand?	Water only 1 Both soap and water..... 2 Other (Specify) 96						→ SC53
SC52	(If student does not mention soap), What is the main reason that you don't use soap to wash your hand?	There is no soap available..... 1 There is no enough water to rinse the soap away..... 2 It takes longer time to wash with soap. 3 Not necessary 4 Others (Specify) 96						
SC53	(For all grades 4-8) On a scale of 1-3, how well the students-maintained personnel hygiene? <i>1=Very good, 2= Good, and 3=Poor</i> (Observe and record)	Very good (1)		Good (2)		Poor (3)		
		B	G	B	G	B	G	
	a. Trimmed nail							
	b. Groomed hair							
	c. Clean teeth							
	d. Clean dress							
	e. Clean shoes/Slipper							
SC54	(For grades 4-8) Did you take deworming tablet in the school in the last academic year?	Yes.....1 No 2 Don't know 98						SC56
SC55	If yes, how many times in last academic year?	_____times						

Module 5: Menstruation Related Questions (Girl studying on 6-8 grades)

Q.N.	Questions /Response	Category	Skip To
SC56	(Only for grade 6-8 girls) Has your menstruation started?	Yes 1 No 2	→ SC68
SC57	If 'yes', are you aware of menstrual hygiene?	Yes 1 No 2	
SC58	If 'yes', do you speak about menstrual hygiene to anybody?	Yes 1 No 2	→ SC60
SC59	Who do you usually speak about menstrual hygiene?	Grandmother/Mother/Aunt 1 Sister 2 Relative 3 Friend Female 4 Friend Male SHN Focal Teacher 5 Head Teacher 6 Other teachers 7 Any Healthcare related person 8 Male members of the family 9 Other (Specify) 96	

Q.N.	Questions /Response	Category	Skip To
SC60	What sanitary materials do you mostly use during your menstruation period?	Nothing 1 Commercial/disposable sanitary pad 2 Old clean cloths 3 Old dirty cloths 4 Reusable/Homemade pad..... 5 Other (Specify) 96	
SC61	What are your hygienic practices you do during your menstruation period? (Multiple response, probe but don't read out options)	Change of menstrual pad every six hours1 Safe disposal of the menstrual pad..... 2 Hand washing before and after changing the pads 3 Changing sanitary pad every 6 hours.....4 Others (Specify).....5	
SC62	Are menstrual pads/sanitary napkins adequately available at school?	Yes 1 No 2 Don't know.....3	} SC65
SC63	If yes, have you ever used sanitary pads from the school during your menstruation?	Yes 1 No 2	
SC64	If 'No', why?	Not needed.....1 Feeling uncomfortable to ask for 2 No enough pad 3 Others (Specify) 96	
SC65	Do you regularly attend school during your menstruation period?	Yes 1 No 2	→ SC66
SC65a	If 'No', why?	Religious belief 1 Health.....2 Embarrassment/shyness 3 School environment not conducive changing sanitary pads 4 School does not have appropriate toilet 5 School does not have appropriate place to through pads..... 6 Other (specify) 96	
SC66	Does the toilet have regular supply of water?	Yes 1 No 2	
SC67	Did you take biannual weekly iron and folic acid supplementation tablet in the school?	Yes 1 No 2	→ 68
SC67a	If yes, then how many tablets did you take?	Tablet number.....	

Module 6: School Health Facilities (For grades 4-8)

Q.N.	Question /Response	Category	Skip To
SC68	Do you get First Aid in school when required?	Yes 1 No 2 Don't know..... 98	
SC70	Does school measure your height and weight	Yes 1 No 2	
SC71	Do you have your eyes, ears, teeth, heart, etc. checked at school?	Yes 1 No 2	

Module 7: Community Feedback Mechanism (For grades 4-5)

Q.N.	Questions /Response	Category	Skip To
SC72	How will you provide feedback on Mid-day Meals or address your questions/concerns? (Multiple response possible)	Namaste WFP toll Free numbers..... 1 Report to Child Club 2 Report to teacher/s 3 Report to Reading Motivator..... 4 WFP/ CP staff..... 5 SMC/FMC 6 School Principal/teacher..... 7 Parents..... 8 Others (Specify)..... 9 Don't know..... 10	
SC73	How would you like to receive information on WFP related activities?	SMC/FMC 1 Teacher/principal..... 2 Child club..... 3 Reading motivator 4 WFP staff..... 5 WFP partner staff (NGO)..... 6 Radio 7 Printed materials 8 Parents 9 Others (Specify).....96 Don't know..... 98	
SC74	(Only for class 4-8 students) Does your school have comments/suggestion box?	Yes.....1 No.....2 Don't know 3	
SC75	Interview End Time:	Hour Minute	

Thank you for your valuable time and information.

5. Questionnaire for Parents (Grade III to VIII)

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

We are inviting you to participate in this survey. During this study, I will ask you questions related to you and your household's background characteristics, your child's study activities, and the mid-day meal that your child is receiving at school as a beneficiary of School Meal Program.

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

Your participation will be highly appreciated. The answers you give will be used for planning Mid-day Meal related programs and services.

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

Module 1: Background Characteristics of Survey Area

Q. N	Question	
PT1	Name of School:	
PT2	School Category	Primary 1 Basic..... 2 Secondary..... 3
PT3	Sampled school EMIS #:	
PT4	Province Name and Number:	
PT5	District:	
PT6	Name and code of Rural /Urban Municipality:	
PT7	Ward no.:	
PT8	Name and code of the Interviewer:	
PT9	Name and code of the Supervisor:	
PT10	Interview Start Time:	

Module 2: Household's General Information

Q.N.	Questions /Response	Category	Skip To
PT11	Code of reference child		
PT11a	Name of reference child		

Q.N.	Questions /Response	Category	Skip To
PT12	Grade of reference child		
PT13	Age of reference child		
PT13a	Gender of reference child	Boy 1 Girl.....2 Other (Specify)..... 96	
PT14	Code of parent		
PT15	Gender of respondent (observe)?	Male 1 Female 2 Other (Specify)..... 96 Not willing to express 3	
PT16	What is your relation to the child?	Father 1 Mother 2 Brother 3 Sister 4 Other (Specify)..... 96	
PT17	What is your household size? (Only who are living currently together at home)	Total no. of family members.....	
PT17a	No household member above 11 years or older		
PT17b	No household member above 11 years or older completing 6 years of schooling (primary)		
PT18	Is there any member of your household that needs help due to long term difficulties or any type of disability?	Yes.....1 No.....2	→ PT21
PT20	If 'Yes', what type of disability does these members have? (Multiple responses possible)	Seeing 1 Hearing 2 Communicating 3 Understanding 4 Physical disability 5 Dressing and or washing 6 Other (Specify) 7	
PT21	What is the ethnicity of household head?	Brahmin/Chhetri 1 Newar 2 Other Janjati (excluding Newar).....3 Dalit.....4 Muslim 5 Madhesi 6 Other (Specify)..... 96	
PT22	How many school-going age children (Year 5-16 or less) are there in the family?	No. of children.....	
PT23	Among them, currently, how many children are going to school?	No. of children.....	
PT24	What is your formal education?	No formal schooling.....0 Grade__ completed..... 1-10 SEE/ SLC..... 11	

Q.N.	Questions /Response	Category	Skip To
		Intermediate/ +2 12 Bachelor 13 Master or above 14	
PT25	What is the child's mother's formal education?	No formal schooling.....0 Grade__ completed..... 1-10 SEE/ SLC..... 11 Intermediate/ +2 12 Bachelor 13 Master or above 14 Other (Specify) 96 Don't know.....98	
PT26	What is the child's father's formal education?	No formal schooling.....0 Grade__ completed..... 1-10 SEE/ SLC..... 11 Intermediate/ +2 12 Bachelor 13 Master or above 14 Other (Specify) 96 Don't know.....98	
PT27	Which language is mostly spoken at home?	Nepali.....1 Doteli 2 Tharu 3 Achhami.....4 Baitadi.....5 Bajhanghi.....6 Bajureli.....7 Darchuleli..... 8 Magar/Kham 9 Other (Specify) 96 Don't know..... 98	
PT28	What is the main source of income of your family?	Agriculture/Livestock/Poultry/ Aquaculture 1 Wage employment (Farm/non-farm) 2 Salaried worker 3 Migrant labour (Within Nepal) 4 Self-employment/business 5 Retired/pension.....6 Social security allowance 7 Traditional occupation 8 Migrant labor (India) 9 Remittance (Abroad) 10 Other (Specify) 11	
PT29	What is the secondary source of income of your family?	Agriculture/Livestock/Poultry/ Aquaculture 1 Wage employment (Farm/non-farm) 2 Salaried worker 3 Migrant labor (Within Nepal) 4 Self-employment/business 5 Retired/pension.....6 Social security allowance 7 Traditional occupation 8 Migrant labor (India) 9	

Q.N.	Questions /Response	Category		Skip To
		Remittance (Abroad) 10 Other (Specify) 11		
PT29a	Is the child's father seasonally migrating to India or currently working abroad?	Yes.....1 No.....2		
PT30	Do you produce staple crops like rice, wheat, corn, millet etc. for your family?	Yes.....1 No.....2 		PT32
PT31	If 'Yes', how many months of the year do your produces fulfil your family's need?	Whole year 1 About 10 months.....2 About 8 months.....3 About 6 months.....4 Less than 6 months.....5		
PT32	Including your household's farm and off-farm incomes and without selling of fixed assets and borrowing, how many months of the year do your resources fulfil your family's basic need?	Whole year 1 About 10 months.....2 About 8 months.....3 About 6 months.....4 Less than 6 months.....5		
PT33	How long does it take (by walking) for your child to reach school from home?	Minute		
PT34	How far is the nearest health post/hospital from home?	Minute		
PT35	How far is the nearest marketplace from home?	Minute		
PT36	Do you have____ at home? (Ask one by one)	Yes	No	
a.	Electricity	1	2	
b.	Television	1	2	
c.	Radio	1	2	
d.	Computer/ laptop/Tablet	1	2	
e.	Internet	1	2	
f.	Supplementary reading materials	1	2	
g.	Telephone/mobile (Android/Smart)	1	2	
h.	Toilet	1	2	
i.	A separate room/spot for child to study	1	2	
j.	Vehicle (Motorbike/Car/Jeep etc.)	1	2	
k.	Solar light	1	2	
l.	Refrigerator	1	2	
m.	Animal cart	1	2	
n.	Sewing machine	1	2	
o.	Biogas	1	2	
p.	LP gas	1	2	

Module 3: Dietary Diversity

Q.N.	Questions /Response	Category	Skip To
PT37	Was yesterday a special day, like a celebration or feast day or a fast day where you ate special foods or more or less than usual or did not eat because of fasting?	Yes 1 No 2	→ PT39
PT38	Was the day before yesterday a special day, like a celebration or feast day or a fast day where you ate special foods or more or less than usual or did not eat because of fasting?	Yes 1 No 2	

Direction: If “yes” in PT38, then ask about yesterday in PT39. If “no” in PT38, then ask about day before yesterday in PT39.

Enumerator Instructions: Now I would like you to describe everything (meals and snacks) that your child ate or drank yesterday during the day and night, whether are home or outside the home. Please include all foods and drinks, any snacks or small meals, as well as any main meals. Start with the first food or drink of the morning. Write down all foods and drinks mentioned. When composite dishes (like porridge, sauce or stew) are mentioned, ask for the list of ingredients. When the respondent has finished, please probe for meals and snacks not mentioned.

PT39	Did your child eat following food items yesterday (or the day before if yesterday was unusual)? (Ask one by one)		
Food Group	Examples	Response	
		1=Yes	2=No
1. Grains, White Roots and Tubers	Rice, wheat, maize, sorghum, millet, barley, potato, cassava. Roti, bread	1	2
2. Pulses	Beans, peas, lentils (daal), soy products, chickpeas.	1	2
3. Nuts and Seeds	Peanuts, tree nuts (ex. almonds, walnuts), pumpkin seeds, sesame seeds, ground nuts, sunflower seeds	1	2
4. Dairy Products	Milk, Cheese, Yogurt or other milk products (does not include butter, ghee, ice cream)	1	2
5. Meat, Poultry and Fish	Goat, buff, chicken, pigeon, pork, duck, dried or fresh fish	1	2
6. Eggs	Eggs from Chicken, Duck, or any other bird	1	2
7. Dark Green Leafy Vegetables	Including wild forms (ex. nettle/shishnu) + locally available vitamin A rich leaves such as spinach, pumpkin leaves, kale, Chinese cabbage	1	2
8. Other Vitamin Rich Fruits and Vegetables	Pumpkin, Carrot, Squash, or Sweet Potato, persimmon, ripe mango or papaya that are orange inside + other locally available vitamin A rich vegetables and fruits	1	2
9. Other Vegetables	Other vegetables (e.g., Tomato, Onion, Eggplant, Green Beans, Cauliflower, Okra)	1	2
10. Other Fruits	Other fruits, including wild fruits and 100 percent fruit juice made from these	1	2
11. Small Protein Foods	Snails (Ghungi), Insect Larvae (Barula, Aringal, Mahuree), Grubs (Khumlikira), Fish Eggs	1	2
12. Oils and Fats	Ghee, butter, vegetable oil added to food or used for cooking including oil extracted from nuts	1	2
13. Spices, Condiments and Seasoning	Spices (Black Pepper, Salt, cumin), Condiments (Ketchup), flavoring pastes used in small amounts (ginger, garlic, tomato)	1	2
14. Other Foods and Beverages	Savory and friend snacks (crisps, samosa, Tea, coffee, alcohol, thin broth or soup, pickles (achar), sugary snacks (ex. biscuits, crisps), candy, fried snacks (ex. samosa)	1	2

15. Other specify		1	2

Module 4: Child Studies Related Questions

Q.N.	Questions /Response	Category	Skip To
PT40	Currently, does your child go to school regularly (in almost all school open day)?	Yes 1 No 2	PT42
PT40a	In last month, how many days children went to school?		
PT41	If 'No', why? (Multiple response possible)	Child's frequent sickness 1 Long distance from home to school 2 Sickness of family members 3 Child's involvement in household works 4 Child's involvement in agricultural/ livestock activities 5 Road blockage due to natural calamities (Flooded river on way, road blockage due to landslide) 6 No study materials available 7 School closed due to Covid-19 pandemic/ political reasons 8 Child not interested 9 Other (Specify) 10	
PT42	How often does the child study at home in recent times?	Everyday/Regularly (as required) 1 Few days a week 2 Never 3	PT44
PT43	If 'few days a week' or 'Never', why? (Multiple response possible)	Child's involvement in taking care of siblings 1 Child's frequent sickness 2 Sickness of family members 3 Child's involvement in household works 4 Child's involvement in activities related to farming/ livestock 5 No study materials available 6 Child do not have interest on study 7 Child gives more interest to watch and play games in gadgets 9 Child engaged in livelihood activities (NTFPs collection) 10 No one to guide/help with lessons.... 11 Other (Specify) 12	
PT44	If every day or regularly, on average how long does the child study at home in a day?	3 hours or more 1 1-2 hours 2 Less than 1 hour 3	
PT45	Does the child have the complete set of textbooks?	Yes, all books are available 1 Yes, but only few books are available 2 No books are available 3 Don't know 98	PT47
PT46	If 'no, why?	School has not distributed the textbooks 1	

Q.N.	Questions /Response	Category	Skip To
		School distributed only few books 2 Obtained books are torn or lost 3 Other (Specify) 96	
PT47	Other than textbooks, what reading materials are available for the child at home? (Multiple response possible)	Story books 1 Newspapers 2 Flashcards/Charts..... 3 Online learning materials 4 Dictionary 5 Reference books 6 No other materials available 7 Other (Specify) 8	
PT47a	Does the reference child have necessary stationaries?	Yes 1 No 2	→ PT48
PT47b	If no, then what are the reasons?	School doesn't provide 1 Lack of money 2 Distributed stationary is torn/broken or lost 3 Stationary shop is far away 4 Don't know 5	
PT48	Does anyone at your home guides/helps child to study or do homework?	Yes 1 No one helps 2	→ PT50
PT49	If 'Yes', who helps the child to study or do homework at home? (Multiple response possible)	Father/Mother 1 Sister/Brother 2 Relatives..... 3 Neighbors..... 4 Tuition..... 5 Other (Specify) 6	} PT51
PT50	If 'No one helps', why? (Multiple response possible)	Child does quite well in studies (does not require help)..... 1 Lack of family members' capacity to support the child 2 Too busy to help 3 No relatives/neighbors are available to help 4 Child not interested 5 It is not our responsibility..... 6 Others (Specify)..... 7	
PT51	(Ask if answer is yes in PT48) How is the child helped for the studies? (Multiple response possible)	Managing study time for the child. 1 Observing child's study related activities..... 2 Managing reading materials 3 Explaining things 4 Arranging tuition 5 Checking homework 6 Help children to complete homework...7 Other (Specify) 8	
PT52	What types of activities does the child mostly do at home? (Multiple response possible)	Helps in household works 1 Takes care of young siblings 2 Takes care of cattle 3 Helps in the farm 4 Self-study 5	

Q.N.	Questions /Response	Category	Skip To
		Takes additional tuition classes..... 6 Engaged in livelihood activities.....7 Not involved in any activities 8 Sports 9 Other (Specify) 10	
PT52a	If child support on agricultural work (farming/livestock rearing) after returning from school, how many hours in a day?	 hour	
PT52b	If child support on income generating/business after returning from school, then how many hours in a day?	 hour	
PT52c	If child support on household work/take care of siblings after returning from school, then how many hours in a day?	 hour	
PT52d	If child undertake self-study, after returning from school, then how many hours in a day?	 hour	
PT53	How satisfied are you with your child's performance in studies?	Highly satisfied..... 1 Somewhat satisfied 2 Not satisfied 3	→PT55
PT54	If 'highly/ partially satisfied', why? (Multiple response possible)	Child is getting good results..... 1 Attends school regularly..... 2 Does homework well..... 3 Engages in co-curricular activities 4 Child is overall smart..... 5 Other (Specify) 6	
PT55	If not satisfied why? (Multiple response possible)	Child is not getting good results 1 Child does not attend school regularly. 2 Child does not do homework well..... 3 Child does not engage in co- curricular activities..... 4 Child is not overall smart..... 5 Child is not interested in study... 6 Child spend most of the time in playing/entertainment 7 Other (Specify) 8	
PT56	Do you talk to the teachers about the child's performance?	Yes 1 No 2	→PT58
PT57	If 'Yes', how frequently? (Select the closest option)	Every month..... 1 Every two months..... 2 Every three months..... 3 On a half-yearly basis..... 4 On a yearly basis 5	} PT58 } PT59
PT58	If 'No', why? (Multiple response possible)	No time 1 Not aware 2 Don't think it is important 3 Not invited 4 Feel shy/not confident 5	

Q.N.	Questions /Response	Category	Skip To
		Do not know what to talk 6 Teacher do not give time 7 Other (Specify) 8	
PT59	Do you talk to child about his/her studies?	Yes 1 No 2	→ PT61
PT60	If yes, when	Everyday 1 Weekly 2 Occasionally 3 At the time of result only 4 Never 5	} PT62
PT61	If 'Never', why? (Multiple response possible)	No time 1 Not aware 2 Cannot support in studies 3 Do not think it is important 4 Do not think it is my role 5 Other (Specify) 6	

Module 5: Child Health and School Meal Program

Q.N.	Questions /Response	Category	Skip To
PT62	Has your child been absent in the school in the last month due to health-related reason/ illnesses? (Record the number of days absent. Record zero if no absent)	Days absent Don't know 98	
PT63	(Ask only if a number greater than 0 is recorded in PT62) Can you please elaborate the symptoms of your child's illness?	Fever 1 Diarrhoea 2 Injury 3 Don't know 4 Other (Specify) 96	
PT64	Has your child been absent in the school in the last 30 days due to reasons other than health? (Record the number of days absent. Record zero if no absent)	Days Don't know 98	
PT65	On average, how many days in a week does the child eat morning meal/ breakfast at home?	Everyday 1 3-4 days a week 2 1-2 days a week 3 Only occasionally/Never 4	} PT69
PT66	If '1-2 days a week or occasionally/ Never', why?	There is shortage of food 1 No one is there to cook meal 2 Other (Specify) 96	
PT69	(For all parents) On average, how many school days in a week does the child eat lunch or mid-day snacks at home (after returning from school)?	Everyday 1 3-4 days a week 2 1-2 days a week 3 Only occasionally/Never 4	} PT71
PT70	If '1-2 days a week or occasionally/Never', why?	There is shortage of food 1 No one is there to cook meal 2 Other (Specify) 96	

Q.N.	Questions /Response	Category	Skip To
PT71	(For all parents) In your opinion, what are the advantages of School Meal Program for the child? (Multiple response, probe but don't read out options)	Motivates children to go to school consistently 1 Motivates children to stay longer at school 2 Promotes girl child's enrolment 3 Improves children's ability to learn or concentrate once they are in class 4 Improves learning outcomes 5 Improves good health and hygiene behavior of school age children 6 Improves awareness about nutrition among school age children 7 Provides nutritional benefits/ improves nutritional status of school age children 8 Saves money of household to provide lunch to school children 9 Improves awareness about the use of locally available fresh foods 10 Increases the student admission rate 11 Increases awareness about the usefulness of textbooks made locally 12 Other (Specify) 13 Don't know 14	

Module 6: Take home ration.

Q.N.	Questions /Response	Category	Skip To
PT73	(Only for parents of grade 4-6 students) Did your child receive any take home ration distributed by WFP/ School during school closures in last academic year?	Yes 1 No 2 Don't Know 98	PT75
PT74	If 'Yes', how many times did your child receive take home ration distributed by WFP/ School since Baisakh 2079?	_____ times 1 Don't know 98	
PT75	(For all parents) Were you informed about alternative school teaching arrangements (like on-line teaching, radio-based teaching, television-based teaching, or community teaching- <i>Tole Sikshya</i>) when the school was closed due to COVID-19?	Yes 1 No 2 Don't know 98	PT77
PT76	If yes, did the child participate in alternative school arrangement?	Yes 1 No 2 Don't know 98	
PT77	Do you know about Namaste WFP Toll Free number to register any complaint, queries or provide suggestion?	Yes 1 No 2	80
PT78	If yes, have you/family member ever used /Call Namaste WFP Toll Free	Yes 1 No 2	PT80

Q.N.	Questions /Response	Category	Skip To
	number to register any complaint, queries or provide suggestion?	Don't know..... 98	
PT79	If 'Yes', was the issue reported at Namaste WFP solved?	Yes 1 No 2 Don't know..... 98	
PT80	When you have any feedbacks or complaints about Mid-day Meal, how would you like to voice your feedback or complaint or whom do you feel comfortable to share it with?	Report to SMC/FMC 1 Report to school Principal/teacher 2 Log book/complain book 3 Use school complaint/suggestion box.. 4 Call through WFP toll free hotlines 5 Report to WFP staff..... 6 Report to cooperating partner staff 7 Report to local government..... 8 Report to distribution center staff..... 9 Report to local government..... 10 SMS to WFP..... 11 Viber/Facebook/Messenger..... 12 Do not want to share with anyone 13 Other (specify) 14	
PT81	Interview End Time:		

Module 7. Living Condition (For Grade 3 Parents only)

SN	Questions	Answer	Skip
PT82	Roofing of the house where you live?	Thatch/Straw..... 1 Mud.....2 Tile..... 3 Stone slate 4 Zinc 5 Concrete/RCC 6 Plastic sheet..... 7 Other Specify 8	
PT83	What is your main source of energy for lightening? <i>Note: only one response</i>	Electricity (National grid) 1 Electricity (Micro-hydro) 2 Solar..... 3 Kerosene 4 Candle..... 5 Others specify..... 6	
PT84	What type of fuel does your family mostly use for cooking? <i>Note: only one response</i>	Firewood 1 Electricity 2 Crop residue 3 Kerosene 4 Cattle dung..... 5 Gas 6 Bio-gas 7 Others specify..... 8	

SN	Questions	Answer	Skip
PT85	Main source of drinking water <i>Note: only one response</i>	Tap (Private/Public) 1 Protected Spring/well/ 2 Protected Pond/water hole..... 3 Stream/River 4 Pond/water hole..... 5 Others specify..... 6	
PT86	Travel time to bring water to the home (One way)	 min	
PT87	Do you have toilet at home?	Yes..... 1 No 2	
Module 8: Factors affecting literacy outcome (Grade III parents only)			
PT88	Did you (child's father/mother) supervise children study or support on study?	Yes..... 1 No 2	
PT89	Has your child complained about poor reading environment at home?	Yes..... 1 No 2	
PT90	How was the Childs educational capacity changed after the COVID?	Increase 1 Same 2 Decrease 3	
PT91	Give reasons		
PT92	Have your children complained about the teacher's behavior or denied going to schools due to teacher behavior?	Yes..... 1 No 2	
PT93	IF yes please specify		
PT94	Are teacher motivated on their work or teaching properly?	Yes..... 1 No 2	
PT95	Give reasons		
PT96	Are you satisfied with the children performance at school?	Yes..... 1 No 2	
PT97	Give reasons		
PT98	Child absent at school (Number of days last year),	1. Due to illness 2. Due to way of family member (travel with them) 3. Due to engagement in economic activities 4. Other specify	

Thank you for your time and information!

6. Questionnaire for Cooks

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

We are inviting you to participate in this study. During this study, I will ask you questions related to Mid-day Meal program and your jobs such as cooking and distributing mid-day meal and related activities.

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

Your participation will be highly appreciated. The answers you give will be used for planning Mid-day Meal related programs and services.

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

Module 1: Background Characteristics

Q. N	Question	Response
CS1	Name of School and EMIS no.	
CS2	Province Name and Number:	
CS3	Name and Code of District:	
CS4	Name and code of Rural /Urban Municipality:	
CS5	Ward no.:	
CS6	Name of the village	
CS7	Type of Mid-Day meal	Cash based 1 Kind based 2
CS7a	Is cooked meal served to the students?	Yes 1 No 2
CS7b	Is not served why?	
CS7c	How are you using the food/cash received from the WFP/Local governments?	End interview
CS7c	Is cook available for interview? (Any person who is cooking meal on particular	Yes 1 No 2
CS7d	If not available why?	End interview
CS8	Name and code of the Interviewer:	
CS9	Name and code of the Supervisor:	

CS10	Interview start time:	

Module 2: Background Information of Respondent

Q.N.	Questions /Response	Category
CS11	Disability status of the respondent:	Hearing deficiency..... 1 Visual impairment 2 Learning disability 3 Speech impairment 4 Physical disability 5 Multiple disability 6 Other (Specify) 96 None 97
CS12	Sex of the respondent:	Male 1 Female 2 Another.....3
CS13	Age of the respondent	
CS14	Caste/ethnicity of the respondent:	Brahmin/Chhetri..... 1 Dalit.....2 Newar 3 Other Janjati (excluding Newar).....4 Madhesi 5 Muslim 6 Other (Specify).....96
CS15	Number of years working as a cook in the school (Write '0' if less than 1 year)	Complete year

Module 3: Training Exposure

Q.N.	Questions /Response	Category	Skip To
CS16	Have you received any training related to cooking, food safety and handling?	Yes. 1 No 2	☐ CS21
CS 16 a	If yes, provide the name of the training (cooking or food safety and handling)		
CS17	How many times have you received training?	No. of times	
CS18	What all topics were discussed during the training? (Multiple response possible)	Commodity management..... 1 Record keeping 2 Storage type and utilization 3 Health and hygiene 4 Food preparation and items required . 5 Food and Nutrition.....6 Kitchen management.....7 Food storage and handling.....8 Health and hygiene of cook.....9 Food preparation and distribution.....10 Waste management.....11 Checking food items before cooking and 12Measuring food before cooking .. 13	

Q.N.	Questions /Response	Category	Skip To
		Ensuring personal health and hygiene 14 Ensuring cleanliness of food commodities before cooking..... 15 Checking of cooked food 16 Prevention of nutrient loss 17 Storage equipment..... 18 Food safety 19 Safety gears 20 Other (Specify)..... 21	
CS19	In your opinion, was the training useful?	Yes 1 No 2	→ CS21
CS20	If not, why? (Write up to two major reasons)	1. _____ 2. _____	

Module 4: Kitchen Safety and Availability of Equipment/Resources (Observe)

Q.N.	Questions /Response	Category	Skip To
CS21	Does your school have a separate kitchen? (Observe)	Yes 1 No 2	→ CS23
CS22	If no separate kitchen, where do you prepare food?	Inside school premise 1 Outside school premise under temporary buildup 2 At own home 3 Other (Specify) 96	
CS23	Is the kitchen/place where you cook food clean? (Observe)	Very clean 1 Satisfactory 2 Not clean 3 Not applicable 97	
CS24	Does the kitchen/place where meal is cooked have following amenities? (Ask if CS21=1)	Yes	No
	a) Window		
	b) Chimneys		
	c) Improved cooking stove/Cylinder cooking (Gas) stove and Heater		
	(c) Sufficient cooking utensils		
CS25	Is the place where students eat food clean? (Observe)	Very clean 1 Satisfactory 2 Not clean 3	
CS25 a	Does the school have a separate place for students to eat	Yes	No

Module 5: Personal Hygiene of the Cook (Observe)

Q.N.	Questions /Response	Category	Skip To
CS26	Clothes worn by the cook are clean	Yes 1 No 2	

Q.N.	Questions /Response	Category	Skip To
CS27	Well-trimmed nails	Yes. 1 No 2	
CS28	Well-groomed beard (Only for male cook)	Yes. 1 No 2 Not applicable 97	
CS29	Well-groomed hair	Yes. 1 No 2	
CS30	Washes his/her hand with soap and water as appropriate	Yes. 1 No 2 Not applicable 97	

Module 6: Knowledge/Practice of Cook Related to Hygiene, Cooking, Storing and Distribution of Food

Q.N.	Questions /Response	Category	Skip To
CS31	What are the occasions you wash your hand? (Multiple response possible)	Before handling food and often during food preparation 1 After using the latrine 2 After finishing food preparation..... 3 After storing foods..... 4 After serving food..... 5 Don't wash hands with soap..... 6 Other (Specify) 7	
CS32	When do you wash the utensils (cooking pot, lids, scoops, knives, plates etc.) with clean water and soap? (Multiple response possible)	Before food preparation..... 1 After food preparation..... 2 Before serving food 3 After eating food 4 At the end of the day 5 Not using water and soap 6 Other (Specify) 7	
CS33	Generally, when do you clean the kitchen? (Multiple response possible)	Before food preparation..... 1 After food preparation 2 At the morning 3 After finishing cooking & serving meals -4 At the end of the day 5 At the end of the week 6 Other (Specify) 7	
CS34	How do you get the number of students (who eat meal) present on the day? (Multiple response possible)	Doing a manual headcount of the students during class every day..... 1 Checking the attendance register for the day based on yesterday's attendance 2 Confirming with the Head teacher or the teacher in charge 3 Do not count 4 Other (Specify) 5	
CS35	How do you measure the quantity of various food items (rice, lentil, oil, spices) on the basis of student head count?	Using standard measuring weights/containers 1 Use roughly estimated measurements 2 Other (Specify)..... 96	

Q.N.	Questions /Response	Category	Skip To
CS36	What do you check for, in the food item, to determine if it is fit for cooking or not? (Multiple response possible)	Expiry date..... 1 Packaging.....2 Color of the food..... 3 Presence of pests..... 4 Color of the package 5 Presence of unwanted materials..... 6 Do not check 7 Other (Specify) 8	
CS37	Do you clean the food items before cooking?	Always 1 Clean depending on the food items 2 Occasionally..... 3 Do not clean 4	
CS38	How do you ensure that food is clean before cooking? (Multiple response possible)	Rinse it in water and cook 1 Remove unwanted food matters then cook 2 Remove foreign matters and then wash it with clean water thoroughly before cooking 3 Use clean containers to collect it from the store 4 Other (Specify)..... X	
CS39	Do you check the food after cooking?	Yes 1 No 2	→ CS41
CS40	How do you check the food after cooking? (Can also be observed) (Multiple response possible)	Taste the food 1 Look for the presence of foreign Particles (looking/touching food) 2 Smell the food 3 Other (Specify)..... 4	
CS41	How do you store cooked food before serving the students? (Observe)	Store cooked food in covered cooking pots in a clean, safe place before serving..... 1 Store cooked food in open containers inside the kitchen 2 Store cooked food outside the kitchen without covers..... 3 Other 96	
CS42	Is the food hot/warm when the students get them? (observe)	Yes 1 No 2 Not applicable 97	
CS43	On what basis do you serve the cooked food to the students?	Equal distribution of food for all students. 1 Different quantities according to grade of the students..... 2 Different quantities according to gender of the students 3 Different quantities according to the age/need of the students 4 Based on experience..... 5 Other (Specify) 96	

Q.N.	Questions /Response	Category	Skip To
CS44	Are there any measures in place to prevent food from contamination from pests and rodents?	Yes 1 No 2	→ S46
CS45	What are the measures taken? (Observe and record up to three measures)	Measure 1 _____ Measure 2 _____ Measure 3 _____	
CS46	How do you ensure the proper food storage and safety? (Multiple response possible)	Proper lock system 1 No more water spillage 2 Proper ventilation 3 Food stacked using palates 4 Food placed in dry, high places to avoid soggy/humidity 5 Separating food and non-food items. 6 Keeping food away from non edible things 7 Other (Specify) 8	
CS47	Do you ensure prevention of nutrient loss of fortified food?	Yes 1 No 2 Not Applicable 3	→ CS49 → CS49
CS48	How do you ensure the nutrient loss of fortified food? 1. For rice: 2. For salt: 3. For oil:	1. _____ 2. _____ 3. _____	
CS49	Do students wash their hands before eating the meal? (Observe)	Yes (all/mostly do) 1 No (all/mostly don't do) 2 Don't know 98	
CS50	How do they wash your hands most of the time?	Only with water 1 Water with soap 2 Water with mud 3 Water with Ash 4 Never 5 Other (specify) 96	
CS51	Is there any wastage of food in your school?	Yes 1 No 2 Don't know 98	
CS52	Does your school have FMC (Food Management Committee)/SMP (School Management Committee) or a focal person responsible for School Meal management?	Yes 1 No 2	→ CS55
CS 52 a	If yes, which committee		
CS53	Do they provide feedback to You?	Yes 1 No 2	→ CS55
CS54	What are the feedbacks they provide to you? (Multiple response possible)	Kitchen cleanliness 1 Preparation and distribution of food on time 2 Storing food items properly 3 Waste food management 4 Cleanliness of kitchen utensils 5	

Q.N.	Questions /Response	Category	Skip To
		Proper counting of students number 6 Other (Specify) 7	
CS55	What are the common problems you encounter while fulfilling your role and responsibilities? (Multiple response possible)	Not getting foods on time due to bad weather 1 Not getting food due to lockdown..... 2 Lack of proper kitchen 3 Lack of cooking amenities 4 Lack of storeroom 5 No budget for storeroom maintenance. 6 No incentives/Not getting salary on time..... 7 Overburdened -Too many responsibilities 8 Discriminatory treatment by students and staff (only for Dalits)..... 9 Other (Specify)..... 10	
CS56	When you have any feedbacks or complaints about your work or Mid-day Meal, whom do you share it with?	SMC/ FMC 1 School Principal..... 2 School Complaint/suggestion box 3 WFP toll free hotlines 4 WFP staff 5 Implementing partners.....6 Distribution center staff.....7 I don't share it with anyone 8 Other (Specify)..... 96	
CS57	How would you like to voice your feedback, queries or suggestions about Mid-day Meal?	SMC/ FMC 1 School Principal..... 2 School Complaint/suggestion box 3 WFP toll free hotlines 4 WFP staff 5 Implementing partners.....6 Distribution center staff.....7 Other (Specify)..... 96	

Module 7: Mid-day Meal preparation (Cash based school)

Q.N.	Questions /Response	Category	Skip To
CS58	Do you know/heard about food menu/basket for Mid-day Meal?	Yes 1 No 2	☐ CS63
CS59	Have you/your school prepared food menu or in coordination with Palika, School? Or have fixed menu?	Yes 1 No 2	☒ CS63
CS59a	How was food menu prepared?	Yes 1 No 2	☒ CS63
C59 b	If yes, how was it prepared menu, do you know.		

CS60. If yes, can you tell the menu by days as follows.

S.N	Day	Name of food	Food items

1	Sunday		
2	Monday		
3	Tuesday		
4	Wednesday		
5	Thursday		
6	Friday		

Q.N.	Questions /Response	Category	Skip To
CS61	Do you follow prescribed menu in your school?	Always.....1 Sometimes 2 Never 3	
CS62	If not regularly followed (1&2), why food menu has not been followed?	Insufficient fund/budget.....1 Children don't prefer food items 2 Unavailability of cooking staff.....3 Prescribed foods locally not available.....4 Other specify 5	
CS63	Does your school serve ready-made food procured from outside?	Yes.....1 No 2	 CS67
CS64	If yes for how, many days		
CS65	Why readymade foods are procured from outside?	Lack of person to work in the kitchen.....1 Students did not like food cooked in the school ...2 As per the request/order of the head teacher/teacher 3 It is cheap to buy ready-made food 4 Other specify 5	
CS65a	Does your school serve junk foods, like biscuits, <i>Dalmoth</i> , Instant noodles in the meal?	Yes.....1 No.....2	 CS67
CS66	How often you serve food such as junk foods, like <i>biscuits</i> , <i>Dalmoth</i> , <i>instant</i> noodles during Mid-day Meal?	1= Daily (More than 5 days) 2=Sometimes (3 to 5 days a week) 3= Little (1-2 days a week) 4= Very low (Less than 10 percent)	

Module 8: Challenges

CS67	What are your main challenges/ problems you encountered as cook?		
CS68	Do you think that students have or would have same nutritious lunch as they do have now after cash-based meal program	Yes.....1 No.....2	
CS69	Give reasons		
CS68	Are food items available at local level?	Yes.....1 No.....2	
CS69	What support you expect?	1. 2. 3.	

Thank you for your time and information!

7. Questionnaire for Storekeepers

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

We are inviting you to participate in this study. During this interview, I will ask you questions related to Mid-day Meal program and your jobs as a manager/storekeeper and activities related to managing/safe storing of foods received, distribution of foods to the schools and keeping the records.

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

Your participation will be highly appreciated. The answers you give will be used for planning Mid-day Meal related programs and services.

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

Module 1: Background Characteristics

Q.N	Questions /Response	Category
SK1	Province Name and Number:	
SK2	Name and Code of District:	
SK3	Name and code of Rural /Urban Municipality:	
SK4	Ward no.:	
SK5	Name of the village:	
SK6	Code of the FDP/EDP/Warehouse:	
SK7	Name and code of the Interviewer:	
SK8	Name and code of the Supervisor:	
SK9	Interview start time:	

Module 2: Introduction of Respondent

QN	Questions /Response	Category	Skip To
SK10	What is your position?	_____	
SK11	What is your gender?	Male.....1 Female.....2 Other 3 Prefer not to respond.....4	
SK12	What is your ethnicity?	Brahmin/Chhetri.....1 Dalit.....2 Newar.....3	

		Other Janajati (excluding Newar)..4 Madhesi.....5 Muslim.....6 Other (Specify) 96	
SK13	How many years have you been working as a FFEP staff?	No. of year..... (complete year)	

Module 3: Condition of Warehouse (Observe and Record)

Q.N	Questions /Response	Category	Skip To
SK14	Is the warehouse lockable?	Yes..... 1 No.....2	
SK15	Does the warehouse have windows for ventilation?	Yes..... 1 No.....2	
SK16	Is there any evidence of the presence of rodents in the store during the last working month?	Yes..... 1 No.....2	
SK17	Is there any evidence of the presence of insects (weevil and others) during the last working month?	Yes..... 1 No.....2	
SK18	Is there any evidence of mold and excess of humidity?	Yes..... 1 No.....2	
SK19	Is there any evidence of spillage or leakage?	Yes..... 1 No.....2	
SK20	Is the food stored on the ground?	Yes..... 1 No.....2	SK22
SK21	If yes, does the EDP use pallets for commodities' storage?	Yes..... 1 No.....2	
SK22	Does the EDP have a pest/insects' management plan?	Yes..... 1 No.....2	
SK23	Does EDP carry out pest/ insects control measures?	Yes..... 1 No.....2	SK24
SK23a	What pest/insect control measures are being used? (Record up to 3 measures)	1. 2. 3.	

Module 4: Training on Storekeeping (If possible observe and record the response)

QN	Questions /Response	Category	Skip To
SK24	Are you trained in safe food storage practices?	Yes..... 1 No.....2	SK29
SK25	When was the last time that you received the training?	 months before	
SK26	What were the topics discussed during the training? (Multiple response possible)	Commodity management.....1 Record keeping.....2 Storage type and utilization.....3 Health and hygiene.....4 Food preparation and items required.....5 Food measurement.....6	

QN	Questions /Response	Category	Skip To
		Storage equipment.....7 Others (specify) 8	
SK27	In your opinion, was the training useful?	Yes.....1 No.....2	
SK28	Why was it/was it not useful? Please explain. (Record up to three points).	1. _____ 2. _____ 3. _____	
SK29	Do you maintain proper record of the food items that you receive from WFP? (to be observed for verification)	Yes.....1 No.....2	
SK30	Do you review records from school while providing foods to the schools?	Yes.....1 No.....2	
SK31	Do you maintain proper records while distributing food to schools? (to be observed for verification)	Yes.....1 No.....2	
SK32	How do you keep a record of the food items? (Multiple options)	Issue waybills..... 1 Record stack cards..... 2 Maintain manual records..... 3 Maintain digital records. 4 Other (specify) 5 Don't know 6	
SK33	How many schools are you working with currently?	No. of schools.....	
SK34	What are the challenges do you face in record keeping? (Record up to two challenges)	1. _____ 2. _____ _____	

Module 5: Warehouse Management

QN	Questions /Response	Category	Skip To
SK35	What steps are taken by you as soon as the food commodities arrive at the EDP? (Multiple response possible)	Check waybills..... 1 Unload the food commodities 2 Carry to the warehouse 3 Stack food commodities correctly 4 Record stack card 5 Enter received quantity..... 6 Other (specify) 7 Don't know..... 8	
SK36	What precautions do you take while carrying food and storing it in the warehouse? (Multiple response possible)	Check the warehouse before storing food bags..... 1 Protect food commodities from rain..... 2 Not using hooks to pull/move food bags 3 Handling food bags with care (avoiding stepping, throwing)..... 4 Store in a cool and dry place 5 No specific actions taken..... 6 Other (specify) 7 Don't know..... 8	
SK37	What are the steps taken by you to ensure that the food items	Check lumps/damp/mold 1 Check the pest..... 2 Check the smell..... 3	

QN	Questions /Response	Category	Skip To
	are of good quality and fit for storing in the warehouse? (Multiple response possible)	Check for damaged food packets.4 Check expiry date.....5 No specific actions taken..... 6 Other (specify) 7 Don't know..... 8	
SK38	What steps do you take before storing the food in the warehouse? (Multiple response possible)	Clean the warehouse 1 Check the pest..... 2 Check the smell..... 3 Check for lumps/damp/ mould.. 4 Remove weevils..... 5 Store according to LIFO/FIFO/ FEFO as applicable..... 6 No specific actions taken..... 7 Other (specify) 8 Don't know..... 9	
SK39	Once the food is stored in the warehouse, what precautions do you take to ensure its safety? (Multiple response possible)	Check for holes and leakage in the food bags/packets 1 Check for hole and leakage in the warehouse roof and walls 2 Use pallets to keep food stacks . 3 Use tarpaulins/plastic sheet to cover the food stacks. 4 Protect from condensation drips5 Allow ventilation in the warehouse 6 Inspect the stacks from time to time.....7 Use of FIFO technique (first in first out) to deliver food 8 Check expiry date 9 Other (specify) 10 Don't know..... 11	

Module 6: Coordination with the Schools (Questions related to FMC/SMC)

QN	Questions /Response	Category	Skip To
SK40	Are you satisfied with the way food is stored safely and hygienically at school?	Very satisfactory.....1 Satisfactory.....2 Not satisfied.....3 Don't know.....98	SK42 SK42
SK41	Why are you not satisfied with the way food is stored at school? (Record up to 3 points)	1. _____ 2. _____ 3. _____	
SK42	Do you provide feedback to school for proper food storage?	Yes.....1 No.....2	→ SK45
SK43	Generally what sorts of feedback do you provide? (Multiple response possible)	Proper handling and distribution of foods.....1 Proper store keeping.....2 Proper record keeping.....3 Preparation of hygienic foods. 4 Food measurement.....5 Proper management of cooking spot.....6	

QN	Questions /Response	Category	Skip To
		Arrangement of cooking amenities.....7 Other (Specify) 8	
SK44	Does the school follow the feedback provided by you?	Yes.....1 No.....2 Don't know.....98	
SK45	What are the common problems you encounter while fulfilling your role? (Multiple response possible)	Food commodities not arrived on time 1 Lack of proper warehouse.....2 Lack of supporting staff 3 Lack of budget for warehouse maintenance.....4 No incentives.....5 Overburdened -Too many responsibilities 6 Limited support from schools 6 Limited support from local government 6 Other (Specify).....7	
SK46	How has the COVID pandemic impacted your work? (Please mention up to three points)	1. _____ 2. _____ 3. _____	
SK47	Did you experience any challenges while managing Take Home Rations?	Yes. 1 No 2	SK49
SK48	If yes, can you please specify? (Up to five points)		

Module 7: Community Feedback Mechanism

Q.N.	Questions /Response	Category	Skip To
SK49	When you face any problem or have any feedbacks, who/how would you like to share it?	Local government t/ representative.....1 SMC/FMC..... 2 School Principal/teachers.....3 Namaste WFP toll free numbers..... 4 WFP..... 5 CP staff.....6 Viber/Facebook Messenger.....7 Suggestion box.....8 Email.....9 SMS.....10 Others (specify).....96	
SK50	How/from whom would you like to receive information related to your Job?	WFP staff.....1 WFP partner staff (NGO)..... 2 Government leader (Ward Chair, Gaupalika/Nagarpalika member) 3 Viber/Facebook messenger.....4 Radio.....5 Printed materials..... 6 SMC/FMC.....7	

		Others (specify).....96	
SK51	Interview end time:		

9. Checklist for School Observation

Q.N.	Questions/Response	Category
SO1	Name of School:	
SO2	Name of Village:	
SO3	Province Name and Number:	
SO4	District:	
SO5	Name and code of Rural /Urban Municipality:	
SO6	Ward no.:	
SO7	Sampled school EMIS #:	

Instruction to the observer:

Observe and choose the option about the school environment focusing the material and facility aspects in school.

Q.N.	Questions/Response	Category	Skip To
SO8	Is there an open space/playground for students?	Yes..... 1 No..... 2	
SO9	Is there a wall/ fence surrounding school compound?	Yes..... 1 No..... 2	
SO10	Are there adequate number of classrooms?	Yes..... 1 No..... 2	
SO11	Are benches/desks adequate for students? (Observe grades 1, 3 and 5)	<u>Grade 1:</u> Yes..... 1 No..... 2 <u>Grade 3:</u> Yes..... 1 No..... 2 <u>Grade 5:</u> Yes..... 1 No..... 2	
SO12	Is the ventilation adequate in classrooms? (Observe grades 1, 3 and 5)	<u>Grade 1:</u> Yes..... 1 No..... 2 <u>Grade 3:</u> Yes..... 1 No..... 2 <u>Grade 5:</u> Yes..... 1 No..... 2	
SO13	Is the light adequate in classrooms? (Observe grades 1, 3 and 5)	<u>Grade 1:</u> Yes..... 1 No..... 2 <u>Grade 3:</u> Yes..... 1 No..... 2 <u>Grade 5:</u> Yes..... 1 No..... 2	
SO14	Are there dustbins in classrooms?	<u>Grade 1:</u>	

Q.N.	Questions/Response	Category	Skip To
	(Observe grades 1, 3 and 5)	Yes..... 1 No..... 2 <u>Grade 3:</u> Yes..... 1 No..... 2 <u>Grade 5:</u> Yes..... 1 No..... 2	
SO15	Are there separate dustbin/pits to dump trash according to the nature of waste? (Observe in school premises)	Yes..... 1 No..... 2	
SO16	Is the school premise clean?	Yes..... 1 No..... 2	
SO17	Is there a separate teachers' office/working station?	Yes..... 1 No..... 2	
SO18	Is there telephone (landline) facility?	Yes..... 1 No..... 2	
SO19	Is there electricity facility?	Yes..... 1 No..... 2	
SO19a	Is there solar energy facility?	Yes..... 1 No..... 2	
SO20	Is there Internet facility? (Should be in functional condition)	Yes..... 1 No..... 2	
SO21	Is there computer lab? (Should be in functional condition)	Yes..... 1 No..... 2	
SO22	Is there a science laboratory?	Yes..... 1 No..... 2	
SO23	Is there a library?	Yes..... 1 No..... 2	
SO24	Digital Library	Yes..... 1 No..... 2	
SO25	Audio-Visual room	Yes..... 1 No..... 2	
SO26	Book corners	Yes..... 1 No..... 2	
SO27	First aid box	Yes..... 1 No..... 2	
SO28	Dispensary	Yes..... 1 No..... 2	
SO29	Kitchen	Yes..... 1 No..... 2	
SO30	Canteen	Yes..... 1 No..... 2	
SO31	Complaint/suggestion box	Yes..... 1 No..... 2	
SO32	What is the main source of drinking water?	Piped water..... 1 Tube well 2 Protected dug well 3 Tanker /truck..... 4	

Q.N.	Questions/Response	Category	Skip To
		Bottled water.....5 Students brings water from home....6 Spring water 7 Other (Specify) _____ 96	
SO33	What is the drinking water purifying technique in use?	Let it stand and settle/ sedimentation 1 Strain it through cloth..... 2 Boil it 3 Add bleach/chlorine 4 Use a water filter 5 Solar disinfection (Sodis method) 6 Boil to lukewarm 7 Don't purify water..... 8 Other (Specify) 96	
SO34	Are there separate toilets for boys' students?	Yes 1 No 2	→ SO35
SO34a	What is the type of boys' toilet? (Observe the main/common toilet if there is no more separate boys toilet.)	Flush toilet (attached) 1 Ventilated improved pit latrine2 Pit latrine. (with water)..... 3 Pit latrine. (without water)..... 4 Composting toilet/Eco-San..... 5 Bio-gas toilet 6 No facility at school 7 Other (Specify) 12	
SO34b	Is there water available in boys' toilet? (Observe the main toilet if no more separate toilet for boys.)	Yes 1 No 2	
SO35	Are there separate toilets for girls' students?	Yes 1 No 2	☐ SO36
SO35a	What is the type of girls' toilet? (Observe the main toilet if more than one girl toilets.)	Flush toilet (attached) 1 Ventilated improved pit latrine2 Pit latrine. (with water)..... 3 Pit latrine. (without water)..... 4 Composting toilet/Eco-San..... 5 Bio-gas toilet 6 No facility at school 7 Other (Specify) 12	
SO35b	Is there water available in girls' toilet? (Observe the main)	Yes 1 No 2	
SO36	Are there shared toilets for both boys and girls?	Yes 1 No 2	☐ SO39
SO37	What is the type of shared toilet? (Observe the main toilet if more than one shared toilet.)	Flush toilet (attached) 1 Ventilated improved pit latrine2	

Q.N.	Questions/Response	Category	Skip To
		Pit latrine. (with water)..... 3 Pit latrine. (without water)..... 4 Composting toilet/Eco-san 5 Bio-gas toilet 6 No facility at school..... 7 Other (Specify) 12	
SO38	Is there water available in the shared toilet? (Observe the main toilet if more than one shared toilet)	Yes..... 1 No..... 2	
SO39	Are there handwashing station in the school premise?	Yes..... 1 No..... 2	SO42
SO40	Is there soap or other liquid based hand wash available in handwashing station?	Yes..... 1 No..... 2	
SO41	Is there water available in handwashing station?	Yes..... 1 No..... 2	
SO42	Are menstrual pads/sanitary napkins available at school?	Yes..... 1 No..... 2	
SO43	Is there a facility within the girls' toilet (separate or shared) to collect/dispose sanitary pads?	Yes..... 1 No..... 2	
SO44	Is there facility to safely dispose the collected sanitary napkins/pads at the school?	Yes..... 1 No..... 2	
S) 45	If yes,. Please observe and take photo		

8. Early Grade Reading Assessment

परीक्षकका लागि निर्देशनहरू:

कृपया सबैभन्दा पहिले विद्यार्थीसँग छोटो कुराकानी गरी रमाइलो र सहज वातावरण बनाउनुहोस् । त्यसका लागि तपाईं तल बाकसमा दिइएका जस्ता कुराकानीमा आधारित क्रियाकलाप अपनाउन सक्नुहुन्छ । यो प्रश्नावलीलाई विद्यार्थीले परीक्षाको रूपमा नलिई एउटा खेलको रूपमा रमाइलोका लागि लिउन् भन्ने ध्यान दिनुहोस् । यही क्रममा बच्चाहरूलाई कसरी कुराकानी गर्दा बढी सहज हुन्छ भन्ने कुरामा पनि ध्यान दिनुहोस् । तल बाकसमा दिइएका जानकारी आफूले बुझ्नका लागि मात्रै विस्तारै पढ्नुहोस् र विद्यार्थीलाई आफ्नै भाषामा मिलाएर भन्नुहोस् ।

म तिमीलाई मेरो बारेमा केही कुरा भन्न चाहन्छु । मेरो नाम हो । म मा बस्छु ।
उमेर, बच्चाहरूको सङ्ख्या, मनपर्ने खेल, रेडियो, टिभी कार्यक्रम आदि प्रसङ्ग पनि समावेश गर्न सकिने)

अब तिम्रो बारेमा पनि केही कुरा गरौं ल !

१) तिमीलाई विद्यालय नआएको बेला के गर्न मन पर्छ ?

विद्यार्थीको प्रतिविमयाका लागि पर्खनुहोस् । यदि विद्यार्थीले उत्तर दिन इच्छा नगरेमा प्रश्न नं. २ सोध्नुहोस् । उनीहरूले सहज रूपमा उत्तर दिने देखिएमा मौखिक सहमति लिई अगाडि बढाउनुहोस् ।)

२) तिमीलाई कुनकुन खेलहरू खेल्न मन पर्छ ?

मौखिक सहमति: बाकसमा दिइएको जानकारी विद्यार्थीहरूलाई प्रस्टसँग पढेर सुनाइदिनुहोस् वा मौखिक रूपमा बुझाइदिनुहोस् ।

म कार्यालय/संस्थाका तर्फबाट तिमीहरूले पढेर कतिको सिकेका छौ भनी बुझ्न आएको हुँ ।

यस कार्यमा हामीलाई तिम्रो सहयोग चाहिन्छ । यदि तिमीलाई यस कार्यमा भाग लिन मन नलागेमा भाग लिन्न भन्न सक्ने छौ ।

हामी एउटा पठन खेल खेल्न थाल्दै छौं । म तिमीलाई केही अक्षरहरू र शब्दहरू पढ्न लगाउनेछु । साथै एउटा छोटो कथा सुनाउनेछु र एउटा कथा पढ्न पनि लगाउने छु ।

म कतै पनि तिम्रो नाम लेखे छैन । तसर्थ कसैलाई पनि यी तिम्रा उत्तरहरू हुन् भन्ने थाहा हुने छैन ।

यो जाँच होइन । त्यसैले तिमीले जे जान्दछौ त्यही उत्तर देऊ ।

मैले सोधेको वा दिएका पाठ कति समयमा पढिसक्दा रहेछौ भनी ख्याल राख्ने छु ।

म तिमीलाई तिम्रो परिवारका बारेमा केही प्रश्नहरू पनि सोध्नेछु । जस्तै: तिम्रो परिवारमा कोको हुनुहुन्छ ? तिम्रो आमा के गर्नुहुन्छ ? तिम्रो बुबा के गर्नुहुन्छ ? तिम्रो परिवारले घरमा प्रयोग गर्ने भाषा कुन हो ? तिम्रो घरमा केके सामानहरू छन् आदि ।

सोधिएका प्रश्नहरूमध्ये तिमीले कुनै प्रश्नको उत्तर दिन नचाहेमा वा नसकेमा पनि फरक पर्ने छैन ।

तिमीले मसँग केही सोध्न चाहन्छौ भने सोध्न सक्छौ ... ।

के तिमी अब खेल खेल्न तयार छौ ? सुरु गरौं त ?

विद्यार्थी प्रतिविमया फाराम २०७३

मौखिक सहमति भएको हो? हो

☐

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

A. परीक्षण मिति:	गते: महिना: साल:	I. कक्षा	कक्षा ३
B. कार्यब्रमम जिल्ला समूह - EGRP लागू भएका जिल्लाका सन्दर्भमा मात्र)	जिल्ला समूह जिल्ला समूह द्द		
C. अनुसन्धान समूह		J. विद्यार्थीको रोल नं.	
D भाषा घर परिवारमा बढी बोलिने भाषालाई ीज र त्यसपछि बोलिने दोस्रो भाषालाई ीद्द राख्ने)	L1 ीज L2 ीद्द	K. लिङ्ग	छात्र ☐ छात्रा ☐
E. परीक्षकको नाम			
परीक्षकको कोड			
F. विद्यालयको नाम			
G. विद्यालय भू:क्ष् कोड			
H. नियमित विद्यालय सञ्चालन हुने समय	पूरा दिन: ☐ बिहान: ☐ अपराह्न: ☐	परीक्षण गर्दाको समय:	पूर्वाह्न: ☐ अपराह्न: ☐ एउटामा चिनो लगाउनुहोस् ।

उपखण्ड १ स्मृतिबोध

	⌚ ६० सेकेन्ड
अब म तिमीलाई एउटा सानो कथा पढेर सुनाउंछु । मैले पढेको ध्यानपूर्वक सुन । त्यसपछि म तिमीलाई केही प्रश्नहरू सोध्छु । सकेसम्म राम्रोसँग उत्तर देऊ । सविता र गीता चौरमा खेलिरहेका थिए । त्यहाँ गाईवस्तु चरिरहेका थिए । एउटा गोरुले उनीहरूलाई लखेट्यो । गोठालाले त्यस गोरुलाई हकार्दै रोके । उनीहरूले गोठालालाई धन्यवाद दिएर गए ।	विद्यार्थीले कथा नदेख्ने गरी वाचन गर्नुहोस् । विद्यार्थीलाई प्रश्नहरू पनि हेर्न नदिनुहोस् ।
(√) १ = ठिक (√)) = बेठिक (√) ♦ = उत्तर नदिएको	यदि विद्यार्थीले जान्दिनँ भनेर भनेदेखि उत्तर नदिएको कोठामा चिनो लगाउनुहोस्.

प्रश्नहरू:	ठिक (१)	बेठिक (०)	उत्तर नदिएको -♦_
१) सविता र गीता कहाँ खेलिरहेका थिए? उत्तर: चौरमा			
२) सविता र गीतालाई के ले लखेट्यो? उत्तर: गोरुले			
३) गोठालालाई किन धन्यवाद दिए ? उत्तर : गोरुलाई रोकेकोले			

धेरै राम्रो प्रयास, धन्यवाद ! अब अर्को उपखण्डमा जाऔं है ।

उपखण्ड २ स् अक्षर पहिचान

										1⌚ ६० सेकेन्ड																																																																																																				
यस पानामा नेपाली वर्णमालाका अक्षरहरू राखिएका छन् । कृपया तिमीले जानेसम्म यी अक्षरहरू पढ्नुपर्ने छ । (सुरुमा तल दिएअनुसार यी तिन अक्षरहरू (अ, ग, न) को अभ्यास गराउनुहोस् ।) उक्त पानामा “अ” सङ्केत गर्नुहोस्, उदाहरणको लागि, यो रअर हो । े त्यसै गरी उक्त पानामा “ग” सङ्केत गर्नुहोस् र यो कुन अक्षर हो भनी सोध्नुहोस् । - ठिक उत्तर भएमा) \Ö√\ ठिक, यो रगर हो । - बेठिक उत्तर भएमा) O× यो त रगर पो हो त । - उक्त पानामा नू सङ्केत गर्नुहोस् र यो कुन अक्षर हो भनी सोध्नुहोस् । - ठिक उत्तर भएमा) Ö√ ठिक, यो रनर हो । - बेठिक उत्तर भएमा) O× यो त रनर पो हो त । जब म सुरुभन्छु, तिमीले पढ्न सुरु गर । प्रत्येक अक्षरलाई देखाउदै त्यो अक्षरलाई उच्चारण गर । तिमीले सकेसम्म चाँडो तर ध्यानपूर्वक पढ्ने प्रयास गर । यदि तिमीलाई थाहा नभएको कुनै अक्षर आएमा तिमी अर्को अक्षर पढ्न सक्छौ । तिम्रो औंला पहिलो अक्षरमा राख त । राख्यौ ? राख्यौ भने ल अब पढ्न सुरु गर त । सुरु - विद्यार्थीले गलत पढेका अक्षरहरूलाई र चिह्न लगाउनुहोस् । - तपाईंले अगाडि नै गलत भनी चिह्न लगाएका अक्षरहरू सच्याउनु परेमा /EØ चिह्न लगाउनुहोस् । विद्यार्थीले पढेको अन्तिम अक्षरपछि चिह्न दिनुहोस्										जब विद्यार्थीले पहिलो अक्षर पढ्न सुरु गर्छन्, घडी हेर्न सुरु गर्नुहोस् । ⌚ \ यदि विद्यार्थीले सङ्कोच मानेमा वा एउटै अक्षरमा तिन सेकेन्डसम्म पढ्न रोकिएमा अर्को अक्षर पढ्न सङ्केत गर्नुहोस् । ⌚ घडीमा १ मिनेट पुगेपछि रोकिन भन्नुहोस् । ⌚ \ यदि विद्यार्थीले पहिलो हरफमा (१० अक्षरहरू) सही रूपमा नपढेमा धन्यवाद भन्नुहोस् र यो उपकार्य बन्द गर्नुहोस् । तल अन्त्यमा दिएको बाकसमा चिनो - Ö_ -√_ लगाई अर्को उपखण्डमा जानुहोस् ।																																																																																																				
<table><tr><td>फ</td><td>र</td><td>ए</td><td>औ</td><td>ध</td><td>ह</td><td>ए</td><td>ज</td><td>अः</td><td>क</td></tr><tr><td>थ</td><td>ण</td><td>इ</td><td>अं</td><td>उ</td><td>झ</td><td>स</td><td>ध</td><td>र</td><td>ठ</td></tr><tr><td>म</td><td>ब</td><td>ख</td><td>क्ष</td><td>ष</td><td>ई</td><td>ब</td><td>इ</td><td>ड</td><td>क</td></tr><tr><td>ज</td><td>ष</td><td>भ</td><td>ऐ</td><td>ढ</td><td>झ</td><td>ओ</td><td>त्र</td><td>न</td><td>ए</td></tr><tr><td>व</td><td>इ</td><td>ल</td><td>न</td><td>ध</td><td>ढ</td><td>द</td><td>त</td><td>श</td><td>ड</td></tr><tr><td>ण</td><td>प</td><td>त</td><td>भ</td><td>ज</td><td>थ</td><td>घ</td><td>ग</td><td>ट</td><td>ड</td></tr><tr><td>ठ</td><td>ट</td><td>आ</td><td>अ</td><td>ए</td><td>ड</td><td>ख</td><td>क्ष</td><td>अः</td><td>व</td></tr><tr><td>ग</td><td>ज</td><td>स</td><td>ज</td><td>म</td><td>च</td><td>अं</td><td>ऋ</td><td>फ</td><td>त</td></tr><tr><td>ऋ</td><td>श</td><td>अः</td><td>य</td><td>ऐ</td><td>अ</td><td>ल</td><td>छ</td><td>ओ</td><td>प</td></tr><tr><td>च</td><td>ए</td><td>द</td><td>ज</td><td>आ</td><td>ग</td><td>औ</td><td>छ</td><td>ह</td><td>इ</td></tr></table>										फ	र	ए	औ	ध	ह	ए	ज	अः	क	थ	ण	इ	अं	उ	झ	स	ध	र	ठ	म	ब	ख	क्ष	ष	ई	ब	इ	ड	क	ज	ष	भ	ऐ	ढ	झ	ओ	त्र	न	ए	व	इ	ल	न	ध	ढ	द	त	श	ड	ण	प	त	भ	ज	थ	घ	ग	ट	ड	ठ	ट	आ	अ	ए	ड	ख	क्ष	अः	व	ग	ज	स	ज	म	च	अं	ऋ	फ	त	ऋ	श	अः	य	ऐ	अ	ल	छ	ओ	प	च	ए	द	ज	आ	ग	औ	छ	ह	इ	
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@⌚ यस कार्यको अन्त्यमा बा“की रहेको समय (सेकेन्डमा) लेख्नुहोस् ।																																																																																																														
@⌚ विद्यार्थीले पहिलो हरफमा कुनै सही उत्तर नदिएकाले पठन कार्य रोकिएको ।																																																																																																														

धेरै राम्रो प्रयास, धन्यवाद ! अब अर्को उपखण्डमा जाऔं है ।

उपखण्ड ३ ; मात्रा पहिचान

										1⌚ ६० सेकेन्ड

यहा" एउटा सानो कथा छ । म तिमीलाई यो कथा पढ्न दिन्छु । तिमीले ठूलो स्वरमा ध्यानपूर्वक छिटो पढ है । तिमीले पढिसकेपछि म तिमीलाई त्यही कथासँग सम्बन्धित केही प्रश्नहरू सोध्ने छु । जब म सुरु गर्न भन्छु त्यसपछि तिमी कथा पढ्न सुरु गर । यदि कथा पढ्दा तिमीले नजानेको कुनै शब्द आएमा तिमी अर्को शब्द पढ्न सक्छौ । तिम्रो आँला पहिलो शब्दमा राख त । राख्यौ , राख्यौ भने ल अब पढ्न सुरु गर । सुरु रमा विद्यालयबाट घर फर्किदै थिइन् । उनले पसलमा मानिसहरूको भिड देखिन् । भिडमा साथीहरूले बालकथाको किताब किनेको देखिन् । रमा घरमा पुगिन् । उनले आमालाई बालकथाको किताब किनिदिन भनिन् । आमाले किताब किनिदिनु भयो । रमाले कथाको किताब पढेर आमालाई सुनाइन् । शुक्रबार विद्यालयमा कथा भन्ने प्रतियोगिता भयो । त्यो प्रतियोगितामा रमा प्रथम भइन् । आपूm प्रथम भएको वmरा आमालाई सुनाइन् । आमाले खुसी भएर अर्को किताब पनि किनिदिनु भयो ।	☞ यदि विद्यार्थीले सङ्कोच मानेमा वा एउटै शब्दमा तिन सेकेन्डसम्म पढ्न रोकिएमा अर्को शब्दमा जान सङ्केत गर्नुहोस् । ☞ यदि विद्यार्थीले पाठको पहिलो हरफबाट कुनै पनि शब्दहरू सही रूपमा नपढेमा बोधसँग सम्बन्धित कुनै पनि प्रश्नहरू नसोध्नुहोला । ☞ यदि विद्यार्थीले आफूले नजानेको बताएमा त्यसलाई उत्तर नदिएको भनी चिनो - Ö√_ लगाउनुहोस् ।
विद्यार्थीले पढेकामध्ये गलत शब्दलाई रू रू चिह्न लगाउनुहोस् । यदि तपाईंले अगाडि नै गलत रू रू चिह्न लगाएका शब्दहरू सच्याउनु परेमा सर्कल रू रू गर्नुहोस् । विद्यार्थीले ६० सेकेन्डसम्म कथा पढ्न सकेन भने पढेका अन्तिम शब्दपछि रू रू चिह्न दिनुहोस् । - ६० सेकेन्डसम्ममा पढेको भए अन्तिम शब्दपछि रू रू चिह्न दिनुहोस् । - यदि विद्यार्थीले ६० सेकेन्डसम्ममा पनि कथा पढिसकेन भने उसलाई पढिरहन दिनुहोस् र विद्यार्थीले पूरा कथा पढ्न लगाएको समयलाई टिपोट गर्नुहोस् । - यदि विद्यार्थीले ६० सेकेन्डभित्रमा कथा पढिसक्छ भने बाँकी रहेको समय टिपोट गर्नुहोस् ।	यदि विद्यार्थीले ३ मिनेटसम्ममा पनि पठन कार्य पूरा गर्न सकेन भने विद्यार्थीलाई धन्यवाद दिई उक्त कार्य बन्द गर्नुहोस् । त्यसपछि विद्यार्थीले पढिसकेको अंशबाट मात्र बोध प्रश्नहरू सोध्नुहोस् ।
उपखण्ड ५ : पठन बोधका लागि परीक्षकलाई निर्देशन विद्यार्थीले कथा पढिसकेपछि उसलाई दिइएको अनुच्छेदको पाना लिनुहोस् । विद्यार्थीलाई उसले पढेको कथासँग सम्बन्धित प्रश्नहरू मात्र सोध्नुहोस् । विद्यार्थीले १८० सेकेन्ड (३ मिनेट) भित्रमा जति कथा पढिसक्छ त्यहा"सम्मका प्रश्नहरू मात्र सोध्नुहोस् । तर प्रश्न नदोहोर्नुहोस् । यदि विद्यार्थीले १० सेकेन्डसम्म पनि सोधिएको प्रश्नको उत्तर नदिएमा उत्तर नदिएको भनी चिनो -♦_ लगाउनुहोस् । त्यसपछि अर्को प्रश्न सोध्नुहोस् ।	
अब म तिमीलाई तिमीले भर्खर पढेको कथाबाट केही प्रश्नहरू सोध्ने छु । प्रश्नहरूको उत्तर सकेसम्म सही दिने प्रयास गर ।	
√ ० १ ठिक √ ० ० बेठिक √) ♦ उत्तर नदिएका =	
प्रश्नहरू:	ठिक (१) बेठिक (०) उत्तर नदिएको] -♦_
१) रमा कहाँबाट घर फर्किदै थिइन्? उत्तर :— विद्यालयबाट	
२) उनका साथीहरूले के किनेका थिए ? उत्तर : बाल कथाको किताब	
३) रमाले कथा पढेर कसलाई सुनाइन् ? उत्तर : आमालाई	
४) रमाको विद्यालयमा केको प्रतियोगिता भयो ? उत्तर :— कथा वाचन	

५) आमाले रमालाई किन अर्को किताब किनिदिनु भयो ? उत्तर ः— रमा प्रथम भएकीले			

८ धेरै राम्रो प्रयास, धन्यवाद हाम्रो काम सकियो । अब जाऊ है ।

9. Class observation form

विद्यालयको नाम			विद्यालयको EMIS कोड									
कक्षा		पढाइएको भाषा विषय		पाठ								
मिति (गते/महिना/साल)	__/__/२०__		अवलोकन सुरु गरेको समय (२४ घण्टे ढाँचा)									
अवलोकन कर्ताको नाम			अवलोकन कर्ताको कोड नं									

खण्ड १ पठन सीप विकास

[तपाईंको अवलोकनअनुसार सही विकल्पमा ठिक (P) चिह्न लगाउनुहोस् ।]

पठन सिपका आयम	कथन	ठिक (1)	बेठिक (0)	लागु नहुने
१.१ ध्वनि सचेतना (Phonological Awareness)	a) शिक्षकले पाठसँग सम्बन्धित वर्ण अक्षर शब्द वा शब्दांश (Syllables) ठिक ढङ्गले उच्चारण गरी सुनाए ।			
	b) विद्यार्थीहरूले पाठसँग सम्बन्धित वर्ण अक्षर वा शब्द ठिक उच्चारण गरे ।			
१.२ लेख्यवर्ण सचेतना (Graph phonemic Awareness)	a) विद्यार्थीहरूले वर्ण अक्षर वा शब्दलाई छुट्याएर गर्ने अभ्यास गरे ।			
	b) विद्यार्थीहरूले वर्ण अक्षरलाई सँगै मिलाएर पढ्न वा उच्चारण गर्ने अभ्यास गरे ।			
१.३ पठन प्रवाह (Reading Fluency)	a) शिक्षकले विद्यार्थीहरूले सुन्नेगरी गति यति वा लय मिलाएर नमुना			
	b) विद्यार्थीले एकलै वा जोडीमा बसेर गति यति वा लय मिलाएर पाठ पढ्ने अवसर पाए ।			
१.४ शब्द भण्डार (Vocabulary)	a) शिक्षकले नयाँ शब्दहरूको परिचय गरे वा पाठमा भएका गाह्रा शब्दहरू अर्थसहित छलफल गरे ।			
	b) शिक्षकले मौखिक वा लिखित रूपमा विद्यार्थीहरूलाई शब्दहरूलाई वाक्यमा प्रयोग गर्न वा जोडा मिलाउने/ छुट्याउने जस्ता कार्यहरू गर्न लगाए ।			
१.५ बोध/ग्रहण (Comprehension)	a) शिक्षकले पढ्नु वा सुन्नुभन्दा अगाडि वा पढ्दा पढ्दै पाठ केको बारेमा हो भन्ने अनुमान लगाउने वा पाठका बारे विद्यार्थीका पूर्वज्ञान आदिका बारेमा सोधे ।			
	b) विद्यार्थीहरूलाई पाठ पढिसकेपछि वा सुनिसकेपछि शिक्षकले त्यसै पाठसँग सम्बन्धित प्रश्न सोधे ।			
	c) शिक्षकले सोधेका प्रश्नहरूमध्ये कम्तीमा एउटा ठ्याक्कै पाठबाट उत्तर नआउने खालको थियो ।			
	d) शिक्षकले विद्यार्थीहरूलाई पाठ आफै पढ्न पनि लगाए ।			
	e) धेरैजसो विद्यार्थीले पढेका पाठका आधारमा प्रश्नको उत्तर दिन सके ।			
लेखाइ (Writing)	a) विद्यार्थीले शुद्ध लेखन जस्तै अक्षर लेखन/ हिज्जे मिलाउन/ अनुलेखन/ श्रुति लेखन/ स्वतन्त्र लेखन/ वाक्य लेखन गरे ।			

पठन सिपका आयम	कथन	ठिक (1)	बेठिक (0)	लागु नहुने
	b) विद्यार्थीले मौलिक लेखन जस्तै प्रश्नहरूको आफ्नै ढङ्गले उत्तर दिने/अनुच्छेद लेख्ने/ मौलिक कथा लेख्ने अभ्यास गर्ने अवसर पाए । (यसमा कालो सेतो पाटीबाट सार्ने जस्ता कार्य पर्दैनन् ।)			

खण्ड २ बाल शिक्षण पद्धति

[कक्षा अवलोकनपश्चात् अवलोकनमा आधारित रही सही विकल्पमा ठिक (Ö) चिह्न लगाउनुहोस् ।]

कथन नं	कथन	सहमत	आंशिक सहमत	असहमत	असम्बन्धित
२.१	शिक्षकले पठनपाठन गर्दा सबै विद्यार्थीलाई समेटे ।				
२.२ क	शिक्षकले छात्र र छात्रालाई समान रूपमा समेटे ।				
२.२ ख	शिक्षकले समूहकार्य (जस्तै जोडा वा व्यक्तिगत वा साना समूह कार्य) गराए ।				
२.३	कक्षा शिक्षणको समयमा अधिकांश विद्यार्थीहरूले शिक्षकको निर्देशनलाई पालन गरेका थिए ।				
२.४	कक्षा शिक्षकको समयमा आधाभन्दा बढी विद्यार्थीले स्वेच्छिक (रूपमा हात उठाएर वा भन्छु भनेर) प्रश्न/ जिज्ञासाका उत्तर दिएका थिए ।				
२.५ क	विद्यार्थीहरूले एकलै वा समूहमा पाठ पढ्दै गर्दा अधिकांशका आँखा पाठमै थिए ।				
२.५ ख	विद्यार्थीहरूले दिएका सही जवाफमा शिक्षकले सकारात्मक पृष्ठपोषण दिए ।				
२.६	विद्यार्थीले गलत जवाफ दिँदा शिक्षकले सुधारका लागि पृष्ठपोषण दिए । (विद्यार्थीहरूलाई हप्काउने गलत जवाफलाई बेवास्ता गर्ने वा सही उत्तर नदिई भएन वा गलत भयो लाई पृष्ठपोषण भनेर मान्नु हुँदैन)				
२.७	शिक्षकले कक्षा शिक्षणमा उपयुक्त ढङ्गले शैक्षिक सामग्रीको प्रयोग गरेका थिए ।				
२.८ क	शिक्षकले शिक्षणको समयमा घुमीघुमी विद्यार्थीहरूको वैयक्तिक वा समूह कार्यको अवलोकन गरे ।				
२.८ ख	शिक्षकले "म गर्छु, हामी गछौं र तिमी गर" को विधिलाई अवलम्बन गरे ।				
२.८ ग १	विद्यार्थीहरूले व्यक्तिगत कार्य गर्दा शिक्षकले अप्ठ्यारोमा परेका विद्यार्थीहरूलाई सहयोग गरे ।				
२.८ ग २	विद्यार्थीहरूले समूह कार्य गर्दा शिक्षकले अप्ठ्यारोमा परेका विद्यार्थीहरूलाई सहयोग गरे ।				
२.८ घ	शिक्षकले पाठ पढाइरहेको बेला विद्यार्थीहरूले बुझे वा नबुझेको मूल्याङ्कन गरे ।				
२.८ ङ	शिक्षकले समय निर्धारण नै गरी विद्यार्थीहरूलाई प्रश्न सोध्ने वा समूहमा छलफल गरी नबुझेका कुरा प्रस्ट हुने मौका प्रदान गरे ।				

२.९ समग्र कक्षा अवलोकनको आधारमा पाठको समीक्षा गर्नुहोस् ।

कथन नं	क्षेत्र	धेरै राम्रो	ठिकै	सुधार रहेको	आवश्यक
२.९ क	शिक्षकको पूर्वतयारी				
२.९ ख	शिक्षकले विद्यार्थीलाई पाठप्रति गराएको उत्प्रेरणा				
२.९ ग	विद्यार्थीको सक्रिय सहभागिता				
२.९ घ	बाल केन्द्रित विधिको प्रयोग				
२.९ ङ	पृष्ठपोषण				
२.९ च	मूल्याङ्कन				

खण्ड ३ कक्षा कोठाको वातावरण तथा शैक्षिक सामग्रीको व्यवस्थापन
[तपाईंको अवलोकनअनुसार सही विकल्पमा ठिक (P) चिह्न लगाउनुहोस् ।]

कथन नं	कथन	सहमत	आंशिक सहमत	असहमत	असम्बन्धित
३.१	कक्षाकोठाको भित्तामा पढाइ लेखाइसँग सम्बन्धित पोस्टर रेखा चित्र वा पेन्टिङ टाँसिएका थिए ।				
३.२	विद्यार्थीका कार्यहरू देखिने गरी भित्तामा प्रदर्शन गरिएका थिए ।				
३.३	कक्षा कोठामा विद्यार्थीहरूको पहुँचमा अतिरिक्त पाठ्यसामग्रीहरू (जस्तै पुस्तक कर्नर, कक्षा पुस्तकालय आदि) राखिएका थिए ।				
३.४	सबै विद्यार्थीहरूलाई पुग्ने गरी डेस्क/ बेन्च/ म्याट उपलब्ध थिए ।				
३.५	कक्षा कोठाको सरसफाइ उपयुक्त थियो ।				
३.६	कक्षा कोठामा पर्याप्त प्रकाश आउने खालको थियो ।				
३.७	कक्षा कोठाको तापक्रम उपयुक्त (साह्रै तातो वा चिसो नभएको) थियो ।				
३.८	कक्षा कोठामा विद्यार्थीहरूका लागि विभिन्न क्रियाकलाप गर्न पर्याप्त ठाउँ थियो ।				

धन्यवाद भन्दै अन्तरवार्ता टुङ्ग्याउनुहोस् ।

अवलोकन अन्त्य भएको समय (२४ घण्टे ढाँचा)

मिति (गते/महिना/साल)

___/___/२०___

विद्यालयको छाप

अवलोकन कर्ताको सही

प्रधानाध्यापकको सही

10. Checklist for interaction with Project team/WFP officials/Implementers

Name:	
Position:	
Your engagement with the McGovern-Dole, please check the appropriate cycle	FY 11, FY 14, FY 17 and FY 20
Responsible component/activity	
Contact number:	

1. General

Q.N.	Main Question	Probe Questions
1	Overview of education sector: Could you please shed some lights on the overall situation of education in the country and Provinces?	- What is your view on attendance, enrolment, dropouts and repetitions in the project location? (in addition, focus on barriers and facilitators in relation to attendance, enrolment, dropouts and repetitions) - Do the boys and girls both attend school? If no, why do you think it is not the case? - How does the local community perceive sending girls to schools? Do they feel it is necessary for girls to go to school? - What is your perspective on the type of infrastructure present in the basic grade schools in Karnali and Sudurpaschim? Do you feel that the infrastructure provided to schools is adequate or needs to be improved? If so, what are the gaps that you feel are there? <i>[Probe points: What are the sanitation measures (WASH) being provided and if those are sufficient?]</i>
2	<i>What difference you have observed between the last McGovern-Dole FY 17 and FY 20</i>	- Since which cycle have you been aware of McGovern-Dole? Since when have you been engaged with the McGovern-Dole? - What differences have you observed between these different cycles?
2.1	Role of midday meal in educational outcomes: How the SMP has contributed to improving the educational performance at the national level in general and province in particular?	- What has the situation changed over the last three years? Why do you feel there has been a change and what has led to it? - Has the introduction of midday meal affected the enrolment, attendance and dropout and repetition rates? - How the USDA McGovern-Dole program has contributed? Which aspects of the program particularly helped for improvement?
3	Understanding of the project (FY 20) Do you feel that there is a need for the USDA McGovern Dole McGovern-Dole intervention?	- How USDA McGovern Dole program FY 20 Cycle supports the Government of Nepal's initiative on SMP? - What do you think are some of the strengths and weaknesses of the overall program design? <i>[further</i>

Q.N.	Main Question	Probe Questions
		probes: benefits to the intended beneficiaries; stakeholders' coordination, collaboration, and engagement; monitoring and evaluation; and capacity strengthening (focus: education, nutrition, hygiene components, and management, national Mid-day Meals programs and contextualize national policy to local need) Can you also elaborate on how the government's NSMP has been influenced by the McGovern Dole initiative?

2. Specific to McGovern-Dole 20

2.1 Program Design

Perception	Strengths	Weaknesses	Best practices	Lessons learned

2.2 Implementation assessment by component

Activity	Perception	Strengths	Weaknesses	Best practices	Lessons learned
1. Food Distribution					
2. Improved Safe Food Preparation, Handling and Storage					
3. Integrated Package of School Health and Nutrition Interventions (SHN)					
4. Improved Literacy					
5. Sustainable Transition to Home-Grown School Meals					
6. Capacity strengthening – Supporting Transition through Local Capacitation					

	Main question	Probing questions
3	Coherences and complementarities: How do the McGovern-Dole project complement the existing efforts and programs of the Government of Nepal and/or other organizations working in the region?	- Do you think the intervention supports the already existing initiative on SMP? <i>[Probe points: What are individual features? What are the synergies and linkages between them? What are the mechanisms of provision of Mid-day Meals? How are the provisions linked?]</i> - How McGovern-Dole intervention is adding value in the education sector in Nepal? - How was the McGovern-Dole project synergetic with other actors and educational objectives in Nepal?

	Main question	Probing questions
		To what extent does the program complement other donor-funded initiatives and Nepal government programs? <i>(Probe: presence of similar interventions in the region, how has the program added value without duplicating the efforts of similar interventions)?</i>
4	Alignment with the WFP's CSP and partners policy?	- Is the McGovern-Dole program in line with WFP's policy, guideline, CO CSP? If yes how? Are there other CSP activities that complement the McGovern-Dole program? Is there any duplication of efforts within Nepal CO? - To what extent the recommendations from previous evaluations are incorporated in this cycle?
5	Alignment with government priorities: How well is the project aligned with the Nepal government's education and school feeding policies and strategies?	- To what extent are the WFP-supported school feeding activities aligned with the government-led national Mid-day Meals program? E.g., do objectives/modalities/targeting/ food basket align? [if not, is there a plan/approach envisaged to ensure institutionalization and sustainability?] - How the SMP has been reflected in the new education sector development plan? - What, in your view, were the activities that have worked, and were they in line with the Government of Nepal strategy, plan, and the needs of the schools in the community, and which ones could have been improved? <i>[Probe: quality of the meal, SHN, EGRP, SMMP & HGSE]</i>
6	Addressing need of beneficiaries: To what extent the project's strategy and plan is relevant to the need of beneficiaries, men, women, boys, and girls in the Nepalese context?	- Do you feel that the intervention will adequately be able to reach out to the intended beneficiaries? With respect to reaching out to the beneficiaries, are there any gaps that need to be urgently addressed? <i>(Probe: Demographic, geographic and gender outreach of the program; Gaps in the target outreach; suggestions for increasing outreach)</i> - How were the community/school needs assessed, what are the response of the school and the community?]
7	Gender and social inclusion: How well the program is designed to address the Gender Equality Disability and Social Inclusion (GEDSI) issues in the Nepalese context?	- How well the program is designed to address the Gender Equality Disability and Social Inclusion (GEDSI) issues in the Nepalese context? - How is program designed to address the Gender Equality Disability and Social Inclusion (GEDSI) issues in the Nepalese context? - What do you think are some of the key anticipated effects on other aspects of inclusion with regards to program impacts on diverse caste and ethnicity particularly on marginalized Dalits, Janajati and children from poor economic status? - In your opinion, to what extent has the project affected the gender-specific (intended and unintended) objectives? <i>[Probe: equal participation by women in implementation the School Feeding program, impact on the performance of girls]</i> - Has the intervention made any difference to gender relations (equality) in the medium or long term?

	Main question	Probing questions
		In your opinion, how is WFP'S Mid-day Meals program contributing to achieving the equity strategy?
8	Effectiveness: How effective Mid-day Meal operation (all components) is with regards to results (output, outcome, and impact) achieved by the project at this stage?	- Is the project on track to reach the set targets? - What are the best practices that contribute to it? - What are the challenges and mitigation measures? - How has the program design and activities changed? [Probe: factors that triggered these changes (e.g., COVID), benefits/disadvantages of the changes, the response of the stakeholders/beneficiaries towards these changes, suggestions for further changes] - What additional measures/adjustments are required to enhance effectiveness of the intervention?
8a	Educational outcomes: How do you think the program has affected the educational status in the region?	- Do you feel the program has been effective in its endeavor? How has it influenced the education in the region? - What aspect of the program, do you feel, has been most successful in affecting the educational status? - Do you feel that the impact has been equitable across genders? - Do you feel there has been a change in the teaching standards and mechanisms in this region? What is the program's contribution to it? [Probe: changes in the topics being covered, interest and motivation of teachers, teachers' capabilities to take up modern methods of teaching, use of Digital resources, use of alternative teaching methods during extended closure of schools due to the pandemic]
9	Sanitation, Health, and Nutrition: Do you feel that the program has contributed to the knowledge about health and hygiene in the region?	- What is your perception about the overall program design? [further probes: benefits to the intended beneficiaries; stakeholders' coordination, collaboration and engagement; monitoring and evaluation; and capacity strengthening (focus: education, nutrition, hygiene components, and management, national Mid-day Meals programs and contextualize national policy to local need)] - Do you feel the program has been effective in its endeavor? How has it influenced the nutrition in the region? - What aspects do you feel are different now? [Probe: prevalence of malnutrition in the region amongst school-going children, impact on absenteeism due to sickness/medical reasons] - How do you think the program has contributed to the infrastructure in schools? [Probe: Availability of clean drinking water, classrooms, kitchen, storage practices in the schools, infrastructure requirements of the school, lack of infrastructure (if any)]
10	Home grown school feeding: Do you feel that the program	What are some of the strategies included in the design that deal with the transition of in-kind-based to home-

	Main question	Probing questions
	has contributed to home grown school feeding?	grown school feeding? [further probes: what has been done so far and what remains? • What are some of the anticipated barriers and facilitators in relation to the transition (focus on policy and institutional barriers? How can the barriers be tackled? What factors will be most significant for successful implementation of the HGsf?) • Do you feel the program has been effective in its endeavor? How has it influenced the home-grown school feeding program? • What aspects do you feel are different now? [Probe: farming system, local food procurement; supply of local food;] • How do you think the program has contributed? [Probe: cost effectiveness, engagement of local cooperatives etc. (if any)]
11	Impacts: Have there been any unintended outcomes, either positive or negative? What are they?	• What are the areas that the result directly affected? • Can you also elaborate on how has the government's NSMP has been influenced by the McGovern Dole initiative? What all components of the program have you seen being taken up by the government?
12	Capacity strengthening: How effective is the capacity strengthening work to build national and local capacity in school feeding?	• To what extent has WFP's capacity strengthening work resulted in a sustainable program in the following areas: a strategy for sustainability; sound policy alignment; stable funding and budgeting; quality program design; institutional arrangements; local production and sourcing; partnership and coordination; community participation, equity, and ownership? • What has the effect of the project on strengthening capacity of local government and schools to procure foods independently and sustainably? • What are the intermediate effects of the project among direct beneficiaries (students, teachers, cooks) and indirect beneficiaries (parents, community) and different marginalized groups of the McGovern-Dole program?
13	Sustainability: What is the status of progress achieved with planned steps towards handover and sustainability?	• What are some of the areas that the USDA McGovern Dole MCGOVERN-DOLE FY 20 program cycle should focus on to ensure sustainability (particularly following the completion of the program)? [Probe: a strategy for sustainability/exit strategy; policy alignment towards school feeding program food and cash modality, targets envisaged for full takeover of school feeding program by the govt]. • Have the learnings of the Mid-day Meal program been incorporated in the new education sector plan? • What are the challenges for ensuring sustainability?

	Main question	Probing questions
14	COVID impacts: Could you please tell us about effects of the COVID-19 pandemic?	• What has been the impact of COVID-19 on the community in the intervention regions? How has the pandemic affected the education status in the region? Who (students, or school staff) are the worst affected by the pandemic? How has the pandemic affected students' learning and development? Are there policy initiatives to encourage alternative learning arrangements? [Probe: impact of School closure on children, Economic impact on households; changes in household employment patterns] • How has the Covid and covid related school closure affected the outcome of interest? (Literacy achievement and health and nutrition status of school aged children) Probe: further learning loss due to Covid related school closure? • How school feeding program was adjusted during COVID to meet the nutritional requirement of the school-age children? Please share your learnings. What was the community's response to this? • What led to initiating the THR distribution? • How was the planning done for distribution of THR during the COVID period/ school closure? Probe for coordination with government • Did you face any challenges for the management of THR? • What, in your opinion, could have been done differently for effective implementation? • What is your opinion about THR? Was it beneficial to the households and community? If yes, how? Do you have any suggestions for THR?
15	Engagement of local institutions: To what degree the local communities (PTAs, farmers groups, etc.) of Nepal are involved in and contributing towards the school feeding?	• What do you think is the contribution of the program in shaping up the role of local institutions? Do you feel the local institutions have created any influence on the approach of local communities towards education and nutrition? [Probe: the presence of SMC/FMC/PTA in schools, the role of Gaunpalika/Village municipality in implementation of the program, benefits to local communities]
16	Challenges: How has been the experience of working with WFP on the Mid-day Meals program?	• Was your (government) expectation met? Were there any challenges that you faced during implementation? [Probe: with WFP and other program partners, EDCU at districts, other stakeholders, community challenges, programmatic level difficulty, internal and external factors that affect the program's ability to create a change]
17	Complaints: How is MOEST/CEHRD managing school level community (complaints) and feedbacks mechanism?	• What mechanisms are set up by Ministry of Education/CEHRD? Are they active? • How are the complaints and feedbacks managed? • Are you aware of WFP's community feedback mechanism?
18	Do you have any suggestions in relation to the program?	

11. Checklists for Interactions with Federal Government Officials

11.1 Ministry of Education

Name	
Position	
Division	
Contact Number	
Areas for Discussions	School Education Sector Plan, NSMP (Cash-based and in-kind-based Modality), Education Policies, McGovern-Dole project Cycle 20 (FY 20-24) Relevance, Coherence, Impact, Sustainability, Intergovernmental coordination, Perceptions on WFP's contribution, Best Practices and Lessons Learned

1	Main question	Probing question
1	<i>Overview of education sector: Could you please shed some lights on the overall situation of education in the country and Provinces?</i>	- What is your view on attendance, enrolment, dropouts and repetitions in the project location? (in addition, focus on barriers and facilitators in relation to attendance, enrolment, dropouts and repetitions) - Do the boys and girls both attend school? If no, why do you think it is not the case? - How does the local community perceive sending girls to schools? Do they feel it is necessary for girls to go to school? - What is your perspective on the type of infrastructure present in the basic grade schools in Karnali and Sudurpaschim? Do you feel that the infrastructure provided to schools is adequate or needs to be improved? If so, what are the gaps that you feel are there? <i>[Probe points: What are the sanitation measures (WASH) being provided and if those are sufficient?]</i>
1.1	<i>What difference you have observed between two MCGovern-Dole FYXX and FY 20</i>	- Since which cycle have you been aware of McGovern-Dole? /Since when have you been engaged with the McGovern-Dole? - What differences have you observed between these different cycles? (Responses in table below)

Perception	Best practices in the province to improve educational outcomes (Probing question)	Lessons learned (Probing question)	Which problems are understood/acknowledged by most actors or stakeholders .but little or no efforts are made to address them?

SN	Activity	Overall Assessment		Best Practices	Lessons Learnd
		Strengths (Positive aspects)	Shortcomings / Weaknesses		
1	Food Distribution				
2	Improved Safe Food Preparation,				

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

3. How would you assess the overall performance of the Mc-Govern-Dole 20 in terms of its six components as indicated below:

4. Coherence: How well is the project) McGovern-Dole FY 20) aligned with the Nepal government's education and school feeding policies and strategies?

SN	Statement	Perception	Best practices	Lessons	Suggestions for improvements in the future
1	Alignment of McGovern-Dole FY 20 with the Nepal government's education and school feeding policies and strategies				
2.	Alignment of McGovern-Dole FY 20 with the Nepal government's education and school feeding policies and strategies				
3	Coherence of the intervention design and delivery with human rights principles and standards, including GEEW, and wider equity issues?				

5. Policy Relevance: To what extent are the WFP-supported school feeding activities aligned with the government-led national Mid-day Meals program? Does objectives/modalities/targeting/food basket align? [if not, is there a plan/approach envisaged to ensure institutionalization and sustainability?]

SN	Statement	Perception	Best practices	Lessons learned	Suggestions for improvements in the future
1	Alignment of the WFP in-kind based model with NSMP (NSMP) – (3 districts)				
2	School Feeding Development Policy (NSMP) cash- based (Based on current 74 Districts, or previous experiences)				
3	Incorporation of Gender Equality and Women Empowerment (GEWE) in school feeding policy				

6. Resources allocation (Efficiency): How are the processes, systems, analysis, and tools been put in place to support the McGovern-Dole design, implementation, monitoring & evaluation, and reporting, including the specific arrangements (e.g., third-party monitoring to complement WFP Nepal field monitoring)?

SN	Areas	Perception	Best practices	Lessons	Suggestions for improvements in the future
1	Increasing parents' and students' awareness on NSMP, besides fund (conditional grant) for managing MFM				
2	Improving kitchen facilities				

7. Perceptions on Impacts (Impact assessment): Have there been any unintended outcomes, either positive or negative? What are they? What are the areas that the result directly affected?)

SN	Impacts	Areas	How	Suggestions for improvements in the future

1	Un-intended, positive			
2	Unintended negative			

8. Capacity strengthening (Sustainability)- To what extent has WFP's capacity strengthening work resulted in a sustainable program in the following areas: a strategy for sustainability; sound policy alignment, stable funding and budgeting, quality program design; institutional arrangements, local production and sourcing; partnership and coordination; community participation, equity, and ownership?)

Perceptions	Best practices	Lessons	Weaknesses	Suggestions for improvements in the future

9. Intergovernmental collaborations (Sustainability)- To what extent the McGovern-Dole FY 20) could facilitate or contribute to the intergovernmental collaborations which could enhance the sustainability of the program?)

Perceptions	Best practices	Lessons	Weaknesses	Suggestions for improvements in the future

10. Monitoring and evaluation (Do the McGovern-Dole FY 20) have a clear M&E plan to assess what needs to be monitored based on predefined program logic?

Perceptions	Best practices	Lessons	Weaknessess	Suggestions for improvements in the future

11. Evaluation on school feeding modality- evaluation criteria (Comparison on cash-based and in-kind based model) (Assessment – Very high, high, average, low, very low)

Evaluation criteria	Cash-based	In-kind based	Best practices that contributed to the related criteria
Relevance			
Coherence			
Effectiveness			
Efficiency			
Impact			
Sustainability			

12. Did the effectiveness of the midday meal change after handing over the program to the government? Give reasons for the response. Any lessons in this regard?
13. To what extent has the WFP school implementation model been adapted to align with the national school feeding model in preparation for handover?
14. How does the federal government monitor midday meal programme currently and what strategies it intends to follow in the long-term?
15. Overall messages/suggestions to the evaluation

13.2 CEHRD

Name	
Position	
Division/Section	
Contact Number	
Topics for Discussions	School Education Sector Plan, NSMP (Cash-based), Education Policies, Cash-based model: Relevance, Coherence, Impact, Sustainability, Intergovernmental coordination, Lessons Learned

SN	Main question	Probing question		
1	Overview of education sector: Could you please shed some lights on the overall situation of education in the country and Provinces?	- What is your view on attendance, enrolment, dropouts and repetitions in the project location? (in addition, focus on barriers and facilitators in relation to attendance, enrolment, dropouts and repetitions) - Do the boys and girls both attend school? If no, why do you think it is not the case? - How does the local community perceive sending girls to schools? Do they feel it is necessary for girls to go to school? - What is your perspective on the type of infrastructure present in the basic grade schools in Karnali and Sudurpaschim? Do you feel that the infrastructure provided to schools is adequate or needs to be improved? If so, what are the gaps that you feel are there? [Probe points: What are the sanitation measures (WASH) being provided and if those are sufficient?]		
1.1	What difference you have observed between two McGovern-Dole FY XX and FY 20	- Since which cycle have you been aware of McGovern-Dole? Since when have you been engaged with the McGovern-Dole? - What differences have you observed between these different cycles? Responses in the table below.		
Perception		Best practices in the province to improve educational outcomes (Probing question)	Lessons learned (Probing question)	Which problems are understood/acknowledged by most actors or stakeholders .but little or no efforts are made to address them?

2. How would you assess the overall performance of the Mc-Govern-Dole 20 in terms of its six components as indicated below:

SN	Activity	Overall Assessment		Best Practices	Lessons Learnd
		Strengths (Positive aspects)	Shortcomings / Weaknesses		
1	Food Distribution				
2	Improved Safe Food Preparation, Handling and Storage				
3	Integrated Package of School Health and Nutrition Interventions (SHN)				
4	Improved Literacy				
5	Sustainable Transition to Home-Grown School Meals				
6	Capacity strengthening – Supporting Transition through Local Capacitation				

3. Coherence: How well is the project) McGovern-Dole FY 20) aligned with the Nepal government's education and school feeding policies and strategies?

SN	Statement	Perception	Best practices	Lessons	Suggestions for improvements in the future
1.	Alignment of McGovern-Dole FY 20 with the Nepal government's education and school feeding policies and strategies				
2.	Alignment of McGovern-Dole FY 20 with the Nepal government's education and school feeding policies and strategies				
3	Coherence of the intervention design and delivery with human rights principles and standards, including GEWE, and wider equity issues?				

4. Policy relevance: To what extent are the WFP-supported school feeding activities aligned with the government-led national Mid-day Meals program? Does objectives/modalities/targeting/food basket align? [if not, is there a plan/approach envisaged to ensure institutionalization and sustainability?]

SN	Statement	Perception	Best practices	Lessons learned	Suggestions for improvements in the future
1	Alignment of the WFP in-kind based model with NSMP (NSMP) – (3 districts)				
2	School Feeding Development Policy (NSMP) cash- based (Based on current 74 Districts, or previous experiences)				
3	Incorporation of Gender Equality and Women Empowerment (GEWE) in school feeding policy				

5. How effective Mid-day Meal operation (all components) is with regard to results (output, outcome, and impact) achieved by the project at this stage?

SN	Components	Perception (High/Medium/Low) with reasons	Best practices	Lessons	Suggestions for improvements in the future
1	Food Distribution				
2	Improved Safe Food Preparation, Handling and Storage				
3	Integrated Package of School Health and Nutrition Interventions (SHN)				
4	Improved Literacy				
5	Sustainable Transition to Home-Grown School Meals				
6	Capacity strengthening – Supporting				

	Transition through Local Capacitation				

6. Resources allocation (Efficiency): How are the processes, systems, analysis, and tools been put in place to support the McGovern-Dole design, implementation, monitoring & evaluation, and reporting, including the specific arrangements (e.g., third-party monitoring to complement WFP Nepal field monitoring)?

SN	Areas	Perception	Best practices	Lessons	Suggestions for improvements in the future
1	Increasing parents' and students' awareness on NSMP, besides fund (conditional grant) for managing MFM				
2	Improving kitchen facilities				

7. Efficiency. Which components are inefficient or how efficiencies can be improved?

SN	Components	Perception (High/Medium/Low) with reasons	Best practices	Lessons	Suggestions for improvements in the future
1	Food Distribution				
2	Improved Safe Food Preparation, Handling and Storage				
3	Integrated Package of School Health and Nutrition Interventions (SHN)				
4	Improved Literacy				
5	Sustainable Transition to Home-Grown School Meals				
6	Capacity strengthening - Supporting Transition through Local Capacitation				

8. Perceptions on Impacts (Impact assessment): (Have there been any unintended outcomes, either positive or negative? What are they? What are the areas that the result directly affected?)

SN	Impacts	Areas	How	Suggestions for improvements in the future
1	Un-intended, positive			

2	Unintended negative			

9. Capacity strengthening (Sustainability)- To what extent has WFP's capacity strengthening work resulted in a sustainable program in the following areas: a strategy for sustainability; sound policy alignment; stable funding and budgeting; quality program design; institutional arrangements; local production and sourcing; partnership and coordination; community participation, equity, and ownership?)

Perceptions	Best practices	Lessons	Weaknesses	Suggestions for improvements in the future

10. Intergovernmental collaborations (Sustainability)- To what extent the McGovern-Dole FY 20) could facilitate or contribute to the intergovernmental collaborations which could enhance the sustainability of the program?)

Perceptions	Best practices	Lessons	Weaknesses	Suggestions for improvements in the future

11. Monitoring and evaluation (Does the McGovern-Dole FY 20) have a clear M&E plan to assess what needs to be monitored based on predefined program logic?

Perceptions	Best practices	Lessons	Weaknessess	Suggestions for improvements in the future

12. Evaluation on school feeding modality- evaluation criteria (Comparison on cash-based and kind based model) (Assessment – very high, high, average, low, very low)

Evaluation criteria	Cash-based	In-kind based	Best practices that contributed to the related criteria
Relevance			
Coherence			
Effectiveness			
Efficiency			
Impact			
Sustainability			

13. Did the effectiveness of the midday meal change after handing over the program to the government? Give reasons for the response. Any lessons in this regard?

14. To what extent has the WFP school implementation model been adapted to align with the national school feeding model in preparation for handover?

15. How does the CEHRD monitors midday meal program currently and what strategies it intends to follow in the long-term?
16. Overall messages/suggestions to the evaluation

11.3 Food for Education Project

Name	
Position	
Division	
Contact Number	
Areas for Discussions	School Education Sector Plan, NSMP (in-kind -based), Education Policies, Cash-based model: Relevance, Coherence, Impact, Sustainability, Intergovernmental coordination, Lessons Learned

1	Main question	Probing question
1	<i>Overview of education sector: Could you please shed some lights on the overall situation of education in the country and Provinces?</i>	• What is your view on attendance, enrolment, dropouts and repetitions in the project location? (in addition, focus on barriers and facilitators in relation to attendance, enrolment, dropouts and repetitions) • Do the boys and girls both attend school? If no, why do you think it is not the case? • How does the local community perceive sending girls to schools? Do they feel it is necessary for girls to go to school? • What is your perspective on the type of infrastructure present in the basic grade schools in Karnali and Sudurpaschim? Do you feel that the infrastructure provided to schools is adequate or needs to be improved? If so, what are the gaps that you feel are there? <i>[Probe points: What are the sanitation measures (WASH) being provided and if those are sufficient?]</i>
1.1	<i>What difference you have observed between two McGovern Dole FY XX and FY 20</i>	• Since which cycle have you been aware of McGovern-Dole? Since when have you been engaged with the McGovern-Dole? • What differences have you observed between these different cycles? Responses in the table below.

Perception	Best practices in the province to improve educational outcomes (Probing question)	Lessons learned (Probing question)	Which problems are understood/acknowledged by most actors or stakeholders .but little or no efforts are made to address them?

2. How would you assess the overall performance of the Mc-Govern-Dole 20 in terms of its six components as indicated below:

SN	Activity	Overall Assessment		Lessons learned
		Strengths (Positive aspects)	Shortcomings/ Weaknesses	
1	In-kind based model			
2	Engagement/participation of province government in midday meal (McGovern-Dole FY 20)			
3	Engagement/participation of local governments in midday meal			
4	Contribution to educational outcomes			
5	Capacity strengthening – Supporting Transition through Local Capacitation			
6	Engagement of Government of Nepal development partners			
7	Engagement of INGOs/NGOs/CBOs			

3. Coherence: How well is the project) McGovern-Dole FY 20) aligned with the Nepal government's education and school feeding policies and strategies?

SN	Statement	Perception	Best practices	Lessons	Suggestions for improvements in the future
1.	Alignment of McGovern-Dole FY 20 with the Nepal government's education and school feeding policies and strategies				
2.	Alignment of McGovern-Dole FY 20 with the Nepal government's education and school feeding policies and strategies				
3	Coherence of the intervention design and delivery with human rights principles and standards, including GEWE, and wider equity issues?				

4. Policy Relevance: To what extent are the WFP-supported school feeding activities aligned with the government-led national Mid-day Meals program? Does objectives/modalities/targeting/food basket align? [if not, is there a plan/approach envisaged to ensure institutionalization and sustainability?]

SN	Statement	Perception	Best practices	Lessons learned	Suggestions for improvements in the future
1.	Alignment of the WFP in-kind based model with NSMP (NSMP) – (3 districts)				
2.	School Feeding Development Policy (NSMP) cash- based (Based on current 74 Districts, or previous experiences)				
3	Incorporation of Gender Equality and Women Empowerment (GEWE) in school feeding policy				

5. How effective Mid-day Meal operation (all components) is with regard to results (output, outcome, and impact) achieved by the project at this stage?

SN	Components	Perception (High/Medium/Low) with reasons	Best practices	Lessons	Suggestions for improvements in the future
1.	Food Distribution				
2.	Improved Safe Food Preparation, Handling and Storage				
3.	Integrated Package of School Health and Nutrition Interventions (SHN)				
4.	Improved Literacy				
5.	Sustainable Transition to Home-Grown School Meals				
6.	Capacity strengthening – Supporting Transition through Local Capacitation				

6. Resources allocation (Efficiency): How are the processes, systems, analysis, and tools been put in place to support the McGovern-Dole design, implementation, monitoring & evaluation, and reporting, including the specific arrangements (e.g., third-party monitoring to complement WFP Nepal field monitoring)?

SN	Areas	Perception	Best practices	Lessons	Suggestions for improvements in the future
1.	Increasing parents' and students' awareness on NSMP, besides fund (conditional grant) for managing MFM				
2.	Improving kitchen facilities				

7. Which components are inefficient or how efficiencies can be improved?

SN	Components	Perception (High/Medium/Low) with reasons	Best practices	Lessons	Suggestions for improvements in the future
1	Food Distribution				
2	Improved Safe Food Preparation, Handling and Storage				
3	Integrated Package of School Health and Nutrition Interventions (SHN)				
4	Improved Literacy				
5	Sustainable Transition to Home-Grown School Meals				
6	Capacity strengthening – Supporting Transition through Local Capacitation				

8. Perceptions on Impacts (Impact assessment): (Have there been any unintended outcomes, either positive or negative? What are they? What are the areas that the result directly affected?)

SN	Impacts	Areas	How	Suggestions for improvements in the future
1.	Un-intended, positive			

2.	Unintended negative			

9. Capacity strengthening (Sustainability)- To what extent has WFP's capacity strengthening work resulted in a sustainable program in the following areas: a strategy for sustainability; sound policy alignment; stable funding and budgeting; quality program design; institutional arrangements; local production and sourcing; partnership and coordination; community participation, equity, and ownership?)

Perceptions	Best practices	Lessons	Weaknesses	Suggestions for improvements in the future

10. Intergovernmental collaborations (Sustainability)- To what extent the McGovern-Dole FY 20) could facilitate or contribute to the intergovernmental collaborations which could enhance the sustainability of the program?)

Perceptions	Best practices	Lessons	Weaknesses	Suggestions for improvements in the future

11. Monitoring and evaluation (Do the McGovern-Dole FY 20) have a clear M&E plan to assess what needs to be monitored based on predefined program logic?

Perceptions	Best practices	Lessons	Weaknesses	Suggestions for improvements in the future

12. Evaluation on school feeding modality- evaluation criteria (Comparison on cash-based and in-kind-based model) (Assessment – Very high, high, average, low, very low)

Evaluation criteria	Cash-based	In-kind based	Best practices that contributed to the related criteria
Relevance			
Coherence			
Effectiveness			
Efficiency			
Impact			
Sustainability			

13. Did the effectiveness of the midday meal change after handing over the program to the government? Give reasons for the response. Any lessons in this regard?
14. To what extent has the WFP school implementation model been adapted to align with the national school feeding model in preparation for handover?
15. Overall messages/suggestions to the evaluation

11.4 Education Review Office

Name	
Position	
Division	
Contact Number	
Areas for Discussions	School Education Sector Plan, NSMP , Education Policies, Cash-based model: Relevance, Coherence, Impact, Sustainability, Intergovernmental coordination, Lessons Learned

1	Main question	Probing question	
1	Overview of education sector: Could you please shed some lights on the overall situation of education in the country and Provinces?	- What is your view on attendance, enrolment, dropouts and repetitions in the project location? (in addition, focus on barriers and facilitators in relation to attendance, enrolment, dropouts and repetitions) - Do the boys and girls both attend school? If no, why do you think it is not the case? - How does the local community perceive sending girls to schools? Do they feel it is necessary for girls to go to school? - What is your perspective on the type of infrastructure present in the basic grade schools in Karnali and Sudurpaschim? Do you feel that the infrastructure provided to schools is adequate or needs to be improved? If so, what are the gaps that you feel are there? [Probe points: What are the sanitation measures (WASH) being provided and if those are sufficient?]	
1.1	What difference you have observed between two McGovern -Dole FY XX and FY 20	- Since which cycle have you been aware of McGovern-Dole? Since when have you been engaged with the McGovern-Dole? - What differences have you observed between these different cycles? Responses in the table below.	
Perception	Best practices in the province to improve educational outcomes (Probing question)	Lessons learned (Probing question)	Which problems are understood/acknowledged by most actors or stakeholders .but little or no efforts are made to address them?

16. How would you assess the overall performance of the Mc-Govern-Dole 20 in terms of the following activities: :

SN	Activity	Overall Assessment		Lessons learned	Suggestions
		Strengths (Positive aspects)	Shortcomings/ Weaknesses		
1	Students achieving the national benchmark of EGRA in cash- based (Based on current 74 Districts, or previous experiences)				
2	Students achieving the national benchmark of EGRA in-kind based school feeding modality (Based on current 3 Districts, or on previous experiences)				

17. Effectiveness: How would you assess the performance of McGovern-Dole 20 with regard to the capacity strengthening in the following areas:

SN	Student's capacity	Best practices	Lessons	Suggestions for improvements in the future
1	Improving reading proficiency			
2	Improving comprehension skills/capacity of the students			
3	Enhancing teachers' capacity to demonstrate the use of new and quality teaching techniques or tools			
4	Capacity strengthening of LGs (education section) in transitioned districts			

18. Perceptions on Impacts (Education outcomes) (Have there been any unintended outcomes, either positive or negative? What are they? What are the areas that the result directly affected?)

SN	Impacts	Areas	How	Suggestions for improvements in the future
1	Un-intended, positive			
2	Unintended negative			

19. Monitoring and evaluation (Do the McGovern-Dole FY 20) have a clear M&E plan to assess what needs to be monitored to strengthen student's reading proficiency and enhancing teachers' capacity to demonstrate the use of new and quality teaching techniques or tool?

SN	Result areas	Best practices	Lessons	Suggestions for improvements in the future
1	Improvements in learning outcomes			
2	Enhancing LG (education section) capacity to increase reading proficiency and comprehension skills of basic school children- boys and girls			
3	Transition of in-kind-based model to the cash- based model			
4	Development of any M&E tools, methodologies and systems to assess educational outcomes in the schools			

5. Did the effectiveness of the midday meal change after handing over the program to the government? Give reasons for the response. Any lessons in this regard?

6. Perceptions on improving the quality of and equity in education - evaluation criteria (Cash based model)

Evaluation criteria	Quality of Education (Very high, High, Average, Low and Very low)		Equity of Education		Best Practices	
	In-kind based	Cash-based	In-kind based	Cash-based	In-kind based	Cash-based
Relevance						
Coherence						
Effectiveness						
Efficiency						
Impact						
Sustainability						

7. Overall messages/suggestions to the evaluation

11.5 Department of Agriculture/ Crop Development and Agrobiodiversity Centre

Name	
Position	
Division	
Contact Number	
Topics for Discussions	Home-grown Mid-day Meals, Promotion of kitchen gardens in schools and neighboring areas targeting community schools as local markets, Production and marketing of indigenous agricultural products, Capacity building of LGs and schools to apply improved agricultural practices, interministerial collaborations

1. Overall Assessment on home-grown school feeding approaches and methodologies

SN	Activity	Overall Assessment		Lessons learned	Suggestions
		Strengths (Positive aspects)	Shortcomings/Weaknesses		
1	Home-grown school feeding approach, based on experience of 6 districts- Jajarkot, Doti, Achham, Bajura, Bajhang and Bajura)				
2	Collaborations with the CEHRD/Ministry of Education for HGSE				

2. Capacity strengthening

SN	Areas	Best practices	Lessons	Suggestions for improvements in the future
1	Improving capacity of those farmers/farmer groups who are connected with supply fresh agricultural products to the community schools for the adoption of improved agricultural practices			
2.	Improving capacity of those agricultural cooperatives that are connected with supply fresh agricultural products to the community schools for the adoption of improved agricultural practices			
3	Enhancing school's capacity to benefit from Ministry of Education's HGSE model			
4	Enhancing LGs' capacity to benefit from Ministry of Education's HGSE model			

3. Perceptions on Impacts
(Education outcomes)

SN	Impacts	Unintended, positive	Unintended negative
1	In-Kind based school feeding modality (Based on current 3 Districts, or on previous experiences)		
2.	In-Kind based school feeding modality (Based on current 3 Districts, or on previous experiences)		

4. How agriculture sector has been (or would be) contributing to Mid-day Meals (HGES) in terms of:
- (a) Food production (staple as well as vegetables)
 - (b) Farmers engagement
 - (c) Special support/subsidy to the farmers linked to school's supply
 - (d) Value addition
 - (e) Supply chain
 - (f) Contribution to meals
 - (g) Any others, specify
5. How multi-sectoral nutrition plan (MSNP) is or would be linked with HGSE? Is there (can there be) synergy between these two programs?
6. Overall messages/suggestions to the evaluation

12. Checklists for Interactions with Provincial Government Officials

12.1 MoSD/DoED

Name	
Position	
Division	
Contact Number	
Topics for Discussions	School Education Sector Plan, NSMP (Cash-based and in-kind based), Education Policies, Cash-based model: Relevance, Coherence, Impact, Sustainability), Intergovernmental coordination, Lessons Learned

1	<i>Overview of education sector: Could you please shed some lights on the overall situation of education in your province?</i>	- What is your view on attendance, enrolment, dropouts and repetitions in the project location? (in addition, focus on barriers and facilitators in relation to attendance, enrolment, dropouts and repetitions) - Do the boys and girls both attend school? If no, why do you think it is not the case? - How does the local community perceive sending girls to schools? Do they feel it is necessary for girls to go to school? - What is your perspective on the type of infrastructure present in the basic grade schools in Karnali and Sudurpaschim? Do you feel that the infrastructure provided to schools is adequate or needs to be improved? If so, what are the gaps that you feel are there? <i>[Probe points: What are the sanitation measures (WASH) being provided and if those are sufficient?]</i>
1.1	<i>What difference you have observed between two McGovern-Dole FY XX and FY 20</i>	- Since which cycle have you been aware of McGovern-Dole? Since when have you been engaged with the McGovern-Dole? - What differences have you observed between these different cycles? Responses in the table below.

Perception	Best practices in the province to improve educational outcomes (Probing question)	Lessons learned (Probing question)	Which problems are understood/acknowledged by most actors or stakeholders .but little or no efforts are made to address them?

2. How would you assess the overall performance of the Mc-Govern-Dole 20 in terms of its six components as indicated below

SN	Activity	Overall Assessment		Lessons learned
		Strengths (Positive aspects)	Shortcomings/ Weaknesses /challenges	
1	Food Distribution			

SN	Activity	Overall Assessment		Lessons learned
		Strengths (Positive aspects)	Shortcomings/ Weaknesses /challenges	
2	Improved Safe Food Preparation, Handling and Storage			
3	Integrated Package of School Health and Nutrition Interventions (SHN)			
4	Improved Literacy			
5	Sustainable Transition to Home-Grown School Meals			
6	Capacity strengthening – Supporting Transition through Local Capacitation			

3. Policy relevance: To what extent are the WFP-supported school feeding activities aligned with the government-led national Mid-day Meals program in general and province education policy, in particular? Does objectives/modalities/targeting/food basket align with the government policy? [if not, is there a plan/approach envisaged to ensure institutionalization and sustainability?]

S N	Statement	Perception	Best practices	Lessons learned	Suggestions for improvements in the future
1	Alignment of the WFP in-kind based model with NSMP (NSMP)				
2	School Feeding Development Policy (NSMP) cash- based				
3	Incorporation of Gender Equality and Women Empowerment (GEWE) in school feeding policy				

4. Resources allocation (Efficiency): How have the province government put the processes, systems, analysis, and tools in place to support the McGovern-Dole design, implementation, monitoring & evaluation, and reporting, including the specific arrangements (e.g., third-party monitoring to complement WFP Nepal field monitoring)?

SN	Areas	Perception	Best practices	Lessons	Suggestions for improvements in the future
1	Increasing parents' and students' awareness on NSMP, besides fund (conditional grant) for managing MFM				

2	Improving kitchen facilities				

5. Perceptions on impacts (Impact assessment): (Have there been any unintended outcomes, either positive or negative? What are they? What are the areas that the result directly affected?)

SN	Impacts	Areas	How	Suggestions for improvements in the future
1.	Un-intended, positive			
2.	Unintended negative			

6. Capacity strengthening (Sustainability)- To what extent has WFP's capacity strengthening work resulted in a sustainable program in the following areas: a strategy for sustainability; sound policy alignment; stable funding and budgeting; quality program design; institutional arrangements; local production and sourcing; partnership and coordination; community participation, equity, and ownership?)

Perceptions	Best practices	Lessons	Weaknesses	Suggestions for improvements in the future

7. Intergovernmental collaborations (Sustainability)- To what extent the McGovern-Dole FY 20) could facilitate or contribute to the intergovernmental collaborations which could enhance the sustainability of the program?)

Perceptions	Best practices	Lessons	Weaknesses	Suggestions for improvements in the future

8. Monitoring and evaluation (Do the McGovern-Dole FY 20 have a clear M&E plan to assess what needs to be monitored based on predefined program logic?)

Perceptions	Best practices	Lessons	Weaknessess	Suggestions for improvements in the future

9. Evaluation on school feeding modality- evaluation criteria (Comparison on cash-based and in-kind based model) (Assessment – Very high, high, average, low, very low)

Evaluation criteria	Cash-based	In-kind based	Best practices that contributed to the related criteria
Relevance			
Coherence			
Effectiveness			
Efficiency			

Impact			
Sustainability			

10. Has your province government implemented any special program to support HGSF or school infrastructure development, especially kitchen facilities improvements?
11. Did the effectiveness of the midday meal change after handing over the program to the government? Give reasons for the response. Any lessons in this regard?
12. To what extent has the WFP school implementation model been adapted to align with the national school feeding model in preparation for handover?
13. How does the CEHRD monitors midday meal programme currently and what strategies it intends to follow in the long-term?
14. Overall messages/suggestions to the evaluation

2.
12.2 EDCU

Name	
Position	
District	
Contact Number	
midday meal Modality (Check)	Cash/in-kind based
Topics for Discussions	School Education Sector Plan, NSMP (Cash-based, In-kind based), Education Policies, Cash-based model: Relevance, Coherence, Impact, Sustainability, Intergovernmental coordination, Lessons Learned

SN	Main question	Probing question	
1	<i>Overview of education sector: Could you please shed some lights on the overall situation of education in your district?</i>	• What is your view on attendance, enrolment, dropouts and repetitions in the project location? (in addition, focus on barriers and facilitators in relation to attendance, enrolment, dropouts and repetitions) • Do the boys and girls both attend school? If no, why do you think it is not the case? • How does the local community perceive sending girls to schools? Do they feel it is necessary for girls to go to school? • What is your perspective on the type of infrastructure present in the basic grade schools in Karnali and Sudurpaschim? Do you feel that the infrastructure provided to schools is adequate or needs to be improved? If so, what are the gaps that you feel are there? <i>[Probe points: What are the sanitation measures (WASH) being provided and if those are sufficient?]</i>	
1.1	<i>What difference you have observed between two McGovern-Dole FY 11 and FY 20</i>	• Since which cycle have you been aware of McGovern-Dole? /Since when have you been engaged with the McGovern-Dole? • What differences have you observed between these different cycles? (Responses in table below)	
Perception	Best practices in the province to improve educational outcomes (Probing question)	Lessons learned (Probing question)	Which problems are understood/acknowledged by most actors or stakeholders .but little or no efforts are made to address them?

2. Effectiveness: How would you assess the performance of the Mc-Govern-Dole 20 in terms of its six components as indicated below:

S N	Activity	Perception with reasons (High, Medium, Low)	Overall Assessment		Best Practices	Lessons Learned
			Strengths (Positive aspects)	Shortco mings/ Weaknes ses		
1	Food Distribution					
2	Improved Safe Food Preparation, Handling and Storage					
3	Integrated Package of School Health and Nutrition Interventions (SHN)					
4	Improved Literacy					
5	Sustainable Transition to Home- Grown School Meals					
6	Capacity strengthenin g – Supporting Transition through Local Capacitation					

3. Please respond to the following questions (Perceptual questions)

Q.N	Questions	Probe questions/follow-up questions
3.1	Educational outcomes: How do you think the McGovern-Dole 20 has affected the educational status in the district?	- Do you feel the program has been effective in its endeavor? How has it influenced the education in the region? - What aspect of the program, do you feel, has been most successful in affecting the educational status? - Do you feel that the impact has been equitable across genders? - Do you feel there has been a change in the teaching standards and mechanisms in this region? What is the program's contribution to it? <i>[Probe: changes in the</i>

Q.N	Questions	Probe questions/follow-up questions
		<i>topics being covered, interest and motivation of teachers, teachers' capabilities to take up modern methods of teaching, use of Digital resources, use of alternative teaching methods during extended closure of schools due to the pandemic]</i>
3.2	Sanitation, Health, and Nutrition: Do you feel that the program has contributed to the knowledge about health and hygiene in the region?	• What is your perception about the overall program design? [further probes: benefits to the intended beneficiaries; stakeholders' coordination, collaboration and engagement; monitoring and evaluation; and capacity strengthening (focus: education, nutrition, hygiene components, and management, national Mid-day Meals programs and contextualize national policy to local need)] • Do you feel the program has been effective in its endeavor? How has it influenced the nutrition in the region? • What aspects do you feel are different now? [Probe: prevalence of malnutrition in the region amongst school-going children, impact on absenteeism due to sickness/medical reasons] • How do you think the program has contributed to the infrastructure in schools? [Probe: Availability of clean drinking water, classrooms, kitchen, storage practices in the schools, infrastructure requirements of the school, lack of infrastructure (if any)]
3.3	Home grown school feeding: Do you feel that the program has contributed to home grown school feeding?	• What are some of the strategies included in the design that deal with the transition of in-kind-based to home-grown school feeding? [further probes: what has been done so far and what remains?] • What are some of the anticipated barriers and facilitators in relation to the transition (focus on policy and institutional barriers? How can the barriers be tackled? What factors will be most significant for successful implementation of the HGSP?) • Do you feel the program has been effective in its endeavor? How has it influenced the home-grown school feeding program? • What aspects do you feel are different now? [Probe: farming system, local food procurement; supply of local food;] • How do you think the program has contributed? [Probe: cost effectiveness, engagement of local cooperatives etc. (if any)]
3.4	Impacts: Have there been any unintended outcomes, either positive or negative? What are they?	• What are the areas that the result directly affected? • Can you also elaborate on how has the government's NSMP has been influenced by the McGovern Dole initiative? What all components of the program have you seen being taken up by the government?
3.5	Capacity strengthening: How effective is the capacity strengthening work to build	• To what extent has WFP's capacity strengthening work resulted in a sustainable program in the following areas: a strategy for sustainability; sound policy

Q.N	Questions	Probe questions/follow-up questions
	national and local capacity in school feeding?	alignment; stable funding and budgeting; quality program design; institutional arrangements; local production and sourcing; partnership and coordination; community participation, equity, and ownership? • What has the effect of the project on strengthening capacity of local government and schools to procure foods independently and sustainably? • What are the intermediate effects of the project among direct beneficiaries (students, teachers, cooks) and indirect beneficiaries (parents, community) and different marginalized groups of the McGovern-Dole program?
3.6	Sustainability: What is the status of progress achieved with planned steps towards handover and sustainability?	• What are some of the areas that the USDA McGovern Dole MCGOVERN-DOLE FY 20 program cycle should focus on to ensure sustainability (particularly following the completion of the program)? [Probe: a strategy for sustainability/exit strategy; policy alignment towards school feeding program food and cash modality, targets envisaged for full takeover of school feeding program by the govt]. • Have the learnings of the Mid-day Meal program been incorporated in the new education sector plan? • What are the challenges for ensuring sustainability?
3.7	COVID impacts: Could you please tell us about effects of the COVID-19 pandemic?	• What has been the impact of COVID-19 on the community in the intervention regions? How has the pandemic affected the education status in the region? Who (students, or school staff) are the worst affected by the pandemic? How has the pandemic affected students' learning and development? Are there policy initiatives to encourage alternative learning arrangements? [Probe: impact of School closure on children, Economic impact on households; changes in household employment patterns] • How has the Covid and covid related school closure affected the outcome of interest? (Literacy achievement and health and nutrition status of school aged children) Probe: further learning loss due to Covid related school closure? • How school feeding program was adjusted during COVID to meet the nutritional requirement of the school-age children? Please share your learnings. What was the community's response to this? • What led to initiating the THR distribution? • How was the planning done for distribution of THR during the COVID period/ school closure? Probe for coordination with government • Did you face any challenges for the management of THR? • What, in your opinion, could have been done differently for effective implementation?

Q.N	Questions	Probe questions/follow-up questions
		What is your opinion about THR? Was it beneficial to the households and community? If yes, how? Do you have any suggestions for take home ration (THR)?
3.8	Engagement of local institutions: To what degree the local communities (PTAs, farmers groups, etc.) of Nepal are involved in and contributing towards the school feeding?	What do you think is the contribution of the program in shaping up the role of local institutions? Do you feel the local institutions have created any influence on the approach of local communities towards education and nutrition? <i>[Probe: the presence of SMC/FMC/PTA in schools, the role of Gaunpalika/Village municipality in implementation of the program, benefits to local communities]</i>
3.9	Challenges: How has been the experience of working with WFP on the Mid-day Meals program?	Was your (government) expectation met? Were there any challenges that you faced during implementation? <i>[Probe: with WFP and other program partners, EDCU at districts, other stakeholders, community challenges, programmatic level difficulty, internal and external factors that affect the program's ability to create a change]</i>
3.10	Complaints: How is MOEST/CEHRD managing school level community (complaints) and feedbacks mechanism?	- What mechanisms are set up by Ministry of Education/CEHRD? Are they active? - How are the complaints and feedbacks managed? - Are you aware of WFP's community feedback mechanism?
3.11	Do you have any suggestions in relation to the program?	

4. Monitoring and evaluation (Do the McGovern-Dole FY 20 have a clear M&E plan to assess what needs to be monitored based on predefined program logic?

Perceptions	Best practices	Lessons	Weaknessess	Suggestions for improvements in the future

5. Perceptions on school feeding modality- evaluation criteria (Cash-based model) (Assessment: Very high, High, Average, Low and Very low)

Evaluation criteria	Assessment	In-kind based	Best practices that contributed to the related criteria	Suggestions for future improvements
Relevance				
Coherence				
Effectiveness				
Efficiency				
Impact				
Sustainability				

6. Did the effectiveness of the midday meal change after handing over the program to the government? Give reasons for the response. Any lessons in this regard? (Note: This question will be asked in Doti, Jajarkot and Achham districts only.
7. How does the EDCU monitors midday meal programme currently and what strategies it intends to follow in the long-term?
8. Overall messages/suggestions to the evaluation

12.3 Ministry of Land Management, Agriculture and Cooperative/ Directorate of Agriculture Development

Name	
Position	
Division	
Contact Number	
Topics for Discussions	Home-grown Mid-day Meals, Promotion of kitchen gardens in schools and neighboring areas targeting community schools as local markets, Production and marketing of indigenous agricultural products, Capacity building of LGs and schools to apply improved agricultural practices, interministerial collaborations

1. Overall Assessment on home-grown school feeding approaches and methodologies

SN	Activity	Overall Assessment		Lessons learned	Suggestions
		Strengths (Positive aspects)	Shortcomings/ Weaknesses		
1	Home-grown school feeding approach, based on current experience in the province)				
2	Interministerial collaboration for HGSE				
3	Collaborations with the MoLMAC/DoAD for HGSE				
4	Provision of grant/subsidies to the LGs to implement HGSE modality targeting schools				

2. Capacity strengthening

SN	Areas	Best practices	Less ons	Suggestions for improvements in the future
1	Enhancing district's capacity to benefit from HGSE model			
2	Enhancing LGs' capacity to produce indigenous agricultural products like buckwheat, finger millets targeting schools			

3. How the province government (MoLMAC) has been (or would be) contributing to Mid-day Meals (HGSE) in terms of:
 - (a) Food production (staple as well as vegetables)
 - (b) Farmers engagement
 - (c) Special support/subsidy to the farmers linked to school's supply

- (d) Value addition
 - (e) Supply chain
 - (f) Contribution to meals
 - (g) Any others, specify
4. How multi-sectoral nutrition plan (MSNP) is or would be linked with HGSE? Is there (can there be) synergy between these two programs?
 5. Overall messages/suggestions to the evaluation

12.4 Agriculture Knowledge Centre/ADO

Name	
Position	
District	
Contact Number	
Topics for Discussions	Home-grown Mid-day Meals, Promotion of kitchen gardens in schools and neighboring areas targeting community schools as local markets, Production and marketing of indigenous agricultural products, Capacity building of LGs and schools to apply improved agricultural practices, interministerial collaborations

1. Overall Assessment on home-grown school feeding approaches and methodologies

SN	Activity	Overall Assessment		Lessons learned	Suggestions
		Strengths (Positive aspects)	Shortcomings/Weaknesses		
1	Home-grown school feeding approach, based on current experience in the district)				
2	Collaborations with the EDCU for HGSE				
3	Collaborations with the LGs for HGSE				
4	Collaborations with schools				
5	Collaborations with cooperatives				
6	Collaborations with farmer groups				

2. Capacity strengthening

SN	Areas	Best practices	Lessons	Suggestions for improvements in the future
1	Selection of FGs/cooperatives interested to supply fresh agricultural products to the schools			
2	Improving capacity of those farmers/farmer groups who are connected with supply of fresh agricultural products to the community			

	schools for the adoption of improved agricultural practices			
2.	Improving capacity of the agricultural cooperatives that are connected with supply of fresh agricultural products to the community schools for the adoption of improved agricultural practices			
3	Enhancing LGs' capacity to benefit from HGSF model			
4	Enhancing school's capacity to benefit from the HGSF model			

- 3, How has AKC or would be) contributing to Mid-day Meals (HGES) in terms of:
 - (a) Food production (staple as well as vegetables)
 - (b) Farmers engagement
 - (c) Special support/subsidy to the farmers linked to school's supply
 - (d) Value addition
 - (e) Supply chain
 - (f) Contribution to meals
 - (g) Any others, specify
4. How multi-sectoral nutrition plan (MSNP) is or would be linked with HGSF? Is there (can there be) synergy between these two programs?
5. Overall messages/suggestions to the evaluation

13. Checklists for Interactions (KII) at LGs

Elected Leaders, specifically Deputy Mayor/Deputy Chairpersons/Education Section Chief

Name	
Position	
District	
Local Government	
Number of schools in the LG constituency	
Contact Number	
midday meal Modality (check)	Cash-based/ In-kind based
Procurement system	(a) School centred procurement system (b) LG centred procurement system (c) Both
Annual budget approved	2080/81- Approved/Allocated amount to be distributed in the schools : NRs. Actual expenditure : 2081/82- Approved NRs.
Meal preparation and distribution	(a) Number of schools that mobilizes guardians (Mothers group)- No of schools: (b) Number of schools having cooks (c) Number of schools having kitchens -: (d) Number. of schools using catering services (school centred) (e) Number. of schools using catering services (local level centred) (f) NNumber of schools providing cash to the student
Topics for Discussions	Structure, Processes and Systems in place for the midday meal, Evaluation criteria

1	Main question	Probing question
1	<i>Overview of education sector: Could you please shed some lights on the overall situation of education in your LG constituency?</i> • School enrolment and drop-out rate • Attendance/presence • Equal access of son and daughters to education • Infrastructure development in the school	• What is your view on attendance, enrolment, dropouts and repetitions in the project location? (in addition, focus on barriers and facilitators in relation to attendance, enrolment, dropouts and repetitions) • Do the boys and girls both attend school? If no, why do you think it is not the case? If yes, how has palika supported on this? What is the role of Palika? • What is the difference and what is the trend in the past years? • How does the local community perceive sending girls to schools? Do they feel it is necessary for girls to go to school? • What is your perspective on the type of infrastructure present in the basic grade schools in your LG constituency? 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? <i>[Probe points: What are the sanitation measures (WASH) being provided and if those are sufficient?]</i>

1	Main question	Probing question
2	<i>What difference you have observed between previous McGovern-Dole and McGovern-Dole FY 20 cycle (If the program is implemented since 2009)</i>	• Since which cycle have you been aware of McGovern-Dole? /Since when have you been engaged with the McGovern-Dole? • What differences have you observed between these different cycles? (Responses in table below)

2. Please respond the following questions regarding the structures, process and systems in place to implement the McGovern-Dole and cash-based modality, and increased role of LGs.

SN	Details	Operation Status (Yes/No)	Lessons learned, if any
1	Institutional Structure		
1.1	Formation of midday meal Sub-committee		
2	Process		
2.1	Formulation of local standard and levels for midday meal matching with the national standard/work procedures/ and increased role of LGs.		
2.2	Approve annual budget and program for midday meal		
2.3	Timely delivery of food items in the school		
2.4	Formulation of midday meal workplan at local level		
2.5	Arrangement of cooks		
2.6	Preparation of monitoring guidelines		
3	System		
3.1	Provide weekly midday meal menu to the schools		
3.2	Distribute available budget (federal conditional grant) to the schools		
3.3	Provide additional budget to the schools for midday meal on the top of cost per student (Rs. 15/student) provisioned by Government of Nepal		
3.4	Introduction of home-grown school feeding modality		
3.5	Monitor to ensure the midday meal provided to the students comply to the national/local level standards standard		
3.6	Integration of midday meal with other related activities		
3.7	Development of M&E framework, tools, and methods to monitor the quality and quantity of midday meal provided to school children		

SN	Details	Operation Status (Yes/No)	Lessons learned, if any
3.8	Use of third-party monitoring for assessing the midday meal delivery and effectiveness		

Effectiveness, impact and learnings of the program

3. How would you assess the overall performance of the Mc-Govern-Dole 20 in terms of its six components?

SN	Activity	Overall Assessment		Best Practices	Lessons Learnd
		Strengths (Positive aspects)	Shortcomings / Weaknesses		
1	Food Distribution				
2	Improved Safe Food Preparation, Handling and Storage				
3	School Health and Nutrition Interventions (SHN)				
4	Improved Literacy Campaign/EGR training				
5	Use of agricultural products produced locally				
6	Capacity enhancement of stakeholders (LG, teachers etc.)				
7	Program with the Partnership and collaboration of local level				
8	Work with the local levels/role of local government				

Q.N	Main questions	Probe questions
9	Effectiveness: How effective Mid-day Meal operation (all components) is with regards to results (output, outcome, and impact) achieved by the project at this stage? What is your experience on the midday meal? - Activities - Impact - Partnership/collaboration	- Is the project on track to reach the set targets? - What are the best practices that contribute to it? - What are the challenges and mitigation measures? - How has the program design and activities changed? [Probe: factors that triggered these changes (e.g., COVID), benefits/disadvantages of the changes, the response of the stakeholders/beneficiaries towards these changes, - Suggestions for the improvements

Q.N	Main questions	Probe questions
	Challenges	What additional measures/adjustments are required to enhance effectiveness of the intervention?
10	Health, and Nutrition: How did this programme impact for improving health and sanitation sector? - Activities - Impact - Partnership/collaboration - Challenges	- What activities are implemented? - What changes has it brought? - What are the good and bad aspect of this program? - How has Palika partnered to implement this program? - What challenges have you observed in providing continuity to this program? - What is your perception about the overall program design/implementation? [further probes: benefits to the intended beneficiaries; stakeholders' coordination, collaboration and engagement; monitoring and evaluation; and capacity strengthening (focus: education, nutrition, hygiene components, and management, national Mid-day Meals programs and contextualize national policy to local need)] - Do you feel the program has been effective in its endeavor? How has it influenced the nutrition in the region? How it affected to increase access to drinking water? - What changes have you observed ? (How has it impacted towards the improvement in nutrition and health? : <i>Prevalence of malnutrition in the region amongst school-going children, impact on absenteeism due to sickness/medical reasons</i>) - How do you think the program has contributed to the infrastructure in schools? [Probe: <i>Availability of clean drinking water, classrooms, kitchen, storage practices in the schools, infrastructure requirements of the school, lack of infrastructure and infrastructure for teaching children with disability (if any)</i>]
11	Educational outcomes: How do you think the program has affected the educational status in the region? - Activities - Impact - Partnership/collaboration - Challenges	- What activities are implemented? - What changes has it brought? - What are the good and bad aspect of this program? - How has Palika partnered to implement this program? How is the role of Palika in this activity? - Has any agency/organization supported the implementation of this component except WFP/WFP implementing partners? - What challenges have you observed in providing continuity to this program? - Do you feel the program has been effective in its endeavor? How has it influenced the education in the region? - Do you feel there has been a change in the teaching standards and mechanisms in this region? What is the program's contribution to it? [Probe: <i>changes in the topics being covered, interest and motivation of teachers, teachers' capabilities to take up modern methods of teaching, motivating to enroll, use of digital</i>

Q.N	Main questions	Probe questions
		<i>resources, children with disability use of Digital resources, and use of alternative teaching methods during extended closure of schools due to the pandemic]</i>
12	Capacity enhancement • Activities • Impact • Partnership/collaboration • Challenges	• What activities are implemented? • What changes has it brought? • What are the good and bad aspect of this program? • How has Palika partnered to implement this program? How is the role of Palika in this activity? • Has any agency/organization supported the implementation of this component except WFP/WFP implementing partners? • What challenges have you observed in providing continuity to this program? • What kind of support do you expect?
13	How has home grown school feeding impacted the procurement of local products? What is the Do you feel that the program has contributed to home grown school feeding?	• What activities are implemented? • What changes has it brought? • What are the good and bad aspect of this program? • How has Palika partnered to implement this program? How is the role of Palika in this activity? • Has any agency/organization supported the implementation of this component except WFP/WFP implementing partners? • What challenges have you observed in providing continuity to this program? • What are some of the strategies included in the design that deal with the transition of in-kind-based to home-grown school feeding? [further probes: what has been done so far and what remains? • What are some of the anticipated barriers and facilitators in relation to the transition (focus on policy and institutional barriers? How can the barriers be tackled? What factors will be most significant for successful implementation of the HGSP?) • Do you feel the program has been effective in its endeavor? How has it influenced the home-grown school feeding program? • What aspects do you feel are different now? [Probe: farming system, local food procurement; supply of local food;]

Good practices or learnings from Mc-Govern Dole or government cash-based activities

Q.N	Main questions	Probe questions
14	Alignment with government policies and programs : How well is the project aligned with the Nepal government's education and school feeding policies and strategies?	• To what extent are the WFP-supported school feeding activities aligned with the government-led national Mid-day Meals program? E.g., do objectives/modalities/ targeting/ food basket align? [if not, is there a plan/approach envisaged to ensure institutionalization and sustainability?] • How the SMP has been reflected in the new school education sector plan?

Q.N	Main questions	Probe questions
	- With federal government program - Inclusion in LG education plan/periodic plan - School education sector plan	What, in your view, were the activities that have worked, and were they in line with the Government of Nepal strategy, plan, and the needs of the schools in the community, and which ones could have been improved? [Probe: quality of the meal, SHN, EGRP, SMMP & HGSE]
15	Addressing local problems and needs/necessities. How did this program respond to the needs of students, education agencies- schools. - Community needs - Problems - How did it respond? - Effect on the target group	- Has this program reached to the targeted communities? - Are there any shortcomings and weaknesses which need to be immediately responded? <i>Probe: Demographic, geographic and gender outreach of the program; Gaps in the target outreach; suggestions for increasing outreach)</i> - How did it help to fulfill community needs and what is the reaction/feedback from the school and community - How has it impacted targeted communities like students, teachers, cooks, guardians - How has it impacted marginalized group?
16	Gender and social inclusion: How well the program is designed to address the Gender Equality Disability and Social Inclusion (GEDSI) issues in the Nepalese context? - What were the issues? - What kinds of programs were implemented? - Experience and learning	- How did the program supported to change cultural undesirable practices like discouraging girls education, Chaupadi, and early marriages, especially among Dalits, Janajati and children from poor economic status? - How did the program supported to address the Gender Equality Disability and Social Inclusion (GEDSI) issues including children with disability in the Nepalese context? - How did the midday meal program affected to increase equality (<i>Probe: equal participation by women in implementation the School Feeding program, impact on the performance of girls</i>) - How has the WFP-In your opinion, to what extent has the project affected the mid and long-term gender relations? <i>How did WFP-midday meal supported in the gender equality?</i>
17	Sustainability: What is the status of progress achieved with planned steps towards handover and sustainability? - Initiatives/efforts - Challenges	- What are activities implemented by the project to ensure sustainability (particularly following the completion of the program)? [Probe: a strategy for sustainability/exit strategy; policy alignment towards school feeding program food and cash modality, targets envisaged for full takeover of school feeding program by the govt]. - Have the learnings of the Mid-day Meal program been incorporated in the new education sector plan? - What are the challenges for ensuring sustainability?
18	Impacts: Have there been any unintended outcomes, either positive or negative? What are they?	- What are the areas that the result directly affected? - How did the McGovern Dole initiative influence the federal government's NSMP?

Q.N	Main questions	Probe questions
19	COVID impacts: How was the education sector long-term affected by the effect of COVID-19 pandemic? • Effect encountered • Initiatives for the improvements • Good lessons/experience • Good and bad aspect of food distribution in the household	• What has been the impact of COVID-19 on the community in the intervention regions? How has the pandemic affected the education status in the region? Who (students, or school staff) are the worst affected by the pandemic? How has the pandemic affected students' learning and development? Are there policy initiatives to encourage alternative learning arrangements? [Probe: impact of School closure on children, Economic impact on households; changes in household employment patterns] • How has the Covid and covid related school closure affected the outcome of interest? (Literacy achievement and health and nutrition status of school aged children) Probe: further learning loss due to Covid related school closure? • How school feeding program was adjusted during COVID to meet the nutritional requirement of the school-age children? Please share your learnings. What was the community's response to this? • What led to initiating the THR distribution? • How was the planning done for distribution of THR during the COVID period/ school closure? Probe for coordination with government • Did you face any challenges for the management of THR? • What, in your opinion, could have been done differently for effective implementation? • What is your opinion about THR? Was it beneficial to the households and community? If yes, how? Do you have any suggestions for THR?
20	Engagement of local institutions: To what degree the local communities (PTAs, farmers groups, etc.) of Nepal are involved in and contributing towards the school feeding? • Process • Good aspects • Challenges	• What do you think is the contribution of the program in shaping up the role of local institutions? Do you feel the local institutions have created any influence on the approach of local communities towards education and nutrition? [Probe: the presence of SMC/ PTA in schools, the role of Gaunpalika/Village municipality in implementation of the program, benefits to local communities]
21	Experience of working with WFP in the midday meal How has been the experience of working with WFP on the Mid-day Meals program? • Was there any collaboration/partnership? • Learnings • Challenges	• Was your (government) expectation met? Were there any challenges that you faced during implementation? [Probe: with WFP and other program partners, EDCU at districts, other stakeholders, community challenges, programmatic level difficulty, internal and external factors that affect the program's ability to create a change]

Q.N	Main questions	Probe questions
22	Complaints: How is MOEST/CEHRD managing school level community (complaints) and feedbacks mechanism?	- What mechanisms are set up by Ministry of Education/CEHRD? Are they active? - How are the complaints and feedbacks managed? - Are you aware of WFP's community feedback mechanism?
23	Do you have any suggestions in relation to the program?	

24. Infrastructure development support for improving midday meal program in the schools(specifically to education section chief)

SN	Areas	Yes/No	If yes, number of schools that have received support
1	Kitchen and storage facilities improvement (Physical construction)		
2	Providing furniture and related amenities		
3	Providing utensils and cookers, cup and plates		
4	Improving hand washing facilities		
5	Improving hand washing facilities		
6	Improving toilets		
7	Reading skills development		
8	If any other, specify		

25. Early grade reading improvement in the schools(specifically to education section chief)

SN	Areas	Yes/No	If yes, number of schools that have received support
1	Reading skills development		
2	School enrollment rate		
3	Attending school regularly		
4	Improving teachers' teaching capacity		
5	Health and sanitation		
6	Nutrition status		
7	Agriculture production/midday meal targeted		
8	Procurement management capacity of schools/LGs		

26. Perceptions on school feeding modality- evaluation criteria (Assessment: Very high, High, Average, Low and Very low)

Evaluation criteria	Assessment	Best practices that contributed to the related criteria	Reasons
Relevance			
Coherence			
Effectiveness			
Efficiency			
Impact			
Sustainability			

Capacity of local levels in Mid-day Meals

28. What is the capacity of local level to implement midday meal program? What are the problems currently faced by it?

29. How did this project enhanced the capacity in the operation of midday meal? (**Probe questions:** *What are activities implemented by the WFP to ensure sustainability (particularly following the completion of the program?- Strategy formulation, policy structure development, fund and budget management, institutional development, support to local agriculture production and distribution, partnership and coordination, participation of local communities/guardians, ownership and engagement)*)

30. Farmers/cooperatives capacity enhancement. How did this project enhanced the capacity of the LGs and schools in the procurement management of food materials for the schools? (*Capacity enhancement of communities/schools and initiatives and experience to ensure sustainability).*)

midday meal Monitoring

31. How does the federal government monitor midday meal programme currently? What strategies it intends to follow in the long term?

32. Did the effectiveness of the midday meal change after handing over the program to the government? Give reasons for the response. Any lessons in this regard? (Note: This question will be asked in Doti, Jajarkot and Achham districts only.

33. What changes occurred after the handing over of the midday meal to the government? What is your experience in this regard?

Sustainability of the midday meal

34. How are the operational and maintenance mechanisms developed for the sustainability of midday meal? Is the sustainability of the midday meal possible? If so, how? Is it possible for the LG to continue the midday meal program using their own resources if there is no conditional grant from the federal government?

4. Capacity strengthening: How effective is the capacity strengthening work to build local capacity in school feeding?

Perception:

Follow-up/probe questions

4.1 To what extent has WFP's capacity strengthening work resulted in a sustainable program in the following areas: a strategy for sustainability; sound policy alignment; stable funding and budgeting; quality program design; institutional arrangements; local production and sourcing; partnership and coordination; community participation, equity, and ownership?

4.2 What has the effect of the project on strengthening capacity of local government and schools to procure foods independently and sustainably?

- 4.3 What are the intermediate effects of the project among direct beneficiaries (students, teachers, cooks) and indirect beneficiaries (parents, community) and different marginalized groups of the McGovern-Dole program?
- 4.4 Please discuss if any best practices and lessons learned in this capacity strengthening activities implemented due to McGovern-Dole or government's cash-based model?

14. Community/school level interactions

14.1 SMC members

1. General Introduction

Name of school	
District	
Name of the respondent	
Position in the SMC	
Contact number	
How long you are in the SMC?	

Basic Information

Number of students in the school	
Number of students getting free midday meal	
Students getting midday meal paying cost	Yes/No
If yes, how it is implemented (process)	
Type of the midday meal	Cash-based/food-based
Annual budget approved for midday meal (Only for Doti, Achham and Jajarkot)	2080/81- Approved: NRs. Actual spent: 2081/82- Approved NRs.
Assistance provided by LG for the midday meal	
Integrated with HGSP modality	Yes/No, if yes how far is the core supplier.
Name of respondent	
Position in the SMC	
Contact Number	
How long you are in the SMC?	
midday meal Modality (check)	Cash-based/ In-kind based
Since when this school is covered under Govt. midday meal	
Meal's preparation and distribution, please check	a) Mobilization of guardians (Mothers group)- No of schools: b) Use of cooks with kitchens – No of schools: c) Use of catering services (school centred)- No. of schools d) Local level centred catering service-No of schools e) Cash distribution- No of schools

2. Activities carried out by the SMC and assessment

SN	Roles/responsibilities	Performed (Yes), No perfmance (No)	Your satisfaction level (High 3, 2 Average, 1-Low)	Reasons
1	Formulation of annual budget and program for midday meal and implementation			
2	Manage kitchen, store, sanitation, food materials and meals as per the standard			
3	Ensure the engagement and participation of mothers in meals preparation, management and supervision			
4	Keep or cause to keep midday meal records in the school			
5	Arrange for local production/procurement of agricultural products			
6	Identify challenges in midday meal and manage challenges			
7	Review midday meal management and implementation mechanism before the start of new academic calendar every year			
8	Teaching skills/education related activities			
9	Health and nutrition related activities			
10	Home-grown school feeding and agriculture related activities			
11	School monitoring, operation and other administration related activities			
12	Procurement, supply and management of food materials			

3. Infrastructure development support

SN	Areas	Yes/No	If yes, which agency supported (LG, PG, FG or the Project)
1	Kitchen and storage facilities improvement (Physical construction)		
2	Providing furniture and related amenities		
3	Providing utensils and cookers, cup and plates		
4	Improving hand washing facilities		
5	Improving hand washing facilities		
6	Improving toilets		
7	Teaching-Learning materials assistance		
8	Development of book corner		
9	If any others, specify		

4. Program and impact

Program components	Activities	Impact
Food Distribution	• What are the activities implemented in the school? • What are good and bad aspects of those activities? • How should they be improved in the coming days?	• How they impacted? • Positive intended/unintended • Positive intended/unintended
Improved Safe Food Preparation, Handling and Storage	• What are the activities implemented in the school? • What are good and bad aspects of those activities? • How should they be improved in the coming days?	• How they impacted? • Positive intended/unintended • Positive intended/unintended
Integrated Package of School Health and Nutrition Interventions (SHN)	• What are the activities implemented in the school? • What are good and bad aspects of those activities? • How should they be improved in the coming days?	• How they impacted? • Positive intended/unintended • Positive intended/unintended
Improved Literacy	• What are the activities implemented in the school? • What are good and bad aspects of those activities? • How should they be improved in the coming days?	• How they impacted? • Positive intended/unintended • Positive intended/unintended
Sustainable Transition to Home-Grown School Meals	• What are the activities implemented in the school? • What are good and bad aspects of those activities? • How should they be improved in the coming days?	• How they impacted? • Positive intended/unintended • Positive intended/unintended
Capacity strengthening – Supporting Transition through Local Capacitation and collaboration with LGs	• What are the activities implemented in the school? • What are good and bad aspects of those activities? • How should they be improved in the coming days?	• How they impacted? • Positive intended/unintended • Positive intended/unintended

5, Opportunities and challenges of midday meal ?

Program components	Opportunity	Challenge
Food Distribution		
Improved Safe Food Preparation, Handling and Storage		
Integrated Package of School Health and Nutrition Interventions (SHN)		
Improved Literacy		
Sustainable Transition to Home-Grown School Meals		
Capacity strengthening – Supporting Transition through Local Capacitation and collaboration with LGs		

6. Opportunities and challenges of midday meal, especially McGovern-Dole Project ?

Program components	Opportunity	Challenge
Food Distribution		
Improved Safe Food Preparation, Handling and Storage		
Integrated Package of School Health and Nutrition Interventions (SHN)		
Improved Literacy		
Sustainable Transition to Home-Grown School Meals		
Capacity strengthening – Supporting Transition through Local Capacitation and collaboration with LGs		

7. Transition (Handover) of midday meal to the Government (This question to be asked in Achham, Jajarkot and Doti only).

1. What changes have you felt in the implementation after handing over the midday meal program to the government
2. Did the effectiveness of the midday meal change after handing over the program to the government? Give reasons for the response. Any lessons in this regard?

8. Social inclusion and gender equality

1. How effective were the project interventions in changing cultural taboos in the community related to girl's education, menstruation and hygiene, caste discrimination, and early marriage”.

2. What do you think how this programme impacted on key anticipated effects on activities like gender equality and women's empowerment, impact on the performance of girls, menstrual hygiene awareness and separate and toilets for girls and boys and children with disabilities.

3. What do you think are some of the key anticipated effects of this program on other aspects of inclusion with regards to program impacts on diverse caste and ethnicity particularly on marginalized Dalits, Janajati and children from poor economic status? (caste/ethnicity and economic status)

4. How has the Mid-day Meal program contributed to change in peoples' perceptions on community behavior/ outlook towards education, gender, etc.? How?

14.2 Parents

Date:

Start time:

End time:

Name of school	
District	
Palika	

1. Participants' details

S.N.	Gender	Age	Caste/ethnicity	School going (boy)	School going (girl)

Role of parents/guardians in the midday meal

SN	Expected roles as a member of civil society and parents	Performed/Not performed (Yes/No)	Reasons for non-performance	Satisfaction (Good, Fair and Bad)	
1	Assist schools to prepare and manage meals in the schools				
2	Monitor the quality and quantity of meals served in the schools				
3	Partner with schools through cash or kinds to improve the quality and quantity of meals				
4	Organize midday meal complementary activities and assist to develop infrastructure if needed				

SN	Expected roles as a member of civil society and parents	Performed/Not performed (Yes/No)	Reasons for non-performance	Satisfaction (Good, Fair and Bad)	
5	Support schools to halt junk foods in the schools				
6	Get performance record of the students from the schools and interact with school administration as necessary				
7	Assist school to select midday meal preparation and distribution modality				
8	Assist schools to maintain healthy and clean environment in the schools				
9	Complain respective ward chairperson, LG executive office, mayor or deputy mayors when quantity and quality of meals served is not satisfactory				

Impact of the program

Program components	Activities
Mid-day Meal Program	- What are the activities implemented in the school? - What are good and bad aspects of those activities? - How should they be improved in the coming days?
Health and nutrition	- What are the activities implemented in the school? - What are good and bad aspects of those activities? - How have you been benefitted from WASH program (Additional probe, hand washing practices, clean toilets, availability of disposal bins, washing and cleaning places and if any other specify) - What are the advantages of sanitation and safety programs? (For example Menstrual cleaning, awareness and separate toilets for boys and girls) - How should they be improved in the coming days?
Improved Literacy	- What are the activities implemented in the school? - What are good and bad aspects of those activities? - What are the benefits of early grade reading? - How should they be improved in the coming days?
Capacity development	- What are the activities implemented in the school? - What are good and bad aspects of those activities? - How should they be improved in the coming days?
Procurement of locally produced agricultural products	- What are the activities implemented in the school? - What are good and bad aspects of those activities? - How should they be improved in the coming days?
Gender Equality	- What are the activities implemented in the school? - What are good and bad aspects of those activities? - How should they be improved in the coming days?
Overall impact of the midday meal program	- What are the activities implemented in the school? - What are good and bad aspects of those activities?

	How should they be improved in the coming days?

Midday Meal Program

- What are the good aspects and challenges in the implementation of the midday meal?
- How effective is the cash-based midday meal? What changes occurred? What is your experience on this?
- What is your role in the midday meal program? Are you satisfied with your roles?
To what extent is the guardians' support necessary for the regular implementation of the midday meal activities?

Social Inclusion and gender equality

- How has the programme contributed to change community practices such as girls education, menstrual hygiene and sanitation, caste/ethnicity differentiation, and early marriage?
- How they have impacted in the education of school children? What has affected in the education? How the project impacted or supported?
3. Do boys and girls attend school regularly? Are all school-going boys and girls enrolled in your locality? Are there any school-going aged children not enrolled in school? Provide reasons if school-going children are still not enrolled in school.
- "Poverty-stricken and rural people are often blamed that they prefer to send their boys to the private schools and girls to the community schools." Does your group agree with this statement? Please give reasons for your responses?
- Does your daughter/girl often resist going to schools during the cycle? Get responses in yes or no, get the frequency of yes and no, and collect reasons.
- Is there a separate toilet for girls in the schools?

14.3 Farmer Groups/Cooperatives

Module 1: Background Characteristics

Q.N	Question	
FC0	Is this a Farmer's group or a Cooperative?	Farmer's group.....1 Cooperative.....2
FC1	Name of Farmer's Group/Cooperative:	
FC2	Province Name and Number:	
FC3	District Name and code:	
FC4	Name and code of Rural /Urban Municipality:	
FC5	Ward no.:	
FC6	Serial No.:	
		FC7 Name of Respondents FC8 Position of Respondents
FC11	How far is the nearest public school from here? (Ask KM, if less than 1 KM then write down 1 in box)	Kilometer

FC11A	How much time does it takes to reach nearest government school from here ?	_____ Minutes
FC11 B	Have you heard about the school feeding program which is running in your localities?	Yes..... 1 No 2
FC12	Name and code of the Interviewer:	
FC13	Name and code of the Supervisor:	

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

Q.N.	Questions /Response	Category	Skip To
FC14	When was your farmer group / cooperative established?	Year	
FC15	How many members are there in your farmer group/cooperative?	Male Female Total No.	
FC15a	How many members are there in your farmer group/cooperative by ethnicity? Are there any disability members in your farmer group/ cooperative?	Brahmin/Chhetri Dalit..... Newar Other Janajati (excluding N ewar) Madhesi Muslim Other (Specify Don't know..... 98	
FC15b	Are there any differently abled members in your farmer group/ cooperative?	Yes 1 No 2	FC15b
FC16	Is your farmer group/cooperative registered?	Yes 1 No 2	FC18
FC17	If yes, where? (Multiple response possible)	Palika/Ward office..... 1 Farmer group network..... 2 District Cooperative Federation Ltd 3 District Administration Office..... 4 Co-operative division Office 5 District Agriculture Office 6 Other (Specify) 96	
FC18	What are the key activities of your farmer group/cooperative? (Multiple response possible)	Organize local farmers..... 1 Encourage and mobilize savings by the members 2 Provide credit/loan services to the members 3 Support member farmers to grow diverse crops and vegetables..... 4 Engage members in income generation activities 5 Provide seeds/agri-equipment to the members 6 Participate in home grown school feeding program 7 Support in local development activitiesH Capacity development of women farmer members on leadership and technical skills..... 8	

Q.N.	Questions /Response	Category	Skip To
		Other (Specify)..... 9	
FC19	Please tell me the total capital of the FG/Coop based on last audit	Rs. Don't know..... 98	
FC20	What is the figure of last year's turnover?	Rs. Don't know..... 98	
FC21	Does your farmer group/ cooperative have own building?	Yes 1 No 2	
FC22	Does your farmer group/ cooperative have following physical assets? (Ask one by one)	Yes No	
	a) Furniture		
	b) Computer/laptop		
	c) Tent/cooking utensils		
	d) Meeting/training hall		
	e) Storeroom/storage facility		
	f) Childcare space		
	g) Drinking water facility		
	h) Washroom /toilets		
	i) Farming tools		
	j) Pests and manure		
	k) Seeds and seedling		
	l) Other (Specify).....		
FC23	How many schools are there in the catchment area of the farmer group/cooperative?	No. of schools..... Don't know..... 98	

Module 3: Functions of Farmer Group/Cooperative

Q.N.	Questions /Response	Category	Skip To
FC24	Does your farmer group/ cooperative have executive committee?	Yes 1 No 2	FC31
FC25	How many members are in the executive committee?	Total no. of members.....	
FC26	Among them, how many are male and females in the committee?	Male Female	
FC27	How many female members are there in leadership position (chair, deputy-chair, secretary and treasurer)	Total no. of Female leadership.....	
FC29	Does your farmer group/ cooperative hold executive committee meeting regularly?	Yes 1 No 2	
FC30	How often do your farmer group/ cooperative hold executive committee meetings?	Fortnightly 1 Monthly 2 Bio-monthly 3 Other (Specify)..... 96	

Module 4: Benefitting activities

Q.N.	Questions /Response	Category	Skip To
FC31	How many members are currently benefited from the farmer group/cooperative as loan holders?	No. of loan holders Don't know.....98	
FC32	No. of loan holders by gender?	Male loan holders Female loan holders Don't know..... 98	
FC33	What kinds of IGAs are being carried out by the loan holders? (Multiple response possible)	Cereal crop farming..... 1 Pulse/legumes farming..... 2 Vegetable farming 3 Mustard/Oil seed farming..... 4 Fruit production 5 Cow/Goat/Sheep raising 6 Poultry farming 7 Fishery 8 Seed production 9 Seeding production and Nursery establishment..... 10 Being used for non-agriculture purpose. 11 Other (Specify) 12 No IGAs are being carried out/loan used for other purposes 13	
FC34	Do you have members who are involved in IGAs as a group (such as in farming, grocery, etc.)?	Yes 1 No 2	FC36
FC35	What sorts of IGAs are these group/s involved in? (Multiple answer possible)	Vegetable farming 1 Poultry farming 2 Goat raising 3 Grocery shop 4 Nursery establishment..... 5 Other (Specify)..... 6	
FC36	Where do you/members sell the products? (Multiple response possible)	Sell to members 1 Sell in local market..... 2 Sell to vendor 3 Sell in district HQ 4 Sell in outside district 5 Sell to the co-operative. 6 Sell to schools 7 Don't sell. 8 Other (Specify) 9	FC39 FC39 FC39
FC37	If you/members sell product to the schools, what product do you usually sell?	_____	
FC38	If you sell product to the schools, do you know what was your total sales in the last month?	Yes 1 Don't know..... 92	
FC38a	Please specify your total sales in the last month by products?	Amount (RS) _____ (a) Tomato (b) Potato	

Q.N.	Questions /Response	Category	Skip To
		(c) Cabbage (d) Onion (e) Maize (f) Finger millet (g) Buck wheat (h) Wheat (i) Rice (j) Cucumber (j) (k) (l)	

Module 5: Training Exposures

Q.N.	Questions /Response	Category	Skip To
FC39	Has any member of your farmer group/ cooperative received training/s in the last 12 months?	Yes 1 No 2 Don't know 98	FC42A
FC40	What were the training/s that were received? (Multiple response possible)	Climate-resilient improved technologies/varieties 1 Crop diversity 2 Cereals, legumes, pulses farming..... 3 Seasonal/off season vegetable farming 4 Fruit's farming 5 Integrated Pest management 6 Trico-compositing 7 Micro-irrigation technology 8 Land management 9 Improving the quality of farm products 10 Standardizing the farm products 11 Food safety 12 Food procurement 13 Store handling..... 14 Improved linkages to input suppliers 15 Communication & Facilitation..... 16 Social mobilization 17 Leadership..... 18 Gender equality and social inclusion Prevention and reporting GBV/VAWG. 19 Record keeping 20 Other (specify) X	
FC41	Are the knowledge and skills imparted through the training helpful for the members and other farmer members to improve produce from the farm?	Yes 1 No 2	
FC42	Are the knowledge and skills imparted through the training helpful for the members to improve market linkages?	Yes 1 No 2	

Q.N.	Questions /Response	Category	Skip To
FC42A	Have any farmer members of this institution applied following improved agriculture technologies? (Multiple response possible, Read the options one by one,)	Crop genetics (use of improved seed varieties) 1 Cultural practices (mulching, staking, improved nursery practices, line sowing, weeding) 2 Disease and pest management: integrated pest management practices- jhol mal, traps, bio-pesticides) 3 Soil conservation and fertilizer management: use of compost/ manure, use of lime, use of organic fertilizer, inter cropping of pulses and legumes 4 Climate smart technology (Drought-tolerant varieties, plastic house/ plastic high tunnel, plastic tunnel) 5 Water management and water technology (drip irrigation, sprinkler irrigation, plastic pond/recharge pond, cement pond/thai jar) 6 Practice of input purchase (seeds, bio-pesticides, micro-nutrients, sprinkler, drip-irrigation set, hermetic bags) 7 Marketing, Collection and Distribution Center (Practice of produce sale with market price Information, use of collection center).....8 Post-harvest handling (packing technology, improved transportation, improved handling, use of local made bamboo basket (DOKO), use of hermetic bag) 9 Record keeping of any activities performed (use of improved varieties, use of bio-pesticides, mulching etc.) 10 Do nothing/none.....11	
FC43	Altogether how many farmer members of this institution have applied above improved agriculture technologies?	Total no. of farmers Don't know 98	FC46
FC44	No. of farmer members who applied improved agriculture technologies by gender?	Male farmers Female farmers Don't know 98	
FC45	No. of farmer members who applied improved agriculture technologies by ethnicity?	Brahmin/Chhetri Dalit Newar Other Janajati (excluding Newar) Madhesi Muslim Other (Specify Don't know 98	

Q.N.	Questions /Response	Category	Skip To

Module 6: Partnership for School Feeding

Q.N.	Questions /Response	Category	Skip To
FC46	Has WFP/Palika/school or any organization approached you to talk about the possibility of producing and supplying food items (vegetables, cereals, legumes, fruits etc.) for the school feeding?	Yes..... 1 No 2	FC49
FC47	What topics were discussed during the meeting(s)? (Multiple response possible)	Menu of potential food items 1 Volume of food items (vegetables, cereals, fruits etc.) 2 Quality of food items..... 3 Pricing of food items 4 Storing of food items..... 5 Procurement/supply chain 6 Partnership modality..... 7 About potential schools for the possible partnership..... 8 Economic empowerment of women and marginalized group..... 9 Other (specify) 10	
FC48	Are you currently collaborating with/ or participating in any school feeding program in your area? (The collaboration can be directly with school or via Palika)	Yes 1 No 2	FC55
FC49	If yes, what food commodities do you usually supply? (Multiple response possible)	Vegetables/beans/fruits..... 1 Pulse/Lentils 2 Mustard/oil seeds..... 3 Paddy/rice..... 4 Wheat..... 5 Corn..... 6 Barley 7 Millet..... 8 Buckwheat 9 Egg 10 Milk 11 Meat 12 Local food commodities 13 Other (Specify)..... 14 Don't know..... 15	
FC50	How do you determine price of the food items (vegetables, cereals, fruits and others)? (Multiple response possible)	Price similar to local market value..... 1 A bit lesser than local market value 2 On the basis of negotiation. 3 Consulting with local bodies. 4 Based on farmer group/cooperative member suggestion 5 Price determined by LG (<i>Mulya suchi</i>) 6	

		Other (Specify) 6	
FC51	How do you determine price of the food items (vegetables, cereals, fruits and others)? (Multiple response possible)	Price similar to local market value..... 1 A bit lesser than local market value 2 On the basis of negotiation. 3 Consulting with local bodies. 4 Based on farmer group/cooperative member suggestion 5 Other (Specify) 6	
FC52	What advantages are the members and the community getting because of this collaboration? (Multiple response possible)	Higher income for the farmers 1 Secured income for the farmers..... 2 Economic Empowerment of women..... 3 Employment of local people..... 4 Promotion of local farming 5 Better nutrition of the students..... 6 Nutritional status of the local community improved 7 Market not available in village 8 Others (Specify)..... 9 No benefits 10 Don't know..... 11	
FC53	What challenges are you facing for the success of this collaboration? (Multiple response possible)	Problem in contract pricing..... 1 Fluctuation of market price 2 Uncertain harvest 3 Poor quality of produces 4 Lack of storage facility for perishable goods 5 Lack of extension programs..... 6 Lack of fertilizers..... 7 Lack of irrigation facilities..... 8 Not connected with supply chain 9 Problem of record keeping..... 10 Socio cultural behaviors and norms against women..... 11 Covid/lockdown 12 Natural calamities/Disasters 13 Unable to procure essential food 14 Lack of information for school 15 Timely reimbursement..... 16 Others (Specify)..... 17 No challenges..... 18 Don't know..... 19	
FC54	How optimistic are you about the sustainability of the collaboration?	Very optimistic 1 Somewhat Optimistic..... 2 Not optimistic..... 3 Don't know..... 98	→ End of interview

Q.N.	Questions /Response	Category	Skip To
FC55	If you are not currently collaborating with any school, are you willing to collaborate for school feeding in the future?	Yes 1 No 2	→ End of Interview

FC56	If you wished, would your farmer group/ cooperative be able to collaborate for Mid-day Meal program?	Yes 1 No 2	End of Interview
FC57	What makes you think that your farmer group/ cooperative is able for this? (Multiple response possible)	Well organized and reputed 1 Availability of storage 2 Availability of farming tools 3 Availability of seeds and seedlings 4 Availability of fertilizers/manures 5 Irrigation facilities 6 Fertile land parcels with member Connected with supply chain farmers..... 7 Transportation facilities 8 Can sell food on credit for several months 9 Skilled human resource to manage store 10 Workers skilled in supplying food..... 11 Better farming experience of member farmers..... 12 Similar previous experience 13 Trained farmers 14 Motivation among farmers..... 15 Group/cooperative led by skilled women farmers..... 16 Other (specify) 17	
FC58	What are the food items that you could supply for the Mid-day Meal program in the future? (Multiple response possible)	Paddy/rice..... 1 Pulse/Legumes..... 2 Green vegetables 3 Other Vegetables (onion, tomato, radish) 4 Potato/Root Vegetables/Tuber Vegetables 5 Sunflower/oil 6 Wheat 7 Corn 8 Barley 9 Millet..... 10 Buckwheat 11 Fresh fruits 12 Dry fruits 13 Milk/Dairy products 14 Egg 15 Other (specify) 16	
FC59	If you collaborate for the school feeding, how would you determine the price of food items? (Multiple response possible)	Price similar to local market value..... 1 A bit lesser than local market value 2 On the basis of negotiation. 3 Carrying out market research.. 4 Based on farmer group/cooperative member suggestion 5 Other (specify) 6	

FC60	How would you ensure the quality of foods? (Multiple response possible)	Well packing 1 Fully weighing..... 2 Stick label and expiry date..... 3 Well storing..... 4 Supplying fresh and organic crops/ vegetables..... 5 Other (specify) 6	
FC61	What advantages do you think you and the community will get because of the collaboration? (Multiple response possible)	Higher income for the farmers 1 Secured income for the farmers..... 2 Economic empowerment of women 3 Employment generation for local people 4 Promotion of local farming..... 5 Better nutrition of the students..... 6 Community's nutrition improved..... 7 Others (Specify)..... 8 No benefits 9 Don't know..... 10	
FC62	If you collaborate for the school feeding in the future, what challenges do you foresee that may affect your success? (Multiple response possible)	Problem in contract pricing..... 1 Fluctuation of market price 2 Uncertain harvest 3 Poor quality of produces 4 Poor storage for perishable goods 5 Lack of extension programs 6 Lack of fertilizers..... 7 Lack of irrigation facilities 8 Problem of supply chain 9 Problem of record keeping..... 10 Socio cultural behaviors and norms against women..... 11 Covid/lockdown 12 Natural calamities/Disasters 13 Not able to buy required food 14 Others (specify) 15 No challenges..... 16 Don't know..... 17	
FC63	Does your farmer group/ cooperative have an adequate human resource to manage store and deliver foods to the schools?	Yes 1 No 2	
FC64	Does your farmer group/ cooperative have transportation facility?	Yes 1 No 2	
FC65	Can your farmer group/ cooperative provide food commodities in credit to the schools?	Yes 1 No 2	
FC66	For you to be able to collaborate for the school feeding, what sorts of supports from Palika/WFP/ Program could be useful? (Multiple response possible)	Improved agricultural extension programs 1 Enhanced food processing know- how . 2 Supply chain know-how 3 Familiar with collaborative approach.... 4 Ensure economic opportunities to small-landholder farmers 5 Ensure economic opportunities to	

		women led farmer groups/ cooperatives 6	
		Linkage establish with local governing bodies..... 7	
		Planning and organizing trainings 8	
		Other (specify)..... 9	

Field Observation Sheet for Farmer's Improved Farming Technologies

A. Background Information

1. Name of Farmer's Group/Cooperative: _____
2. Serial number of Farmer's Group/Cooperative
3. Province Name and Number:
4. Name and Code of District:
5. Name and Code of Rural /Urban Municipality:
6. Ward no.:
7. Code of farmer:
8. Name of Farmer (Respondent):
9. Contact number of Farmer (Respondent):
10. Distance of the field from Farmer group/cooperative:
11. Cultivation Observed Area (<i>Ropani</i>):
12. Please specify the main crop that you grow:

B. Observe the Following Improved Farming Technologies (Select 'Yes' or 'No' options for all components) Please provide rating i.e. High (above 60 percent), Medium (40-60 percent), Low (less than 30 percent) and No (negligible) on the following improved farming technologies

Improved Farming Technologies	Rating	Remark
1. Crop genetics (use of improved seed varieties)		
2. Cultural practices (mulching, staking, improved nursery practices, line sowing, weeding)		
3. Disease and pest management: integrated pest management practices- Jhol mol, traps, bio-pesticides		
4. Soil conservation and fertilizer management: use of compost/ manure, use of lime, use of organic fertilizer, inter cropping of pulses and legumes		
5. Climate smart technology (Drought-tolerant varieties, plastic house/ plastic high tunnel, plastic tunnel, adopted cultivation calendar)		
6. Water management and water technology (drip irrigation, sprinkler irrigation, plastic pond/recharge pond, cement pond/thai jar, rainwater harvesting)		
7. Practice of input purchase (seeds, bio-pesticides, micro-nutrients, sprinkler, drip-irrigation set, hermetic bags)		
8. Marketing, Collection and Distribution Center (Practice of produce sale with market price Information, access to and use of collection center)		
9. Post-harvest handling (packing technology, improved transportation, improved handling, use of local made bamboo basket (DOKO), use of hermetic bag)		
10. Record keeping of any activities performed (use of improved varieties, use of bio-pesticides, mulching etc.)		

3. Observer's note (if any): (If practices such as local crop promotion, nutrition garden, mixed cropping, relay cropping are observed, please include them as well)

15. FGD in the schools

15.1 Checklist for focus group discussion with adolescent girls

FGD with Adolescent Girls (Class 6-8)

Province:

Date:

District:

Start time:

Municipality/ ward:

End time:

Location:

Participants' Characteristics Table

S.N.	Name	Age (in completed years)	Grade	Family type (Nuclear/Joint)	Caste/ethnicity	Disability Status (If any) Yes/No

Questions

Q.N.	Main Question	Probe Questions
1	What is your opinion towards mid-day meal or school health and nutrition activities?	- Are you aware about the Mid-day Meals program or school health and nutrition activities? Are you aware about its different components like SHN, mid-day meal, EGR? If yes, what do you think are some of the benefits of SHN, midday meal and EGR (PROBE individually)? - Have there been any effects in your attitude/behavior due to the SHN, mid-day meal, EGR? If yes, any examples. - Who generally prepares/cooks the mid-day meal? Are girls and boys provided with equal portion of meal?
2	What do you think some barriers of girls' education?	Topics to be covered Financial barriers, household chores, parents' attitudes, traditional practices, gender discrimination, child marriage and menstrual hygiene
2a.	What are the financial barriers?	Are the following y financial barriers? - Cost of transportation, textbooks and uniforms - Reliance on girl's income to support the household

Q.N.	Main Question	Probe Questions
2b.	How do you perceive your roles/ responsibilities in carrying out household chores?	- What are the household chores that you are engaged in? (probe cleaning home, cleaning dishes, cooking food, looking after younger siblings, looking after livestock, fetching firewood and water etc.). - How does your engagement in household chores affect your education? Have you dropped out from school due to household chores? - Do your parents put pressure on you to engage in household chores? If yes, how do you feel about it?
2c.	How do your parents feel about your education?	- How willing are your parents for sending you to school? - How reluctant are your parents for sending you to the school? - Are the parents in the community less interested in investing in daughter's education as compared to sons? If yes, why? If yes, any examples?
2d.	Are the traditional practices barriers for education?	- Have the traditional practices such as <i>Chaupadi</i> impacted your education? If yes, how? - Do you know of any other (other than <i>Chaupadi</i>) such practices in your community that have hindered your education? If yes, how?
2e.	What is your opinion on menstruation and menstrual hygiene?	- What do you understand by menstruation? (probe for age at which most girls usually get their first period, duration of normal menstruation days, interval between two menstrual cycles and any other) - Are there any stigmas attached to menstruation in the community? If yes can you, please elaborate (eg. girls during menstruation should not: take bath, go to school, cook, touch plants, enter temple and any other) - Have you or anyone you know of face harassment in the school due to the blood stain in the clothes caused by the periods? - Are you missing classes due to periods or do you know anyone who are missing classes for the same reason? If yes, can you please elaborate why did you or someone you know missed the classes during menstruation (e.g., lack of pad, no place in school to change pad, no place to dispose pad, I feel sick during menstruation) - What type of reusable/cloths, use and throw napkins do you or your friends commonly use? What do you or other girls at school/community understand by menstrual hygiene? What are the consequences of poor menstrual hygiene? - How frequently you change the pad? If you are using reusable/cloth napkins (non-sanitary pads), how do you clean, dry and store? - Are sanitary pads available in the school? How do you access the sanitary pads from your school? Do you feel comfortable going and asking for the sanitary pads at the school? Are there any focal teachers specifically focusing on menstruation hygiene? Are you able to get sufficient pads required at school and at home? If not, why? If yes, how many is provided? - Is there a separate toilet for girls to change their sanitary pad? - Is disposable bin available dispose the sanitary pads in the school toilet?

Q.N.	Main Question	Probe Questions
3.	What is your opinion toward personal hygiene at your school?	- Is there anyone at your school who impart the knowledge about personal hygiene at your school. What is the topic discussed? - Is there anyone at school stationed who would hear to your problems in relation to menstrual hygiene? - Does your health and population teacher impart knowledge and discuss about menstruation and menstrual hygiene? If yes, please elaborate, what are the topics discussed? How frequently it is done? - Have there been any effects in your attitude/behavior due to the knowledge imparted by health and population teacher? If yes, any examples.
4.	What is your opinion towards School sanitation?	- Does your health and population teacher impart knowledge and discuss about school sanitation? How frequently it is done? - Have there been any effects in your behavior/attitude due to the knowledge that is imparted by health and population teacher? If yes, any examples.
5.	First Aid Kit	- What you normally do when you feel sick at school? (Probe; headache, fever, vomiting, cut injury) - Is there first aid kit/service in your school? - Have you ever used?
6.	Iron folic acid tablet (iron <i>chakki</i>)	- Have you heard about iron folic acid tablet (iron <i>chakki</i>)? If no, move to the next question? - How often is the iron folic acid (iron <i>chakki</i>) distributed at your school? - Who distributes the iron folic acid (iron <i>chakki</i>) in your school? (health and population teacher, Female Community Health Volunteers etc.) - In the past year, how many times IFA was distributed in your school? If it was not distributed biannually, have you taken IFA? If it was not distributed biannually, did you receive it through nearest health facility or FCHVs?
7.	Deworming tablets	- Have you heard about deworming tablets? If no, move to the next question - How often are the deworming tablets distributed at your school? - Who distributes deworming tablets in your school? (Health and population teacher, Female Community Health Volunteers etc.) - In the past year, how many times deworming tablets were distributed in your school? If it was not distributed biannually, did you receive it through nearest health facility or FCHVs?
8.	Are you aware of the USDA McGovern-Dole/project? If no, have you heard about WFP's Mid-day Meals programme (<i>Vishwo Khadya Karyakram, litho pitho karyakram</i>)?	- If yes, what do you think are some of the benefits of the programme? (Improvements in terms of girl friendly learning spaces, menstrual hygiene awareness and separate toilets for girls and boys) - What are some of the benefits on WASH activity? (Further probes: handwashing practices, clean toilets, availability of disposable bins, washing and drying station and any other).
9.	Could you please tell us about effects of the COVID-19 pandemic?	What have been some of the effects of COVID-19 on your studies?

Q.N.	Main Question	Probe Questions
		• How have you been managing your studies? (Alternate way of learning medium) • What are some of the other effects of COVID-19 ? : i) access to classroom teaching or alternative education (like radio/television, online classes; change in their household responsibilities during school closure ii) economic effects on households; iii) changes in household employment patterns; iv) increased workloads on women and girls in particular; and (v) health and nutrition status. • How has the Covid and covid related school closure affected the outcome of interest? (Literacy achievement and health and nutrition status of school aged children) Probe: further learning loss due to Covid related school closure
10.	Could you tell us your preferred channels to communicate/receive information on WFP current/ future project (s)?	• How do you communicate with your friends? • Are you engaged in child club? If yes, what kind of activities are performed by child club? Is there is a equal participation of girls and boys in the activities conducted by child club? • Is there weekly or monthly plan for child club activities? • What can be the barriers for the girls to have equal participation in the child club? • Are there female members in the leadership position? • Whom do you share your complaints/queries in relation to school activities? How do you share the complaints and queries? • What are the barriers to voice out your queries or provide feedbacks?

Annex 11. Field mission agenda

A. Quantitative Data Collection Plan (School Survey)

C. Interaction with the district and provincial-level project stakeholders

- Conduct qualitative interviews with the key stakeholders involved in project implementation
- Monitor and mentor field data collection, including quality assurance.
- Collect information for preparation of the thematic report.

Team	Experts	Assigned districts	Field Coordinators (Qualitative Interviewer)
1	• Dr Birendra Bir Basnyat, Team leader, Agriculture, M&E Expert • Dr Uma Koirala, Gender, and Nutrition Expert • Mr Swadesh Maharjan Education Expert	• Dhangadi • Bajhang • Darchula • Jajarkot	Darchula Bajhang Jajarkot
2	• Dr Dhruva Gautam, Education Expert • Mr Mohan B. Thapa, Ag. Expert • Ms Urmila Simkhada, Gender Expert • Mr Ram Datta Panta (Survey Manager)	• Achham • Bajura • Doti	Achham Bajura Doti

D. List of stakeholders to be consulted during field visit

Stakeholders	Total Respondents	Doti	Achham	Bajhang	Bajura	Darchula	Jajarkot	Remark
Ministry of Social Development Officials	2							Kailai Surkhet
WFP Field Office	2							Kailai Surkhet
WFP Field Coordinator/Team	6	1	1	1	1	1	1	
District Education Development and Coordination Unit	6	1	1	1	1	1	1	
Implementing partners								
IDS (Field staff/District Coordinator)	4		1	1	1	1		
Mercy crops								
Project staff	6	1	1	1	1	1	1	
Implementing partner (NGO)	6	1	1	1	1	1	1	
World Education								
Project staff	3			1	1	1		
Implementing partner (NGO)	3			1	1	1		
Local Government/ Education Section	6	1	1	1	1	1	1 (TBD)	One in the respective district

Stakeholders	Total Response nts	Doti	Aacham	Bajhang	Bajura	Darchula	Jajarkot	Remark
School visits/ Interaction/ observation (On the way, not necessarily a survey of schools)	12	2	2	2	2	2	2 (TBD)	Two per districts
Total		7	8	10	10	10		2

E. Interactions with the federal government and project officials

- Conduct qualitative interviews with the key stakeholders involved in project implementation
- Validate and discuss field findings and observations

SN	Date	
1	Sept, 2024	• Interaction with the WFP Officials (RBB) and SMP • Interview with Project Officials • Interview with Federal government officials, CHERD and

F. Field Itinerary (Tentative)

SN	Date	Team 1	Team 2
1	9 Sept2024 (Monday)	Dhangadi • Interaction/interview with Head, WFP Field Office, Dhangadi • Interview with WFP Field Coordinator Doti (at Dhangadi) • Interview with the Ministry of Social Development Officials (Dhangadi) • Night stay at Dadeldhura	Doti • Meeting with the field coordinator and planning for a field visit. • School visits and interaction with head teacher/Nepali teacher (Morning) • Interview with the EDCU Officials • Interaction with the Mercy Corps Officials and Partners • Interaction with Local government officials (Palika level) Night stay at Doti
2	10-11 Sept 2024 (Thursday day)	Bajhang • Meeting with field coordinator and planning for filed visit. • School visits and interaction with head teacher and school administration • Interview with the EDCU Officials • Interaction with the Mercy Corps Officials/ Partners/Farmer Groups/Cooperatives • Interaction with the IDS Officials and Partners • Interaction with World Education Officials and Partners • Interaction with Local government officials (Palika level) • Meeting with the enumerator team/as available)	Bajura • Meeting with the field coordinator and planning for a field visit. • Meeting with district stakeholders and partners (as per availability) • Interaction with the Mercy Corps Officials/ Partners/Farmer Groups/Cooperatives • Interaction with the IDS Officials and Partners • Interaction with World Education Officials and Partners • Interaction with Local government officials (Palika level) • Meeting with the enumerator team/as available)
	12-13 Sept 2024	Darchula	Achham

SN	Date	Team 1	Team 2
		• Meeting with district stakeholders and partners (as per availability) • School visits and interaction with head teacher and school adm • Interview with the EDCU Officials • Interaction with the Mercy Corps Officials/ Partners • Meeting with the enumerator team/as available)	• School visits and interaction with head teacher/Nepali teacher (Morning) • Interview with the WFP Officials, Mangelsen • Interview with the EDCU Officials, Mangelson • Interaction with the IDS Officials • Interaction with the Mercy Crop Officials and Partners • Interaction with Local government officials (Palika level) • Meeting with the enumerator team/as available)
	25-26 Sept	Jajarkot • School visits and interaction with head teacher/Nepali teacher (Morning) • Interview with the WFP Officials, Bajhang • Interview with the EDCU Officials • Interaction with the IDS officials • Interaction with the Mercy Corps Officials and Partners • Interaction with Local government officials (Palika level) • Interaction with World Education Officials and Partners	

Annex 12. Tables of BLS, MTE and ELE findings on performance indicators

Indicator 1: Number of school-age children receiving school meals on all school days (SBCC Custom 7)

Unit: Percent

Respondents	Baseline (%)	Mid-term		Endline (2024) (%)		Remark	
		Target	Progress	Target	Progress	% Change	P value
Girl	77.7	80	99.4	80	100.0	22.3	0.00000*
Boy	77.7	80	99.4	80	100.0	22.3	0.00000*
Total	77.7	80	99.4	80	100.0	22.3	0.00000*

Data Source: Record Review

H₀: P₁ = P₂, H₁: P₁ < P₂ (Left tailed test).

* Significant at 95% confidence, i.e., access to midday meal increased after intervention for both boys and girls

Annex 12.1.1: Number of schools providing midday meals (school meals)

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Schools (Number)	%	Schools (Number)	%	Schools (Number)	%	
Total	90	77.7	342	99.4	342	100.0	22.3
District							
Achham	15	76.5	75	100.0	75	100.0	23.5
Bajhang	27	80.9	64	98.4	64	100.0	19.1
Bajura	9	77.6	34	100.0	34	100.0	22.4
Darchula	15	76.8	49	100.0	49	100.0	23.2
Doti	7	71.3	58	100.0	58	100.0	28.7
Jajarkot	17	78.3	62	98.4	62	100.0	21.7
School type							
Primary	65	76.3	143	100.0	133	100.0	76.3
Basic	22	82.7	75	100.0	80	100.0	82.7
Secondary	3	69.7	124	98.4	129	100.0	69.7
Nature of Intervention							
Districts with Literacy Improvement (Activity 4)	51	79.1	147	99.3	147	100.0	20.9
Districts with SHN (Activity 3)	66	78.5	222	99.5	222	100.0	21.5

Data source: Record Review

Annex 12.1.2: Number of school-age children receiving daily school meals as a result of USDA assistance (Standard 17)

Districts	Number of schools surveyed	2022/23 (4 District)		2023/24 (3 District)	
		No. of Students	%	No. of Students	%
Achham	75	10499	100.0		
Bajhang	64	8166	97.1	10004	100.0
Bajura	34	3779	100.0	4702	100.0
Darchula	49	5752	100.0	6599	100.0
Doti	58				
Jajarkot	62				
Total	342	28196	99.2	21305	100.0

Source: Record Review

Annex 12.1.3: Proportion of boys and girls receiving school meals by district

Respondent Characteristics	Enrolled Students Grade 1 to 6	Enrolled Boys Grade 1 to 6	Enrolled Girls Grade 1 to 6	Number of Boys Receiving School Meal	% Boys	Number of Girls Receiving School Meal	% Girls
Total	48348	23118	25230	23118	47.8	25230	52.2
District							
Achham	11514	5523	5991	5523	48.0	5991	52.0
Bajhang	10004	4730	5274	4730	47.3	5274	52.7
Bajura	4702	2162	2540	2162	46.0	2540	54.0
Darchula	6599	3297	3302	3297	50.0	3302	50.0
Doti	8241	3835	4406	3835	46.5	4406	53.5
Jajarkot	7288	3571	3717	3571	49.0	3717	51.0
School Type							
Primary (1-5)	12820	6143	6677	6143	47.9	6677	52.1
Basic (1-8)	12147	5705	6442	5705	47.0	6442	53.0
Secondary (1-12)	23381	11270	12111	11270	48.2	12111	51.8

Annex 12.1.4: Student's perception of meals served at schools

Parameter	Overall		
	Boy (n=1012)	Girl (n=1017)	Total (n=2029)
A. Schools provided meals every day			
Everyday	87.6	88.7	88.2
Every day except Friday	10.8	9.6	10.2
Most of the day	1.6	1.4	1.5
Sometimes	0.0	0.3	0.1
Never	0.0	0.0	0.0
B. Types of food served			
Different	54.4	53.4	53.9
Same	45.6	46.6	46.1
C. Sufficient to satisfy hunger			
Sufficient	94.6	95.5	95.0
Not sufficient	5.4	4.5	5.0
D. Serving hot meal			
Hot	97.7	97.8	97.8
Others	2.3	2.2	2.2

Data source: Student's Survey (ELE)

Annex 12.1.5: Percent of headteachers reporting benefits of school's meal

Benefits	Total (n=342)	P value
Increased students learning outcomes.	97.4	0.53577
Increased students' attendance.	97.1	0.06811
Increased students' attentiveness in class.	97.1	0.67543
Increased students' enrolment.	95.9	0.49614
Decreased students' dropouts.	93	0.01151*

Data source: Headteacher's Survey (ELE)

Indicator 2: Average student attendance rate in USDA-supported classrooms/schools (Standard 2)

Respondents	Baseline (%)	Mid-term (%)		Endline (2024) (%)		Remark	
		Target	Progress	Target	Progress	% Change	P value
a. Record review							
Girl	61.4	80	75.0	85	76.5	15.1	0.00001*
Boy	60.0	80	73.4	85	74.8	14.8	0.00002*
Total	60.7	80	74.2	85	75.7	15.0	0.00002*
b. Survey Day							
Girl	61.2	80	62.6	85	70.6	9.4	0.00507*
Boy	61.2	80	64.9	85	66.5	5.3	0.07635
Total	61.2	80	63.8	85	68.6	7.4	0.02221*

Data source: Record Review and headcount

H₀: P₁ = P₂, H₁: P₁ < P₂ (Left tailed test).

* Significant at 95% confidence, i.e., Attendance rate of overall students as well as for both boys and girls is significant based on record review. i.e. Attendance rate of student has been increased after the project implementation at school. But while testing the attendance based on head count or based on the survey day it is found to be insignificant. That means this contradicts the result of record review.

Annex 12.2.1: Attendance of students by district type of school (based on record review)

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Schools (Number)	%	Schools (Number)	%	Schools (Number)	%	
Total	328	60.7	342	74.2	342	75.7	15.0
District							
Achham	69	46.7	75	66.3	75	71.4	24.7
Bajhang	64	73.0	64	81.4	64	80.0	7.0
Bajura	34	67.2	34	77.5	34	77.1	9.9
Darchula	49	75.2	49	82.0	49	83.5	8.3
Doti	56	62.5	58	77.4	58	73.6	11.1
Jajarkot	56	43.7	62	64.6	62	68.9	25.2
School type							
Primary	174	62.0	143	75.0	133	76.8	14.8
Basic	56	61.1	75	72.4	80	75.9	14.8
Secondary	98	59.5	124	74.7	129	75.2	15.7

Data source: Record Review

Annex 12.2.2: Attendance of students by grade (based on record review)

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Students (Number)	%	Students (Number)	%	Students (Number)	%	
Grade							
1	326	56.6	7,811	70.0	8,350	73.0	16.4
3	328	64.0	6,237	77.4	5,883	77.9	13.9
8	154	63.2	7,438	76.0	7,530	76.4	13.2

Data source: Record Review

Annex 12.2.3: Attendance of students in grade I, III and VIII by district type of school (based on headcount on survey day)

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Schools (Number)	%	Schools (Number)	%	Schools (Number)	%	
Total	330	61.2	342	63.8	342	68.6	7.4
District							
Achham	69	56.0	75	58.4	75	63.3	7.3
Bajhang	64	67.9	64	71.4	64	76.3	8.4
Bajura	34	66.2	34	67.4	34	72.3	6.1
Darchula	49	78.7	49	72.9	49	79.9	1.2
Doti	56	54.1	58	58.1	58	66.5	12.4
Jajarkot	58	52.4	62	57.9	62	55.0	2.6
School type							
Primary	175	56.4	143	57.2	133	63.8	7.4
Basic	57	58.9	75	64.4	80	66.7	7.8
Secondary	98	65.8	124	66.9	129	71.5	5.7

Data source: Record Review (Head Count)

Attendance of students by grade (based on headcount on survey day)

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Students (Number)	%	Students (Number)	%	Students (Number)	%	
Grade							
1	330	53.3	7,811	56.2	4,693	56.2	2.9
3	330	65.6	6,237	68.1	4,504	76.6	11.0
8	155	67.8	7,438	68.1	5,732	76.1	8.3

Data source: Record Review (Head Count)

Annex 12.2.4: Perception of headteacher on attendance of students and factor affecting attendance

Parameter	Overall	
	No	%
Attendance rate in schools		
Above 70%	307	89.8
Less than 70%	35	10.2
Reasons for low attendance in schools (Among reported case %)		
Involvement in household works/farm works	31	9.1
Financial crisis	30	8.8
Lack of parental awareness	22	6.4
Adverse climate	19	5.6
Lack of parental support	17	5
Festivals	13	3.8
Lack of students' awareness/or interest	8	2.3
Long distance from home	7	2
Students above grade 6 do not get midday meal.	4	1.2
Sickness	3	0.9
Mensuration (for girls)	1	0.3

Parameter	Overall	
	No	%
Child marriage	1	0.3

Data source: Headteacher's Survey (ELE)

Indicator 3: Average retention rate of students (Custom 1)

Respondents	Baseline (%)	Mid-term (%)		Endline (2024) (%)		Remark	
		Target	Progress	Target	Progress	% Change	P value
Girl	92.4	94	90.6	95	93.7	2.0	0.25397
Boy	91.7	94	92.0	95	93.6	1.2	0.33241
Total	92.1	94	91.3	95	93.6	1.5	0.22541

Data source: Record Review

H₀: P₁ = P₂, H₁: P₁ < P₂ (Left tailed test).

Not Significant at 95% confidence, i.e. There is no any impact of project on Retention rate of students

Annex 12.3.1: Retention rate of students by district type of school

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Schools (Number)	%	Schools (Number)	%	Schools (Number)	%	
Total	328	92.1	342	91.3	342	93.6	1.5
District							
Achham	67	92.8	75	92.4	75	93.2	0.4
Bajhang	64	91.9	64	92.0	64	94.2	2.3
Bajura	34	93.5	34	89.2	34	93.6	0.1
Darchula	49	93.2	49	95.1	49	94.2	1.0
Doti	56	90.8	58	90.2	58	91.9	1.1
Jajarkot	58	91.0	62	87.8	62	95.2	4.2
School type							
Primary	175	90.8	143	89.0	133	91.8	1.0
Basic	56	93.3	75	91.2	80	94.2	0.9
Secondary	97	92.7	124	92.6	129	94.2	1.5

Data source: Record Review

Retention rate of students by grade

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Students (Number)	%	Students (Students)	%	Students (Number)	%	
Grade							
1	328	90.1	9,216	89.2	7,975	92.6	2.5
3	291	94.2	6,893	91.5	6,459	93.7	-0.5
8	104	93.7	7,625	93.7	7,943	94.6	0.9

Indicator 4: Minimum dietary diversity of school age children (Custom 11)

Respondents	Baseline (%)	Mid-term (%)		Endline (2024) (%)		Remark	
		Target	Progress	Target	Progress	% Change	P value
Girl	93.4	95	93.7	95	96.2	2.8	0.00094*
Boy	93.4	95	94.2	95	95.4	2.0	0.02088*
Total	93.4	95	94.0	95	95.8	2.4	0.00015*

Data source: Parents Survey

H₀: P₁ = P₂, H₁: P₁ < P₂ (Left tailed test).

Annex 12.4.1: Minimum dietary diversity of children, by districts, ethnicity and age of children

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Number (Students)	%	Number (Students)	%	Number (Students)	%	
Total	1849	93.4	3011	94.0	2757	95.8	2.4
District							
Achham	412	93.0	604	92.9	604	94.9	1.9
Bajhang	400	93.3	574	97.4	512	98.0	4.7
Bajura	222	89.6	306	94.4	270	96.3	6.7
Darchula	309	95.1	470	99.4	404	98.0	2.9
Doti	325	94.5	508	91.7	463	95.7	1.2
Jajarkot	181	94.5	549	88.7	504	92.7	-1.8
School type							
Primary	689	93.8	1,061	90.7	1013	96.1	2.3
Basic	423	92.7	719	95.8	674	96.1	3.4
Secondary	737	93.5	1,231	95.7	1070	95.3	1.8
Ethnicity/Caste							
Brahmin/Chhetri	1385	94.1	2170	95.4	1969	97.0	2.9
Janajati	1	100.0	66	90.9	66	93.9	-6.1
Dalit	434	91.0	775	90.2	722	92.8	1.8
Madeshi	1	100.0					
Others	3	66.7					
Age of students							
5-9	716	95.1	1250	94.2	1159	96.0	0.9
10-14	1079	92.2	1700	93.9	1532	95.5	3.3
15 and above	54	94.4	61	91.8	66	98.5	4.1

Data source: Parents Survey

Annex 12.4.2: Types of food consumed by children in past 24 hours

Respondent Characteristics	Daily food items intake			Distribution						
	Number of parents	Average Food Items	SE	1. Grain, Roots and Tubers	2. Legumes/ pulses and Nuts/ oils	3. Dairy products	4. Flesh food / Meat	5. Eggs	6. Vitamin A rich fruits and vegetables	7. Other fruits and vegetables
				%	%	%	%	%	%	%
Total	2757	4.8	0.02	100.0	96.0	78.0	22.0	12.0	87.5	86.8
District										
Achham	604	4.8	0.04	100.0	96.2	74.8	28.1	7.3	82.5	88.7
Bajhang	512	5.0	0.03	100.0	96.5	92.6	14.1	9.6	94.9	91.4
Bajura	270	4.8	0.05	100.0	95.2	72.6	19.3	7.4	92.6	89.6
Darchula	404	5.0	0.04	100.0	98.8	85.9	20.3	24.8	85.6	85.4
Doti	463	4.8	0.04	100.0	97.0	73.0	23.1	16.2	82.7	90.3
Jajarkot	504	4.6	0.04	100.0	92.9	68.3	24.6	8.3	89.1	76.0
School Type										
Primary (1-5)	1013	4.8	0.03	100.0	95.2	74.5	22.2	10.5	85.6	89.7
Basic (1-8)	674	4.9	0.03	100.0	96.9	79.1	24.0	11.0	90.4	86.5
Secondary (1-12)	1070	4.8	0.03	100.0	96.4	80.7	20.6	14.0	87.5	84.1
Gender of students										
Girl	1422	4.8	0.02	100.0	96.1	78.2	21.9	11.5	87.6	86.9
Boy	1335	4.8	0.02	100.0	96.0	77.8	22.1	12.4	87.3	86.6
Caste										
Brahmin/Chhetri	1969	4.9	0.02	100.0	96.5	83.1	19.7	11.9	88.6	89.0
Janajati	66	4.7	0.12	100.0	97.0	68.2	34.8	10.6	90.9	66.7
Dalit	722	4.7	0.04	100.0	94.7	65.0	27.3	12.2	84.2	82.5
Age of students										
5-9 Years	1159	4.8	0.03	100.0	96.4	77.6	23.3	12.9	86.9	87.5
10-14 Years	1532	4.8	0.02	100.0	95.7	78.6	21.1	11.3	88.0	86.2
15 and above	66	4.8	0.11	100.0	98.5	72.7	21.2	12.1	86.4	87.9

Data source: Parents Survey

Indicator 5: Percentage of parents, having school going children's, aware of the benefits of school meal program. (Custom 12)

Respondents	Baseline (%)	Mid-term (%)		Endline (2024) (%)		Remark	
		Target	Progress	Target	Progress	% Change	P value
Female Parents	14.1	28	25.3	48	42.5	28.4	0.00000*
Male Parents	18.8	33	24.3	53	56.8	38.0	0.00000*
Total Parents	16.0	30	24.7	50	49.3	33.3	0.00000*

Data source: Parents Survey

H₀: P₁ = P₂, H₁: P₁ < P₂ (Left tailed test).

*Significant at 95% confidence, i.e. Awareness level of parents about the importance of midday meal programme has been significantly increased after the project implementation. And is also significant in case of both girls and boys student parents.

Annex 12.5.1: Percent of parents aware of benefits of SMP

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Parents (Number)	%	Parents (Number)	%	Parents (Number)	%	
Total	1849	16.0	3011	24.7	2757	49.3	33.3
District							
Achham	412	12.6	604	31.1	604	68.5	55.9
Bajhang	400	19.8	574	24.4	512	38.3	18.5
Bajura	222	5.4	306	31.4	270	35.9	30.5
Darchula	309	18.4	470	18.1	404	51.0	32.6
Doti	325	10.8	508	23.4	463	24.2	13.4
Jajarkot	181	33.7	549	21.3	504	66.3	32.6
School type							
Primary	689	18.6	1,061	22.3	1,013	48.9	30.3
Basic	423	16.8	719	23.8	674	49.0	32.2
Secondary	737	13.2	1,231	27.4	1,070	49.9	36.7
Gender of Parents							
Female	1087	14.1	1598	24.3	1444	42.5	28.4
Male	762	18.8	1413	25.3	1313	56.8	38.0
Caste							
Brahmin/Chhetri	1385	17.4	2170	26.6	1969	49.7	32.3
Janajati	24	25.0	66	12.1	66	66.7	41.7
Dalit	434	11.1	775	20.5	722	46.5	35.4
Madeshi	2	0.0					
Others	3	66.7					

Data source: Parents Survey

Annex 12.5.2: Awareness of parents by benefits

Benefits	Total (n=2757)	Sex	
		Male	Female
1. Motivates children to go to school consistently	81.7	84.2	79.4
2. Motivates children to stay longer at school	80.9	83.5	78.5
3. Promotes girl child's enrolment	22.3	24.8	20.1

Benefits	Total (n=2757)	Sex	
		Male	Female
4. Improves children's ability to learn or concentrate once they are in class	39.1	44.2	34.5
5. Improves learning outcomes	39.4	42.2	36.8
6. Improves good health and hygiene behaviour of school age children	32.2	34.0	30.6
7. Improves awareness about nutrition among school age children	25.9	27.7	24.2
8. Provides nutritional benefits/ improves nutritional status of school age children	41.1	46.3	36.4
9. Saves money of household to provide lunch to school children	68.2	67.0	69.2
10. Improves awareness about the use of locally available fresh foods	14.3	16.8	12.0
11. Increases the student admission rate	24.3	27.9	21.1
12. Improves awareness about the use of locally made textbooks/ EGR materials	2.7	3.4	2.1

Data source: Parents Survey (ELE)

Annex 12.5.3: Distribution of parents based on awareness of SMP

Respondent characteristics	Number (Parents)	At-least one benefits	Distribution of parents (%)					Total
			None	1-2 benefits	3 - 4 benefits	5 -6 benefits	7 and more benefits	
Total	2757	99.6	0.4	10.1	40.3	32.5	16.8	100.0
District								
Achham	604	100.0	0.0	9.4	22.0	37.7	30.8	100.0
Bajhang	512	99.8	0.2	8.8	52.7	25.6	12.7	100.0
Bajura	270	99.3	0.7	21.1	42.2	33.0	3.0	100.0
Darchula	404	100.0	0.0	2.7	46.3	42.8	8.2	100.0
Doti	463	99.1	0.9	16.4	58.5	22.0	2.2	100.0
Jajarkot	504	99.4	0.6	6.3	26.8	34.3	31.9	100.0
School type								
Primary	1,013	99.8	0.2	9.9	41.1	30.4	18.5	100.0
Basic	674	99.7	0.3	7.9	42.9	33.2	15.7	100.0
Secondary	1,070	99.4	0.6	11.7	37.9	34.0	15.9	100.0
Sex of parents								
Male	1313	99.8	0.2	7.4	35.6	36.9	20.0	100.0
Female	1444	99.4	0.6	12.5	44.5	28.5	13.9	100.0
Caste								
Brahmin/Chhetri	1969	99.8	0.2	9.9	40.2	33.5	16.2	100.0
Janajati	66	98.5	1.5	7.6	24.2	45.5	21.2	100.0
Dalit	722	99.3	0.7	10.8	42.0	28.5	18.0	100.0

Data source: Parents Survey

Indicator 6: Percentage of students aware about the importance of school meal program. (Custom 14)

Respondents	Baseline (%)	Mid-term (%)		Endline (2024) (%)		Remark	
		Target	Progress	Target	Progress	% Change	P value
Girl	12.3	39	21.3	59	47.3	35.0	0.00000*
Boy	13.6	41	20.4	61	47.1	33.5	0.00000*
Total	12.9	40	20.9	60	47.2	34.3	0.00000*

Data source: Student's Survey

H₀: P₁ = P₂, H₁: P₁ < P₂ (Left tailed test).

* Significant at 95% confidence, i.e., Student's awareness on midday meal programme has been significantly increased.

Annex 12.6.1: Percent of children aware of SMP

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Students (Number)	%	Students (Number)	%	Students (Number)	%	
Total	2087	12.9	3776	20.9	3465	47.2	34.3
District							
Achham	412	5.6	780	26.5	763	58.2	52.6
Bajhang	422	15.6	715	12.6	643	42.6	27.0
Bajura	240	2.1	362	42.0	357	48.5	46.4
Darchula	339	7.1	594	11.1	503	57.9	50.8
Doti	314	8.6	643	25.7	571	29.8	21.2
Jajarkot	360	34.7	682	15.8	628	45.2	10.5
School type							
Primary	539	16.7	1,206	17.9	1,064	44.9	28.2
Basic	569	15.6	942	21.2	949	47.2	31.6
Secondary	979	9.3	1,628	22.9	1,452	48.9	39.6
Age of students							
5-9	262	9.9	688	15.0	577	39.2	29.3
10-14	1710	13.6	2979	22.1	2762	47.9	34.3
15 and above	115	10.4	109	24.8	126	68.3	57.9

Data source: Student's Survey

Annex 12.6.2: Awareness of children by importance on SMP

Importance	Total (n=3465)	Sex	
		Boy (1713)	Girls (1752)
1. Motivates children to go to school consistently	63.7	62.7	64.7
2. Motivates children to stay longer at school	75.2	73.8	76.5
3. Promotes girl child's enrolment	4.7	4.6	4.8
4. Improves children's ability to learn or concentrate once they are in class	52.4	50.9	53.9
5. Improves learning outcomes	25.1	24.5	25.6
6. Improves good health and hygiene behaviour of school age children	34.5	35.3	33.7

Importance	Total (n=3465)	Sex	
		Boy (1713)	Girls (1752)
7. Improves awareness about nutrition among school age children	22.1	23.2	21.1
8. Provides nutritional benefits/ improves nutritional status of school age children	34.9	35.4	34.5
9. Saves money of household to provide lunch to school children	46.8	45.3	48.3
10. Improves awareness about the use of locally available fresh foods	4.4	4.5	4.3
11. No feelings of hunger	87.2	86.9	87.5

Data source: Student's Survey (ELE)

Annex 12.6.3: Distribution of students based on number of benefits stated

Respondent characteristics	Number (Students)	At-least one benefits	Distribution of students (%)					Total
			None	1-2 benefits	3 - 4 benefits	5 -6 benefits	7 and more benefits	
Total	3465	99.7	0.3	7.5	45.0	37.9	9.3	100.0
District								
Achham	763	100.0	0.0	12.1	29.8	28.7	29.5	100.0
Bajhang	643	99.7	0.3	6.1	51.0	39.5	3.1	100.0
Bajura	357	99.7	0.3	4.8	46.5	47.1	1.4	100.0
Darchula	503	100.0	0.0	1.0	41.2	50.7	7.2	100.0
Doti	571	98.8	1.2	11.2	57.8	28.2	1.6	100.0
Jajarkot	628	100.0	0.0	6.7	48.1	40.8	4.5	100.0
School type								
Primary	1,064	99.6	0.4	7.1	47.6	36.3	8.6	100.0
Basic	949	100.0	0.0	7.9	44.9	38.1	9.1	100.0
Secondary	1,452	99.6	0.4	7.4	43.3	38.9	10.0	100.0
Gender of students								
Girl	1752	99.8	0.2	6.9	45.6	37.5	9.8	100.0
Boy	1713	99.6	0.4	8.1	44.4	38.3	8.8	100.0
Grade								
Primary	2029	99.6	0.4	7.9	48.9	34.6	8.2	100.0
Basic	1436	99.9	0.1	6.8	39.6	42.5	10.9	100.0
Age of students								
5-9 Years	577	99.3	0.7	7.1	53.0	30.8	8.3	100.0
10-14 Years	2762	99.8	0.2	7.6	44.2	38.7	9.2	100.0
15 and above	126	100.0	0.0	5.6	26.2	52.4	15.9	100.0

Data source: Student's Survey

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

Indicator 7: Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance (Standard 20)

Respondents	Baseline (%)	Mid-term (%)		Endline (2024) (%)		Remark	
		Target	Progress	Target	Progress	% Change	P value
Women	50.0	65	60.6	70	81.8	31.8	0.01810*
Men	27.1	65	66.0	70	87.3	60.2	0.00000*
Total	29.5	65	64.8	70	86.0	56.5	0.00000*

Data source: Cook's Survey

H₀: P₁ = P₂, H₁: P₁ < P₂ (Left tailed test).

* Significant at 95% confidence, i.e., There is significantly increase in the behaviour of cook using new safe food preparation and storage practices. Here, we have seen that scenario in case of female cook. It is because they are less in number at the baseline phase.

Annex 12.7.1: Percent of cook demonstrating safe food preparation and storage practices

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Number (Cooks)	%	Number (Cooks)	%	Number (Cooks)	%	
Total	78	29.5	327	64.8	329	86.0	56.5
District							
Achham	16	31.3	73	61.6	73	87.7	56.4
Bajhang	23	26.1	63	77.8	64	93.8	67.7
Bajura	8	25.0	34	67.6	34	91.2	66.2
Darchula	9	44.4	49	61.2	49	98.0	53.6
Doti	13	30.8	55	63.6	57	78.9	48.1
Jajarkot	9	22.2	53	56.6	52	67.3	45.1
School type							
Primary	61	32.8	137	67.2	127	84.3	51.5
Basic	14	14.3	74	64.9	76	84.2	69.9
Secondary	3	33.3	116	62.1	126	88.9	55.6
Ethnicity							
Brahmin/Chettri	70	27.1			295	86.1	59.0
Janajati	1	0.0			2	100.0	100.0
Dalit	7	57.1			32	84.4	27.3

Data source: Cook's Survey

Annex 12.7.2: Distribution of cook demonstrating use of new safe food preparation and storage practices

Respondent characteristics	Distribution of cook, %				
	0	1-4	5-7	8 and above	Total
Total	0.0	0.0	14.0	86.0	100.0
District					
Achham	0.0	0.0	12.3	87.7	100.0
Bajhang	0.0	0.0	6.3	93.8	100.0
Bajura	0.0	0.0	8.8	91.2	100.0
Darchula	0.0	0.0	2.0	98.0	100.0
Doti	0.0	0.0	21.1	78.9	100.0

Respondent characteristics	Distribution of cook, %				
	0	1-4	5-7	8 and above	Total
Jajarkot	0.0	0.0	32.7	67.3	100.0
School type					
Primary	0.0	0.0	15.7	84.3	100.0
Basic	0.0	0.0	15.8	84.2	100.0
Secondary	0.0	0.0	11.1	88.9	100.0
Gender					
Women	0.0	0.0	18.2	81.8	100.0
Men	0.0	0.0	12.7	87.3	100.0

Data source: Cook's Survey (ELE)

Annex 12.7.3: Details of schools with cooks

Districts	Num of Schools	With designated cooks		Using Office Support Staff as cooks		Catering		Using canteen service	
		No. of Schools	%	No. of Schools	%	No. of Schools	%	No. of Schools	%
Achham	75	65	86.7	10	13.3	0	0.0	0	0.0
Bajhang	64	55	85.9	9	14.1	0	0.0	0	0.0
Bajura	34	31	91.2	3	8.8	0	0.0	0	0.0
Darchula	49	41	83.7	8	16.3	0	0.0	0	0.0
Doti	58	43	74.1	14	24.1	1	1.7	0	0.0
Jajarkot	62	52	83.9	4	6.5	5	8.1	1	1.6
Total	342	287	83.9	48	14.0	6	1.8	1	0.3

Source: Head Teacher Survey

Activity 3 - Provide an Integrated Package of School Health and Nutrition Interventions

Indicator 8: Number of schools using an improved water source (Standard 27)

Respondents	Baseline (%)	Mid-term (%)		Endline (2024) (%)		Remark	
		Target	Progress	Target	Progress	% Change	P value
Observed	92.6		95.9		98.2	5.6	0.00249*
Reported	93.9		94.8		97.7	3.8	0.02388*

Data source: School observation and SHN focal teachers survey

$H_0: P_1 = P_2$, $H_1: P_1 < P_2$ (Left tailed test).

Not Significant at 95% confidence, i.e., There is no significantly increase in the number of schools using improved water source after the project implementation.

Annex 12.8.1: Number of schools with improved water sources (Observed)

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Number (Schools)	%	Number (Schools)	%	Number (Schools)	%	
Total	216	92.6	222	95.9	222	98.2	5.6
District							
Achham	69	89.9	75	97.3	75	96.0	6.1
Bajhang	64	98.4	64	92.2	64	100.0	1.6
Bajura	34	82.4	34	94.1	34	97.1	14.7

Darchula	49	95.9	49	100.0	49	100.0	4.1
School type							
Primary	107	86.9	88	93.2	78	96.2	9.3
Basic	43	97.7	49	98.0	56	98.2	0.5
Secondary	66	98.5	85	97.6	88	100.0	1.5

Data source: School observation

Annex 12.8.2: Number of schools with improved water sources (Reported)

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Number (Schools)	%	Number (Schools)	%	Number (Schools)	%	
Total	212	93.9	210	94.8	221	97.7	3.8
District							
Achham	69	91.3	69	95.7	75	96.0	4.7
Bajhang	64	96.9	61	91.8	63	98.4	1.5
Bajura	34	91.2	34	94.1	34	100.0	8.8
Darchula	45	95.6	46	97.8	49	98.0	2.4
School type							
Primary	104	89.4	84	90.5	78	97.4	8.0
Basic	43	100.0	49	98.0	55	94.5	-5.5
Secondary	65	96.9	77	97.4	88	100.0	3.1

Data source: SHN focal teachers survey

Indicator 9: Number of schools with improved sanitation facilities (Standard 28)

Respondents	Baseline (%)	Mid-term (%)		Endline (2024) (%)		Remark	
		Target	Progress	Target	Progress	% Change	P value
Observed	94.0		98.6		99.1	4.2	0.00165*
Reported	96.2		98.6		99.1	2.9	0.02254*

Data source: School observation and SHN focal teachers survey

$H_0: P_1 = P_2, H_1: P_1 < P_2$ (Left tailed test).

*Significant at 95% confidence, i.e., From the school observation it is seen that there is significantly increase in using improved sanitation at school level.

Annex 12.9.1: Number of schools with improved sanitation facilities (Observed)

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Number (Schools)	%	Number (Schools)	%	Number (Schools)	%	
Total	216	94.0	222	98.6	222	99.1	5.1
District							
Achham	69	94.2	75	98.7	75	98.7	4.5
Bajhang	64	95.3	64	98.4	64	100.0	4.7
Bajura	34	85.3	34	97.1	34	97.1	11.8
Darchula	49	98.0	49	100.0	49	100.0	2.0
School type							
Primary	107	91.6	88	96.6	78	97.4	5.8
Basic	43	93.0	49	100.0	56	100.0	7.0
Secondary	66	98.5	85	100.0	88	100.0	1.5

Data source: School observation

Annex 12.9.2: Number of schools with improved sanitation facilities (Reported)

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Number (Schools)	%	Number (Schools)	%	Number (Schools)	%	
Total	212	96.2	210	98.6	221	99.1	2.9
District							
Achham	69	98.6	69	98.6	75	97.3	-1.3
Bajhang	64	93.8	61	98.4	63	100.0	6.2
Bajura	34	91.2	34	97.1	34	100.0	8.8
Darchula	45	100.0	46	100.0	49	100.0	0.0
School type							
Primary	104	95.2	84	96.4	78	97.4	2.2
Basic	43	95.3	49	100.0	55	100.0	4.7
Secondary	65	98.5	77	100.0	88	100.0	1.5

Data source: SHN focal teachers survey

Annex 12.9.3: Number of schools with water supply at toilets

Respondent characteristics	Yes		No	
	Number (Schools)	%	Number (Schools)	%
Total	201	90.5	21	9.5
District				
Achham	65	86.7	10	13.3
Bajhang	59	92.2	5	7.8
Bajura	31	91.2	3	8.8
Darchula	46	93.9	3	6.1
School type				
Primary	64	82.1	14	17.9
Basic	53	94.6	3	5.4
Secondary	84	95.5	4	4.5

Data source: School observation (ELE)

Annex 12.9.4: Perception of school health teacher on availability of school's toilets

	No of respondents	Availability	Accessibility	Cleanliness	Adequacy of water	Safety	All Five
Total	221	74.2	94.6	90.0	86.4	91.9	61.5
District							
Achham	75	65.3	93.3	85.3	82.7	85.3	53.3
Bajhang	63	82.5	96.8	93.7	88.9	96.8	69.8
Bajura	34	64.7	91.2	94.1	85.3	91.2	55.9
Darchula	49	83.7	95.9	89.8	89.8	95.9	67.3
School type							
Primary	78	71.8	94.9	85.9	80.8	87.2	56.4
Basic	55	70.9	90.9	98.2	92.7	92.7	60.0
Secondary	88	78.4	96.6	88.6	87.5	95.5	67.0

Data source: SHN focal teachers survey (ELE)

Indicator 10: Number of students receiving deworming medication(s) (Standard 29)

Respondents	Baseline (%)	Mid-term (%)		Endline (2024) (%)		Remark	
		Target	Progress	Target	Progress	% Change	P value
Girls	55.4		81.5		93.6	38.2	0.00000*
Boys	50.9		79.8		93.6	42.7	0.00000*
Total	53.1		80.7		93.6	53.1	0.00000*

Data source: Student's survey and SHN Focal Teacher's survey

H₀: P₁ = P₂, H₁: P₁ < P₂ (Left tailed test).

*Significant at 95% confidence, i.e., there is significantly change in the number of students receiving deworming medications after the project implementation.

Annex 12.10.1: Number of schools providing deworming medicine (SHN teacher)

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Number (Students)	%	Number (Students)	%	Number (Students)	%	
Total	212	72.2	210	99.0	221	100.0	27.8
District							
Achham	69	79.7	69	100.0	75	100.0	20.3
Bajhang	64	64.1	61	96.7	63	100.0	35.9
Bajura	34	50.0	34	100.0	34	100.0	50.0
Darchula	45	88.9	46	100.0	49	100.0	11.1
School type							
Primary	104	65.4	84	98.8	78	100.0	34.6
Basic	43	76.7	49	100.0	55	100.0	23.3
Secondary	65	80.0	77	98.7	88	100.0	20.0
Gender of SHN teacher							
Female	64	76.6	70	98.6	84	100.0	23.4
Male	148	70.3	140	99.3	137	100.0	29.7

Data source: SHN focal teacher's survey

Annex 12.10.2: Percent of students receiving deworming medication at-least twice a year

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Number (Students)	%	Number (Students)	%	Number (Students)	%	
Total	1413	53.1	2451	80.7	2266	93.6	53.1
District							
Achham	412	55.3	780	82.2	763	93.3	55.3
Bajhang	422	55.9	715	79.0	643	89.3	55.9
Bajura	240	30.4	362	75.1	357	96.1	30.4
Darchula	339	63.1	594	84.0	503	97.8	63.1
School type							
Primary	324	56.5	739	82.1	643	92.7	36.2
Basic	429	45.9	626	85.3	657	93.6	47.7
Secondary	660	56.2	1,086	77.0	966	94.2	38.0
Age of students							
5-9 Years	152	55.3	415	81.4	354	94.6	39.3

10-14 Years	1183	53.6	1970	80.6	1829	93.4	39.8
15 and above	78	42.3	66	77.3	83	92.8	50.5

Data source: Student's survey

Indicator 11: Number of adolescent girls aged 10-19 years receiving biannual weekly iron folic acid supplementation (Custom 4)

Respondents	Baseline (%)	Mid-term (%)		Endline (2024) (%)		Remark	
		Target	Progress	Target	Progress	% Change	P value
Girls	8.7	50	85.4	60	97.2	88.5	0.00000*

Data source: SHN focal teacher's survey and Student's Survey

H₀: P₁ = P₂, H₁: P₁ < P₂ (Left tailed test).

*Significant at 95% confidence, i.e., there is significantly increase in the number of girls students receiving biannual weekly Iron Folic Acid after the project implementation.

Annex 12.11.1: Number of schools providing iron folic acid to adolescent girl (grade VI and above schools)

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Number (Schools)	%	Number (Schools)	%	Number (Students)	%	
Total			134	76.9	144	95.1	
District							
Achham			40	90.0	43	100.0	
Bajhang			36	58.3	41	82.9	
Bajura			19	89.5	21	100.0	
Darchula			39	74.4	39	100.0	
School type							
Basic			49	85.7	56	92.9	
Secondary			85	71.8	88	96.6	

Data source: Record Review

Annex 12.11.2 Adolescent girls aged 10-19 years receiving biannual weekly iron folic acid supplementation

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Number (Students)	%	Number (Students)	%	Number (Students)	%	
Total	127	8.7	556	85.4	493	97.2	88.5
District							
Achham	35	11.4	167	90.4	161	96.3	84.9
Bajhang	33	12.1	155	80.0	133	98.5	86.4
Bajura	24	0.0	81	84.0	79	96.2	96.2
Darchula	35	8.6	153	86.3	120	97.5	88.9
School type							
Basic	52	5.8	210	90.0	198	97.5	91.7
Secondary	74	10.8	346	82.7	295	96.9	86.1
Age of students	95	7.4	519	84.4			
10-14	32	12.5	37	100.0	451	96.9	89.5
15 and above	148	70.3	140	99.3	42	100.0	87.5

Data source: Student's Survey (Adolescent Girls)

Indicator 12: Number of schools with provision of sanitary pads (Custom 5)

Respondents	Baseline (%)	Mid-term (%)		Endline (2024) (%)		Remark	
		Target	Progress	Target	Progress	% Change	P value
Schools	83.5	87	94.8	90	96.5	13.0	0.00019*

Data source: School Observation

H₀: P₁ = P₂, H₁: P₁ < P₂ (Left tailed test).

*Significant at 95% confidence, i.e., there is significantly increase in availability of sanitary pads at schools after the project implementation.

Annex 12.12.1: Number of schools with provision of sanitary pad

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Number (Schools)	%	Number (Schools)	%	Number (Schools)	%	
Total	109	83.5	134	94.8	144	96.5	13.0
District							
Achham	30	96.7	40	92.5	43	97.7	1.0
Bajhang	32	59.4	36	94.4	41	95.1	35.7
Bajura	20	85.0	19	89.5	21	95.2	10.2
Darchula	27	96.3	39	100.0	39	97.4	1.1
School type							
Basic	43	81.4	49	85.7	56	91.1	9.7
Secondary	66	84.8	85	100.0	88	100.0	15.2

Data source: School Observation

Annex 12.12.2: Number of students using sanitary pads (grade VI and above schools only)

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Number (Schools)	%	Number (Schools)	%	Number (Schools)	%	
Total			205	94.6	210	95.7	
District							
Achham			57	96.5	60	100.0	
Bajhang			59	91.5	62	91.9	
Bajura			37	91.9	38	97.4	
Darchula			52	98.1	50	94.0	
School type							
Basic			77	89.6	87	97.7	
Secondary			128	97.7	123	94.3	
Age of students							
10-14			172	94.2	173	95.4	
15 and above			33	97.0	37	97.3	

Data source: Student's Survey (Adolescent Girls)

Indicator 13: Number of schools with toilet with sanitary pads disposal bins (Custom 6)

Respondents	Baseline	Mid-term	Endline (2024) (%)	Remark

	(2020) (%)	Target	Progress	Target	Progress	% Change	P value
Schools	45.0	65	76.9	60	77.8	32.8	0.00000*

Data source: School Observation

H₀: P₁ = P₂, H₁: P₁ < P₂ (Left tailed test).

*Significant at 95% confidence, i.e., there is significantly increase in the use of sanitary pads disposal bins at toilet at schools after the project implementation.

Annex 12.13.1: Number of schools with provision of sanitary pads (grade VI and above schools only)

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Number (Schools)	%	Number (Schools)	%	Number (Schools)	%	
Total	109	45.0	134	76.9	144	77.8	32.8
District							
Achham	30	43.3	40	77.5	43	76.7	33.4
Bajhang	32	46.9	36	69.4	41	80.5	33.6
Bajura	20	40.0	19	68.4	21	81.0	41.0
Darchula	27	48.1	39	87.2	39	74.4	26.3
School type							
Basic	43	37.2	49	61.2	56	67.9	30.7
Secondary	66	50.0	85	85.9	88	84.1	34.1

Data source: School Observation

Indicator 14: Number of schools with at least one set of information education and communication and behaviour change package (IEC/BCC) (SBCC Custom 5)

Respondents	Baseline (%)	Mid-term (%)		Endline (2024) (%)		Remark	
		Target	Progress	Target	Progress	% Change	P value
Schools	14.4	70	61.7	80	69.8	47.3	0.00000*

Data source: Headteacher's survey

H₀: P₁ = P₂, H₁: P₁ < P₂ (Left tailed test).

*Significant at 95% confidence, i.e., there is significantly increase in the use of education and communication materials at schools after the project implementation.

Annex 12.14.1: Number of schools with IEC/BCC packages

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Number (Schools)	%	Number (Schools)	%	Number (Schools)	%	
Total	216	14.4	222	61.7	222	69.8	47.3
District							
Achham	69	13.0	75	40.0	75	56.0	27.0
Bajhang	64	10.9	64	71.9	64	82.8	61.0
Bajura	34	35.3	34	64.7	34	64.7	29.4
Darchula	49	6.1	49	79.6	49	77.6	73.5
School type							
Primary	107	16.8	88	62.5	88	62.5	45.7
Basic	43	11.6	49	57.1	49	57.1	45.5
Secondary	66	12.1	85	63.5	85	63.5	51.4
Gender of Headteacher							

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Number (Schools)	%	Number (Schools)	%	Number (Schools)	%	
Women	29	27.6	25	64.0	25	64.0	36.4
Men	187	12.3	197	61.4	197	61.4	49.1

Data source: Headteacher's survey

Indicator 15: Number of schools celebrating national sanitation related campaigns at the community level (SBCC Custom 6)

Respondents	Baseline (%)	Mid-term (%)		Endline (2024) (%)		Remark	
		Target	Progress	Target	Progress	% Change	P value
Schools	41.0	70	41.0	80	55.2	14.2	0.00156*

Data source: SHN Focal Teacher's survey

Annex 12.15.1: Number of schools celebrating national campaigns

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Number (Schools)	%	Number (Schools)	%	Number (Schools)	%	
Total	212	41.0	210	41.0	221	55.2	14.2
District							
Achham	69	56.5	69	46.4	75	46.7	-9.8
Bajhang	64	21.9	61	26.2	63	50.8	28.9
Bajura	34	38.2	34	32.4	34	35.3	-2.9
Darchula	45	46.7	46	58.7	49	87.8	41.1
School type							
Primary	104	29.8	84	39.3	78	44.9	15.1
Basic	43	39.5	49	34.7	55	60.0	20.5
Secondary	65	60.0	77	46.8	88	61.4	1.4
Gender of teacher							
Women			70	35.7	84	56.0	
Men			140	43.6	137	54.7	

Data source: SHN Focal Teacher's survey

Indicator 16: Number of schools conducting at least one annual health screening (Custom 3)

Respondents	Baseline (%)	Mid-term (%)		Endline (2024) (%)		Remark	
		Target	Progress	Target	Progress	% Change	P value
Schools	8.5	60	54.8	70	66.5	58.0	0.00000*

Data source: SHN Focal Teacher's survey

H₀: P₁ = P₂, H₁: P₁ < P₂ (Left tailed test). *Significant at 95% confidence, i.e., there is significantly increase in the number of schools conducting health screening after intervention

Annex 12.16.1: Schools conducting all five-health screening (height, weight, vision, hearing, and dental)

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Number (Schools)	%	Number (Schools)	%	Number (Schools)	%	
Total	212	8.5	210	54.8	221	66.5	58.0
District							
Achham	69	21.7	69	47.8	75	65.3	43.6
Bajhang	64	4.7	61	52.5	63	47.6	42.9
Bajura	34	0	34	44.1	34	67.6	67.6
Darchula	45	0	46	76.1	49	91.8	91.8
School type							
Primary	104	6.7	84	57.1	78	64.1	57.4
Basic	43	4.7	49	44.9	55	65.5	60.8
Secondary	65	13.8	77	58.4	88	69.3	55.5
Gender of teacher							
Women			70	54.3	84	71.4	
Men			140	55.0	137	63.5	

Data source: SHN Focal Teacher's survey

Annex 12.16.2: Types of health-related screening conducted by schools

	Height, %			Weight, %			Vision, %			Hearing, %			Dental, %		
	Baseline	Midterm	Endline	Baseline	Midterm	Endline	Baseline	Midterm	Endline	Baseline	Midterm	Endline	Baseline	Midterm	Endline
Total	25.0	91.9	98.2	37.7	92.4	99.5	22.2	78.1	84.6	12.3	62.9	76.9	11.8	58.6	70.6
District															
Achham	37.7	89.9	96.0	40.6	89.9	100.0	37.7	79.7	76.0	27.5	53.6	72.0	27.5	53.6	69.3
Bajhang	15.6	93.4	100.0	45.3	95.1	100.0	17.2	77.0	84.1	9.4	60.7	63.5	6.3	55.7	52.4
Bajura	11.8	85.3	100.0	17.6	85.3	100.0	5.9	61.8	88.2	2.9	55.9	88.2	0.0	47.1	73.5
Darchula	31.1	97.8	98.0	37.8	97.8	98.0	17.8	89.1	95.9	0.0	84.8	93.9	4.4	78.3	93.9
School type															
Primary	23.1	97.6	97.4	23.1	97.6	100.0	15.4	79.8	80.8	10.6	63.1	75.6	8.7	60.7	67.9
Basic	20.9	89.8	98.2	20.9	89.8	100.0	23.3	65.3	87.3	4.7	51.0	78.2	7.0	49.0	67.3
Secondary	32.3	87.0	98.9	32.3	88.3	98.9	32.3	84.4	86.4	20.0	70.1	77.3	20.0	62.3	75.0
Gender of teacher															
Women		94.3	98.8		94.3	100.0		74.3	89.3		64.3	84.5		58.6	75.0
Men		90.7	97.8		91.4	99.3		80.0	81.8		62.1	72.3		58.6	67.9

Data source: SHN Focal Teacher's survey (ELE)

Annex 12.16.3: Students reporting on height and weight measurement at school

Respondent characteristics	Height and Weight		Other health screenings	
	Number (Students)	%	Number (Students)	%
Total	2266	97.1	2266	78.3
District				
Achham	763	95.9	763	71.2
Bajhang	643	98.9	643	69.2
Bajura	357	97.8	357	95.5
Darchula	503	96.2	503	88.5
School type				
Primary	643	98.9	643	76.0
Basic	657	98.0	657	77.6
Secondary	966	95.3	966	80.2
Gender of students				
Girl	1147	97.3	1147	78.1
Boy	1119	97.0	1119	78.5
Age of students				
5-9	354	99.2	354	83.9
10-14	1829	96.7	1829	77.6
15 and above	83	97.6	83	68.7

Data source: Student's survey (ELE)

Indicator 17: Number of individuals who demonstrate the use of new child health and nutrition practices as a result of USDA assistance (Standard 19)

Respondents	Baseline (%)	Mid-term (%)		Endline (2024) (%)		Remark	
		Target	Progress	Target	Progress	% Change	P value
Girls	55.2	60.0	57.5	70.0	64.8	9.6	0.00002*
Boys	44.4	60.0	51.9	70.0	59.4	15.0	0.00000*
Total (Anyone)	49.2	60.0	54.8	70.0	62.1	12.9	0.00000*

Data source: Student's Survey

H₀: P₁ = P₂, H₁: P₁ < P₂ (Left tailed test). *Significant at 95% confidence

Annex 12.17.1: Number of individuals who demonstrate the use of new child health and nutrition practices as a result of USDA assistance (Standard 19)

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Number (Students)	%	Number (Students)	%	Number (Students)	%	
Total	1412	49.2	2451	54.8	2266	62.1	12.9
District							
Achham	412	46.4	780	65.5	763	67.4	21.0
Bajhang	421	53.9	715	46.2	643	56.8	2.9
Bajura	240	36.7	362	64.1	357	65.5	28.8
Darchula	339	55.5	594	45.5	503	58.6	3.1
School type							
Primary	324	46.6	739	51.7	643	56.3	9.7
Basic	428	51.6	626	54.0	657	62.3	10.7
Secondary	6.0	48.8	1,086	57.4	966	65.9	17.1
Age of students							

5-9 Years	152	42.8	415	49.4	354	58.8	16.0
10-14 Years	1182	49.6	1970	55.6	1829	62.4	12.8
15 and above	78	55.1	66	65.2	83	69.9	14.8

Annex 12.17.2: Distribution of individuals demonstrating the use of new child health and nutrition practices as a result of USDA assistance.

Respondent characteristics	Average score			Distribution of students				
	Number Students)	Score	SE	0-23%	24-46%	47-69%	70& above %	Total
Total	2266	66.8	0.27	0.3	7.1	30.5	62.1	100.0
District								
Achham	763	69.0	0.57	0.7	8.9	23.1	67.4	100.0
Bajhang	643	64.7	0.43	0.0	7.0	36.2	56.8	100.0
Bajura	357	66.4	0.57	0.0	7.3	27.2	65.5	100.0
Darchula	503	66.4	0.48	0.2	4.2	37.0	58.6	100.0
School type								
Primary	643	65.2	0.51	0.3	9.2	34.2	56.3	100.0
Basic	657	66.8	0.51	0.2	7.6	30.0	62.3	100.0
Secondary	966	67.8	0.40	0.3	5.3	28.5	65.9	100.0
Gender of students								
Girl	1147	67.7	0.37	0.4	5.7	29.1	64.8	100.0
Boy	1119	65.9	0.39	0.1	8.5	32.0	59.4	100.0
Grade of students								
Primary	1298	65.2	0.36	0.3	9.1	33.6	57.0	100.0
Secondary	968	69.0	0.40	0.2	4.3	26.4	69.0	100.0
Age of students								
5-9	354	65.5	0.63	0.0	7.6	33.6	58.8	100.0
10-14	1829	66.9	0.30	0.3	7.1	30.2	62.4	100.0
15 and above	83	69.0	1.31	0.0	4.8	25.3	69.9	100.0

Data source: Student's Survey (ELE)

Indicator 18: Number of schools practicing segregated waste management practice (Custom 8)

Respondents	Baseline (%)	Mid-term (%)		Endline (2024) (%)		Remark	
		Target	Progress	Target	Progress	% Change	P value
Schools	32.4	60	54.1	70.0	68.5	36.1	0.00000*

Data source: School Observation

H₀: P₁ = P₂, H₁: P₁ < P₂ (Left tailed test).

*Significant at 95% confidence, i.e. There is increase in the number of schools practicing segregated waste management.

Annex 12.18.1: Schools practicing segregated waste management practice

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Number (Schools)	%	Number (Schools)	%	Number (Schools)	%	
Total	216	32.4	222	54.1	222	68.5	36.1
District							
Achham	69	40.6	75	36.0	75	56.0	15.4
Bajhang	64	25.0	64	57.8	64	67.2	42.2

Bajura	34	29.4	34	50.0	34	73.5	44.1
Darchula	49	32.7	49	79.6	49	85.7	53.0
School type							
Primary	107	29.0	88	48.9	78	59.0	30.0
Basic	43	39.5	49	42.9	56	62.5	23.0
Secondary	66	33.3	85	65.9	88	80.7	47.4

Data source: School Observation

Annex 12.18.2: Students using dustbin at schools

Respondent characteristics	(Students)	Percent
Total	2266	98.8
District		
Achham	763	98.8
Bajhang	643	98.9
Bajura	357	96.6
Darchula	503	100.0
School type		
Primary	643	99.2
Basic	657	99.4
Secondary	966	98.0
Gender of students		
Girl	1147	99.0
Boy	1119	98.5
Age of students		
5 to 9	354	99.4
9 to 14	1829	98.6
15 and above	83	98.8

Data source: Student's Survey (ELE)

Indicator 19: Health-related absenteeism among school age children (SBCC Custom 1)

Respondents	Baseline (%)	Mid-term (%)		Endline (2024) (%)		Remark	
		Target	Progress	Target	Progress	% Change	P value
Girls	20.0	18	18.5	16	16.1	-3.9	0.00699*
Boys	18.2	16	19.0	14	14.9	-3.3	0.01976*
Total	19.1	17	18.8	15	15.5	-3.6	0.00071*

Data source: Parent's Survey

$H_0: P_1 = P_2$, $H_1: P_1 > P_2$ (Right tailed test).

Not Significant at 95% confidence, i.e. there is no significant decrease in health related absenteeism among school age children.

Annex 12.19.1: Health-related absenteeism among school age children (SBCC Custom 1)

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Number (Parents)	%	Number (Parents)	%	Number (Parents)	%	
Total	1849	19.1	3011	18.8	2757	15.5	-3.6
District							
Achham	412	17.2	604	20.7	604	16.1	-1.1
Bajhang	400	24.0	574	16.7	512	14.8	-9.2
Bajura	222	17.1	306	16.3	270	14.1	-3.0
Darchula	309	23.9	470	16.2	404	15.3	-8.6
Doti	325	10.8	508	19.1	463	10.6	-0.2
Jajarkot	181	22.1	549	22.0	504	21.0	-1.1
School type							
Primary	689	20.0	1061	19.7	1013	17.7	-2.3
Basic	423	23.2	719	19.9	674	16.9	-6.3
Secondary	737	16.0	1231	17.3	1070	12.6	-3.4
Age of students							
5-9	716	18.2	1250	18.5	1159	15.2	-3.0
10-14	1079	19.5	1700	18.7	1532	15.8	-3.7
15 and above	54	25.9	61	26.2	66	15.2	-10.7
Caste							
Brahmin/Chhetri	1385	17.5	2170	16.4	1969	13.5	-4.0
Janajati	24	4.1	66	18.2	66	18.2	14.1
Dalit	434	25.1	775	25.4	722	20.8	-4.3

Data source: Parent's Survey

Indicator 20: Percent of school age children with good personal hygiene (SBCC Custom 2)

Respondents	Baseline (%)	Mid-term (%)		Endline (2024) (%)		Remark	
		Target	Progress	Target	Progress	% Change	P value
Girls	37.1	59	53.0	69	70.7	33.6	0.00000*
Boys	29.0	51	43.9	61	61.2	32.2	0.00000*
Total (Anyone)	33.1	55	48.6	65	66.0	32.9	0.00000*

Data source: Student's Survey

H₀: P₁ = P₂, H₁: P₁ < P₂ (Left tailed test).

*Significant at 95% confidence, i.e. there is significant changes in behaviour of school children about good personal hygiene.

Annex 12.20.1: Percent of school age children with good personal hygiene (SBCC Custom 2)

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Number (Students)	%	Number (Students)	%	Number (Students)	%	
Total	1413	33.1	2451	48.6	2266	66.0	32.9
District							
Achham	412	19.9	780	40.6	763	51.2	31.3
Bajhang	422	32.2	715	37.5	643	58.2	26.0
Bajura	240	29.2	362	65.2	357	71.7	42.5
Darchula	339	52.8	594	62.1	503	94.4	41.6
School type							
Primary	324	29.3	739	34.5	643	58.3	29.0
Basic	429	38.2	626	47.1	657	64.1	25.9
Secondary	660	31.5	1086	58.9	966	72.5	41.0

Gender of students							
Girl	709	37.1	1259	53.0	1147	70.7	33.6
Boy	704	29.0	1192	43.9	1119	61.2	32.2
Grade of students							
Primary			1379	41.0	2029	53.7	
Basic			1072	58.2	1436	63.8	
Age of students							
5-9	152	27.0	415	41.4	577	55.6	39.9
10-14	1183	34.1	1970	49.7	2762	58.1	31.7
15 and above	78	29.5	66	57.6	126	63.5	38.0

Data source: Student's Survey

Indicator 21: Percent of adolescent girls reporting practice of hygienic menstrual behaviour (SBCC Custom 3)

Respondents	Baseline (%)	Mid-term (%)		Endline (2024) (%)		Remark	
		Target	Progress	Target	Progress	% Change	P value
Girls	78.7	85	88.3	85	95.2	16.5	0.00000*

Data source: Student's Survey

H₀: P₁ = P₂, H₁: P₁ < P₂ (Left tailed test).

*Significant at 95% confidence, i.e. there is significant changes in behaviour of adolescent girls about menstrual hygiene.

Annex 12.21.1: Percent of adolescent girls reporting practice of hygienic menstrual behaviour

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Number of girls (Students)	%	Number of girls (Students)	%	Number of girls (Students)	%	
Total	127	78.7	205	88.3	210	95.2	16.5
District							
Achham	25	80.0	57	84.2	60	90.0	10.0
Bajhang	33	75.8	59	86.4	62	98.4	22.6
Bajura	24	75.0	37	100.0	38	100.0	25.0
Darchula	35	82.9	52	86.5	50	94.0	11.1
School type							
Basic			77	93.5	87	96.6	
Secondary			128	85.2	123	94.3	
Age of students							
10-14	95	77.9	172	89.0	173	95.4	17.5
15 and above	32	18.2	33	84.8	37	94.6	76.4

Data source: Student's Survey

Annex 12.21.2: Distribution of adolescent girls reporting practice of hygienic menstrual behaviour

Respondent characteristics	Average score			Distribution of students			
	Number (Students)	Score	SE	At least one Practice	2 to 3 Practices	4 and above Practices	Total
Total	210	87.5	1.1	0.5	4.3	95.2	100.0

District							
Achham	60	88.3	2.6	1.7	8.3	90.0	100.0
Bajhang	62	90.1	1.6	0.0	1.6	98.4	100.0
Bajura	38	81.1	1.9	0.0	0.0	100.0	100.0
Darchula	50	88.3	1.9	0.0	6.0	94.0	100.0
School type							
Basic	87	86.4	1.6	0.0	3.4	96.6	100.0
Secondary	123	88.3	1.5	0.8	4.9	94.3	100.0
Age of students							
10-14	173	87.2	1.2	0.6	4.0	95.4	100.0
15 and above	37	89.2	2.6	0.0	5.4	94.6	100.0

Data source: Student's Survey

Indicator 22: Percent of school age children reporting hand washing practice at critical times (SBCC Custom 4)

Respondents	Baseline (%)	Mid-term (%)		Endline (2024) (%)		Remark	
		Target	Progress	Target	Progress	% Change	P value
Girls	13.0	49	43.1	74	55.2	42.2	0.00000*
Boys	5.8	42	36.3	62	49.2	43.4	0.00000*
Total	9.4	45	39.8	65	52.3	42.9	0.00000*

Data source: Student's Survey

H₀: P₁ = P₂, H₁: P₁ < P₂ (Left tailed test).

*Significant at 95% confidence, i.e. there is significant changes between baseline and mid-term

Annex 12.22.1: Percent of school age children reporting different hand washing practice at critical times

Types of Practices	Boy	Girl	Total
1. Before, during, and after preparing food	41.2	57.3	49.3
2. Before eating	98.2	98.2	98.2
3. After using the toilet (for urination, defecation, menstrual hygiene)	90.1	90.6	90.3
4. After helping someone who just used the toilet	33.2	31.9	32.5
5. After blowing one's nose, or coughing or sneezing	41.4	38.4	39.9
6. After touching an animal, animal feed or animal waste	48.3	51.0	49.7
7. After touching garbage	89.5	90.2	89.8
8. All three practices (2, 3 and 5)	37.4	34.7	36.0

Data source: Student's Survey (ELE)

Annex 12.22.2: Percent of school age children reporting hand washing practice at critical times

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Number (Students)	%	Number (Students)	%	Number (Students)	%	
Total	1413	9.4	2451	39.8	2266	52.3	42.9
District							
Achham	412	7.8	780	51.8	763	60.4	52.6
Bajhang	422	17.3	715	32.0	643	47.9	30.6
Bajura	240	2.5	362	42.3	357	58.5	56.0
Darchula	339	6.5	594	31.8	503	41.0	34.5
School type							

Primary	324	9.0	739	39.1	643	48.1	39.1
Basic	429	7.2	626	35.6	657	54.0	46.8
Secondary	660	11.1	1086	42.6	966	53.8	42.7
Grade of students							
Primary			1379	37.2	1298	46.8	
Basic			1072	43.1	968	59.5	
Age of students							
5-9	152	7.2	415	33.3	354	43.8	7.2
10-14	1183	9.6	1970	40.8	1829	53.5	9.6
15 and above	78	10.3	66	50.0	83	61.4	10.3

Data source: Student's Survey

Activity 4 - Promoting Improved Literacy

Indicator 23: Number of local governments recognizing and rewarding teachers making changes or taking special initiatives for their students to achieve reading outcomes (Custom 9)

Annex 12.23.1: Headteacher responses on local governments recognizing and rewarding teachers making changes or taking special initiatives for their students to achieve reading outcomes

Districts	Number	For Teacher (%)	For Student (%)	Anyone (%)
Bajhang	64	73.4	100.0	100.0
Bajura	34	91.2	70.6	100.0
Darchula	49	67.3	100.0	100.0
Total	147	75.5	93.2	100.0

Data source: Headteacher's Survey (ELE)

Indicator 24: Percentage of local government developing contextualized instructional materials (Custom 13)

Annex 12.24.1: Headteacher responses on local government developing contextualized instructional materials

Districts	Number	%
Bajhang	64	100.0
Bajura	34	82.4
Darchula	49	100.0
Total	147	97.3

Data source: Headteacher's Survey (ELE)

Indicator 25: Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of the grade level text (Standard 1)

Respondents	Average				Zero score, %			
	Baseline	Midterm	Endline	P value	Baseline	Midterm	Endline	P value
Girl	1.4	1.7	1.9	0.00000*	20.1	13.8	9.7	0.00000*
Boy	1.7	1.8	2.0	0.00000*	14.2	11.1	6.9	0.00000*
Total	1.5	1.7	2.0	0.00000*	17.2	12.5	6.8	0.00000*

Data source: EGRA of Grade 3 students

H₀: P₁ = P₂, H₁: P₁ < P₂ (Left tailed test).

*Significant at 95% confidence, i.e. there is significant changes between baseline and mid-term

Annex 12.25.1: Subtask 1 listening comprehension (correct answers out of 3 questions)

Respondent characteristics	Baseline			Mid-term			Endline		
	Number (Students)	Mean	SE	Number (Students)	Mean	SE	Number (Students)	Mean	SE
Total	3979	1.5	0.0	3454	1.7	0.02	3894	2.0	0.01
District									
Achham	919	1.5	0.0	742	1.3	0.03	900	2.0	0.03
Bajhang	849	1.6	0.0	686	2.0	0.04	789	2.0	0.03
Bajura	448	1.6	0.0	366	2.3	0.04	318	2.2	0.04
Darchula	491	1.5	0.0	532	2.4	0.04	541	2.1	0.04
Doti	644	1.5	0.0	601	1.4	0.04	698	1.6	0.04
Jajarkot	628	1.5	0.0	527	1.5	0.04	648	2.0	0.03
School type									
Primary	1885	1.5	0.0	1,304	1.6	0.03	1370	1.9	0.02
Basic	745	1.4	0.0	819	1.7	0.04	926	1.9	0.03
Secondary	1349	1.7	0.0	1,331	1.9	0.03	1598	2.0	0.02
Language									
L1 (Nepali)	2733	1.6	0.0	1487	1.6	0.03	1867	2.0	0.02
L2 (Other)	1246	1.4	0.0	1967	1.8	0.02	2027	2.0	0.02
Literacy									
EGR				1584	2.2	0.02	1648	2.1	0.02
Non-EGR				1870	1.4	0.02	2246	1.9	0.02

Data source: EGRA of Grade 3 students

Annex 12.25.2: Subtask 2 letter decoding (correct letters/minute)

Respondents	Average				Zero score, %			
	Baseline	Midterm	Endline	P value	Baseline	Midterm	Endline	P value
Girl	29.5	37.4	42.0	0.00000*	6.2	2.7	1.8	0.00000*
Boy	30.6	38.9	42.4	0.00000*	6.8	2.4	1.7	0.00000*
Total	30.0	38.1	42.2	0.00000*	6.5	2.6	1.7	0.00000*

Data source: EGRA of Grade 3 students

H₀: P₁ = P₂, H₁: P₁ < P₂ (Left tailed test).

*Significant at 95% confidence, i.e. there is significant changes between baseline and mid-term

Respondent characteristics	Baseline			Mid-term			Endline		
	Number (Students)	Mean	SE	Number (Students)	Mean	SE	Number (Students)	Mean	SE
Total	3979	30.0	0.3	3454	38.1	0.4	3894	42.2	0.32
District									
Achham	919	24.2	0.6	742	30.8	0.7	900	40.0	0.63
Bajhang	849	33.7	0.7	686	39.1	0.8	789	46.9	0.71
Bajura	448	32.8	0.9	366	40.9	1.2	318	47.7	0.98
Darchula	491	40.9	1.0	532	57.0	1.0	541	54.0	0.80
Doti	644	30.4	0.8	601	36.8	0.9	698	36.4	0.75
Jajarkot	628	22.9	0.7	527	27.8	0.8	648	33.2	0.72
School type									
Primary	1885	30.0	0.5	1,304	34.7	0.6	1370	39.7	0.53
Basic	745	28.3	0.7	819	36.0	0.8	926	40.8	0.67
Secondary	1349	31.0	0.5	1,331	42.9	0.6	1598	45.1	0.50

Respondent characteristics	Baseline			Mid-term			Endline		
	Number (Students)	Mean	SE	Number (Students)	Mean	SE	Number (Students)	Mean	SE
Gender of students									
Girl	2051	29.5	0.4	1773	37.4	0.5	2043	42.0	0.45
Boy	1928	30.6	0.5	1681	38.9	0.5	1851	42.4	0.47
Language									
L1 (Nepali)	2733	30.5	0.4	1487	34.8	0.6	1867	38.1	0.45
L2 (Other)	1246	29.1	0.6	1967	40.7	0.5	2027	45.9	0.44
Literacy									
EGR				1584	45.5	0.58	1648	49.4	0.48
Non-EGR				1870	31.9	0.47	2246	36.9	0.41

Data source: EGRA of Grade 3 students

Annex 12.25.3: Subtask-3 matra decoding (Correct matras/minute)

Respondents	Average				Zero score, %			
	Baseline	Midterm	Endline	P value	Baseline	Midterm	Endline	P value
Girl	15.9	21.4	27.0	0.00000*	24.9	21.4	12.3	0.00000*
Boy	17.2	22.2	27.7	0.00000*	23.4	19.5	10.7	0.00000*
Total	16.5	21.8	27.3	0.00000*	24.2	20.5	11.6	0.00000*

Data source: EGRA of Grade 3 students

H₀: P₁ = P₂, H₁: P₁ < P₂ (Left tailed test).

*Significant at 95% confidence, i.e. there is significant changes between baseline and mid-term

Respondent characteristics	Baseline			Mid-term			Endline		
	Number (Students)	Mean	SE	Number (Students)	Mean	SE	Number (Students)	Mean	SE
Total	3979	16.5	0.3	3454	21.8	0.4	3894	27.3	0.33
District									
Achham	919	13.6	0.5	742	16.4	0.7	900	27.5	0.60
Bajhang	849	18.1	0.6	686	21.8	0.8	789	29.5	0.76
Bajura	448	18.4	0.9	366	21.3	1.2	318	28.8	1.10
Darchula	491	24.3	0.9	532	37.3	1.2	541	37.5	0.93
Doti	644	17.5	0.7	601	22.2	0.9	698	22.0	0.76
Jajarkot	628	10.4	0.5	527	13.4	0.7	648	20.8	0.67
School type									
Primary	1885	17.0	0.4	1,304	19.5	0.6	1370	25.2	0.53
Basic	745	14.6	0.6	819	19.8	0.8	926	25.1	0.65
Secondary	1349	16.9	0.5	1,331	25.2	0.6	1598	30.3	0.52
Gender of students									
Girl	2051	15.9	0.4	1773	21.4	0.5	2043	27.0	0.45
Boy	1928	17.2	0.4	1681	22.2	0.5	1851	27.7	0.47
Language									
L1 (Nepali)	2733	17.2	0.3	1487	19.5	0.6	1867	23.8	0.43
L2 (Other)	1246	15.1	0.5	1967	23.5	0.5	2027	30.5	0.47
Literacy									
EGR				1584	26.9	0.62	1648	32.0	0.53
Non-EGR				1870	17.4	0.44	2246	23.9	0.39

Data source: EGRA of Grade 3 students

Annex 12. 25.4: Non-word reading (correct non-words/minute)

Respondents	Average				Zero score, %			
	Baseline	Midterm	Endline	P value	Baseline	Midterm	Endline	P value
Girl	6.5	9.3	11.5	0.00000*	25.6	20.2	11.7	0.00000*
Boy	6.8	9.5	11.7	0.00000*	24.5	18.1	9.7	0.00000*
Total	6.7	9.4	11.6	0.00000*	25.1	19.2	10.8	0.00000*

Data source: EGRA of Grade 3 students

H₀: P₁ = P₂, H₁: P₁ < P₂ (Left tailed test).

*Significant at 95% confidence, i.e. there is significant changes between baseline and mid-term

Respondent characteristics	Baseline			Mid-term			Endline		
	Number (Students)	Mean	SE	Number (Students)	Mean	SE	Number (Students)	Mean	SE
Total	3979	6.7	0.1	3454	9.4	0.2	3894	11.6	0.13
District									
Achham	919	5.5	0.2	742	7.1	0.3	900	12.4	0.26
Bajhang	849	7.6	0.3	686	9.3	0.3	789	12.7	0.30
Bajura	448	7.9	0.3	366	10.2	0.6	318	11.6	0.44
Darchula	491	9.5	0.3	532	15.7	0.5	541	14.0	0.37
Doti	644	6.6	0.3	601	9.5	0.3	698	9.1	0.30
Jajarkot	628	4.3	0.2	527	5.7	0.3	648	9.8	0.29
School type									
Primary	1885	6.8	0.2	1,304	8.7	0.3	1370	11.0	0.22
Basic	745	6.1	0.2	819	8.5	0.3	926	10.8	0.27
Secondary	1349	6.8	0.2	1,331	10.7	0.3	1598	12.5	0.21
Gender of students									
Girl	2051	6.5	0.2	1773	9.3	0.2	2043	11.5	0.18
Boy	1928	6.8	0.2	1681	9.5	0.2	1851	11.7	0.19
Language									
L1 (Nepali)	2733	7.0	0.1	1487	8.6	0.2	1867	10.8	0.18
L2 (Other)	1246	6.0	0.2	1967	10.0	0.2	2027	12.3	0.19
Literacy									
EGR				1584	11.7	0.27	1648	12.9	0.21
Non-EGR				1870	7.5	0.18	2246	10.6	0.16

Data source: EGRA of Grade 3 students

Annex 12.25.5: Subtask 5 a: oral reading fluency (correct words/minute)

Respondents	Average				Zero score, %			
	Baseline	Midterm	Endline	P value	Baseline	Midterm	Endline	P value
Girl	11.2	16.5	20.2	0.00000*	19.6	14.0	7.6	0.00000*
Boy	11.6	16.7	19.6	0.00000*	17.0	12.7	5.9	0.00000*
Total	11.4	16.6	19.9	0.00000*	18.4	13.4	6.8	0.00000*

Data source: EGRA of Grade 3 students

H₀: P₁ = P₂, H₁: P₁ < P₂ (Left tailed test).

*Significant at 95% confidence, i.e. there is significant changes between baseline and mid-term

Annex 12.25.5 a: Distribution of students based on correct word per minute

Respondent characteristics	Baseline			Mid-term			Endline		
	Number (Students)	Mean	SE	Number (Students)	Mean	SE	Number (Students)	Mean	SE
Total	3979	11.4	0.2	3454	16.6	0.3	3894	19.9	0.26
District									
Achham	919	9.4	0.4	742	11.1	0.5	900	17.7	0.46
Bajhang	849	12.5	0.5	686	18.0	0.7	789	22.8	0.61
Bajura	448	13.4	0.7	366	18.8	1.0	318	23.4	0.88
Darchula	491	17.2	0.6	532	31.0	0.9	541	28.7	0.77
Doti	644	11.1	0.5	601	14.8	0.6	698	15.8	0.57
Jajarkot	628	7.1	0.4	527	8.3	0.4	648	14.8	0.51
School type									
Primary	1885	12.0	0.3	1,304	14.7	0.5	1370	18.3	0.41
Basic	745	9.00	0.4	819	15.2	0.6	926	18.7	0.51
Secondary	1349	11.4	0.3	1,331	19.2	0.5	1598	22.0	0.42
Gender of students									
Girl	2051	11.2	0.3	1773	16.5	0.4	2043	20.2	0.36
Boy	1928	11.6	0.3	1681	16.7	0.4	1851	19.6	0.37
Language									
L1 (Nepali)	2733	11.8	0.2	1487	13.9	0.4	1867	17.2	0.33
L2 (Other)	1246	10.5	0.4	1967	18.6	0.4	2027	22.4	0.38
Literacy									
EGR				1584	22.5	0.49	1648	24.9	0.43
Non-EGR				1870	11.5	0.29	2246	16.3	0.30

Data source: EGRA of Grade 3 students

Annex 12. 25.5 b: Distribution of students based on correct word per minute

Respondent characteristics	Endline %					
	0	1 to 20	20 to 30	30 to 40	Above 40	Total
Total	6.8	53.1	15.0	12.8	12.2	100.0
District						
Achham	4.6	63.1	13.9	11.6	6.9	100.0
Bajhang	4.8	46.5	16.2	16.5	16.0	100.0
Bajura	4.1	41.8	22.3	16.4	15.4	100.0
Darchula	1.5	36.6	17.9	16.6	27.4	100.0
Doti	15.0	54.6	11.3	10.6	8.5	100.0
Jajarkot	9.4	64.8	13.1	7.6	5.1	100.0
School type						
Primary	7.7	55.8	16.0	10.9	9.6	100.0
Basic	7.6	56.2	13.5	11.8	11.0	100.0
Secondary	5.6	49.0	15.1	15.1	15.2	100.0
Gender of students						
Girl	7.6	51.0	14.9	13.7	12.8	100.0
Boy	5.9	55.4	15.1	11.9	11.7	100.0
Language						
L1	9.0	58.0	14.5	10.5	8.0	100.0
L2	4.8	48.6	15.5	14.9	16.1	100.0
Literacy						
EGR	3.6	42.4	18.0	16.5	19.6	100.0

Respondent characteristics	Endline %					
	0	1 to 20	20 to 30	30 to 40	Above 40	Total
Non-EGR	9.2	61.0	12.9	10.1	6.9	100.0

Data source: EGRA of Grade 3 students

Annex 12. 25.6: Subtask 6-oral reading comprehension (correct answers out of 5 questions)

Respondents	Average				Zero score, %			
	Baseline	Midterm	Endline	P value	Baseline	Midterm	Endline	P value
Girl	1.4	1.7	2.2	0.00000*	43.6	35.3	19.3	0.00000*
Boy	1.5	1.8	2.3	0.00000*	41.0	33.9	17.3	0.00000*
Total	1.5	1.7	2.3	0.00000*	42.3	34.6	18.4	0.00000*

Data source: EGRA of Grade 3 students

H₀: P₁ = P₂, H₁: P₁ < P₂ (Left tailed test).

*Significant at 95% confidence, i.e. there is significant changes between baseline and mid-term

Annex 12.25.6 a: Subtask 6-oral reading comprehension (correct answers out of 5 questions)

Respondent characteristics	Baseline			Mid-term			Endline		
	Number (Students)	Mean	SE	Number (Students)	Mean	SE	Number (Students)	Mean	SE
Total	3979	1.5	0.0	3454	1.7	0.0	3894	2.3	0.02
District									
Achham	919	1.2	0.0	742	1.2	0.1	900	2.5	0.05
Bajhang	849	1.6	0.1	686	2.0	0.1	789	2.3	0.05
Bajura	448	1.7	0.1	366	2.1	0.1	318	2.5	0.08
Darchula	491	2.0	0.1	532	2.9	0.1	541	2.8	0.07
Doti	644	1.6	0.1	601	1.5	0.1	698	1.7	0.06
Jajarkot	628	1.0	0.1	527	0.9	0.1	648	2.0	0.06
School type									
Primary	1885	1.5	0.0	1,304	1.5	0.0	1370	2.1	0.04
Basic	745	1.2	0.1	819	1.5	0.1	926	2.1	0.05
Secondary	1349	1.6	0.0	1,331	2.1	0.0	1598	2.5	0.04
Gender of students									
Girl	2051	1.1	0.3	1773	1.7	0.0	2043	2.2	0.03
Boy	1928	1.2	0.3	1681	1.8	0.0	1851	2.3	0.04
Language									
L1 (Nepali)	2733	1.5	0.0	1487	1.5	0.0	1867	2.2	0.04
L2 (Other)	1246	1.3	0.0	1967	1.9	0.0	2027	2.3	0.03
Literacy									
EGR				1584	2.3	0.04	1648	2.5	0.04
Non-EGR				1870	1.2	0.03	2246	2.1	0.03

Data source: EGRA of Grade 3 students

Annex 12.25.6 b: Subtask 6-oral reading comprehension (correct answers out of 5 questions)

	Endline,%						
	No	0	1	2	3	4	5
Total	3894	18.4	14.1	22.2	22.3	15.0	7.9
District							
Achham	900	16.0	12.9	19.3	24.2	15.3	12.2
Bajhang	789	12.8	17.4	27.8	20.3	16.3	5.4

	Endline,%						
	No	0	1	2	3	4	5
Bajura	318	11.0	11.9	28.0	23.6	15.7	9.7
Darchula	541	9.4	10.4	22.0	22.7	17.7	17.7
Doti	698	31.5	17.5	20.5	16.5	11.9	2.1
Jajarkot	648	25.3	12.7	18.7	27.5	13.7	2.2
School type							
Primary	1370	21.1	14.6	22.8	22.3	12.8	6.4
Basic	926	19.4	16.0	25.4	20.6	13.1	5.5
Secondary	1598	15.4	12.7	19.8	23.3	18.1	10.7
Gender of students							
Girl	2043	19.3	13.9	23.4	22.0	14.4	7.0
Boy	1851	17.3	14.5	20.9	22.7	15.7	9.0
Language							
L1	1867	21.4	13.2	20.2	23.9	14.4	6.8
L2	2027	15.5	15.0	24.0	20.8	15.6	9.0
Literacy							
EGR	1648	11.3	14.0	25.9	21.7	16.7	10.3
Non-EGR	2246	23.5	14.2	19.5	22.8	13.8	6.2

Data source: EGRA of Grade 3 students

Annex 12.25.6c: Score of grade 2 completer students on six sub-tasks of EGRA

Tasks	Respondents	Average			Zero score, %		P-value
		Intervene (1648)	Non-Intervene (2246)	Difference	Intervene	Non-Intervene	
Listening Comprehension (Correct answers)	Total (n=3894)	2.07	1.87	0.20	4.8	8.3	0.00000*
	Girl (2043)	2.03	1.76	0.27	4.9	9.7	0.00000*
	Boy (1851)	2.12	1.99	0.13	4.6	6.9	0.00071*
Letter decoding (Correct letters/ minute)	Total	49.38	36.94	12.44	0.5	2.7	0.00000*
	Girl	48.08	37.26	10.81	0.7	2.7	0.00000*
	Boy	50.92	36.60	14.33	0.3	2.6	0.00000*
Matra Decoding (Correct matras/ minute)	Total	31.96	23.87	8.09	7.8	14.3	0.00000*
	Girl	30.44	24.24	6.20	9.5	14.5	0.00000*
	Boy	33.77	23.47	10.29	5.8	14.0	0.00000*
Non-word Reading (Correct non-words/minute)	Total	12.90	10.62	2.28	7.3	13.3	0.00000*
	Girl	12.48	10.77	1.71	9.2	13.7	0.00000*
	Boy	13.40	10.47	2.93	5.2	12.8	0.00000*
Oral Reading Fluency (Correct words/ minute)	Total	24.86	16.27	8.59	3.6	9.2	0.00000*
	Girl	24.62	16.70	7.92	4.8	9.8	0.00000*
	Boy	25.14	15.82	9.32	2.1	8.6	0.00000*
Correct answers out of 5 questions	Total	2.49	2.08	0.42	11.3	23.5	0.00000*
	Girl	2.38	2.05	0.33	12.6	24.6	0.00000*
	Boy	2.63	2.11	0.53	9.8	22.4	0.00000*

Data source: EGRA of Grade 3 students (ELE)

H₀: $\mu_1 = \mu_2$ vs H₁: $\mu_1 > \mu_2$ (Test Statistic, Right Tailed Z-test)

*Significant at 95% confidence. Here, we test the mean difference between two groups, i.e., Intervene and Non-intervene. From the test, it is found that there is an impact of EGR training on the scores of the students.

Annex 12.25.7: Distribution of respondents achieving the national benchmark (old)

Respondents	Baseline (%)	Mid-term (%)		Endline (2024) (%)		Remark	
		Target	Progress	Target	Progress	% Change	P value
Girls	0.7	4	4.6	6	6.5	5.8	0.00000*
Boys	1.2	4	5.2	6	6.3	5.1	0.00000*
Total	1.0	4	4.9	6	6.4	5.4	0.00000*

Data source: EGRA of Grade 3 students

H₀: P₁ = P₂, H₁: P₁ < P₂ (Left tailed test). *Significant at 95% confidence, i.e. there is significant changes between baseline and mid-term

Annex 12.25.8: Percentage of students achieving national benchmark (old)

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Number (Students)	%	Number (Students)	%	Number (Students)	%	
Total	3979	1.0	3454	4.9	3894	6.4	5.4
District							
Achham	919	0.3	742	1.9	900	4.1	3.8
Bajhang	849	1.6	686	6.6	789	7.6	6.0
Bajura	448	1.8	366	7.7	318	8.8	7.0
Darchula	491	1.6	532	12.6	541	15.3	13.7
Doti	644	0.6	601	2.0	698	3.0	2.4
Jajarkot	628	0.2	527	0.6	648	2.9	2.7
School type							
Primary	1885	1.2	1,304	4.2	1370	5.0	3.8
Basic	745	0.4	819	3.9	926	5.0	4.6
Secondary	1349	1.0	1,331	6.2	1598	8.4	7.4
Gender of students							
Girl	1928	0.7	1773	4.6	2043	6.5	5.8
Boy	2051	1.2	1681	5.2	1851	6.3	5.1
Language							
L1	2733	1.1	1487	3.5	1867	4.2	3.1
L2	1246	0.7	1967	5.9	2027	8.3	7.6
Literacy							
EGR			1584	8.8	1648	10.4	
Non-EGR			1870	1.6	2246	3.4	

Data source: EGRA of Grade 3 students

Annex 12.25.9: Factors influencing learning outcomes of students

Areas	District						Total	EGR		Gender	
	Achham	Bajhang	Bajura	Darchula	Doti	Jajarkot		Intervene	Non-intervene	Men	Women
Headteacher											
% of schools organize meetings with parents regularly	98.7	98.4	100.0	100.0	96.6	98.4	98.5	99.3	97.9	98.4	100.0
% of teachers preparing lesson plans in classrooms	30.7	39.1	58.8	53.1	8.6	21.0	32.7	48.3	21.0	31.8	40.5
% of headteachers monitoring classroom activities of Nepali teachers	92.0	89.1	94.1	100.0	84.5	93.5	91.8	93.9	90.3	91.1	97.3
% of schools using student evaluation to improve performance	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
% of schools helping parents to improve children's performance	90.7	85.9	85.3	98.0	94.8	95.2	91.8	89.8	93.3	91.5	94.6
% of schools receiving teaching material support	72.0	100.0	100.0	100.0	60.3	79.0	83.3	100.0	70.8	83.9	78.4
% of teachers from schools receiving training	58.7	82.8	91.2	93.9	41.4	30.6	63.5	88.4	44.6	64.6	54.1
% of schools with early-grade teachers in the schools	6.7	81.3	100.0	100.0	44.8	29.0	53.8	91.8	25.1	54.4	48.6
% of schools giving extra priority to students requiring special attention	24.0	42.2	17.6	55.1	31.0	9.7	29.8	40.8	21.5	30.8	21.6
% of schools giving extra priority to students whose mother tongue is not Nepali	28.0	60.9	5.9	91.8	41.4	3.2	38.9	58.5	24.1	40.0	29.7
% of schools designing special mechanisms targeting low-performing students	69.3	75.0	73.5	81.6	62.1	58.1	69.3	76.9	63.6	69.5	67.6
Nepali teacher											
% of Nepali teacher receiving training from WFP/ partner and other organizations	9.3	49.2	70.6	77.6	29.8	25.8	39.1	63.7	20.6	39.3	38.9
% of Nepali teachers receiving EGR training	4.0	50.8	67.6	71.4	15.8	8.1	31.5	61.6	8.8	32.4	30.5
% of Nepali teachers receiving support from reading motivators	0.0	82.5	88.2	91.8	0.0	0.0	37.4	87.0	0.0	40.5	34.1

Areas	District						Total	EGR		Gender	
	Achham	Bajhang	Bajura	Darchula	Doti	Jajarkot		Intervene	Non-intervene	Men	Women
% of Nepali teachers participating in mobile meeting	14.7	55.6	67.6	73.5	21.1	11.3	36.5	64.4	15.5	38.7	34.1
% of Nepali teachers using early grade reading practices	41.3	61.9	47.1	65.3	26.3	43.5	47.1	59.6	37.6	49.7	44.3
% of teachers preparing lesson plans	42.7	34.9	64.7	49.0	21.1	45.2	41.2	46.6	37.1	45.1	37.1
% of schools giving extra priority to special need students	33.3	34.9	17.6	83.7	47.4	17.7	38.8	47.3	32.5	36.4	41.3
% of schools giving extra priority to students whose mother tongue is not Nepali	93.3	92.1	100.0	100.0	73.7	100.0	92.6	96.6	89.7	91.3	94.0
% of schools designing special mechanisms targeting low-performing students	77.3	84.1	91.2	87.8	70.2	46.8	74.7	87.0	65.5	75.7	73.7
% of teachers receiving training before joining job	12.0	6.3	2.9	8.2	15.8	11.3	10.0	6.2	12.9	6.9	13.2
Parents											
% of parents reporting that children attend school regularly	97.0	99.2	100.0	99.5	98.5	98.2	98.5	99.5	97.8	98.3	98.8
% of children studying regularly at home	88.7	96.7	95.6	95.8	94.4	94.0	93.8	96.1	92.1	94.3	93.4
% of children having a complete set of books	99.3	100.0	99.3	99.8	98.7	99.8	99.5	99.7	99.3	99.5	99.5
% of children having a stationary	99.2	100.0	98.5	100.0	99.4	99.6	99.5	99.7	99.4	99.8	99.2
% of parents helping/guiding children to study at home	87.1	89.3	85.6	95.5	78.8	95.2	88.7	90.6	87.3	91.9	85.8
% of parents talking about children's performance with the teacher	89.6	94.7	88.1	98.3	84.4	93.3	91.5	94.4	89.2	95.1	88.2
% of parents talking with children about their performance	95.4	96.7	98.5	99.3	95.7	98.2	97.1	98.0	96.4	98.0	96.2
% of children participating in the alternative school arrangements	16.9	14.5	11.5	18.1	6.3	2.6	11.7	15.0	9.2	14.5	9.1
% of children complaining about the poor reading environment at home	7.5	5.5	15.6	3.5	6.0	6.5	6.9	7.1	6.7	6.4	7.3

Data source: Headteacher, Nepali Teacher and Parent's Survey

Annex 12.25.10: Teaching practices of nepali teacher

Respondent characteristics	Number of Schools	Lecture	Reading the text aloud and explanation of the text	Oral questions	Asking the students to read individually	Asking the students to read in peers and groups	Written question-answer	Discussion	Display	Game
Total	340	70.9	64.1	65.0	71.2	49.7	43.5	85.6	53.5	49.1
Districts										
Achham	75	88.0	62.7	65.3	80.0	54.7	60.0	76.0	34.7	37.3
Bajhang	63	54.0	69.8	68.3	79.4	57.1	33.3	93.7	54.0	47.6
Bajura	34	41.2	44.1	55.9	50.0	38.2	55.9	100.0	50.0	41.2
Darchula	49	77.6	46.9	67.3	69.4	36.7	42.9	89.8	71.4	63.3
Doti	57	52.6	56.1	64.9	52.6	36.8	33.3	73.7	57.9	54.4
Jajarkot	62	95.2	91.9	64.5	82.3	64.5	37.1	88.7	59.7	53.2
Literacy										
EGR	146	58.9	56.2	65.1	69.2	45.9	41.8	93.8	58.9	51.4
Non-EGR	194	79.9	70.1	64.9	72.7	52.6	44.8	79.4	49.5	47.4
Gender of Nepali Teacher										
Female	167	69.5	64.7	65.9	74.3	50.3	40.7	86.2	55.1	55.1
Male	173	72.3	63.6	64.2	68.2	49.1	46.2	85.0	52.0	43.4

Data source: Nepali Teacher's Survey (ELE)

Indicator 26: Number of teachers/educators/teaching assistance in target schools who demonstrate use of new techniques or tools as a result of USDA assistance (Standard 6)

Respondents	Baseline (%)	Mid-term (%)		Endline (2024) (%)		Remark	
		Target	Progress	Target	Progress	% Change	P value
Female	11.8	65	81.3	70	77.1	65.3	0.00000*
Male	22.4	65	58.6	70	78.3	55.9	0.00000*
Total	18.4	65	74.2	70	77.7	59.3	0.00000*

Data source: Nepali Teacher's Survey

Annex 12.26.1: Number of Nepali subject teachers trained

Respondent characteristics	Total interviewed teacher	Trained teacher	% of teacher trained
Total	146	90	61.6
District			
Bajhang	63	32	50.8
Bajura	34	23	67.6
Darchula	49	35	71.4

Data source: Nepali Teacher's Survey

Annex 12.26.2: Teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance (grade 4)

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Number	%	Number	%	Number	%	
Total	136	18.4	93	74.2	90	77.7	70.5
District							
Bajhang	62	24.2	30	53.3	32	78.8	63.3
Bajura	27	14.8	29	86.2	23	78.5	76.5
Darchula	47	12.8	34	82.4	35	76.1	75.8
School type							
Primary	60	23.3	29	58.6	23	76.9	68.0
Basic	34	20.6	20	65.0	24	77.5	66.9
Secondary	42	9.5	44	88.6	43	78.3	78.9

Data source: Nepali Teacher's Survey

Indicator 27: Number of school administrators and officials trained or certified as a result of USDA assistance (Standard 7)

Respondents	Baseline (%)	Mid-term (%)		Endline (2024) (%)		Remark	
		Target	Progress	Target	Progress	% Change	P value
Female	14.6	65	34.9	70	51.4	36.8	0.00025*
Male	37.4	65	46.8	70	68.9	31.5	0.00000*
Total	34.5	65	45.3	70	67.0	32.5	0.00000*

Data source: Headteacher's Survey

Annex 12.27.1: School administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance (grade 6)

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Number (Students)	%	Number (Students)	%	Number (Students)	%	
Total	330	34.5	342	45.3	342	67.0	32.5
District							
Achham	69	29.0	75	41.3	75	66.7	37.7
Bajhang	64	32.8	64	40.6	64	56.3	23.5
Bajura	34	47.1	34	58.8	34	91.2	44.1
Darchula	49	51.0	49	71.4	49	89.8	38.8
Doti	56	30.4	58	48.3	58	56.9	26.5
Jajarkot	58	25.9	62	24.2	62	56.5	30.6
School type							
Primary	175	27.4	143	32.2	133	48.1	20.7
Basic	57	40.4	75	40.0	80	68.8	28.4
Secondary	98	43.9	124	63.7	129	85.3	41.4
Gender							
Female	41	14.6	43	34.9	37	51.4	36.8
Male	289	37.4	299	46.8	305	68.9	31.5

Data source: Headteacher's Survey

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

Indicator 28: Number of individuals in the agriculture system who have applied improved management practices or technologies with USDA assistance (LRP 12)

Respondents	Baseline (%)	Mid-term (%)		Endline (2024) (%)		Remark	
		Target	Progress	Target	Progress	% Change	P value
Female	27.8	60	85.2	70	98.9	71.1	0.00000*
Male	31.3	60	96.3	70	96.2	64.9	0.00000*
Total	28.8	60	90.7	70	97.4	68.6	0.00000*

Data source: Farm Observation of Selected Farmers

Annex 12.28.1: Individuals in the agriculture system who have applied improved management practices or technologies with USDA assistance

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Number (Farmers)	%	Number (Farmers)	%	Number (Farmers)	%	
Total	52	28.8	54	90.7	195	97.4	68.6
District							
Achham	9	0	9	100.0	50	100.0	100.0
Bajhang	7	28.6	9	100.0	20	100.0	71.4
Bajura	9	0	9	66.7	20	100.0	100.0
Darchula	9	100	9	88.9	20	100.0	0.0
Doti	9	0	9	100.0	45	95.6	95.6
Jajarkot	9	44.4	9	88.9	40	92.5	48.1
Gender							
Female	36	27.8	27	85.2	91	98.9	71.1

Respondent characteristics	Baseline		Mid-term		Endline		% change (ELS-BLS)
	Number (Farmers)	%	Number (Farmers)	%	Number (Farmers)	%	
Male	16	31.3	27	96.3	104	96.2	64.9

Data source: Farm Observation of Selected Farmers

Annex 12.28.2: Farmers adopting different improved farming practices (%)

Practices	Total (n=195)
1. Crop genetics (use of improved seed varieties)	96.4
2. Cultural practices (mulching, staking, improved nursery practices, line sowing, weeding)	99.5
3. Disease and pest management: integrated pest management practices- Jhol mol, traps, bio-pesticides	95.9
4. Soil conservation and fertilizer management: use of compost/ manure, use of lime, use of organic fertilizer, inter cropping of pulses and legumes	99.5
5. Climate smart technology (Drought-tolerant varieties, plastic house/ plastic high tunnel, plastic tunnel, adopted cultivation calendar)	96.9
6. Water management and water technology (drip irrigation, sprinkler irrigation, plastic pond/recharge pond, cement pond/thai jar, rainwater harvesting)	92.8
7. Practice of input purchase (seeds, bio-pesticides, micro-nutrients, sprinkler, drip-irrigation set, hermetic bags)	94.4
8. Marketing, Collection and Distribution Center (Practice of produce sale with market price Information, access to and use of collection center)	83.1
9. Post-harvest handling (packing technology, improved transportation, improved handling, use of local made bamboo basket (DOKO), use of hermetic bag)	95.4
10. Record keeping of any activities performed (use of improved varieties, use of bio-pesticides, mulching etc.)	84.6

Data source: Farm Observation of Selected Farmers (ELE)

Indicator 29: Number of organizations with increased performance with USDA assistance (FFPr 12)

Respondents	Baseline (Score)	Mid-term (%)		Endline (2024) (%)		Remark	
		Target	Progress	Target	Progress	% Change	P value
Total	1.8	39	16.7	45	66.7	-	0.00000*

Data source: OPI workshop with municipal official

Annex 12.29.1: Number of organizations with increased performance with USDA assistance

Respondent characteristics	Baseline		Mid-term		Endline		% change
	Number (Coopeatives)	Score	Number (Coopeatives)	Score	Number (Coopeatives)	Score	
Total	12	1.8	18	2.1	24	3.0	66.7
District							
Achham	2	1.7	3	1.0	4	3.0	76.5
Bajhang	2	1.7	3	1.8	4	3.6	111.8
Bajura	2	1.9	3	1.4	4	2.2	15.8
Darchula	2	1.7	3	2.2	4	3.4	100.0
Doti	2	2.1	3	2.6	4	2.6	23.8
Jajarkot	2	1.4	3	3.4	4	3.2	128.6

Data source: OPI workshop with municipal official

Annex 13. Assessment of McGovern-Dole FY 20 Activities by Indicators and achievement probability

S.N	Indicator	Target	Progress	Likelihood Achievement	Reasons if not likely/challenging and actions to take
1	Activity 1: School Meal Program				
1.1	Number of school-age children receiving school meals on all school days (SBCC Custom	80.00%	100.00%	Achievable	Achieved
1.2	Average student attendance rate in USDA supported classrooms/schools (Standard 2)				
	a) Record Review	85.00%	75.70%	Not likely	Achieving 85% attendance rate is challenging, mountainous districts, characterized by seasonal migration (1-73%, 3-77.9%, 8-76.4%), Not reached in all 3 grades
	b) Headcount	85.00%	68.60%	Not likely	Minimize the gap between the record review and survey day (current gap- 7.1%)
1.3	Average retention rate of students (Custom 1)	95.00%	93.60%	Achievable	Require continuous monitoring and follow-up
1.4	Minimum dietary diversity of school age children (Custom 11)	95.00%	95.80%	Achievable	Achieved/No issue/Parents' awareness is high
1.5	Percentage of parents, having school going children's, aware of the benefits of school meal program. (Custom 12)	50.00%	49.30%	Achievable	Marginal difference, No issue

S.N	Indicator	Target	Progress	Likelihood Achievement	Reasons if not likely/challenging and actions to take
1.6	Percentage of students aware about the importance of school meal program. (Custom 14)	60.00%	47.20%	Challenging	This indicator could be dropped, 75.8% school children could tell at least 3 benefited, with 49.2 % students could tell 4 benefits. Students are aware of benefits. Issue is only the number of benefits which they are supposed to tell five benefits
2	Activity 2 - Support Improved Safe Food Preparation, Handling and Storage				
2.7	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance (Standard 20)	70.00%	86.00%	Achievable	Achieved/No issue. However, training should be continued refresher
3	Activity 3 - Provide an Integrated Package of School Health and Nutrition Interventions				
3.8	Number of schools using an improved water source (Standard 27)	46.05%	98.20%	Achievable	Achieved, no issue, LoP target is 1112 schools, Monitoring required.
3.9	Number of schools with improved sanitation facilities (Standard 28)	37.35%	99.10%	Achievable	Achieved/No issue, LoP target is 902 schools., Monitoring required
3.10	Number of students receiving deworming medication(s) (Standard 29)	100.00%	93.60%	Achievable	Almost achieved/Can be achieved with intensification of monitoring and budgeting from Ministry of Health and Population, MoSD and LGs
3.11	Number of adolescent girls aged 10-19 years receiving biannual weekly iron folic acid supplementation (Custom 4)	60.00%	97.20%	Achievable	Achieved/Can be achieved with intensification of monitoring and budgeting from Ministry of Health and Population, MoSD and LGs
3.12	Number of schools with provision of sanitary pads (Custom 5)	90.00%	96.50%	Achievable	Achieved/Can be achieved with intensification of monitoring and budgeting from Ministry of Health and

S.N	Indicator	Target	Progress	Likelihood Achievement	Reasons if not likely/challenging and actions to take
					Population, MoSD and LGs
3.13	Number of schools with toilet with sanitary pads disposal bins (Custom 6)	60.00%	77.80%	Achievable	Achieved/Can be achieved with intensification of monitoring and budgeting from Ministry of Health and Population, MoSD and LGs
3.14	Number of schools with at least one set of information education and communication and behaviour change package (IEC/BCC) (SBCC Custom 5)	80.00%	69.80%	Achievable	Almost achieved/Can be achieved with intensification of monitoring
3.15	Number of schools celebrating national sanitation related campaigns at the community level (SBCC Custom 6)	80.00%	55.20%	Achievable	Almost achieved/Can be achieved with intensification of monitoring and budgeting from Ministry of Health and Population, MoSD and LGs
3.16	Number of schools conducting at least one annual health screening (Custom 3)	70.00%	66.50%	Achievable	Almost achieved/Can be achieved with intensification of monitoring and budgeting from Ministry of Health and Population, MoSD and LGs
3.17	Number of individuals who demonstrate the use of new child health and nutrition practices as a result of USDA assistance (Standard 19)	70.00%	62.10%	Achievable	Almost achieved/ Simultaneous monitoring, training , and follow-up services required
3.18	Number of schools practicing segregated waste management practice (Custom 8)	70.00%	68.40%	Achievable	Almost achieved/Can be achieved with intensification of monitoring
3.19	Health-related absenteeism among school age children (SBCC Custom 1)	15.00%	15.50%	Achievable	Achieved/ Regular PTA required and health screening by health service provider

S.N	Indicator	Target	Progress	Likelihood Achievement	Reasons if not likely/challenging and actions to take
3.20	Indicator 20: Percent of school age children with good personal hygiene (SBCC Custom 2)	65.00%	66.00%	Achievable	Achieved/Simultaneous monitoring, training, and follow-up services required
3.21	Percent of adolescent girls reporting practice of hygienic menstrual behaviour (SBCC Custom 3)	85.00%	95.20%	Achievable	Achieved/Simultaneous monitoring, training, and follow-up services required
3.22	Percent of school age children reporting hand washing practice at critical times (SBCC Custom 4)	65.00%	52.30%	Achievable	Achieved/Simultaneous monitoring, training, and follow-up services required
4.00	Activity 4 - Promoting Improved Literacy				
4.23	Number of local governments recognizing and rewarding teachers making changes or taking special initiatives for their students to achieve reading outcomes (Custom 9)	100.0%	70.6%	Achievable	Monitoring and technical assistance required
4.24	Indicator 24: Percentage of local government developing contextualized instructional materials (Custom 13)	100.0%	94.1%	Achievable	Monitoring and technical assistance required
4.25	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of the grade level text (Standard 1)	6.00%	6.50%	Achievable	Simultaneous monitoring, training, and follow-up services required
4.26	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance (Standard 6)	70.00%	77.70%	Achievable	Simultaneous monitoring, training, and follow-up services required
4.27	Number of school administrators and officials trained or certified as a result of USDA assistance (Standard 7)	70.00%	67.00%	Achievable	Simultaneous monitoring, training, and follow-up services required
5	Activity 5- Promote Improved Nutrition: Sustainable Transition to Home-Grown School Meals				
5.28	Number of individuals in the agriculture system who have applied improved management practices or technologies with USDA assistance (LRP 12)	70.00%	97.40%	Achievable	Monitoring and technical assistance

S.N	Indicator	Target	Progress	Likelihood Achievement	Reasons if not likely/challenging and actions to take
5.29	Number of organizations with increased performance with USDA assistance (FFPr 12)	45.00%	66.70%	Achievable	Monitoring and technical assistance

Annex 14: Effect of interventions by activity and gender (Baseline to Endline)

Activities	Indicators	Girl				Boys				Difference of Difference between girls and boys
		Baseline (B)	Mid-term (M)	Endline (E)	Difference (E-B)	Baseline (B)	Mid-term (M)	Endline (E)	Difference (E-B)	
Food Distribution	Students receiving midday meals	77.7	99.4	100.0	22.3	77.7	99.4	100.0	22.3	0.0
	Attendance (Record Review)	61.4	75.0	76.5	15.1	60.0	73.4	74.8	14.8	0.3
	Attendance (Headcount)	61.2	62.6	70.6	9.4	61.2	64.9	66.5	5.3	4.1
	Retention rate	92.4	90.6	93.7	1.3	92.7	92.0	93.6	0.9	0.4
	Parents aware of the benefits of SMP	14.1	25.3	49.4	35.3	18.8	24.3	49.2	30.4	4.9
	Students aware of the benefits of SMP	12.3	21.3	47.3	35.0	13.6	20.4	47.1	33.5	1.5
School Health and Nutrition	Students having deworming medicines	55.4	81.5	93.6	38.2	50.9	79.8	93.6	42.7	-4.5
	Students using health and nutrition practices	55.2	57.5	64.8	9.6	44.4	51.9	59.4	15.0	-5.4
	Health-related absenteeism of students	20.0	18.5	16.1	-3.9	18.2	19.0	14.9	-3.3	-0.6
	Students with good hygiene practices	37.1	53.0	70.7	33.6	29.0	43.9	61.2	32.2	1.4
	Hand washing practices of students	13.0	43.1	55.2	42.2	5.8	36.3	49.2	43.4	-1.2

Activities	Indicators	Girl				Boys				Difference of Difference between girls and boys
		Baseline (B)	Mid-term (M)	Endline (E)	Difference (E-B)	Baseline (B)	Mid-term (M)	Endline (E)	Difference (E-B)	
	Teacher demonstrating the use of new & quality teaching techniques	11.8	58.6	77.1	65.3	22.4	81.3	78.3	55.9	9.4
	Headteacher demonstrating the use of new & quality teaching techniques	14.6	34.9	51.4	36.8	37.4	46.8	68.9	31.5	5.3
Safe Food Preparation	Adopting safe cooking practices	50.0	60.6	81.8	31.8	27.1	66.0	87.3	60.2	-28.4
Improved nutrition: sustainable transition to HGSE	Farmers adopting improved farming practices	27.8	85.2	98.9	71.1	31.3	96.3	96.2	64.9	6.2

Data source: ELE Survey 2024

Annex 15: Performance monitoring plan and achievements of project result indicators

Annex 15.1: Performance Monitoring Plan

Indicator Number	Performance Indicator	Data Source	Disaggregation	Baseline	Targets				Life of project
					2021	2022	2023	2024	
Standard 1	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	Baseline Survey, Midterm Evaluation, Endline evaluation	Total (fluency & comprehension)	1	2	1	4	6	6
			Female	0.7	-	0.7	4	6	6
			Male	1.2	2	1.2	4	6	6
			Total (Oral reading fluency)	11.4	20	11.4	16	18	18
			Female	11.2	-	11.2	16	18	18
			Male	11.6	-	11.6	16	18	18
Standard 2	Average student attendance rate in USDA supported classrooms/schools	Head count and review of attendance register during routine process monitoring	Total	61%	70%	61%	80%	85%	85%
		Baseline Survey, Midterm evaluation, Endline evaluation	Female	61%	70%	61%	80%	85%	85%
			Male	61%	70%	61%	80%	85%	85%

Indicator Number	Performance Indicator	Data Source	Disaggregation	Baseline	Targets				Life of project
					2021	2022	2023	2024	
Standard 3	Number of teaching and learning materials provided as a result of USDA assistance	Input Monitoring	n/a	0	904,506	982,186	291,150	-	1,273,336
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	Baseline survey, midterm evaluation and endline evaluation	Total	25	-	25	619	998	998
			Female	6	-	6	204	330	330
			Male	19	-	19	415	669	669
Standard 5	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	Input Monitoring	Total	0	932	952	950	-	1,426
			Female	0	310	314	314	-	471
			Male	0	622	638	637	-	955
Standard 6	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	Baseline survey, midterm and endline evaluation	Total	62	-	62	309	665	665
			Female	7	-	7	46	100	100
			Male	54	-	54	263	565	565
Standard 7	Number of school administrators and officials trained or	Input Monitoring	Total	0	921	1,428	950	-	1,902
			Female	0	307	214	143	-	285

Indicator Number	Performance Indicator	Data Source	Disaggregation	Baseline	Targets				Life of project
					2021	2022	2023	2024	
	certified as a result of USDA assistance		Male	0	614	1,214	808	-	1,617
Standard 8	Number of educational facilities (i.e., school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance	Input Monitoring Output	Total	0	400	500	1,000	308	1,808
			Improved Water Sources (hand washing station)		200	250	500	154	904
			Latrines (maintenance)		200	250	500	154	904
Standard 9	Number of students enrolled in school receiving USDA assistance	Resource Allocation Plan/Integrated Education Management Information System (IEMIS)	Total	156,410	276,314	381,319	268,011	175,537	432,019
			Pre-Primary Female	11,991	21,100	24,812	15,447	10,098	71,457
			Pre-Primary Male	11,231	19,763	24,784	15,133	10,022	69,702
			Primary Female	60,696	106,805	100,932	64,440	44,067	108,507
			Primary Male	53,392	93,953	93,186	59,278	40,331	99,609
			Secondary Female	10,053	34,693	70,446	58,073	36,342	70,446
			Secondary Male	9,047	26,665	67,159	55,640	34,677	67,159
Standard 10	Number of policies, regulations, or administrative procedures in each of the following stages of development as a	Documentation of development of guidelines routinely during project implementation.School meal/School Health and Nutrition (SHN)	Total	0	16	37	59	22	61
			Education (Stage 1-2)	0	16	37	22	2	61
			Education (Stage 3-5)	0	0	-	37	22	59

Indicator Number	Performance Indicator	Data Source	Disaggregation	Baseline	Targets				Life of project
					2021	2022	2023	2024	
	result of USDA assistance	policy at different tiers of government							
Standard 12	Number of public-private partnerships formed as a result of USDA assistance	Input Monitoring Output	Education	0	142	111	60	-	171
Standard 13	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	Process Monitoring	n/a	0	2,297	2,462	1,590	799	2,462
Standard 16	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	Input Monitoring Output	n/a	0	17,396,712	66,996,144	41,685,840	8,312,472	134,391,168
Standard 17	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	Input Monitoring Output	Total	0	241,621	291,217	174,034	115,451	341,917
			New, Female	0	127,906	24,812	15,447	10,098	178,263
			Continuing, Female	0	-	127,906	74,613	49,719	127,906
			New, Male	0	113,715	24,784	15,133	10,022	163,654
			Continuing, Male	0	-	113,715	68,841	45,612	113,715
Standard 18	Number of social assistance	Input Monitoring Output	Total	0	322,754	293,992	178,234	116,876	346,117

Indicator Number	Performance Indicator	Data Source	Disaggregation	Baseline	Targets				Life of project
					2021	2022	2023	2024	
	beneficiaries participating in productive safety nets as a result of USDA assistance		Human Assets/Capital, Female, New		162,599	24,812	15,447	10,098	178,263
			Human Assets/Capital, Female, Continuing		-	127,906	74,613	49,719	127,906
			Human Assets/Capital, Male, New		140,380	24,784	15,133	10,022	163,654
			Human Assets/Capital, Male, Continuing		-	113,715	68,841	45,612	113,715
			Household Assets/ Capital, Female, New		3,955	2,220	1,140	-	3,360
			Household Assets/ Capital, Female, Continuing		-	-	2,220	1,140	3,360
			Household Assets/ Capital, Male, New		15,820	555	285	-	840
			Household Assets/ Capital, Male, continuing		-	-	555	285	840
Standard 19	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	Baseline Survey Midterm Evaluation Endline evaluation	Total	699	-	699	14,955	17,366	17,366
			Female	390	-	390	4,486	5,965	5,965
			Male	309	-	309	10,469	11,400	11,400

Indicator Number	Performance Indicator	Data Source	Disaggregation	Baseline	Targets				Life of project
					2021	2022	2023	2024	
Standard 20	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	Baseline Survey Midterm Evaluation Endline evaluation	Total	23	-	23	1,600	1,723	1,723
			Female	4	-	4	160	172	172
			Male	19	-	19	1,440	1,551	1,551
Standard 22	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	Input Output Monitoring	Total	0	2,577	6,044	791	799	6,044
			Female		515	1,209	79	80	1,209
			Male		2,062	4,835	712	719	4,835
Standard 23	Number of individuals trained in child health and nutrition as a result of USDA assistance	Input Output Monitoring	Total	0	9,464	23,008	1,800	-	24,808
			Female		3,079	6,902	1,620	-	8,522
			Male		6,385	16,106	180	-	16,286
Standard 27	Number of schools using an improved water source	Input and Output monitoring Routine process monitoring Baseline Survey Midterm Evaluation Endline evaluation	n/a	208	408	458	858	1,112	1,112

Indicator Number	Performance Indicator	Data Source	Disaggregation	Baseline	Targets				Life of project
					2021	2022	2023	2024	
Standard 28	Number of schools with improved sanitation facilities	Input and Output monitoring Routine process monitoring Baseline Survey Midterm Evaluation Endline evaluation	n/a	148	248	498	898	902	902
Standard 29	Number of students receiving deworming medication(s)	Input and Output monitoring	n/a	0	148,032	305,055	214,409	140,430	305,055
Standard 30	Number of individuals participating in USDA food security programs	Input and Output Monitoring	Total	-	334,600	301,694	178,386	175,537	416,427
			Students Female	-	162,599	196,190	137,960	90,507	196,190
			Students Male	-	140,380	185,129	130,051	85,030	185,129
			School administrators and officials Female	-	153	369	143	-	369
			School administrators and officials Male	-	613	2,093	808	-	2,093
			Teachers Female	-	575	839	156	-	839
			Teachers Male	-	1,239	1,694	318	-	1,694
			Cook Female	-	191	246	-	-	246
			Cook Male	-	575	2,216	-	-	2,216

Indicator Number	Performance Indicator	Data Source	Disaggregation	Baseline	Targets				Life of project
					2021	2022	2023	2024	
			Producers Female	-	15,820	2,220	1,140	-	3,360
			Producers Male	-	3,955	555	285	-	840
			School governance structure member Female (SMP and SWASH CC)	-	2,505	6,749	-	-	6,749
			School governance structure member Male (SMP_SWASH CC)	-	5,709	15,582	-	-	15,582
			Government officials, female	-	58	224	-	-	224
			Government officials, male	-	228	896	-	-	896
Standard 30	Number of individuals participating in USDA food security programs that include an LRP component	Input and Output Monitoring	Total	-	334,600	301,694	178,386	175,537	416,427
			Students Female	-	162,599	196,190	137,960	90,507	196,190
			Students Male	-	140,380	185,129	130,051	85,030	185,129
			School administrators and officials Female	-	153	369	143	-	369

Indicator Number	Performance Indicator	Data Source	Disaggregation	Baseline	Targets				Life of project
					2021	2022	2023	2024	
			School administrators and officials Male	-	613	2,093	808	-	2,093
			Teachers Female	-	575	839	156	-	839
			Teachers Male	-	1,239	1,694	318	-	1,694
			Cook Female	-	191	246	-	-	246
			Cook Male	-	575	2,216	-	-	2,216
			Producers Female	-	15,820	2,220	1,140	-	3,360
			Producers Male	-	3,955	555	285	-	840
			School governance structure member Female (SMP and SWASH CC)	-	2,505	6,749	-	-	6,749
			School governance structure member Male (SMP_SWASH CC)	-	5,709	15,582	-	-	15,582
			Government officials, female	-	58	224	-	-	224

Indicator Number	Performance Indicator	Data Source	Disaggregation	Baseline	Targets				Life of project
					2021	2022	2023	2024	
			Government officials, male	-	228	896	-	-	896
Standard 31	Number of individuals benefiting indirectly from USDA-funded interventions	Input/Output Monitoring	n/a	-	1,271,480	1,001,624	592,242	582,783	1,382,537
Standard 32	Number of schools reached as a result of USDA assistance	Input/Output Monitoring	Total	0	2,297	2,462	1,590	799	2,462
			Pre-Primary	0	1,783	1,920	1,240	623	1,920
			Primary	0	1,474	1,576	1,018	511	1,576
			Secondary	0	823	886	572	288	886
Standard 33	Number of schools reached with LRP activities as a result of USDA assistance	Input/Output Monitoring	n/a	0	791	791	1,590	799	1,590

Indicator Number	Performance Indicator	Data Source	Disaggregation	Baseline	Targets				Life of project
					2021	2022	2023	2024	
LRP 5	Cost of commodity procured as a result of USDA assistance (by commodity and source country)	Input and Output Monitoring	Total (USD)	0	405,306	176,400	957,480	217,350	1,351,230
			Vegetables (USD)	0	405,306	176,400	393,750	217,350	787,500
			Rice (USD)	0	-	-	172,200	-	172,200
			Lentils (USD)	0	-	-	391,530	-	391,530
LRP 6	Quantity of commodity procured as a result of USDA assistance (by commodity and source country)	Input and Output Monitoring	Total (MT)	0	640	280	1,355	345	1,980
			Vegetables (MT)	0	640	280	625	345	1,250
			Rice (USD)	0	-	-	420	-	420
			Lentils (MT)	0	-	-	310	-	310
FFPr 21	Number of individuals who have received short-term agricultural sector productivity or food security training as a result of USDA assistance	Input and Output Monitoring	Total	0	19,775	2,775	4,200	4,200	4,200
			Producers Female New	0	15,820	2,220	1,140	-	3,360
			Producers Male New	0	3,955	555	285	-	840
			Producers Female Continuing	0	-	-	2,220	3,360	3,360
			Producers Male Continuing	0	-	-	555	840	840
LRP 12	Number of individuals in the agriculture system who have applied improved	Baseline Survey Midterm Evaluation Endline evaluation	Total	15	-	15	1,665	2,940	2,940
			Small holder producers		-	-	400	706	706

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

Indicator Number	Performance Indicator	Data Source	Disaggregation	Baseline	Targets				Life of project
					2021	2022	2023	2024	
			Primary	0	-	305	611	358	581
			Secondary	0	-	172	343	201	327
Custom 4	Number of adolescent girls aged 10-19 years receiving biannual weekly Iron Folic Acid supplementation	Input and Output monitoring	n/a	0	-	14,089	29,037	21,805	29,037
Custom 5	Number of schools with provision of sanitary pads.	Routine process monitoring	n/a	0	-	1,352	1,317	719	1,317
Custom 6	Number of schools with toilet with sanitary pads disposal bins.	Routine process monitoring	n/a	0	-	875	954	519	954
Custom 7	Number of schools supported for segregated waste management pit.	Input and Output monitoring	n/a	0	-	904	610	610	1,514
Custom 8	Number of schools practicing segregated waste management practice.	Routine process monitoring Baseline Survey Midterm Evaluation Endline Evaluation	n/a	508	-	795	954	1,113	1,113
Custom 9	Number of local governments recognizing and rewarding teachers making changes or taking special	Input Output Monitoring	n/a	0	-	21	21	21	21

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

Indicator Number	Performance Indicator	Data Source	Disaggregation	Baseline	Targets				Life of project
					2021	2022	2023	2024	
	importance of school meal program	Baseline Survey Midterm Evaluation Endline Evaluation	Boys	12	-	12	39	59	59
			Girls	14	-	14	41	61	61
SBCC Custom Indicators									
SBCC Custom 1	Health related absenteeism among school age children	Baseline Survey Midterm Evaluation Endline Evaluation	Total	19	-	19	17	15	15
			Boys	18	-	18	16	14	14
			Girls	20	-	20	18	16	16
SBCC Custom 2	Percent of school age children with good personal hygiene.	Baseline Survey Midterm Evaluation Endline Evaluation	Total	33	-	33	55	65	65
			Boys	29	-	29	51	61	61
			Girls	37	-	37	59	69	69
SBCC Custom 3	Percent of adolescent girls reporting practice of hygienic menstrual behavior.	Baseline Survey Midterm Evaluation Endline Evaluation	n/a	79	-	79	85	85	85
SBCC Custom 4	Percent of school age children reporting hand washing practice at critical times.	Baseline Survey Midterm Evaluation Endline Evaluation	Total	9	-	9	45	65	65
			Boys	6	-	6	42	62	62
			Girls	13	-	13	49	74	74
SBCC Custom 5	Number of schools with at least one set of Information Education and Communication	Baseline Survey Midterm Evaluation Endline Evaluation	n/a	218	-	954	1,113	1,272	1,272

Indicator Number	Performance Indicator	Data Source	Disaggregation	Baseline	Targets				Life of project
					2021	2022	2023	2024	
	and behavior change package.								
SBCC Custom 6	Number of schools celebrating national sanitation related campaign at the community level.	Input Output Monitoring	n/a	621	-	908	1,060	1,211	1,211
SBCC Custom 7	Number of school age children receiving school meal on all school days	Baseline Survey Midterm Evaluation Endline Evaluation	Total	0		232,974	139,227	92,361	273,534
			Boys	0	-	110,800	67,179	44,507	130,924
			Girls	0		122,174	72,048	47,854	142,610

Source: World Food Programme, PMP, 2022.

Annex 15.2: Achievements of the project indicators

Activity	Total Indicators	Achievement based on Life of Project Target by indicator number		Improvement compared to BLS by indicator number		Remarks
		Fully achieved	Partially	Statistically significant	Improved but statistically not significant	
1. Food Distribution	6	3 (1, 4, 5)	3 (2, 3, 6)	5 (1, 2, 4, 5, 6)	1 (3)	
2. Support Improved Safe Food Preparation, Handling and Storage	1	1 (7)	-	1 (7)	-	
3. Provide Integrated Package of School Health and Nutrition Interventions	15	9 (8, 9, 13, 19, 20,21)	6 (14, 15, 16, 17, 18, 22)	15 (8, 9, 10, 11, 12, 13, 14, 15,	-	

				16, 17, 18, 19, 20, 21, 22)		
4. Promoting Improved Literacy	5	5 (23, 24, 25, 26, 27)	-	3 (25, 26, 27)	-	Indicator 23 and 24 not applicable because of no BLVs
5. Promote Improved Nutrition: Sustainable Transition to Home-Grown School Meals	2	2 (28, 29)	-	2 (28,29)		
Total	29	21	8	26	1	Not applicable 2
Percent	100	72.4	27.6	96.3	3.7	

Note: Figure in parenthesis show indicator number

Source: ELS Survey 2024

Annex 16. List of people interviewed

SN	Agency	Number of persons
1.	National Planning Commission (NPC)	1
2.	WFP-CO/MRE Unit	2
3.	WFP-Program Team	4
4.	WFP-Field Office. Dhangadi	2
5.	CEHRD	1
6.	Education Review Office (ERO)	2
7.	Ministry of Agriculture and Livestock Development (MoALD)	1
8.	Ministry of Health and Population (MoHP)	2
9.	DoA/Centre for Crop Development and Agrobiodiversity	1
10.	Implementing partners (IDS, MCN and WE)	6
11.	Ministry of Land Management, Agriculture and Cooperatives (MoLMAC)/DoAD	1
12.	Education Development and Coordination Unit (EDCU)	6
13.	Mayor or Deputy Mayor, one per twenty-four selected municipalities, (or Educational Section focal)	24
14.	Mayor or Deputy Mayor, one per twenty-four selected municipalities, (or Educational Section focal)	24
15.	Agriculture technicians in the municipality	24
16.	SMC members, one per selected twenty-four municipalities	24
17.	Storekeepers in (non-transitioned districts)	9

Annex 17. Findings, conclusions and recommendations mapping

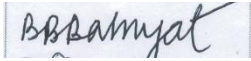
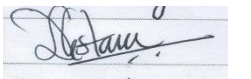
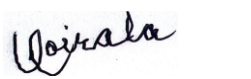
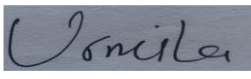
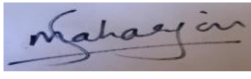
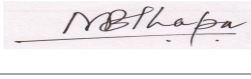
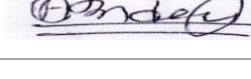
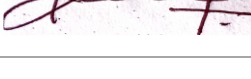
SN	Recommendations	Conclusion	Findings
1	Recommendation 1: Strengthen collaboration among local communities, governments, and schools to identify and address factors affecting student attendance and retention—placing a specific focus on improving the quality and regularity of midday meals 1.1 Strengthen existing platforms for structured interactions between teachers, SMC members, and parents on a quarterly basis, which are to focus on improving student attendance, identification of factors that could increase and exploring actionable solutions to increase engagement and support 1.2 Enhance role of LGs and ward offices to ensure regular parents-teachers' meetings, prioritizing two key agenda items—student attendance rates and meal quality—along with other critical issues that directly impact student well-being and academic performance	169, 208, 227, 253	110-125., 220
2	Recommendation 2: Improve cooking facility and infrastructure at schools, including capacity of persons involved in food management and distribution 2.1 Continue strengthening capacity of cooks and food preparers on safe food preparation, handling and storage 2.2 Provide practical hands-on training at or near warehouses to those engaged in food storage, handling and distribution applying flexible scheduling, establishing rewards and recognition mechanisms	167,232	124-125
3	Recommendation 3: Strengthen integrated of school health and nutrition (SHN) interventions at schools 3.1 Enhance the capacity of LGs, government officials (Health and Education), Schools based on revised SHN strategy 3.2 Promote behaviour change activities utilizing existing Social Behaviour Change (SBC) package on SHN at school	232	126-141
4	Recommendation 4: Strengthen capacity of the local government and schools on early grade teaching practices 4.1 Collaborate with LGs to provide additional academic support (tole-based teaching/special classes) for low-performing students \	242	142-158

SN	Recommendations	Conclusion	Findings
	4.2 Enhance capacity of Head Teachers for coaching and mentoring of early grade teachers as per government guidelines.		
5	Recommendation 5: Collaborate with the local government to promote and strengthen HGSE 5.1 Support LGs to develop operational procedures to provide midday meals based on local production as guided by national HGSE framework. 5.2 Assist LGs and Agriculture Knowledge Center (AKC) to encourage cooperatives/farmers group based on their contribution and performance to operationalize supply chain for midday meals. 5.3 Provide production and marketing training to smallholder producers including women farmers based on grow to sale approach.	187,203, 205, 232 ,248,250	159-161
6	Recommendation 6: Strengthen institutional capacity of local government on planning, implementation and monitoring of mid-day meal program 6.1 Provide technical support and guidance to LGs in the process of their local education plan development. 6.2 Engage LGs in overall monitoring and supervision of school meals program and provide opportunity for them to internalise the problems and take remedial actions accordingly 6.3 Capacitate LGs' officials to generate, share and make use of evidence in programming, decision making and addressing issues as well as challenges.	189, 231,244	182, 216,217

Annex 18: Conflict of Interest Declaration

The Personnel deployed for this endline evaluation of the McGovern-Dole, FY 20-FY24 award cycle acknowledges that he/she has read and fully understand these undertakings:

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

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1	Dr. Birendra Bir Basnyat - Team Leader and Evaluation Specialist	
2	Dr. Dhruva Raj Gautam-Learning and Knowledge Learning Document Expert	
3	Dr. Uma Koirala - Health and Nutrition Expert	
4	Ms. Urmila Simkhada- Social Expert	
5	Mr. Swadesh Maharjan – Education and Literacy Expert	
6	Mr. Mohan Bahadur Thapa, Home Grown and Agriculture Expert	
7	Mr. Hari Prasad Pandey - Quantitative Researcher	
8	Mr. Ram Datta Pant	

Date: 11 April 2025

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Acronyms

AKC	Agriculture Knowledge Centre
ALNAP	Active Learning Network for Accountability and Performance
APP	Agriculture Perspective Plan (2015-2035)
BLS	Baseline Study
BLV	Baseline Value
CAPI	Computer Assisted Personal Interviewing
CEHRD	Centre for Education and Human Resource Development
COMET	Country Tool for Managing Effectively
COVID-19	Coronavirus Disease
CSP	Country Strategic Plan
DAC	Development Assistance Committee
DEOAS	Decentralized Evaluation Quality Assurance System
DoAD	Directorate of Agriculture Development
DoED	Directorate of Education Development
EDCU	Education Development and Coordination Unit
EGR	Early Grade Reading
EGRA	Early Grade Reading Assessment
EGRP	Early Grade Reading Programme
ERO	Education Review Office
ET	Evaluation Team
FAD	Food and Agriculture Department
FFEP	Food for Education Project
FGD	Focus Group Discussion
FG	Federal Government
FMC	Food Management Committee
FY	Fiscal Year
GESI	Gender Equality and Social Inclusion
GEWE	Gender equality and empowerment of women
GHI	Global Hunger Index
HDI	Human Development Index
GPI	Gender Parity Index
HGSF	Home Grown School Feeding
HGSM	Home-Grown School Meals
IDS	Integrated Development Society
IEMIS	Integrated Education Management and Information System
KII	Key Informant Interview
LG	Local Government
LRP	Local and regional procurement
MC	Mercy Corps
McGovern-Dole	McGovern-Dole International Food for Education and Nutrition
MoALD	Ministry of Agriculture and Livestock Development
MODA	WFP's Mobile Operational Data Acquisition System
MoEST	Ministry of Education, Science and Technology

MoFAGA	Ministry of Federal Affairs and General Administration
MoHP	Ministry of Health and Population
MoLMAC	Ministry of Land Management, Agriculture and Cooperatives
MoLMCPA	Ministry of Land Management, Cooperative and Poverty Alleviation
MTE	Mid-term Evaluation
NLSS	National Living Standard Survey
NPC	National Planning Commission
NSO	National Statistics Office
NSMP	National School Meals Programme
OECD	Organization for Economic Co-operation and Development
OEV	Office of Evaluation
OPI	Organizational Performance Index
PG	Province Government
PTA	Parents Teachers Association
RB	Regional Bureau Bangkok
RF	Results Framework
RFP	Request for Proposal
SDG	Sustainable Development Goals
SESP	School Education Sector Plan
SF	School Feeding
SHN	School Health and Nutrition Interventions
SMC	School Management Committee
SMP	School Meals Programme
SO	Strategic Objectives
THR	Take Home Ration
ToC	Theory of Change
ToR	Terms of Reference
UN Women	United Nations Entity for Gender Equality and the Empowerment of Women
UNEG	United Nations Ethical Guideline
UNICEF	United Nations International Children's Education 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

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