Decentralized evaluation for evidence-based decision making

Decentralized Evaluation

USDA McGovern Dole Food for Education Program in Nepal

2014-2017

End-line Evaluation Report

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Executive Summary

Overview of Evaluation

1. This endline evaluation report is for the United States Department of Agriculture (USDA) McGovern-Dole (MGD) Food for Education Programme (FFEP) for the period of FY2014-2017. The objective of evaluation is to evaluate the key results areas of FFEP- learning outcomes and health and nutrition outcomes. The evaluation results will be compared against the baseline study conducted in 2015 (Kimetrica, 2015) and the midline evaluation (Mokoro, 2016). The evaluation followed The Organisation for Economic Co-operation and Development's (OECD) Development Assistance Committee (DAC) evaluation criteria of relevance, effectiveness and efficiency, impact, and sustainability.

2. The primary users of the evaluation broadly are USDA, WFP programme team and Government of Nepal, co-facilitating the programme operation as well as the partners implementing various programmatic components contributing towards holistic outcomes of FFEP. The evaluation results would help provide guidance for further programme conceptualization, operation and management. Further the evaluation will be targeted to provide insights to WFP Country Office, Regional Bureau and its Development Partners.

Methodology

3. A mixed methods approach was adopted for the evaluation. Corresponding to the baseline and midline evaluation design, the endline evaluation was descriptive cross-sectional. Structured and semi-structured interview schedules, checklists for Key Informant Interviews (KII) and Focus Group Discussions (FGD) was used for data collection. In addition, secondary literature review was also done. Gender Equality and Social Inclusion (GESI) assessment was conducted using participatory techniques- mobility mapping exercise, attitude mapping and field observations during FGDs. The list of respondents engaged in the evaluation and sample distribution is given in annexure 7 and 8.

4. A multi-cluster random sampling strategy was adopted for the evaluation. In the first stage, Village Development Committees (VDC) were selected within the 6 programme districts, followed by selection of schools in the selected VDC and then selection of required number of students, headteachers, teachers, cooks, storekeepers and parents in the sampled schools. A total of 112 schools were covered for the evaluation. Detailed sampling strategy and distribution is annexed (annex 8). Pilot testing of tools was conducted to ensure the validity of the tools in terms of their appropriateness, specificity and measurability.

5. The evaluation encountered some difficulties. First, in availing accurate and updated school level data which had implications on sample selection. This led to lesser sample coverage than expected. Second, a conscious decision was made by the evaluation team and WFP to adopt reliability and validity tested tool for EGRA assessment to measure learning outcomes. The National EGRA tool was used instead of the World Education (WE) EGRA tools, which was used during baseline 2015. This highlights a methodological change from baseline to endline. Third, the evaluation team could not get hold of raw baseline data to make statistical assessment, especially between baseline and endline. Hence, it was difficult to arrive at accurate baseline values in the report due to inconsistency in the figures.

Key Findings

6. The overall findings of the evaluation suggest that FFEP or School Meal Programme (SMP) is a holistic approach to programme operation. Over the last four decades, the SMP has been a driving force behind increasing school enrolment and continues to be so. However, the last phase of the programme contributed much towards not only ensuring school enrolment but largely on enhancing quality education service delivery. Amalgamation of Early Grade Reading Programme (EGRP), School Infrastructure Development Programme (SIDP), Digital Literacy Programme (DL) into SMP has enabled better learning environment at Schools.

7. The SMP design is appropriate in terms of the need of the beneficiaries and geographic remoteness. The students and parent characteristics in terms of sex, caste and religion are found proportionate to population reflecting adequate coverage. The characteristics of headteacher, teacher and cooks reflect skewedness indicating structural underpinnings which the programme can focus upon.

8. The SMP does not directly focus upon gender parity and inclusiveness as they have been at par as a result of several other interventions, however, the programme has aimed at contributing towards these issues indirectly by addressing social taboos.

9. The programme has been efficiently handling the logistical arrangement to transport food to schools. Leakages in this system have remained limited and WFP together with Government counterparts have ensured that the logistical mechanisms run smoothly. The findings however suggest, for a programme to run successfully engagement of community and sense of ownership towards the programme needs more emphasis. This is critical in ensuring efficiency of the programme, as the community play a vital role in transporting food commodities from the final delivery points (FDP) to school. In addition, the School Management Committee and Food Management Committee, responsible for the monitoring of the programme on a day-to-day basis, comprises of community members. This also will have implications on programme sustainability as WFP graduates handling over the SMP to government and communities.

10. In terms of cost-efficiency, the DL component is highly cost-intensive and has a limited coverage narrowing the scope for outcomes. A revisit in the programme design and resource allocation can be done. SIDP is also a broad resource-based component but its efficiency in terms of cost effectiveness is optimum. It has a direct linkage with the meals programme, helps in ensuring safe and secure storage of cooking commodities, hygienic preparation of food through well-ventilated, separate cooking rooms. Investment in SIDP have an overall broader impact and in many ways, it holds the SMP together

11. The programme has been effective is improving the learning outcomes of school aged children during the programme period. Around 22.7 percent of the students *correctly read 45 words or more per minute and were considered as proficient in reading comprehension- a* key result outcome. Significant differences ($p<0.05$) were observed across Listening Comprehension, Letter Sound Knowledge, Matra Reading, Non-word reading and Oral Reading Comprehension across schools with different programme component composition. Of which, students in the schools with SMP, WASH and EGR scored higher than the rest. Comparison of endline results with baseline 2015, show substantial change_in the literacy outcome with more than 20 percentage point difference.

12. The subtask assessment within the EGRA suggest that the students are performing better in letter sound and *matra* reading, but knowledge is not resulting into comprehension. The students are able to recognize alphabets and vowels but are not able to read words, paragraph and also provide answers by comprehending the text read to them or read by themselves. The lessons taught in the early grade suggest that teachers (more than 60%) are teaching sounds of letter, differences and similarities in sounds and vocabulary, hence, resulting is the related aspect of learning.

13. On the Health and Dietary Practices, another key results area of SMP, the findings suggest that overall 66% of the children at par with the dietary diversity status, that is, having at least four food groups in a day of the ten food groups (Feed the Future Minimum Acceptable Diet). Dietary diversity score for students continues to be on the lower side as no significant difference is found from the baseline to endline. However, an upward movement is seen as more students (62%) fall into the medium dietary diversity category (DDS 4-6) from the low category (DDS ≤3) which is higher than the baseline figures (47%). The practices of students suggest that 95% of the children have mid-day meals at school. No disparity in terms of caste, religion and gender was seen in food distribution. However, the measure of food given to student of different student group is not age-appropriate.

14. Knowledge of students on health and hygiene has significantly increased over the project period. The baseline figure suggests that 66% of students could mention at least three good health and hygiene behaviours, the proportion increased to 87% during the endline. Girls and boys were similarly aware of WASH behaviours however, girls did not know much about menstrual hygiene. Most students, boys and girls practiced at least one health and hygiene behaviours, notable being washing hands (73%).

15. Varied perspective on the scalability and sustainability of SMP was gathered around programme takeover and the model in which it could be taken ahead. The contention was largely around whether cash-based model will be efficient to provide nutritional value to the student. In terms of continuing with the food-based model, the concern of growing food locally has been highlighted. The challenges could be, first to grow nutritious food locally, secondly universalization of food item across schools. To match the global standard, production of nutrition rich fortified food produce (rice) need to be done, adding additional layer to the operation.

16. Specifically, on the sustainability of sub-programme components, there is a greater degree of ambiguity as their functioning and phasing out depends on the larger SMP implementation. In such a scenario, what should be the future graduation plan for the sub -components is a question, their sustainability is also dependent on the SMP.

17. Lastly, government's reliance on the donor, USDA in terms of SMP, is also highlighted as one of the hurdles to sustainability and handling over of the programme to the government. The need for development assistance in education, specially SMP has always remained as a "one door policy" and the government was reliant on the donor to take forward the agenda and reluctant to look for alternative ways of implementing and making it sustainable. Search for alternatives have become critical.

Conclusion

18. The findings conclude that the programme is highly relevant for the settings it has been initiated. While the programme is relevant in its context, in terms of its design and coverage, it has not been able to reach and address the needs of the people who face multiple marginalization and address structural underpinnings.

19. The holistic approach to SMP is in line with SSDP's agenda of ensuring quality education looking beyond enrolment and gender parity at school. The programme touches upon SSDP's core result areas; curriculum development, teaching and learning materials (including textbooks), teaching and assessment methods through Early Grade Teaching Support and Digital Literacy Programmes. The operation is also in line with SSDP's cross cutting results areas, pertaining to School Health, Nutrition and WASH.

20. The programme effectiveness is seen through improved learning outcomes of early grade students. Students performed better in letter sound and *matra* recognition however listening and oral comprehension scored lower. Demonstration of newer teaching techniques and focus on phonetical lesson has resulted in better in the related aspect of learning.

21. Knowledge on health and hygiene have improved amongst students, as well as the practices. Likewise, the students have moved higher in diversity score, from low to medium. In terms of school meal nutrition, focus on age-appropriate feeding and awareness on nutritional gains is less and can be strengthened in the upcoming programme cycles.

22. The perspective on the longer-term vision of the programme varies in terms of scalability and sustainability, especially in terms of meal modality. Community ownership and engagement is critical for programme efficiency and sustainability.

Recommendations

23. **Coverage and Quality of Education Service Delivery:** Trainings form a core component of SMP and improving learning outcomes. Hence, it is crucial that more resources are directed towards intensive teachers training programme and regularity is maintained.

24. **Working on the differing intensity of the programme**: The programme has brought different components into its fold and expanded horizontally. To achieve the intended outcome, it is important to strengthen the main component and let the supplementary components work in a tandem with it. This can be done by appropriately designing the sub-components as per the immediate need and the extent of its contribution to the overall SMP.

25. **Necessary Conditions for WASH:** This programme phase focused more on awareness generation of WASH, especially handwashing. Need to move beyond awareness and basic WASH practice such as handwashing, to considering practical WASH needs for which resource availability is a must.

26. **Food and Nutrition:** Awareness creation amongst stakeholders on food intake (age-appropriate feeding) vis-a-vis nutrition and its relation to learning and nutrition outcomes is necessary. This is required so that differing nutritional requirements of the beneficiaries, boys and girls of varying age groups, are met.

27. **Community Participation:** Strengthening of community platforms, FMC/SMC, outreach to facilitate community engagement to take ownership in the long-run with an equity perspective should be focused upon.

28. **Experimentation of Alternative Model:** Small scale pilot models (food-based) to gather insights into whether the vision of sustainability is relevant and appropriate in the given context can be piloted. Efforts should be directed towards identifying food abundant regions in Nepal or to invest in irrigation facilities and potential farm lands.

29. **Consorted Effort Amongst Multi-partners:** The capacity building component of the operation, presently restricted at the school level (for cooks, teachers and storekeepers) needs to be extended to the government structures and a cadre from FFEU, the Ministry of Education, can be created and trained to take this programme forward.

1. Introduction

1.1 Overview of the Evaluation Subject

30. The endline evaluation of United States Department of Agriculture (USDA) McGovern-Dole (MGD) Food for Education Programme (FFEP) for the period of Fiscal Year (FY) 2014-2017 was commissioned by WFP Nepal, Country Office. The primary activity of the programme is to provide School Meals (mid-day meals) to school-aged children in primary schools (Grade I to V) which in 2016, went on to include basic schools (Grade VI to VIII) adhering to change in education policy. In addition, the programme also implemented activities relating to Early Grade Reading Programme (ERGP), Digital Literacy (DL) and School Infrastructure Development Programme (SIDP). This evaluation covers the programme period from January 2014 to December 2017.

31. The main objective of the evaluation is to assess the results gained from the programme activities and compare it against the baseline study (Kimetrica, 2015) and midline evaluation (Mokoro, 2016). The evaluation assesses the programme performance indicators based on The Organisation for Economic Co-operation and Development's (OECD) Development Assistance Committee (DAC) evaluation criteria of relevance, effectiveness and efficiency, impact, and sustainability. In addition, the evaluation criteria also include aspects relating to adequacy of the intervention, transparency of the stakeholders towards the operation and assess the timeliness of activities. The evaluation was conducted considering an overarching Equity and Gender focused approach as well.

32. As defined in the ToR, the evaluation was specifically designed to meet the following objectives:

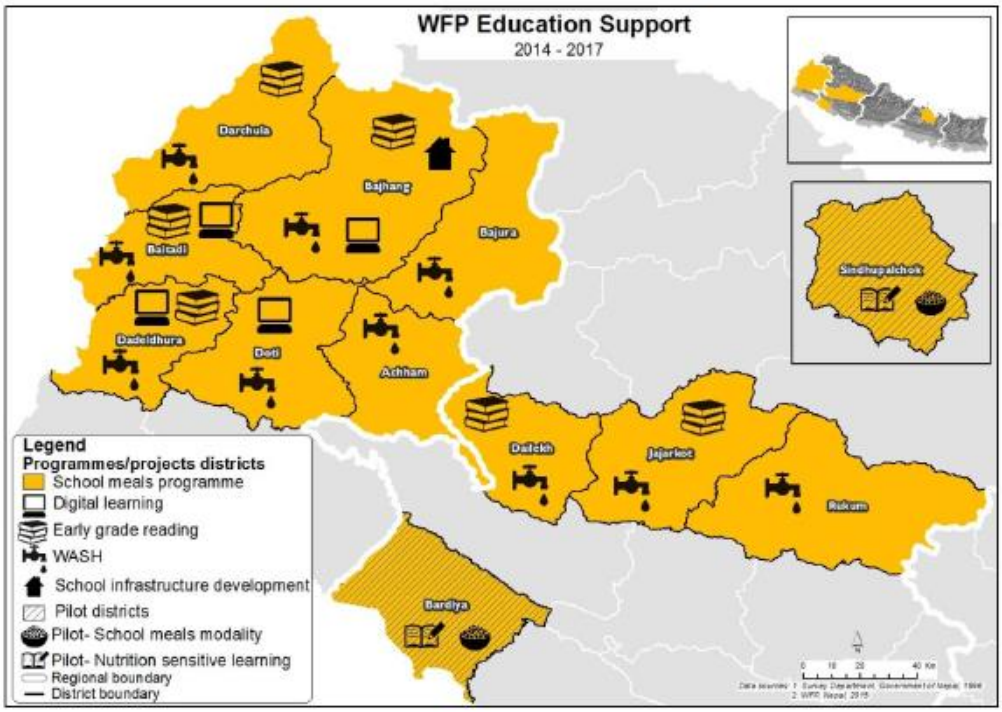
- **Assess accountability** – The evaluation collected and assessed data to report on the performance and results of programme (Referred to as School Meal Programme or SMP) during the implementation period. To understand the extent to which needs have been met, through a timely and transparent process
- **Learnings gained** – Understand the impact of interventions and explore the strength of the graduation strategy with a focus on achieving programme sustainability
    - Measure outcome level results to understand the factors and their contribution in achieving results; this will help to build an evidence base on the programme implementation successes
    - Identify meaningful lessons learnt which can be applied to future programming by WFP, USDA, the Ministry of Education and other relevant stakeholders
    - Document current operational processes, challenges, successes, achievements and the future potential to improve the education outcomes of children in rural areas and to inform FY 2017-2021 MGD cycle

33. Following activities were implemented under the FY14 award cycle;

- Provided school mid-day meals of corn-soya blend porridge with oil and sugar, cooked in schools. (10 grams of sugar, and 10 grams of vegetable oil)
- Provided literacy support with material and teacher-training for early grade reading from grades 1 to 3 and digital learning with school-based children's laptops for grade 2 to 5.
- Constructed or rehabilitated improved water systems in schools and create awareness in good practices in Water, Sanitation and Hygiene (WASH)
- Developed school infrastructures, constructed school kitchens and installed environmentally friendly, institutionally improved cooking stoves
- Provided capacity development and technical assistance to the Ministry of Education to advance the National School Meals Programme

34. **Geographic Scope of the Evaluation:** The programme was implemented in 10 Mid and Far Western Region (MFWR) in Nepal. The evaluation was conducted in 6 programme operational districts in MFWR namely: *Baitadi, Bajhang, Bajura, Dadeldhura, Dailekh, and Doti*. Only 6 out the 10 operational districts were chosen corresponding to the districts covered during the baseline. Map of programme area is given below.

Map 1 Location of school feeding activities



35. **Planned outputs and outcomes at design** The Project interventions can be broadly categorized into five thematic areas; school meal programme, water sanitation and hygiene (WASH), early grade reading and digital learning, school infrastructure development and capacity building and technical assistance. Through these activities the project envisaged to achieve two results. SO1: Improved Literacy of School-Age Children and SO2: Increased use of Health and Dietary Practices.

36. Based on the findings and recommendation of the baseline study, the target estimate of SO1 for the performance indicator- *"Percentage 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" was revised by the programme team from 30% to 20%*. This was a major change in the programme target. Similarly, WFP also considered revisiting other performance indicators based on midline evaluation recommendation explicitly categorizing them for internal programme monitoring and external evaluation. An effort towards the same was highlighted in the list of programme indicators, especially for the new grant cycle FY17-21.

37. The results framework in Annex 4 details out the outcomes and outputs envisaged to achieve improved literacy of school aged children (SO1) and increased use of health and dietary practices (SO2). The pathways for achieving the desired key outcomes is also presented in the programme's results framework (annex 4) along with key foundational results.

37. **Target Beneficiaries of the operation:** Adhering to the reorganization of primary school category in 2015 by the MoE, WFP over four years, provided daily school meal to ECD (early childhood development), primary school (grade I to V) and basic school (grade I to VIII) students. The SMP design also factored a change in food commodity. Starting FY14, WFP introduced several non-food activities to take a holistic approach to education. The planned beneficiaries, segregated by sex, at the design stage are as follows. (Mokoro 2017)

Table 1: SMP Beneficiaries as planned

Year	Male	Female	Total
2015	95,000	95,000	190,000
2016	135000	135000	270000
2017	135000	135000	270000

Table 2: Number of Project Schools by District

Sl. No.	District	Number of Schools
1	Accham	369
2	Baitadi	264
3	Bajhang	302
4	Bajura	239
5	Dadeldhura	198
6	Dailekh	234
7	Darchula	208
8	Doti	238
9	Rukum	167
10	Jajarkot	231
	Total	**2450**

38. Under the FY14 MDG cycle, a mid-day school meal of "*haluwa*" (fortified corn soya blend porridge) was provided to 250,000 school children in 2,400 public schools in all moderately and highly food insecure Village Development Committee (VDC) areas[1] of 10 districts (beginning January 2015) in MFWR. In July 2015, the coverage was extended to 270,000 children in 2450 schools. The total budget for this project was USD 26.9 million. The current evaluation report will look at the 6 districts which were covered in the baseline 2014 (Kimetrica, 2014).

39. **Resources (% funded of total requirements)** The current award cycle of the programme was implemented starting January 2015 till December 2017 and funded by USDA through WFP Nepal CO. Under the McGovern Dole (MGD) International Food for Education (FFE) and Child Nutrition Programme, the U.S. Department of Agriculture (USDA) granted a sum of USD 26,958,500 to WFP's School Meal Programme in Nepal for four years, 2014-2017. A sum of USD 1,622,876, USD 693, 253 and USD 466, 284 was allocated to the Early Grade Reading Programme, WASH and Digital literacy programme, respectively. The total allocated budget for the evaluation is 200,000 US Dollars. This budget allocated is for a combined FY14 endline and FY17 baseline evaluation conducted from November 2017-April 2018.

40. **Gender Dimensions of the intervention:** The baseline and midline report of the FY14 had previously observed that the Programme design and implementation plan were not optimally aligned with past and current WFP gender policies and criteria, stating, 'Despite its generally appropriate alignment, the programme proposal does not specify how the WFP SFP could support these overarching gender and social inclusion frameworks in the education sector.' (Mokoro, 2017). Following the midline evaluation, no particular programmatic approach

[1] VDCs were the smallest administrative unit with the governance structure of Nepal. With the new administrative structure recently introduced, VDCs are now referred to as rural municipalities.

to GEEW was adopted, however the intent was to indirectly cater to the GEEW aspects through the programme activities.

41. The ToR suggested that the evaluation will assess the gender equity aspect of the SMP: short term and longer terms benefits for girls and boys of different ethnic groups/caste and of different economic status, gender sensitive programme design and implementation, particularly in complementary activities - e.g: girl friendly learning spaces, menstrual hygiene awareness and separate toilets for girls and boys, awareness creation of parents on the importance of education for girls as well as boys, among others. Subsequent discussions with WFP suggested that most of the gender related outcomes are meant to be indirect results of the programme. WFP team suggested looking into areas of enquiry pertaining to health and nutrition and specifically on indicators such as number of school days for girl child, knowledge and practices on WASH (menstrual hygiene in particular) vis-à-vis engagement in the child club, dropout amongst girls, and decision making for girls in case of dropouts. At the community and school level, the programme aims to create comfortable environment where discussion around girl child education can be advocated. Parental awareness generation through food and nutrition fairs were envisaged. Most of the outcomes are meant to be indirect results of the programme, more so when social taboos were concerned. The programme also aimed to facilitate female leadership amongst teaching groups. In the long run, in alignment with the government's agenda of incorporating basic schools, WFP envisage to renew their focus on adolescent health, micro-nutrient perspective on reproductive health. The evaluation team has incorporated a gender lens for all the activities associated with SMP, elaborated in the following sections.

1.2 Context

42. Nepal ranks at 144 out of 188 countries in HDI category, with the value of 0.558. As per the Human Development Report 2014[2], the poverty prevalence in Nepal is 23.8 percent and in terms of multidimensional poverty[3], 26.6 per cent of Nepal's population experiences and lives in it. Even in this, the far west region of the country had the lowest HDI of all the regions at 0.435 (2014), of which *Bajura* and *Bajhang* (intervention districts) took the bottom two positions.

43. Poverty levels[4] in Nepal were accentuated and reached 25.2 per cent post-earthquake of 2015 with nearly one third of the population residing in earthquake affected areas being categorized as poor. The post disaster needs assessment report stated that the earthquake pushed an additional 2.5 per to 3.5 per cent Nepalis into poverty by 2015-16. All these contingencies have adversely affected basic parameters such as health and education, as Nepal continues to struggle in both these domains. Both these sectors are being looked at for critical engagement by the state and the civil society. Nepal's ranking in the Global Food Security Index has been 81 in a list of 113 countries, ranked only above Bangladesh amongst other South Asian countries with a 7.8 percent undernourishment.

44. **Nepal's new government structure:** Nepal's move towards a federal governance system is undergoing major restructuring, as per the new constitution (Constituent Assembly Secretariat, 2015). It has been anticipated that such a major organizational restructuring at the central and the provincial levels will take some time to streamline. This restructuring has had a direct impact on the various ministries at the central and the district level, and in terms of its impact on the education sector and the Ministry of Education.

45. **Nepal's Education Reform Policy:** Nepal's education policy has largely concentrated its efforts towards access to primary schools and it has formed the premise which has been laid down in the SSRP (School Sector Reform Plan). As the pressures to further expand the system intensified, so did concerns over equity and quality of education (HDU, 2001). The School Sector Development Plan (SSDP) has been developed by the Government of Nepal for a period of 6 years, initially to ensure equal and equitable access to quality education for all and to enable Nepal to achieve the Sustainable Development Goals (SDG). SSDP's theory of change lies in some key core areas of equity, quality, efficiency, governance and management and resilience.

[2] HDI (2014), Human Development Report, UNDP.
[3] Nepal Poverty Report 2016.
[4] Basic Statistics (2017), Asian Development Bank

46. The education division, too, have been restructured over the last few years. In the beginning of SSRP, the school education was divided into early childhood education and development/pre-primary education (ECED/PPE), primary education and secondary education. It was during the SSRP, a new structure of education was introduced covering grades 1 to 8 as basic and from 9 to 12 as secondary level. The difference is pertinent as it impacted a number of programmes running in the schools including the SMP.

47. **Introducing ICT in Education and NEGRP:** The approach of SSDP is much more holistic and looks at the aspect of children's wellbeing and aims to increase health and nutrition services in schools. ICT in education, is another core theme that has emerged as a long-term goal in education of Nepal. The National Early Grade Reading Programme (NEGRP) had been introduced during the SSRP and holds a high degree of emphasis in the SSDP. Nepal has also strengthened gender parity in education, narrowing gender gaps in enrolment with 83 percent for girls and 83 percent for boys enrolled in primary education. (Map 2 in Annex 1). SSDP, in line with the NEGRP will also roll out a languages of education framework to guide the teaching of languages and their use as a medium of instruction and the constitutional right of mother tongue education up to the secondary level. Thus, it is also felt that there is a need to balance demand for teaching in student's mother tongue, the national language and English. For this, textbooks have been developed in 22 languages other than Nepali. There has been a policy shift to provide mother tongue based multi-lingual education up to Grade III. (SSDP, 2016).

48. Assistance in these efforts have come from other international bodies working in the domains of health, sanitation and education over the years. UNICEF has consistently supported Nepal in its initiatives. Nepal's Welcome to School, an Education for All Programme had an active engagement of UNICEF, there have been other action researches, for example, to field test the possibilities of community participation in schools and a comprehensive gender review. Save the Children, US is implementing School Health and Nutrition Programme in Kailali, Kanchanpur and Siraha district. Plan International, US has been implementing hygiene, water and sanitation Programmes in schools of mid central Terai districts of Nepal. Helen Keller Nepal has been working in Kailali Nepal to implement school feeding and deworming in Nepal. Its focus is to increase school attendance and access of disadvantaged children. Nepal Red Cross Society (NRCS) by mobilizing the Junior Red Cross and District Chapters has been implementing water, sanitation and peer-based HIV/AIDS and RH Programme for the school adolescents and youth. Other organizations like FINNIDA, Care Nepal, GIZ, WaterAid have been working in Nepal. (Map 3 in Annex 1)

49. There are other factors that have played a role in affecting the socio-cultural dynamics in Nepal, one of them being the out-country and out-state migration, both are a regular phenomenon in Nepal, although certain districts have a high rate of migration than the others depending on the opportunities available. In the MFWR, Jajarkot, Dailekh, Kalikot and Achham are most prone due to scarcity of livelihood options, as noted in a working paper series on migration and development patterns in MFWR. Migration then has close linkages with the level of poverty and needs to be looked at in its totality.

50. Looking specifically at other social disparities, gender and caste go on to play a pre-dominant role and shape the Nepalese society. A prominent example of women ostracization in Nepal is in the form of the practice of Chhaupadi where the woman is sent to an isolated hut when menstruating. These social norms and superstitions find their roots from the rigid and thriving caste system in this society. It still succumbs to various rigidities and practices based on caste which too comes in way of their development. Evidence suggests that women's food consumption is most at risk when a household access to food diminishes. With increasing number of households categorized "poor" in terms of food consumption (FAO 2015) (7.6 percent pre-earthquake which increased to 19 percent[5]), women in the households were most prone to suffer from the aftermath. In education per se, World Bank progress report on the SSRP states that gender parity in the net enrolment rate has been achieved for all primary, basic and secondary (grades 9-12) education (World Bank, 2016). However, school enrolment and attendance continue to be affected in the MFWR by factors like withdrawal of boys for migrant labour and of girls for home labour or early marriage.

[5] The state of food insecurity in the world (2015) FAO. Available at: http://www.fao.org/3/a-i4646e.pdf

51. Given the varied contextual paradigm, one area in which the Government wanted to emphasize was education. GoN attempts to have a holistic approach towards education which can be observed in their National School Meal Programme(NSMP), where children are provided with mid-day meals in schools for better nutritional outcomes. The school-feeding programme was introduced first time during the early 1950s. During the decades of 1950, students in need were provided free mid-day meals in the government schools of Kathmandu Valley. At present, the NSMP is not a universal programme, however, is implemented in 29 districts out of 75 districts and serves as social safety net as a part of their education equity strategy. The government's programme has a dual modality, both cash and food based and is managed by the MoE's Department of Education (DoE). Moving further, Nepal's current planning for education is set out in the School Sector Development Plan (SSDP), 2016-2023 which builds on the previous School Sector Reform Plan (SSRP) 2009-2015. The SSDP focuses on developing quality education that responds to the specific needs of school children, particularly considering marginalised communities such as those in the Mid- and Far-Western Development Regions (MFWR). Since its inception, the GoN in collaboration with other partners have tried to make school meals available on a regular basis.

52. WFP along with the Government has been implementing a school feeding programme in Nepal since 1974. Beginning with providing school meals to Nepal's primary school children, the programme has broadened its approach and now encompasses different aspects while maintaining its flagship activity of school feeding.

1.3 Evaluation Methodology and Limitations

53. The endline evaluation adopted a descriptive multiple cross-section design. The evaluation design has the limitation of being a non-experimental design as the baseline study was conducted only for the programme area. In absence of a comparison group, the changes in the outcome indicators could only be measured between two time points but cannot attribute the changes to the programme. A non-experimental design thus was not able to create the counterfactual. However, comparison across baseline, midline and endline evaluations is being done, wherever possible, to assess programmatic results.

54. Complying with the ToR, the evaluation followed The Organisation for Economic Co-operation and Development's (OECD) Development Assistance Committee (DAC) evaluation criteria of relevance, effectiveness, efficiency, impact and sustainability of interventions on equitable development results. In addition, Adequacy, Transparency and Timelines as well as Gender Equality, Protection and the Empowerment of Women (GEEW) was mainstreamed throughout. Detail on the evaluation criteria and questions is annexed (Annex IV). Key line of inquiry against each of the criteria for the evaluation and as proposed in the ToR is annexed (Annexure VII). Some of the questions have been reframed as deemed appropriate to the evaluation subject and in discussion with WFP team.

55. For the endline evaluation, and as defined in the Terms of Reference (ToR), the important evaluation criteria for assessment were Effectiveness, Efficiency and Sustainability. Sustainability criteria is considered a priority as the evaluation will not only assess whether or not the project has succeeded in achieving MGD's two strategic objectives but also ascertain meaningful lessons learned that WFP, USDA, the Ministry of Education and other relevant stakeholders can apply to future programming. Within the evaluation framework, the dual objective of the endline evaluation-accountability and learning-aim at highlighting the existing circumstances, performance of school feeding activities during the project period and key lessons learnt, which could inform future strategic and operational decisions.

56. The key evaluation questions addressed by the endline evaluation were;
- **Relevance:** How appropriate is the operation?
- **Effectiveness:** What are the output and outcome level results of the intervention?
- **Efficiency:** What is the cost-benefit of the programmes implemented?
- **Impact:** How is the longer-term results of the programme?

- **Sustainability:** To what extent does the intervention's implementation strategy include considerations for sustainability?
- **Adequacy:** To what extent has the interventions been adequate to meet the needs of the beneficiaries?
- **Transparency:** To what extent have all stakeholders been involved in the project's activities?
- **Timeliness:** To what extent has the project activities been implemented in a timely manner?

57. The endline evaluation adopted a mixed-method approach to evaluation. with both quantitative and qualitative methods of enquiry. The evaluation methodology consisted of Secondary and Primary Research. For secondary research- desk review and mapping exercise was conducted under the purview of evaluation subject. Primary research included first-hand data collection employing a participatory approach and engaging a wide range of stakeholders. A judicious mix of quantitative and qualitative techniques to measure and explain the programme effects were employed.

58. For primary research component, a multi-cluster random sampling strategy was adopted to select the primary respondents- Students, Headteachers, Teachers, Cooks, Storekeepers and Parents. In the first stage, VDCs within the districts were selected, followed by selection of schools in the selected VDCs and then selection of required number of respondents in the select schools. Detailed sampling strategy and distribution is annexed (annex 8). The sampling strategy was a replication of the sampling methodology used for FY14 baseline assessment.

59. To achieve cost-effectiveness in surveying, WFP country office proposed to adopt a combined approach to data collection for endline evaluation of FY14 grant cycle and baseline study of FY17 cycle. Operationalizing the sampling strategy with a combined evaluation approach[6], a proportionate sub-sample of 112 schools from the overall sample of 180 intervention schools across the four programmatic combinations[7] for of the FY17 were chosen. Selected 112 schools were treated as sampled for both endline and baseline for new award cycle (FY17-21). 112 sampled schools were proportionately distributed across 6 programme districts as was the case during baseline.

60. Structured interviews were conducted with student survey with grade III students for EGRA to assess the learning outcomes in students along with their classroom observation. Structured interviews were also conducted with Students of grade VI and V in primary schools and V and VI in basic schools to capture their knowledge and practice on WASH, School Meals and Gender. Head teachers, teachers teaching early grade, cook and store keepers in each of the sampled school were also interviewed. To understand community perspective on the SMP, structured interviews were conducted with the parents. The list of respondents engaged in the evaluation is annexed (annex 7).

61. Gender Equality and Social Inclusion (GESI) analysis was conducted in all 6 programme districts during the evaluation. GESI analysis tools - mobility mapping exercise, attitude mapping exercise and field observation were used for enquiry during FGD with students of grade VIII and with community members. The method of enquiry was purely participatory and qualitative. Key-informant interviews were conducted with elaborate number of stakeholders and formed a critical part of enquiry at all evaluation phases starting inception. Qualitative assessments were designed to capture aspects of relevance of the Programme design/implementation mechanism/messages and whether the Programme responds to the needs of the target community in an equitable manner. The enumerators selected for this evaluation exercise were gender balanced with male and female enumerators as team members who were adept in probing gender sensitive questions.

62. A thorough pilot testing of tools was conducted to ensure the validity of the tool in the project context and the questions are appropriate, specific and measurable. The pilot was conducted in January 2018 in Dailekh.

63. Building from recommendations and gaps in the baseline and mid-term evaluations, the current evaluation incorporates gender dimensions, wherever appropriate. The list of outcome and output indicators provided by WFP contain some gender components but do not fully capture all the gender dimensions. The evaluation team identified gender sensitive indicators for further probing in line with gender sensitive participatory tools in qualitative component of the research through FGDs, IDIs and KIIs.

[6] Endline for FY14-17 and Baseline for FY 18-21 FFEP grant cycle. Study was conducted one time, in same geography with the same respondents

[7] Combination of SMP and Sub-program components EGR and WASH:
Combination 1: Mid-day Meal, Combination 2: Mid-day Meal + WASH, Combination 2: Mid-day Meal + WASH + EGR, Combination 2: Mid-day Meal + EGR

64. Triangulation of information captured through qualitative and quantitative tools has been done as part of the analysis. Integration of findings, cross validation and referencing has been done to arrive at an overall summary assessment on the outcome of the project. The analysis not only look for the major themes that cut across categories but also at the key insights worth highlighting and derived from qualitative interviews and observation providing holistic insights.

65. The evaluation was carried out keeping in mind the United Nations Ethical Guidelines (UNEG) Norms and Standards for Evaluations and UNEG guidance principles on integrating human rights and gender equality perspectives in evaluations.

66. The evaluation encountered limitations as discussed below:

66. **Data Accuracy for Sampling:** In terms of availability of accurate and updated school level data which had implications on sample selection. Approximately 30 per cent of the sampled schools were replaced after initiation of data collection. The reasons for replacement were- List of schools provided by the district education office were not matching with the sample selection criteria; nature of school (primary or basic) and the number of students were inadequate given the sample required. Most of the schools were pre-primary (grade I to III) or Primary (grade I to V) with lesser number of students per grade. This led to lesser sample coverage (around 10%) for EGRA (grade III) and Student Survey (grade IV/V-grade V/VI) than expected despite of replacement of sampled schools.

67. **EGRA Tool:** Given the combined approach to data collection, a conscious decision was made by the evaluation team and WFP to adopt reliability and validity test standardized EGRA tool. The National EGRA tool was used as against the World Education (WE) EGRA tools, which was used during baseline 2015. This highlights a methodological change from baseline to endline. Given the difference in tool and hence the data points, for comparability purposes, the mean score comparison of closer sub-tasks has been made to provide directional results over the project period. Additionally, the 2014 national EGRA baseline scores have been referred to for closer comparison. The raw baseline data in both the cases were not available, hence, the results cited in the reports were referred from the baseline evaluation report.

68. **Baseline-Endline Comparison:** The current evaluation aims to provides insights into the programmatic changes over the implementation period by comparing baseline-midline and endline data points. However, the evaluation team could not get hold of the data to make statistical assessment, especially between baseline and endline. It was difficult to arrive at accurate baseline values in the report due to inconsistency in the figures. Hence, comparative assessments are being made wherever possible depending upon availability of data as reported in the baseline report. Otherwise, standalone assessments are provided based on the endline assessment for reader's reference.

2. Evaluation Findings

69. The endline evaluation aimed to critically assess the key areas of operations of the School Meals Programme. The attempt is to look at the various changes that took place during the project period, to measure the endline results with the baseline and to draw valuable insights from it. The evaluation has been conducted with a representative sample and findings are drawn from this sample to elaborate on the impact.

70. The evaluation findings are presented as per the DAC criteria, addressing each of the evaluation questions. Beginning from Relevance, this section explores the appropriateness of the School Meal Programmes and its sub-programme component along with commenting on the adequacy of the programme-the sixth evaluation criteria. Effectiveness will explain, if the planned outputs and outcomes have been attained and the factors influencing their achievement or non-achievement. Commenting on programme efficiency, the report will elaborate on the implementation processes, how activities were planned to achieve maximum outputs and outcomes against the inputs. Transparency and Timeliness of the programme operation will be incorporated while discussing programme efficiency. The section of impact will describe the longer-term results while the section on sustainability elaborates on the lessons learnt and if the programme faced any barriers in its course.

2.1 Relevance: How appropriate is the operation?

71. The appropriateness of the operation or the School Meal Programme and its sub-programme components has been assessed by, **first**, assessing the relevance of the programme, the way it has been designed and how it fits into the region it is operating. Whether the programme is designed adequately and is complementary with the national policies on education and nutrition. **Second,** by commenting on programme *adequacy- as to what extent has the interventions been adequate to meet the needs of the beneficiaries*- corresponding to programme relevance.

72. With a Net Enrolment Ratio (NER) of 96.6 and 1.09 gender parity ratio at primary school level[8], Nepal has witnessed satisfactory results in terms of enrolment and gender parity in education over the last decade. Interaction with various stakeholders suggest that the School Meal Programme have had a direct impact over school enrolment. However, ambiguity around quality of education is still persistent.

73. Acknowledging the progress that the education sector has made over the Millennium Development Goal (MDG) period, the government realizes the sector still lacks resources and reach to have a universal impact. The School Meal initiative hence have become a necessity to not only be a driver for school enrolment but ensuring quality education. Thus, highlighting continuing relevance of the programme in the current education development context.

> *"We had SSRP which focused on access to education, the same with Education for All and other such initiatives, now our priority is quality of education…service delivery. SSDP focuses on quality. Our learning outcomes are not at par with similar economies. We have to look beyond enrolment and gender parity"*
>
> *-Ministry of Education*

74. Defining quality of education, the stakeholders in the government highlighted the need for, first, equitable and appropriate service delivery. This suggest incorporation of most marginalized and population living in remote areas and falling below the poverty line. The review of programme design and the primary data collected suggest that the target population of the operation are proportionate to population of MFRW reflecting adequate demographic coverage in terms of sex, caste and religion. The geographic reach of the programme also reflects the appropriateness of the programme. MFWR geographic area is characterized by frequent natural disasters, severe food insecurity, malnutrition, poverty, and low education outcomes. The MFWR also has the lowest national net enrollment and the highest under-nutrition rates. stunting remains high, with 50 percent (-2SD) for the Mid-Western Region (MWR) and 46 percent (-2SD) for the Far-Western Region[9].

75. The mVAM food security monitoring survey[10] informs that 41% of households in MFWR region consumes inadequate diet, which is higher than that of a national average- 28%[11]. There was a 7 percentage points increase in the proportion of households consuming an inadequate diet, from a 34.4 % in November 2016 to 41% in June 2017 highlighting gradual improvement. On health and nutrition, National Demographic and Health Survey (DHS) 2016, reports 36% and 10% of the children under 5 years of age are stunted and wasted, respectively. More than 50% of the children aged 6-59 months are anaemic. These are the children who are also the primary school goers. Hence, the School Meal Programme is and was well placed in terms of geographic coverage and appropriately designed.

76. The beneficiaries and communities in the MFWR and their food and nutrition inadequacy have been severed due to geographic remoteness. The programme was designed based on the vulnerability assessment mapping

[8] https://www.npc.gov.np/images/category/MDG-Status-Report-2016_.pdf
[9] Context provided on the ToR
[10] June 2017, mVAM Food Security Monitoring Survey, mVAM Bulletin #1, Nepal
[11] WFP Food Consumption Analysis, 2015
http://documents.wfp.org/stellent/groups/public/documents/manual_guide_proced/wfp197216.pdf?_ga=2.198517544.680921976.1524302326-505044598.1510656001

(VAM) exercises conducted by WFP VAM team along with the assessments of respective government counterparts assessing indicators relating to household level food adequacy, household consumption and dietary diversity vis-à-vis health and nutrition. Hence reaching the remotest of the schools and the respective communities

77. Appropriateness of the operation in terms of its reach is commendable, however in terms of adequacy of coverage needs more focus. This is highlighted by the existing structural underpinnings. The programme has been able to adequately address the explicit necessity but has not been able to address the multiple marginalization that exist in the context of this region in terms of caste, religion, disability and even gender. For example, even though the programme has looked at gender in certain senses, in ensuring that girls come to school, it has not been able to deepen its impact. In terms of gender composition of the respondents, there were largely male headteachers with a handful of female headteachers, the trend is similar for teachers. Marginalization of such kind, still exist and leaving them out of the programme ambit can impede the impact a programme like SMP in the long run. Given the reach of the operation, the upcoming programme cycles can take into account these marginalities, particularly disability, caste and gender needs as a start point.

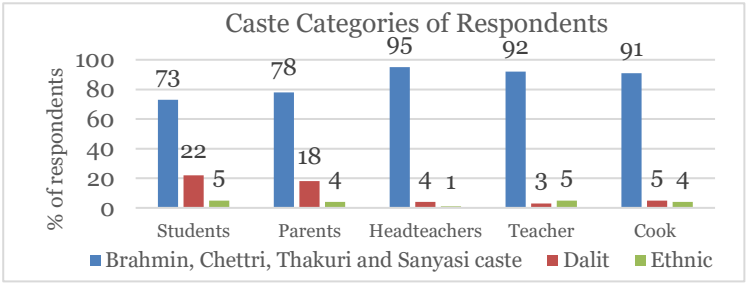


Figure 1: Caste Category of Respondents

> *"We cannot eat with a Dalit and not something also touched by a Dalit. We may not believe in it but our households believe it. The Dalit households are separate and so are their schools. There are very few Dalits in our school."*
>
> *-FGD Grade VIII Boys*

> *"The hamlet of the Dalits and their water stream is also separate. They (upper castes) ask us (Dalits) to not come to their houses and now we have got used to this treatment."*
>
> *FGD Community Members, Bajura*

78. Moving further, the quality education service delivery as envisaged by the SSDP also accounts for adequate resource allocation and utilization. Reflecting on the design of the SMP and the operational plan, the programme implementation is targeted towards the same. WFP's all-inclusive approach to SMP is appreciated by both government and school entities. The WASH, EGR, DL and SIDP component is in line with the government's agenda of upgrading the education service delivery at the school level for better learning outcomes and is contributing towards SSDP's key result area- *"To increase students' learning through enhancing the relevance and quality of the learning environment, the curriculum, teaching and learning materials (including textbooks), teaching methods, assessment and examinations"*[12]. The importance of having support structures in place is acknowledged by teachers and school administration. Interactions with the district education officials highlighted that the teachers and head teacher reach out to the government resource persons to request for Early Grade Teaching Support and Digital Literacy support aid.

> *"Providing only day meal is not enough it should be implemented as a package programme with integration of WASH awareness, safe drinking water, child friendly toilets, safe store, kitchen and IEC materials to aware on social issues and nutritious food"*
>
> *-District Education Officer*

[12] School Sector Development Plan (2016-2023), Ministry of Education

79. Although the EGRA and DL programme has been capacitating teachers with the help of teaching aids as well as enhancing the learning process and environment, the coverage of these programme is not universal across programme districts, especially EGRA.

80. In addition, the key informant interviews suggested that the government along with its development partners in the education sector are streamlining and standardizing the EGRP content and modalities at the national platform. With this, the already existing EGRPs of organizations like WFP must be aligned and in consensus to the national ERGP. The relevance of EGRPs independent of the government, can to be revisited and redesigned as it fits appropriate. Hence, it is required that the upcoming phases the programme design is revisited to align and complement the national standards to be relevant in the Nepal's education context.

"For EGRP, the SSDP plan envisioned for a universal coverage. But we have not been able to meet the target, hence we are revisiting the core EGR programme document. We are going to set new targets based on how much we can do rather than first making the target. Some of the project we are going to evaluate in the mid-term and take forward the recommendation."

-Ministry of Education

81. In terms of gender and social protection, the programme only intended to capture and influence gender disaggregated results indirectly and does not provide a pathway or results framework as how gender can be incorporated in the design. Interactions with the programme team as well as other key informants suggest that WFP and other development agencies have been working and providing incentives to increase the enrolment of girls. The government continues to provide school level scholarship programmes for girl student where provision of payment of scholarships has been made. Similarly, WFP in the past had implemented oil incentive programme, 2 litres of oil were provided to the student's family (mother) as an incentive to encourage girl child to come to school. This has paved way for gender parity in enrolment of girls. However, the structural challenges and practical gender needs such as access to toilets, separate for boys and girls needs further focus to adequately meet the need of the beneficiaries. The current implementation design can be further revised based on the learnings of earlier SMP and focus on address these practical gender needs.

"*During periods it is difficult to go to toilets, so we do not come to school because of that a lot of times. We have seen sanitary pad, but we have not used them."*

- FGD Girls, Grade VIII

"There are rarely separate toilets for girls in the school. Most of the schools have only one toilet for all the students and teachers. In some of the schools there is separate toilet for teacher, but boys and girls have to use same toilets which are not girl friendly and lack sanitation facilities (water, equipment and soup)."

- *FGD Students Grade VIII*

82. The relevance of the programme implementation modalities may also be influenced by the transition of the governance structure from district to rural municipalities. There are ambiguities on the implementational modalities of the SMP, as the government itself is a key implementing partner. The shift to federal structure of governance may or may not have an impact on how the programme is monitored and implemented. It is an "*unchartered territory"* for the government, the development partners as well as WFP, as stated by a key-informant-

"We are trying our best to adhere to SSDP, but the restructuring of the government right now… we are not sure of the operating structures and bureaucratic structures. We are not sure what kind of education service delivery will have. What is the alternative if DEO does not exist anymore? What will be the role of local government and how will be the reporting structure? We are not very clear about it at this moment. Another thing is, we need to have human resources as well to work at the local government because now there will be a lot of responsibility. If we are able to capacitate human resources, we will be able to provide quality services. But this is a challenge as well as an opportunity for us."

-Key Informant Interviews

83. To conclude, the SMP operation is aligned with the GoN's SSDP and aims to contribute towards quality enhancement in education and creating learning environment for better learning outcomes. The operation is designed appropriately in terms of the need of the beneficiaries and geographic remoteness. However, the premise and criteria upon which the coverage of the operation with regards to SMP and sub-components of the SMP-EGRA, WASH, DL and SIDP, needs to be further strengthened for holistic and equitable results across programme areas. Beyond programme coverage, it is also essential to look at how the most marginalized communities could be included, and structural issues addressed. Allocation of appropriate resources, in consensus with the national need for quality education service delivery, should be considered. This will help the SMP and its sub-programme components to be relevant in the long-run and contribute towards achieving the holistic approach to SMP. The larger question in the design aspect is the modality which will be followed in the subsequent phases and even for this phase, there is a contradiction of views when it comes to defining what best will suit the needs of Nepal.

2.2 Effectiveness and Impact: What are the Output Outcome and Impact of the intervention?

84. This section elaborates on the programme's effectiveness and impact. The information presented here are derived from primary sources (endline evaluation) and secondary source, the baseline and midline results, the monthly monitoring reports. In doing so, the evaluation team found that there were certain inconsistencies in the data, partly because of the multiple data sources with differential estimates and because of inadequate data for comparative analysis. Hence, in some cases stand-alone estimates for the endline are presented. The findings are presented as per the key programme components to provide a holistic picture.

2.2.1 The School Meal Programme

85. The findings suggest that the School Meals are being provided in a systematic and well-organized manner. No explicit disparity in food distribution has been noticed or reported. The students are getting food 6 days in a week at, as reported by various respondents, parents, teachers and students themselves.

86. **The mid-day school meals** for the FY14-17 cycle consisted of a 110 grams portion of hot fortified porridge (locally known as *Halwa*) which is prepared with: 90 grams of corn soya blend (CSB), 10 grams of sugar, and 10 grams of vegetable oil. The food is scientifically fortified with vitamins and mineral to address nutritional deficiency, catering to the need of the region. However, in terms of provision of fortified food, one aspect that was raised during field interactions was with regards to the appropriateness of serving *Halwa* instead of rice, the stable food grain in the MFWR region. Since, it was not the stable diet of the student, the students had to acquire the taste of CSB. Not liking the taste of the food also lead to wastage of food to an extent.

87. The other area which was highlighted during the field level observations and discussions with stakeholders is with regards to putting emphasis on the specific **nutritional requirements of the beneficiaries**. The amount of food provided to the students was not age-appropriate. The differing needs of boys and girls with age has not been factored in and practiced during distribution of meal. Most of the schools used one scale to serve meals to students of all age group. The quantity of meals provided also depended on the size of the plate the student has, and it varied across schools. With the restructuring of public education in 2016, the school meals programme now caters to students belonging to Early Childhood Development (ECD), Primary (Grade I to V) and Basic (Grade I to VIII). Therefore, the amount of food intake looking at the growing nutritional needs of different age group needs to be considered. The measure of food needs to be sufficient and appropriate for intake of all the categories of students.

88. In addition, one of the critical aspects which the evaluation captured is on the **community engagement** and its contribution towards making the SMP effective. Engagement of the community members is an integral part of SMP implementation. The community initiative contributes to the proactiveness and effectiveness of the operation. It is the community members who are responsible for the transportation of food materials from Government Final Delivery Points (FDP) to the schools. The School Management Committee (SMC) and Food

Management Committee (FMC) mobilizes the community member and assigns the responsibility of transportation of food materials from FDP to School on a periodic basis.

89. The **perception of community members on the SMP** as a programme is limited to the fact that the school provides meal to the student to curb the immediate hunger of the students. The objective of the SMP, however, is also to enhance the learning outcomes (SO1) and increased use of health and dietary practices (SO2). Moving beyond the meal distribution activity, the intended outcome of meal contributing towards the nutritional aspect of the students must be communicated to the community members. This can further shape their perspective and accountability towards the programme. Although the same has been pointed out in the programme operational plan and results framework (MGD 1.3.5) much focus need to be given for its implementation.

90. As part of the programme design the **School Management Committee (SMC) and Food Management Committee (FMC)** were vested responsibility to critically monitor the SMP with active participation of the community member. Their quality of service delivery particularly in the management of SMP directly reflects on how the programme is being perceived by the community which in turn shapes their understanding of the benefits of education and nutrition. The SMP can then in the long-term be shaped as a community led and community driven programme in all aspects. For the SMCs and FMC to function efficiently, it is also essential that the roles of these committees are clearly defined. The findings suggest that the roles are currently overlapping, hence creating ambiguity amongst the community.

91. The data suggest that, of the parents who were aware of the SMC and FMC (70%), 87% perceive that SMC and FMC is contributing positively towards SMP. On the impact of SMP itself, the parents had varied perception. For the children, timely availability of food was mentioned by most of the parents. At the school level, increased enrolment and attendance as well as retainment at school after lunch was reported. The parents reported that the children are motivated to go to school and study. At the household level, not having to provide for lunch and saving up on household consumption was reported the most.

"The local transportation committee (of parents and community members) are less motivated for SMP and are not supporting optimally to their children's education and food and nutrition."

-District Education Officer

92. To promote SMP various outreach activities are being conducted by the schools and government implementing partners. The major source of information for the parents on SMP have come from schools where their children were studying. Active participation of the community members in SMCs and FMCs is an important aspect for the programme to carry on seamlessly.

93. However, the intensity of these awareness and outreach programmes even trainings have been low. There were very small proportion of people who were aware of these outreach programmes and the ones who had participated were even lower. The figure depicts the sources of information for SMP as reported by the parents.

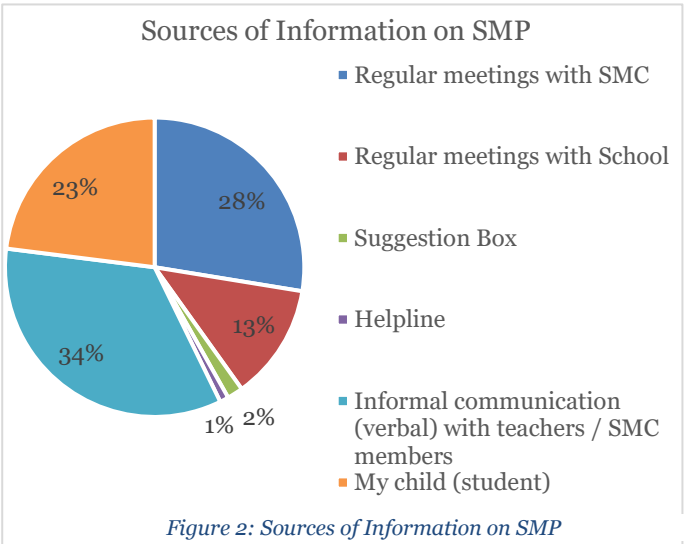


Figure 2: Sources of Information on SMP

"The programme should build the capacity of SMC and FMC members on food management, time management and create the ownership on the programme implementation. Local elected representatives should be provided training for capacity development on food management"

-FFEU Chief

94. Further from a gender perspective, the mandated target of having representation of females in SMC and FMC was explored. The interactions suggested that the programme has had a positive impact on women and girls in the communities, highlighting the indirect impact of the programme. Further, it was envisaged in the programme design that the FMC and SMC should have 50% female participation. This, however was not shown by the endline data. In terms of participation of women in the SMCs and FMCs, there were 3 female heads out of 112 school, revealing a very dismal representation. A brief discussion on key findings on gender and the impact of the programme is given at the end of this section.

> *"The women are engaging in the community and development activities and also they are elected in the local government. Now there is no restriction to women taking any work, but they still have to perform most of the household work. Girls now give more time to their studies; they don't like to engage in the household work"*
>
> *-FGD Community Members, Bajura*

95. On provision of school meals, the other aspect which play a vital role is that of **availability of resources**. Access to requisite food preparation and storage and equipment influences the quality of food service delivery.

96. The **School Infrastructure Development Programme (SIDP)** is focused on rehabilitating and building kitchens/cooking spaces, toilets to make them enable gender-friendly. The provision of energy-saving stoves in schools is a small component and is in place in only 12% of the schools. Where the kitchens have been built/rehabilitated by WFP, the condition of cooking hygiene is in place. Overall, 73% of the school had a separate cooking space/*khaja ghar* as against 50% schools during the baseline. Of the schools were no cooking space were present, open spaces or unused classrooms were used to cook food.

97. An exhaustive list of cooking and storage tools and equipment were assessed through infrastructure observation, cook and storekeeper interaction. Availability of resources for school meal execution at school is as given in the figure below.

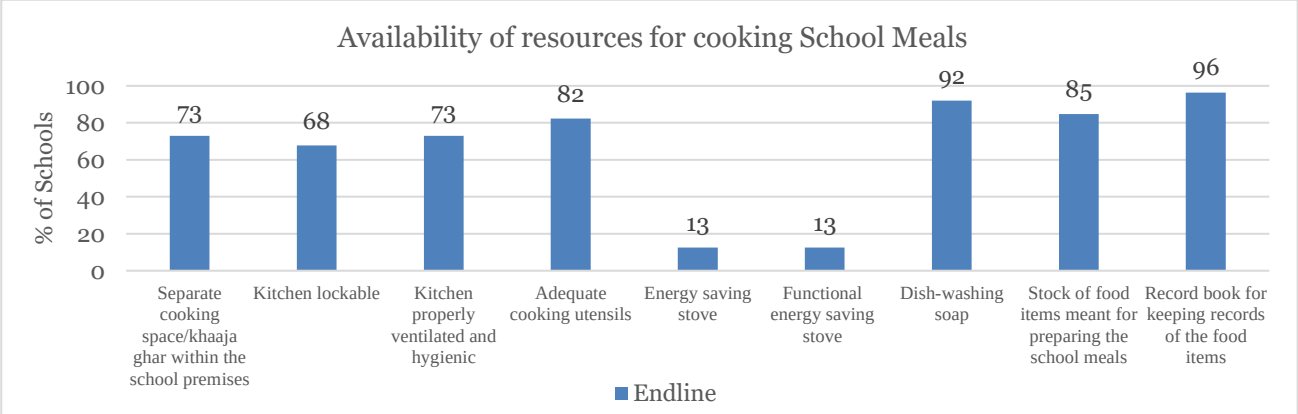


Figure 3: Availability of resources for cooking School Meals

98. Knowledge on food preparation practices is one of the key quality assurance aspect for the SMP. Trainings are being provided to the school staff (teacher and head teacher), school administrators (SMC and FMC members), cooks and storekeepers on the same.

99. The **training of cooks and storekeepers** were much higher than those of teachers, 74% and 65% cooks and storekeepers were trained respectively. The trainings had been held only once in the last 12 months wherein they were largely trained on food preparation, 10% of the cooks and storekeepers had been trained on record keeping.

100. In 89% of the schools, a designated cook was assigned for preparation of school meal. The average experience of cook was 6 years 4 months. The average age of the cook was 36 years (SD 10.8) and 89% of the cook were male.

It was also observed in some schools that the headteachers and teachers engaged in cooking of the food as well, given the lack of human resources.

"Head teacher and cook were provided the training by FFE for storing the food in a safe place, cooking hygienic food and maintain sanitation in the school. In a lot of places, the food is not cooked well."

-District Education Officer

101. To assess cook's knowledge and awareness on food preparation, a set of questions were asked to them. It was found that only 2% of the cooks had a comprehensive knowledge about safe food preparation marked against 10 key scoring questions. The baseline finding suggest that 20% of the cook passed the food preparation and storage test (80 percent threshold). There has been an increase in proportion of cook passing the threshold by 2 percentage point (22%) in the endline. This also highlights the need for strengthening the knowledge and practices of food preparation. The table below highlights the proportion of cooks with knowledge of the safe food preparation by each of the safety component.

Table 3: Knowledge on Food preparation and Safety Practices

Scoring Items	% of Cooks
Improved source of drinking water (Piped water, protected well and borehole, spring)	63
Improved source of cooking water (Piped water, protected well and borehole, spring)	65
Availability of uniform/apron	41
Cleaning kitchen every morning before food preparation or often during the day and after use	94
Checking Expiry date, packaging, color of the food, presence of pests before cooking food	94
Use clean containers to collect it from the store, remove foreign matters and then wash it with clean water thoroughly before cooking	82
Store cooked food in covered cooking pots in a clean, safe place before serving the pupils	88
Hand wash before handling food and often during food preparation	90
Wash hands with soap	93
Wash cooking utensils Prior to, after using them and drying them in a rack before storage	100

102. Most of the schools had a storekeeper, however none of the schools had a designated storekeeper. Storekeeping and ledger management is mostly done by the headteacher, supported by other school staff and SMC/FMC. In some schools, the cooks usually performed the task of storekeeping. Only 52% of the schools had a designated storeroom for storage of food and 65% of the school stored food off the ground in a raised pallet. Although, 93% storekeepers spoke of maintaining proper records of storekeeping, 66% of the schools had actually maintained proper record of food items upon verification.

103. The cooks and the storekeepers, a crucial part of the programme, were experiencing a decreasing sense of ownership towards the programme due to lack of incentives. The view came from various quarters, headteachers, DEOs, FFEUs, that there weren't enough resources to compensate the cook for the work done. The school resources did not suffice, and the small amount of remuneration did not justify the work done by them. It can be of immense value for the WFP or/and the government to look at this aspect and to find a mechanism of compensating these school level workers.

104. Having discussed the School Meal Programme component, a key programme activity, it can be gathered that there are several factors influencing the programme. These factors can range from availability of basic to advanced resources and equipment. Knowledge and perception about the school meals shapes the achievement-non-achievement of the programme results in the long run.

105. With this knowledge, the following section of talks about the results of the School Meal Programme as it was laid in the results framework. First the effectiveness in terms of learning outcomes would be discussed, followed by second outcome level, which is, increased use of health and dietary practice. (Please See Results Framework Attached in Annex 4)

2.2.2 Learning Outcomes

99. The results framework of the programme envisage that the provision of school meals results in reduction in the short-term hunger of the students (MGD 1.2.1). Further, once the hunger is reduced, it will lead to improved attentiveness (MGD 1.2) amongst the school-age children, hence contributing towards improved literacy (MGD SO1). Similarly, the programme also acknowledges, factors such as Improved Quality of Literacy Instruction (MGD 1.1) and Improved Student Attendance (MGD 1.3) can also lead to improved literacy amongst school-aged children.

100. With this frame in mind, the following section describes the impact of School Meals Programme, with emphasis on Early Grade Reading Assessment (EGRA).

2.2.2.1 Early Grade Reading Assessment (EGRA)

101. The EGRA tests were conducted with Grade III students in the programme schools. The primary outcome indicator to assess the literacy outcome of students was- *"% of students who by the end of two grade could read and comprehend grade level texts."* Total of 1141 students were assessed comprising of 52% female students and 48% male students were covered for this assessment.

102. The mean age of a student was 9 years (Max = 15, Min = 6, SD = 1). For boys, the average age was 10 years (Max = 15, Min = 6, SD = 1), and the average age of girls was 9 years (Max = 13, Min = 6, SD = 1).

103. More number of male students (17%) reported taking extra lessons after school compared to female students. Both male and female students on an average attended extra lessons 1 days a week on an average.
104. A higher number of female students reported working at home before coming to school (83%) compared to male students (75%) (p=0.002). Similarly, the practice of students doing household chores after returning from school was reported more for female (85%) than male students (80%) (p=0.004).

105. A full background on EGRA, including explanation for scoring and a detailed description of the tasks and the skills assessed for each is provided in Annex 9. USAID/RTI NEGRA baseline 2014 tool was adopted for the assessment to ensure national level comparability. In summary, the EGRA tool consists of five key sub-tasks designed to assess foundational reading skills crucial to be a fluent reader and comprehend the text read:

- **Task 1 – Listening Comprehension:** In this subtask, the examiner reads a short passage to the students. Students were then orally asked three questions about that passage
- **Task 2 – Letter Sound Knowledge:** This timed-task assesses a students' automaticity in letter recognition. In Nepali, the names of most letters are the same as their sounds, though there are some exceptions
- **Task 3- *Matra* Knowledge:** *Matra* knowledge assesses a students' automaticity in their knowledge of the *matras* (or syllables). This was a timed subtask in which students were shown a chart containing 10 rows each with 10 *Matras* arranged randomly, yielding a total of 100 *Matras*
- **Task 4 – Devised Word Identification:** The student was given a page of made-up words (non-meaning) and asked to read as many as possible in 60 seconds.
- **Task 5 – Oral Passage Reading:** The student was given a short reading passage and asked to read as much of it as possible in 60 seconds.
- **Task 6 – Reading Comprehension:** The student was asked six reading comprehension questions relevant to the passage read.

106. The following section presents the findings on student's performance across all sub-tasks. Table below contains the end-line mean scores for each subtask, the standard error associated with the mean, and the percentage of students scoring zero across all subtasks for Grades III. Rigorous statistical comparison between baseline and end-line could not be conducted due to unavailability of baseline data. Secondly, the tools used for baseline and end-line were different given the combined nature of evaluation, a national standardized tool was used as against the WE tool used during the baseline. To provide direction conclusion on learning outcomes, the mean

score for both baseline and end-line is provided in the table below on sub-tasks which were similar between WE and National EGRA tool. The current end-line values are also compared with National EGRA data gathered through Nepal Early Grade Reading Assessment study conducted in 2014 (Table 4).

Table 4: Student's performance on all subtasks by national EGRA baseline 2014

Sl. No		Subtasks	Mean	N**	SD	Standard Error	Zero Score (%)	Confidence Interval	
1	National Baseline	Listening Comprehension (# of correct answer out of 3 questions)	2.0	2513	-	0.01	6.0	1.98*	2.01*
	End-line		0.8	1141	0.95	0.02	9.7	0.78	0.89
2	National Baseline	Letter Sound Knowledge (correct letters/min)	39.9	2513	-	1.1	4.0	37.74*	42.05*
	End-line		42.4	1141	22.43	0.66	7.10	41.15	43.76
3	National Baseline	Matra Reading (correct matras/min in isolation)	27.9	2513	-	0.6	16.0	26.72*	29.07*
	End-line		32.2	1141	22.27	0.65	15.9	30.93	33.5
4	National Baseline	Non-word Reading (correct words/min in isolation)	11.7	2513	-	0.6	19.0	10.52*	12.87*
	End-line		9.9	1141	8.98	0.26	29.4	9.43	10.48
5	National Baseline	Oral Reading Fluency (correct words/min of text)	27.2	2513	-	1.4	19.0	24.45*	29.94*
	End-line		24.7	1141	21.13	0.62	21.6	23.56	26.02
6	National Baseline	Oral Reading Comprehension (# of correct answer out of 6 questions)	2.4	2513	-	0.1	27.0	2.20*	2.59*
	End-line		1.85	1141	1.63	0.04	30.9	1.75	1.94

**Recalculated using standard error*

*** overall sample size (number of students)*

107. As noted in the table above, statistically significant differences can be observed in test scores across Listening Comprehension, Matra Reading, Non-word Reading an Oral Reading Comprehension ($p<0.05$). The results have been mixed, with students at the end-line performing better in Matra Reading (Baseline 27.9, End-line 32.2, $p<0.05$). Lower scores at the end-line were reported for Non-word Reading (Baseline 11.7, End-line 9.9, $p<0.05$) and Oral Reading Comprehension (Baseline 2.4, End-line 1.85, $p<0.05$). It should also be noted that students in end-line performed poorly on Listening Comprehension (Baseline 2.0, End-line 0.8, $p<0.05$), compared to the baseline survey. The inference which can be made here is that Student are performing better in letter sound and matra reading, but knowledge is not resulting into comprehension.

108. The evaluation has refrained from comparing results for the above table as the tools used for baseline and end-line are different. However, an estimate for both endline and baseline for each of the comparable sub-tasks (subtask 1, 2, 3, 5 and 6) are given in the table below. Across endline and baseline, students have performed better in letter sound and Matra reading ($p<0.05$).

Table 5: Student's performance on all subtasks

Sl. No	Data Point	Subtasks	Mean	N	SD	Standard Error	Zero Score (%)	95% Confidence Interval	
1	Baseline	Listening Comprehension (# of correct out of 3 questions)	2.1	866	-	0.02	-	2.06*	2.13*
	End-line		0.8	1141	0.95	0.02	9.7	0.91	1.06
2	Baseline	Letter Sound Knowledge (correct letters/min)	27.0	866	-	0.40	-	26.21*	27.78*
	End-line		42.4	1141	22.43	0.66	7.10	41.15	43.76
3	Baseline		5.5	866	-	0.10	-	5.30*	5.69*

Sl. No	Data Point	Subtasks	Mean	N	SD	Standard Error	Zero Score (%)	95% Confidence Interval	
	End-line	Matra Reading (correct matras/min in isolation)	32.2	1141	22.27	0.65	15.90	30.93	33.52
5	Baseline	Oral Reading Fluency (correct words/min of text)	18.0	866	-	0.40	-	17.21*	18.78*
	End-line		24.7	1141	21.13	0.62	21.60	23.56	26.02
6	Baseline	Oral Reading Comprehension (# of correct out of 6 questions)	2.0	866	-	0.05	-	1.90*	2.09*
	End-line		1.8	1141	1.63	0.04	30.9	1.75	1.94

**Recalculated using standard error*

109. Similarly, analysis of subtask scores was done, across male and female students, for baseline and end-line as given in the table below.

Table 6: Student's performance on all sub-tasks by sex

Sl. No	Type	Sex	Subtasks	Mean	n*	SD	Standard Error
1	Baseline	Male	Listening Comprehension (# of correct answers out of 3 questions)	2.1	424	1.0	0.0
		Female		2.2	442	1.0	0.0
	End-line	Male		0.89	548	0.96	0.041
		Female		0.79	593	0.93	0.383
2	Baseline	Male	Letter Sound Knowledge (correct letters/min)	26.0	424	22.3	0.4
		Female		27.0	442	23.1	0.4
	End-line	Male		44.0	548	21.9	0.938
		Female		40.9	593	22.7	0.935
3	Baseline	Male	Matra Reading (correct matras/min in isolation)	5.4	424	22.0	0.2
		Female		5.6	442	23.7	0.2
	End-line	Male		33.6	548	21.3	0.910
		Female		30.9	593	23.0	0.947
5	Baseline	Male	Oral Reading Fluency (correct words/min of text)	25.4	424	18.0	0.6
		Female		24.7	442	18.0	0.5
	End-line	Male		25.6	548	20.9	0.89
		Female		24.0	593	21.2	0.87
6	Baseline	Male	Oral Reading Comprehension (# of correct out of 6 questions)	2.0	424	1.6	0.1
		Female		2.1	442	1.7	0.1
	End-line	Male		1.9	548	1.65	0.070
		Female		1.7	593	1.59	0.065

**n= subsample (number of students by sex)*

110. Further, assessment EGRA subtasks across different combination of sub-programme components was done. It is interesting to note that EGRA scores for students falling under the SMP + WASH + EGR combination are consistently higher than other programme combinations. Analysis of variance (ANOVA) was used to check for statistical significance. Significant differences were observed across Listening Comprehension, Letter Sound

Knowledge, Matra Reading, Non-word reading and Oral Reading Comprehension, where students in the SMP + WASH + EGR group scored higher than the rest ($p<0.05$).

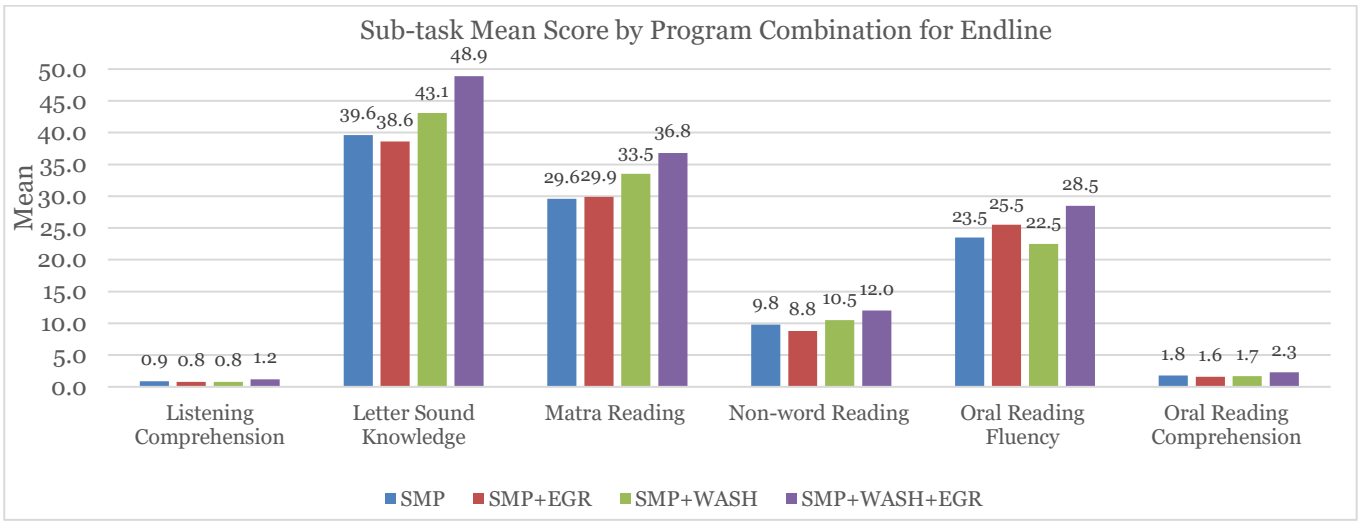


Figure 4: Sub-task Mean Score by programme combination

111. Comparison of endline results with baseline (Kimetrica 2015), show substantial change in the literacy outcome with more than 20 percentage point difference.

112. To aggregate the outcome indicator' "% 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 - was computed using the following formula –

Overall EGRA score
- Sub-task 5 consisted of 60 words to be answered by the child
- Children correctly reading 45 words or more per minute were considered as proficient in reading comprehension[13]

113. The overall EGRA score suggest that 22.7% of the students are above competency (95% CI 20.26, 25.13) whereas 0.5% of the students during the baseline fell under the same.

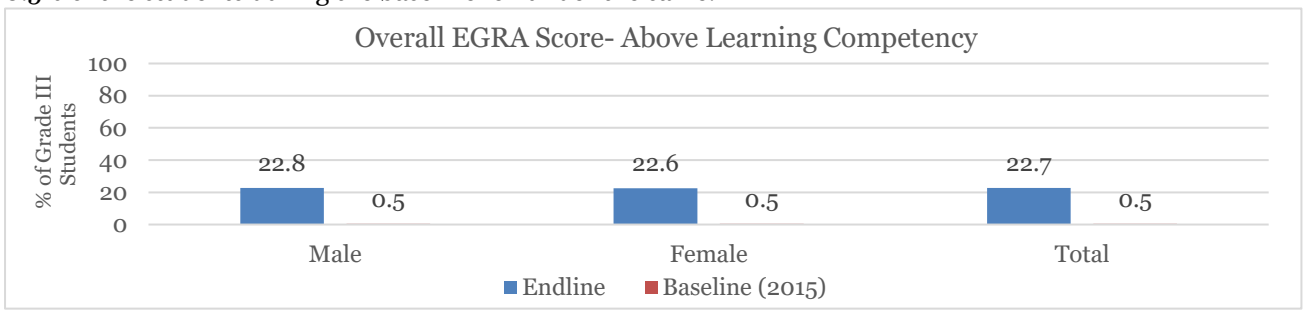


Figure 5: Overall EGRA Score

114. No sex disaggregated EGRA score was provided during the baseline. In the end-line, no significant differences were observed between male and female students in terms of their over EGRA competency score.

115. The EGRA findings presented above cater to the first programme outcome (SO1), the following analysis supports various variable supporting the literacy outcomes as suggested in the results framework. The programme envisaged quality of literacy instruction to contribute towards better learning outcomes of the school-aged children. To ascertain the quality, the evaluation looked into training provided to the teachers,

[13] Methodology adopted from baseline survey

demonstration of new teaching methods and classroom practices. The data was gathered through classroom and school observation as well interaction with teachers and headteachers.

2.2.2.2 Training and Support to Teachers

116. The results show that almost all the teachers had to teach multiple grades. Over 95% of the headteacher were reported teaching at least one grade at their school. Thus, **teachers training was geared towards new teaching methodologies, particularly in case of multiple classroom teaching**. Discussion with key informant and government suggest that the focus of the training conducted were more on Early Grade Learning and Teaching.

117. In line with the information, the teacher reported training on new teaching methodologies, using teaching equipment provided under EGRP. The teachers training numbers, however, were dismal. A total of 23% teachers informed having trained in the last 12 months. out of the teachers receiving training, 34% reported receiving training on new teaching and learning techniques.

118. The figure at the endline have decreased when compared to the reported figure during the baseline. The baseline figure suggests that less than half of the teachers' (47 %) report having received training on new teaching and learning techniques. This was so, because, more than 80% of the teachers trained on new teaching and learning techniques were on a contractual basis, leading to fluctuation in figure. The trainings were mostly (37.9%) organized by WFP and the government officials (27.6%).

119. **Teaching-learning materials** were provided to the teachers, for example, there were flash cards, games and activities that they could use in the class to engage students and influence learning outcomes. Teacher's own guides and lesson plans were pertinent to the successful delivery of lessons. This was made mandatory with the change in curriculum in the SSDP, the teachers were required to have a guide or lesson plan. However, during the day of observation, it was found that only 21% of the teacher had prepared lesson plan for the lesson observed. Further, 80% of the teachers followed the lesson plan and conducted activities, discussion as per the lesson plan prepared. Not many teachers were using lesson plans and the headteacher's involvement in monitoring the lessons was seemingly low. Similarly, lower proportion of teachers were using supplementary teaching materials, such as letter cards/flash cards. There is a need and a potential to make the classroom learning in tune with the educational needs of the region.

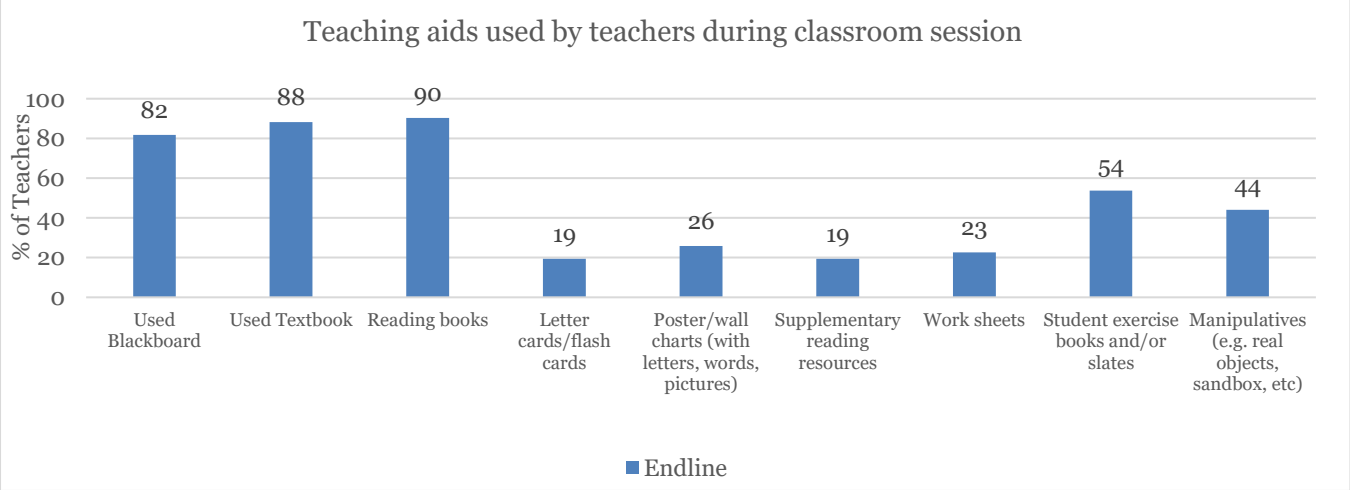


Figure 6:Teaching aids used by teachers during classroom session

2.2.2.3 Demonstration and use of new teaching methods/techniques by the teacher

120. The outcome envisaged by training of teachers is to see whether the teachers are demonstrating the skills learnt. This is explored by way of classroom observations and interactions carried out with various respondents. Some aspects that were explored were: the quality of literacy instruction, attentiveness of the students, preparedness

of teachers, the use of teaching aids, strategies adopted by the teacher to make the classroom more interactive and conducive to learning. The primary classes in these schools were observed and the subject of the ongoing class being Nepali. Observations included classroom organisation, instructional content, class activities, teaching and assessment methods, and use of teaching materials.

"The training is on how to teach combined classes (two grades) and on rapport building with the children. We have to use teaching aids, use images to teach and use engaging teaching methods which we did not use earlier. The last training, we received was two and a half years back."

-Headteacher, Grade 1 to 3

121. Overall around 24% of the teachers demonstrated the use of new teaching techniques and method as compared to 20% during the baseline. The figure is arrived at by observing whether the teacher applied participatory teaching techniques while teacher a lesson, facilitated active participation of students and used teaching aids including audio-visual aids corresponding to the baseline assessment methodology. Each of the technique and method used by the teacher could not be compared against the baseline due to unavailability of baseline information.

"About 100% teachers are trained but application of their learning is not effective in the class, still they teach with traditional method."

-District Education Officer

122. Observations were carried out to understand the lesson being taught. Figure 7 provides findings on various lesson taught by the teachers during observation. Lesson taught in early grade suggest more teachers teaching sounds of letters, differences in sounds and vocabulary as shown in figure 7. From this, it can be inferred that the lesson taught is resulting in related aspect of learning as reflected in the EGRA subtasks, especially, knowledge of sounds and vocabulary.

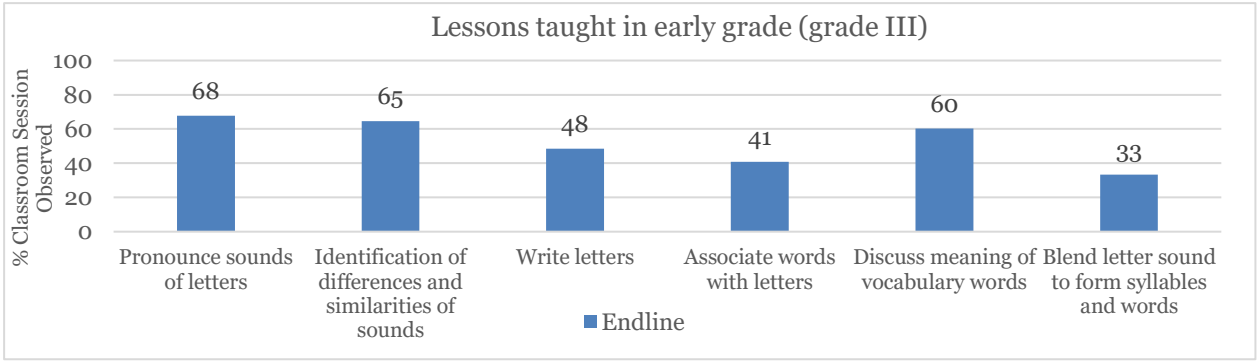


Figure 7: Type of lesson taught

123. Apart from method of teaching, the classroom observation also assessed **teacher-student interaction** during the lesson. Most of the students were observed listening to teachers reading out loud. However, playing learning games, skits or songs, asking questions to teachers or writing down the lesson taught were less as suggested by the classroom observation conducted. On the other hand, most of the teachers were encouraging student's participation through various methods as shown in figure 8.

124. To improve the learning outcomes, the teachers reported some methods that they use to engage students and teachers, which is a way of a monitoring mechanism of the students. Some of the ways they used were, conducting parent's teachers meeting about the child's reading performance (44.1%) or sending letters to parents explaining the child's performance. By way of positive encouragement, the teacher rewarded certificates to students take to home, but only 21.8% teachers used this method.

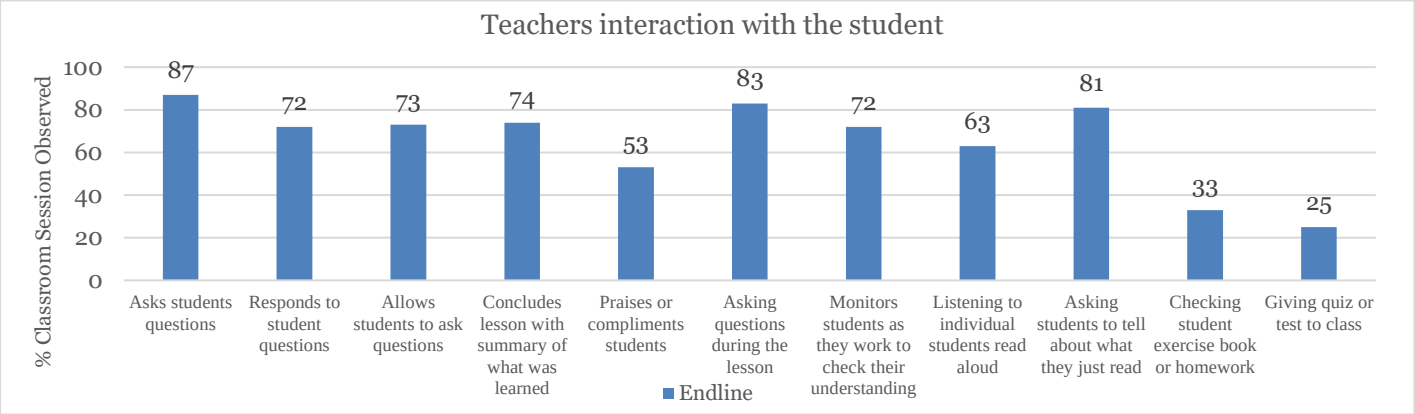


Figure 8: Teachers interaction with the student

2.2.2. 4 Teachers Attendance

125. Building upon this, the overall attendance rate of the teachers was assessed for the last school year (Baisakh to Magh 2074). The average attendance of teachers in the schools was higher (79%) than baseline (73%). Percentage of teachers being present for 80% or more number of working days was (63%) whereas teachers being present for 90% or more number of working days was 23%.

2.2.2.5 Student Attentiveness

126. Moving forward from quality literacy support, student's attentiveness is key factor contributing towards improved literacy envisaged by the programme. Student's attentiveness was assessed through classroom observation as well as direct interaction with the teachers.

126. The proportion of students as identified inattentive by teachers is as given in figure 9. While the estimates came out from interactions with teachers, the classroom observations helped in further understanding the attentiveness of students in class. For this, students were observed in an ongoing classroom session on off task parameters. Off task for this observation refers to students who are not attentive to what the teacher is teaching. This was primarily observed to capture the attentiveness of students at three times during the classroom observation; in the beginning, middle and at the end.

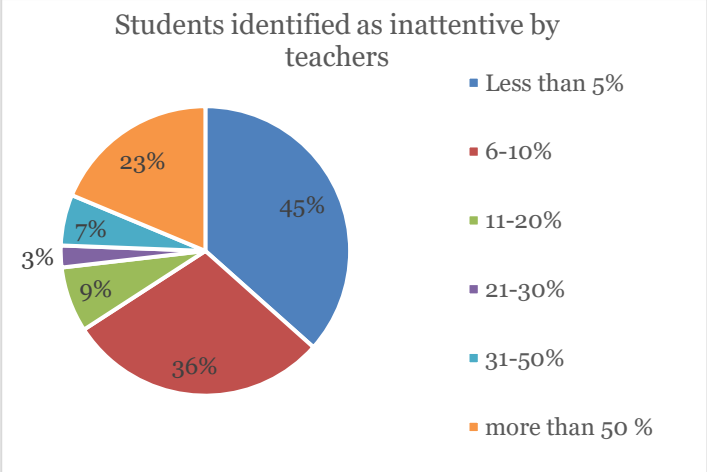


Figure 9:Students identified as inattentive by teachers

127. The exercise also helped in ascertaining the attentiveness of boys and girls separately at different points during the lesson. The table below brings out clearly the level of attentiveness of students and informs that the attentiveness level of students is much higher at the beginning of the lesson and gradually decreases as the lesson progresses. The average number of students who were off task in the beginning were 2.7, going to 2.96 in the middle of the lesson and 3.12 by the end of the lesson.

128. There wasn't much variance between the attentiveness levels of boys and girls but average number of boys off task being slightly higher than that of girls. Overall 23% of students were identified as inattentive in class as assessed during classroom observation. No significant difference was found between baseline and endline, as baseline estimated of 22% students identified inattentive by teachers. Sex-wise disaggregation of inattentiveness is as given in the table below. In contradiction to the baseline recommendation, increase in attentiveness of students is still felt to be a far-fetched result as the teachers felt that there is still a good number in the class who can be identified as inattentive.

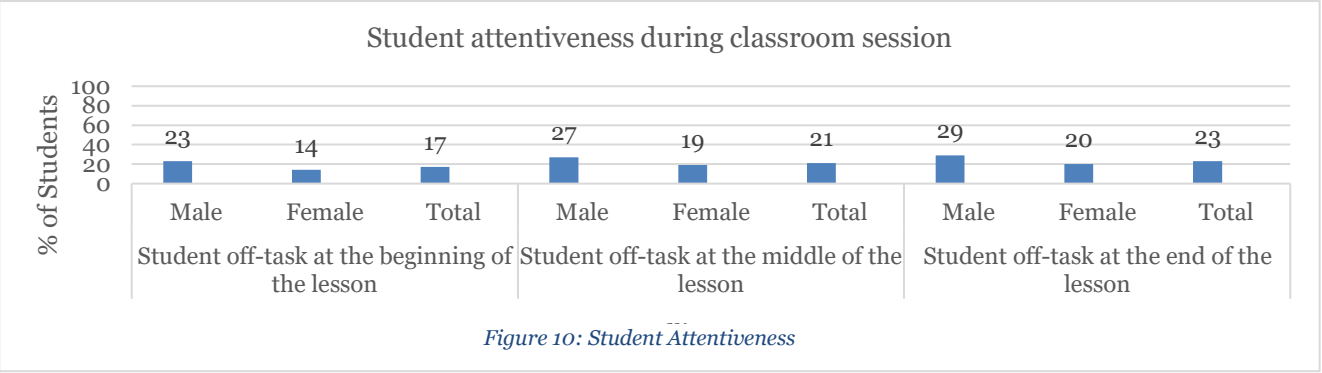


Figure 10: Student Attentiveness

2.2.2.6 Student Attendance

129. Increase in attendance is another key outcome envisaged by the programme. Qualitative interactions suggest SMP has been incremental in reducing absenteeism. To generate numeric evidence, student's attendance for the last academic year was assessed and the data suggest that the attendance of student was 82%. Percentage of students present for 80% or more number of class days was also higher in case of male (67%) compared to female students (61%). The results have improved over the project period from attendance rate going to 82% from 60% during the baseline**.**

130. On Absenteeism from school, parents listed some reasons for children missing school, the most prominent was due to sickness/illness. Around 44% parents reported that children had missed school in the last 30 days out of which 58% reported missing school due to illness. Other reasons such as working on farms or livestock tending (20%) and tending to younger siblings in the household or domestic chores (18%) were reported.

131. While all of the above results have defined the effectiveness of the programme, it is also essential to assess whether the programme is able to impact the learning environment. This is indirectly captured by assessing the perception of parents on education. The three key benefits of education as identified by them were better future livelihood opportunity (53%), increase in the ability of learn new skills (29%) and helps to break the cycle of poverty (28%). In line with the baseline finding, almost all of the parent could identify at least one benefit of education and all of the parents could list down at least 3 benefits as against 78% during the baseline, highlighting gradual spilling effect of the programme.

132. Moving forward in the results chain, the following section discusses the second key results area of SMP, which is increase in health and dietary practices.

2.2.3 Health and Dietary Practices

107. One of the ways to comment on the dietary practices is through calculating dietary diversity. Data on students' dietary diversity was collected from parents using a 24-hour recall measuring proxy nutritional quality of the students. Corresponding to the baseline methodology, the dietary diversity is based on Feed the Future minimum acceptable diet (MAD) matrix, ten food groups were identified for the assessment. To have dietary diversity, it is suggested that at least four food groups should come from a list of ten food groups: (1)grains, roots, and tubers; (2)legumes and beans; (3) Nuts and seeds; (4) dairy products (milk yogurt, cheese); (5) eggs; (6) flesh foods (meat, fish, poultry, and liver/organ meat); (7) Vitamin A-rich dark green leafy vegetables; (8) other vitamin A-rich fruits and vegetables; (9)other vegetables; (10) other vegetables.

108. Overall, 66% of the children at par with the dietary diversity that is, having at least four food groups in a day with variations across grades as highlighted in the figure below.

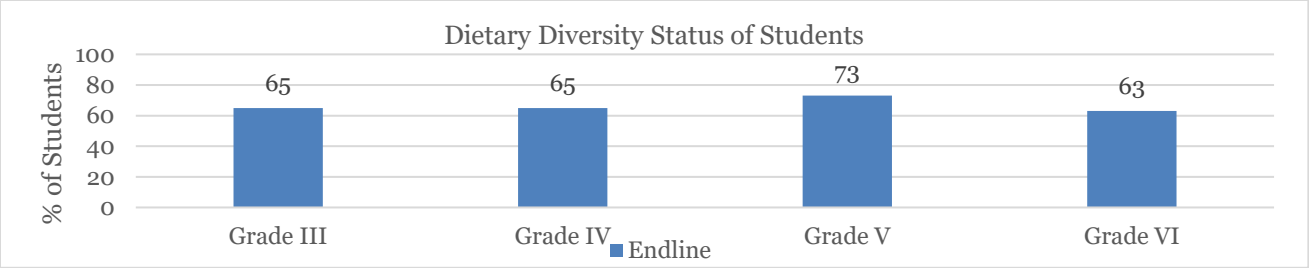


Figure 11: Dietary Diversity Status of Students

109. Additionally, individual dietary diversity scores (DDS) were calculated by combining the number of food items consumed by children from across these ten food groups. Dietary diversity score for students continues to be on the lower side as no significant difference is found from the baseline to endline.

Table 7: Mean Dietary Diversity Score

	Sex	Mean	Standard Error
Baseline	Male	4.6	1.6
	Female	4.6	1.6
	Total	**4.6**	**1.6**
Endline	Male	4.9	0.1
	Female	4.7	0.1
	Total	**4.8**	**0.08**

110. However, further analysis suggests that there has been an upward movement showing more students (62%) falling into the medium dietary diversity category (DDS 4-6) which is higher than the baseline figures (47%) as presented in the table below.

Table 8: Dietary Diversity Status

Type	n	Dietary Diversity Category				
		Three Groups			Two Groups	
		Low (DDS ≤3)	Medium (DDS 4-6)	High (DDS ≥ 7)	(DDS <5)	(DDS ≥ 5)
		%	%	%	%	%
Baseline	1098	35	47	17	56	44
Endline	420	21	62	17	55	45

111. Further enquiry into the dietary practices of the student was done by retrospectively asking about the food consumed by them during the last 6 school days. To verify the same, parents were also asked about the food consumed by their children during the last school days. No significant difference was found between the two. The results are as given in figure below.

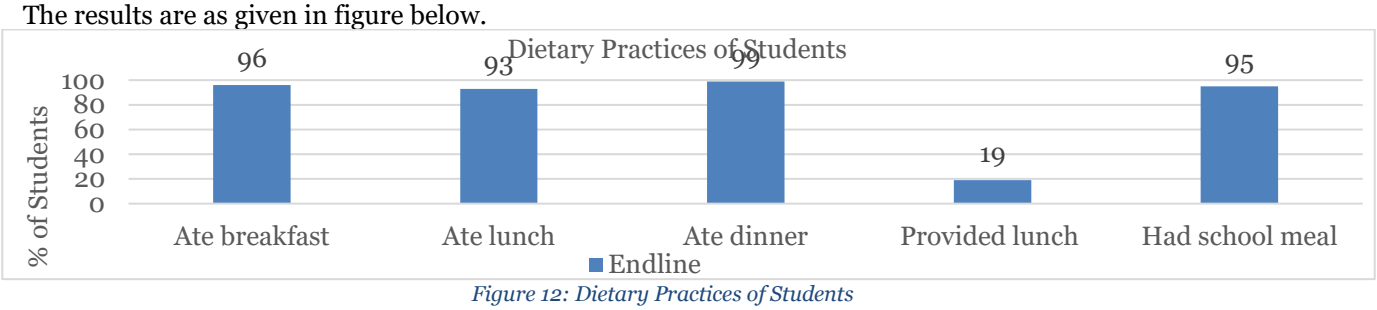


Figure 12: Dietary Practices of Students

112. As stated in the table above, 95% of the students had lunch (school meal) at school which is in line with the school meal register. Student assessment also suggest that before going to the school the students had food at home 5.94 times and similarly 5.96 times after returning from school during the last 6 school days. No comprehensive food utilization and record keeping findings were provided during the baseline, hence, no comparison was made regarding school meal provision.

113. To conclude, dietary diversity status as well as the score of the students has not been improved significantly. However, the progress is gradual and needs more strengthening.

2.2.3.1 Knowledge of Health and Hygiene Practices

114. Increase in knowledge of health and hygiene amongst the students, parents, school staff and the community were one of the key outcomes of the programme.

115. A sample of 1079 student were assessed on their knowledge and practice of health and hygiene behaviours. The findings suggest that overall, 82% of students were aware of health and hygiene practices; and when asked to name good practices on personal hygiene, 30% mentioned regular and proper use of latrine at home and at school and 58% mentioned handwashing with soap after using latrine/before eating as most common response.

116. Knowledge of students on health and hygiene has significantly increased over the project period. The baseline figure suggests that 66% of students could mention at least three good health and hygiene behaviours, the proportion increased to 87% during the endline. Girls and boys were similarly aware of WASH behaviours. Most students, boys and girls practiced at least one health and hygiene behaviours similarly, but notable being washing hands (73%). This is also because the WASH component focused more on awareness generation on handwashing.

117. Further to assess practical knowledge on WASH, the students were also given a set of statements to answer, to understand their perceptions and beliefs and what they understood from good dietary practices and health and hygiene. The results are as given in the table below.

Table 9: Perception and awareness of the students on WASH, nutrition and hygiene

Statements	Not True		True		Don't know	
	n	%	n	%	n	%
Sickness can be caused by eating healthy food	944	87	123	11	12	1
You can prevent some of diseases by wearing shoes	338	31	706	65	35	3
There is no way to prevent children from getting diarrhoea or dying from diarrhoea diseases	835	77	223	21	21	2
Food gives us energy, immunity and helps us to grow	51	5	1016	94	12	1
We shouldn't wash our hands with water and soap	972	90	96	9	11	1
We should wash our hands with water and soap before cooking	36	3	1032	96	11	1
We shouldn't wash our hands with water and soap before eating	968	90	100	9	11	1
We should wash our hands with water and soap after using the toilet	28	3	1042	97	9	1
We, students, can keep our school clean, safer and healthy	39	4	1033	95	7	1

118. When asked about importance of a good and balanced diet, all the students were aware about it and 67% said that it gives us energy, and 32.3% said that it helped them grow. The most frequent source of information was reported to be school health and hygiene brochure, teacher/student-teacher interactions.

119. WFP have also been facilitating capacity building training of school staff and administrators on WASH. The findings suggest that 21% of the headteacher and 44% of the teachers reported they were provided training over the last 12 months on WASH, health and nutrition. Similarly, 66% cook and 41% of the storekeepers were trained on health and hygiene practices. In addition, 50% and 49% of the SMCs and FMCs members were also reported to be trained, respectively. Since the baseline no significant change has been seen in the provision of training on WASH. Which can be further strengthened during the next phases of the programme.

120. During interactions with stakeholders at district level, the impact of WASH awareness trickling down to the communities from students were mentioned repeatedly. An assessment on the awareness of parents were conducted. Overall 91% of the parents could mention at least three good health and hygienic behaviours, the proportion increased to 87% during the endline from 83% in the baseline. Of the parents interviewed, more than 90% of the parents reported that they are aware about keeping health and hygiene and balance diet.

121. On handwashing particularly, 95% of parents were aware about handwashing with soap after using latrine, before eating/preparing food. When asked about daily WASH practices 21% parents reported were using soaps for handwashing after defecation/urination, 19% reported handwashing before eating and 15% before cooking. However, beyond handwashing the awareness was low, for example only 2% of the parents mentioned use and disposal of sanitary napkins during menstruation.

122. It was also found out that only 18% parents have attended training sessions on health and nutrition, especially child health. Similarly, 22% of the parents were aware about outreach programme on WASH, health and hygiene.

Table 10: Training of parents on WASH

Topics		n	% of Parents
Dietary diversity	Through Training	44	62.9
Iron and calcium supplements		15	21.4
Supplementary food (school meal)		18	25.7
Maintaining sanitation and hygiene		42	60.0
Using a toilet is beneficial for me and my family's health		35	50.0
Open defecation is harmful to me and my family's health		11	15.7
Dietary diversity	Through Outreach	46	52.9
Iron and calcium supplements		12	13.8
Supplementary food (school meal)		19	21.8
Maintaining sanitation and hygiene		62	71.3
Using a toilet is beneficial for me and my family's health		45	51.7
Open defecation is harmful to me and my family's health		13	14.9

2.2.3.2 Access to water and sanitation services

123. The holistic approach to programme operation is geared towards having practical outcomes. To further the knowledge on WASH, efforts were made towards advocating on provision of WASH infrastructure. As part of the SIDP, WFP also constructed tippy taps or water stations. Similarly, toilets were constructed or rehabilitated under the SIDP initiative.

124. The endline figures on WASH infrastructure, however, suggest requirement of further improvement in this results area. A functional toilet for students was available in only 88% of the schools assessed. No change was found from baseline to endline. Out of the schools having toilet facility, only 74% of the schools had separate toilets for boys and girls. The proportion have increased since the baseline from less than half of the school to 74%. Most toilets at the schools were flush/pour flush to piped septic tank/sewer system/pit latrine (92%).

> *"There are toilets in the school but not clean due to lack of water system in the school. The students fetch water from the community in the school, which is difficult them to manage sanitation and hygiene in the school without water."*
>
> *-FGD Community Members, Jajarkot*

125. Around 54% of schools had handwashing stations out of which 57% had water upon assessment and 48% had soap for handwashing. The major source of drinking water for project schools was piped water into school premise (72%) as against 77% during the baseline, followed by public tap water (10%).
126. Even though, it may not be possible to comment further on each of the factors influencing the SMP, the findings presented above suggest that the Programme and its sub-programme components have accomplished satisfactory targets in its key results areas- literacy and health and hygiene practice. The programmes, at best,

have tried to work in tandem with Nepal's policies and plans, making a wider network of stakeholders to work together for this cause of improving education in the MFWR. It is, though, of utmost importance that the SMP looks at its various components and their feasibility, more so when its flagship programme is providing school meals. It needs to reflect and think of deepening the programme in a way that it is carried effectively for the rest of the components to follow.

127. The programme inputs are very well-intended and operation plan well laid. However, to maximise the quality of outputs, a close monitoring of activities needs to be conducted starting from the students' perception towards the food being provided to school level challenges in cooking and feeding. Most importantly, the community level perception and awareness generation on why the meal is being provided must be inculcated. The amalgamation of all three with efforts from implementation partners at the districts and central level creates the pathway to enhancing the effectiveness of the programme and pave way for its betterment.

128. While it is arguably prudent to begin the integrated approach on a small scale before attempting it more widely, the fragmented nature of the overall programme, with varying permutations of the activities across the six districts, has limited the scope of effectiveness.

Perspective on Gender

Apart from the gender composition which tell a story in themselves, there were other aspects which emerged from the field. The participatory tools helped in assessing these aspects. Attitude Mapping and Mobility Mapping exercises were conducted to gather perspectives of GEEW aspects. The statements discussed in the attitude mapping exercise and an average response drawn from the responses of the respondents of the 10 program districts is as follows.

Table 11: Perspective on gender and education

Statement	Yes (Average)	No (Average)
Girls should stop their education after attaining puberty	0	8
Women should not leave the house during menstruation	7	0
Parents take the decision of whether their children should study	8	0
Older girls should look after their younger siblings rather than going to school	2	8

The mobility mapping activity helped to look at the mobility of girls vis-à-vis that of boys and explore the reasons for it.

Performing gender roles: The roles for boys and girls were predefined and it came out during field observations and interactions with various respondents. A high rate of migration in this region also led to a dominance of female headed household and women performing various tasks, inside as well as outside the house. For school-going children, girls were undertaking more responsibility than the boys, in household chores.

"We support our mother on her work…fetching water, taking care of siblings and livestock (goat, chicken) in the morning and after the school." *-FGD, Grade VIII girls, Jajarkot*

"There has been no partiality based on gender but in reality, boys dominate in overall system- from class performance to getting access to food and more girls attend school but there is social taboo on retaining girls in house for daily events and chores in the house." *-District Education Officer*

Mobility of the girls: The girls were largely able to move around within the village with no apparent restrictions but it in comparison to boys, they would spend more time in and around the house. A lot of the girls' movement would be when accompanied with their father or brother. They would seldom go out unaccompanied. Though the common narrative that came across was that they would go to school during menstruation but in case there is a temple on the way or near the school, the girls do not go to school during those days.

"We go to our friend's house, relatives house with parents and brothers, we go to the play-ground with friends and buy stationary in the bazar near the village. We go to health post with mother when we get sick. Sometimes we go to Headquarter or out of the district with our father or bothers for receiving official documents or other purpose. We do not go anywhere alone." *-FGD with Grade VIII girls, Achham*

"In one per cent case, menstruation may be impacting education but because it is due to health and hygiene issues. If there is a temple nearby the school, then out of respect the girls may not go to the school."

"Access to education of girls has definitely increase but I don't think it has made significant impact on the girls' mobility. In my view, such issues are function of culture and tradition, rather than their diet. Discrimination towards girls is very high compared to boys and the social system has not changed much."

"Girls are more open to talk about their menstrual issues, but it is still an issue influenced by the social and cultural practices of the areas. Though there has been certain improvement in attendance of girls during menstruation, a lot is still to be done as many girls do not attend school during this period, due to pressure from parents and also not all schools have established toilets for girls with such needs."

-Key Informant Interviews

Access to Quality education: It was unanimously agreed by most respondents that more girls are going to school and there is an awareness at the community level as well in terms to girls' education. But only when on further exploration does one realise that there are some underlying biases which play when it comes to girl's education.

"Boys are mostly sent to boarding schools and girls to government schools since boarding school have better education and it is the mindset of people in these communities to educate the male child well as they have to take of the family resources and are inheritors."

"There was discrimination between son and daughters for the education before but now we can see that girls and boys are equally enrolling in the basic education but still for the higher education only a few girls get the opportunity to continue their study." *-Interactions at the field*

The SMP program has influenced the gender dynamics of the community positively by encouraging education for girls and emphasizing on its importance. This has led to increased mobility of the girls and building up of their confidence levels. It has also redefined gender roles for them up to an extent as girls who come to school then go on to negotiate their household work. The program can tap and deepen these domains by active efforts to include women and girls, providing them with a platform and concretizing their role in the program. It can contribute to a large extent in empowering women and strengthening their agency but with more precise and directed efforts.

Figure 13: Exploring Gender Perspective

2.3 Efficiency: What is the cost benefit of the programmes implemented?

130. For the current evaluation, cost benefit has not been captured in its conventional form. However, the evaluation looked at how SMP have been planned and how efficient are the processes of the operation. A thorough assessment of the operational supply chain in terms of planning and coordination, logistics, timeliness of delivery was assessed. These assessments were made through stakeholder interactions, at the programme level as well as with the government implementing partners at the centre and the districts. The evaluation questions on transparency will be discussed briefly in this section. To assess Transparency in operation, the coordination and reporting mechanism were measured against the chain of operation. Timelines has not been captured explicitly, hence; relative conclusion can be derived.

131. Assessing the programme efficiency, it was deemed relevant that the stakeholders involved in the programme be mapped at all levels. The operational structure is as follows; the SMP is supported by the USDA through WFP. WFP is the primary implementation agency collaboratively implementing the SMP with GoN's Food for Education Programme Unit (FFEP) at the central level. Similarly, at the district level, Food for Education Units (FFEU) and District Education Offices (DEO) are engaged in its implementation, especially to handle logistical arrangement for food transfer and monitoring of SMP activities. Each of the districts has a DEO and their sub-units comprising of Programme Unit, Examination Unit, FFEU, Informal Education Unit and an Infrastructure Section. This makes FFEU a part of the DEO. However, at the central level, FFEP is a separate entity. Further, the FFEU works in close proximity to district resource units for the monitoring of SMP.

132. Information gathered through key-informant suggest that the current chain of operation is in place over several decades and their roles and responsibilities have emerged over time. The coordination amongst MoE and FFEP along with WFP and amongst the department themselves are regular and transparent. The decisions on any change or amendment in the programme implementation modalities are taken in consensus. This shows efficiency in terms of programme implementation at the decision-making level. The complementarity is also seen in terms of policy level changes. WFP adopted to the change in education policy in 2016 and incorporated schools up to grade VIII in SMP. At the government front, the NSMP is drawing from the learnings and feedback on FFEP operations over the period of years. WFP and the government together are exploring and piloting cash-based modality under the National Schools Meal Programme in two districts of Nepal. Interactions at this level are ensured through concurrent steering committee meetings. However, ambiguity in coordination was observed at the district level.

133. At the district, the DEO is vested administrative authority over the FFEU. This is not similar to the central government structure. Hence causing disdain between the two departments on programme ownership. Another major challenge is also concerning reporting and monitoring of the programme, reflecting upon programme efficiency.

"The SMP has been in place for over four and half decade and the question of who's the programme is still exist. However, both DEO and FFEU have had multiple internal dialogue and interaction on these matters and also establish a chain of command… we are still figuring out how to co-exist."

-FFEU

There is some difficulty in coordinating with FFEU because we cannot directly govern them, and we end up becoming the signing authority. There is confusion in implementation programme and policy too."

-District Education Officer

134. The concerted effort of both the DEO and FFEU is especially required as these two department are responsible to ensure the food is distributed timely. Interactions with both the departments have suggested that no delays in particularly have been encountered so far. Delays in food supply was caused as a spill over effect, if there was a delay at source, which rarely happened over the project period.

135. Thus, commenting on the efficiency of the programme in terms of process planning, a mixed picture can be portrayed. At one end, the central coordination mechanism is highly efficient and transparent. Whereas, at the district level ambiguity in authority and roles were highlighted. The stakeholders at the district expects that a robust co-existing mechanism be developed, more so when country's governance policy is transitioning towards federalism.

136. Moving further, efficiency of the programme was assessed from the logistical/supply chain perspective. The evidence gathered from various stakeholders and the WFP programme team themselves suggest the programme has a robust and mechanized supply chain.

137. WFP's supply chain unit at the country office is responsible for looking after the logistics for the import and distribution of food to regional ware houses located in at Kailali District and Nepalgunj or to Extended Delivery Points (EDP). These EDPs are located at districts reaching out 10 programme districts in the MFWR. The responsibility of transporting food supplies from EDP to FDP lies partly with WFP and partly with the FFEU. The government is responsible for the payment of transportation costs this point onwards. The current logistical arrangement has been in place for several years and key-informant interviews at the district level suggest that this logistical arrangement has been efficient in managing the supply chain.

138. Once the food supply reaches the FDP, the responsibility of transporting the food supply rests on the community members assigned by SMC or FMC. The data highlights that amongst the sampled school, more than 80 per cent of the schools have been receiving support for school meal for over 10 years however, the challenge of

getting the work done in prescribed way is still persistent. The quality of service delivery is still dependent on the functioning of SMC and FMC and motivation and leadership of the school staff, especially the head teacher. One the key-informant stated;

"Head teacher is responsible for record keeping. He/she also make sure that the SMC and FMC is running well. He/she is also responsible to interact with community to let them know about the importance of education. But there is no encouragement for better performing teachers/staff and no feedback/punishment for poor performing teachers/staff which impacts the motivation and overall progress of the schools."

-Key Informant Interview

139. Given this, at the school level the efficiency of the programme is dependent on how the work done till date is monitored and recognized. It also highly depends on incentivizing and motivating the community to first engage in the SMC and FMC platform, and secondly make them aware of the requirement in the system. Throughout the supply chain, this trench (transporting food commodity from FDP to School) in particular is unsteady and needs immediate attention to continue retaining the efficiency of the supply chain.

140. The programme's efficiency is also assessed in terms of leakages and wastages, specifically in terms of food commodity. While the leakages remained limited, instances of leakages were reported by storekeepers and cooks. Wastage in terms of students not liking the taste of Halwa and hence wastage was highlighted. The issue of wastage also came up in a number of interactions with the headteachers and the DEOs.

"The issue with haluwa (with blended corn and soya cooked in vegetable oil and sugar) provided to the students is that the students were not satisfied and most of them would waste a lot of food because they did not like the taste of it."

-District Education Officer

141. In terms of venturing into sub-programme component such as digital literacy, it is highlighted that WFP can reconsider these components in light of its cost effectiveness. Digital literacy being a support tool to both students and teachers contributes towards improving education service delivery. However, the component is highly cost-intensive with limited coverage translating into limited outcomes. With school capacity to maintain digital infrastructure being primary criteria for implementation of DL, this component is also high maintenance and needs regular uphauling. In terms of its efficiency, it may be pertinent for WFP to revisit its resources and their application on this component, especially, when it comes to scaling the programme component. A brief overview of the digital literacy components in terms of its effectiveness and impact is presented at the end of this section.

142. Similarly, SIDP is also broad resource-based component but its potential in terms of generating immediate outcome as well as longer impact is large. It has a direct linkage with the meals programme, helps in ensuring safe and secure storage of cooking commodities, hygienic preparation of food. It was also observed that the cooking rooms or kitchens also served as a safe space for keeping teaching-learning material and other important goods of the school where school infrastructure is not at par. Construction and rehabilitation of toilets and water station, though resource intensive, results in longer terms outcomes and impact.

143. With the findings presented, the evaluation suggests that the programme efficiency in terms of process planning is commendable. Further, it is pertinent to weigh the inputs against the outputs to understand the efficiency of the various components of SMP and look at their cost effectiveness. The programme is largely efficient with some amount of rethinking required in a few aspects flagged above.

Student's Experience of Using DL: The students look forward to DL classes and interacting with the equipment as it gives them the space to engage with another interface and learn through games and sounds. The children could recite the poems in Nepali that they had learnt from the laptops. DL along with SMP has certainly added to the retaining of children in school beyond the breaktime as children look forward to the classes.

Teacher's Experience of Using DL: The teachers had a positive approach to using DL in classes as it expanded the scope for classes. The teachers planned the lessons keeping some time allotted for DL activities. But no set lesson plan was found. Since the exam structure is based from the textbook and the child and the teacher both found easier to use laptop for teaching and learning aid.

"It used to go hand in hand with the text book. We used to match the lessons given in the text books and e-pati. Initially we planned class timings that is, out of 45 minutes, how much time is to be given for text book and how much time for e-pati but later we made weekly lesson plans, how many classes for e-pati and text book. Some of us think weekly plans were better." -
Headteacher, Doti

Teacher's understanding of the student's learning based on DL: The teachers closely interacted with students to make sure that the students are receptive to each subject taught in DL. It has assisted in teaching-learning method and has become a means to increasing enthusiasm and attentiveness in children. It was observed and elaborated by the teachers that the Maths module works the best, the students have some confusion when it comes to English, due to difference in pronunciation.

"I used to teach grade 3 Maths, there was a scale lesson and we had to then prepare the scale writing. We used to keep things to measure which is what. We could not say whether all the children could get what we taught them. Some of them could have understood, some not. But now, the mouse in the laptop virtually measures the scale and reads out load "this is 6 inches" and the number 6 is also written on the laptop. It is very useful."

"For English, it was difficult to hear on the laptop, the accent is different. I have taught grade 5 English and it pronounced "eus" for "S". It was difficult for me to understand let alone children. I did not use the e-pati to English after a point. The students did not have the habit to look at the book and read it aloud, English base is poor in rural schools, so they were not able to hear it and then comprehend what was said. English was not good; math and science was good. Nepali was also good, the student used to sing along the poem, all of them learnt it by heart." -Teacher

Relevance: The government of Nepal under its SSDP has emphasized on ICT education and has also put efforts in that direction. Teaching learning digital material have been created as a part of the education master plan 2013-2017. In line with this, WFP's venturing into the digital learning domain has come at an extremely crucial time. However, the national program aims to focus first at the secondary schools while the SMP's digital literacy component has a very limited coverage in primary schools.

Efficiency: A cost intensive and high maintenance component of SMP. Observations and interactions with headteachers informed that upkeep of laptops and the supplementary equipment is a task which they have to undertake. Where the DL component is fairly new, the challenges are fewer since all the equipment is new and well-performing but where the DL component is comparatively older, say 4 years, its functionality is a challenge. The laptops are lying in a non-workable condition, in wait of repair for months now, in some cases. Rodents spoiling laptops and wires of chargers were also found. For the smooth functioning of the digital literacy component, the condition of the classrooms has to be up to the mark with proper doors and windows. Regularity in maintenance is of utmost importance of this component.

Sustainability: In terms of sustainability, DL needs continuous upkeep with a huge resource base. It is run by solar energy which is disrupted during rainy seasons and the infrastructural requirements for DL are extensive. It needs properly built, secure classrooms for keeping laptops which is also a huge challenge in such settings. Apart from this a number of other factors and investment in DL is required, without investment and upgradation of supplementary provision may inhibit its sustainability.

2.4 Sustainability: To what extent does the intervention's implementation strategy include considerations for sustainability?

144. Building WFP's vision for graduation, the evaluation critically looked at whether WFP has looked at the programme's sustainability and handover. While the relevance, efficiency and effectiveness criteria mostly commented on accountability aspect of the evaluation, sustainability will comment on the learning and way forward. The findings gathered on aspects of sustainability is presented across three thematic aspects; Intervention Sustainability, Institutional Sustainability and Results Sustainability.

145. Overall, while assessing stakeholder perspective on programme sustainability, varied perspectives were gathered. Mostly, the perspective varied on programme takeover by the government and the model in which it could be taken ahead. While most of the key-informants and school stakeholders were hopeful that the government will continue the programme while WFP graduates, but with much ambiguities and uncertainties.

2.4.1 Intervention Sustainability

146. Interactions with WFP programme team and government officials at the central and district suggests that one of the major discussions around WFP's graduation and government takeover of the SMP is with regards to provision of food commodity. This will entail either locally grown food produce or shift towards cash-based SMP model. Realizing the sustainability aspect of the programme, the government is strongly looking at nutrition and education and have been thinking about expanding the SMP within the national banner. First, food-based and another cash-based, the latter is prioritized. The reason for prioritizing cash-based modality is because these regions are not self-sufficient in producing surplus food grains or even producing it round the year.

"Over the period of years, the FFEP coverage have been decreasing and the need to ensure quality education and enrolment through mid-day meal is critical. The MoE and DoE decided to take up cash model thinking that it will contribute the local economy if locally produced food is purchased. Also, the FFEP in kind modality was expensive. This decision is also based on the feedback we have received over FFEP operations over the period of years."

-Key Informant Interviews

147. Currently, the cash-based National School Meal Programme (NSMP) implemented by the MoE is covering 19 districts in Nepal. Both boys and girl student are provided NPR20 in hilly areas and NPR15 in Tarai area. The expansion of NSMP to other remaining districts is on-going. The interactions with the government stakeholders suggest that the National Planning Commission (NPC) has issued a multi sectoral nutrition plan based on which the plan for scale up of cash-based model in the upcoming fiscal year and also as part towards transitional management and shift to new governance structure. Supporting GoN initiative, WFP is also supporting the cash-based SMP in two of the districts, Bardia and Sindupalchowk to assess the feasibility and scalability of the model.

148. Having said this, concerns around whether cash-based model will be efficient to provide nutritional value to the student has been reported. Although a daily nutritional plan for school meal will be charted out, the adherence to it will be challenging, especially when the local economy and market is not strong in terms of supply of food given the geographic remoteness. Market penetration of packaged and ready to food items will lead to students not getting healthy and nutritious food. This notion is led by the fact that the objective of School Meals is to curb student's immediate hunger. Hence, whether feeding them unprescribed food serves the purpose.

149. Along the same line, the interactions also suggested, that the cash-based model has faced misuse. However, it can be implemented efficiently with adequate monitoring as well as programme level understanding of the concept of education and nutrition.

"It will not be possible for the government of Nepal to change the modality into cash-based directly and simultaneously in all districts given the budget. Although, the plan is such that cash-based programme is implemented across all 77 districts but in terms of locally produced food, it is not possible, the community is not capable.

-Key Informant Interviews

150. In terms of continuing with the food-based model, the concern of growing food locally has been highlighted during several key-informant interviews. Given the topographical landscape, agricultural productivity is limited. The type of produce also varies from one district to the other. Therefore, the challenges could be first to grow nutritious food locally, secondly universalization of food item across schools. To match the global standard, production of nutrition rich fortified food produce (rice) need to be done, adding additional layer to the operation.

151. While government as well as WFP are already testing various modalities for sustainability of the SMP, renewed focus should be given on whether as per the envisaged goal and realization of the nature of challenges and limitations, continuing with the food-based model of SMP will be ideal. At this stage, contribution of non-USDA commodities to SMP such as providing firewood for cooking in itself is a challenge to the community. Getting to set up locally produced commodities will be a gradual process. Alongside piloting cash-based model, it will be ideal to implement small scale food-based pilot models to gather insights into whether the vision of sustainability in this space is relevant and appropriate in the given context.

"It been 15 years since we have been talking about it (locally produced food). But have we seen the reality of these mountainous area. We made work plans but did not consult /identify the need. We need to discuss with the people who live there, its feasibility. If there are no avenues for production, why are we even talking about locally grown food at all?"

-Key Informant Interviews

2.4.2 Institutional Sustainability

152. The institutional sustainability in this current evaluation context is gathered by exploring institutional capacities to carry forward the intervention. While the graduation strategy is aaligned with the Government of Nepal's NSMP, capacities to take the intervention forward were not adequate.

153. For the scalability and sustainability of the food-based models, the interactions with the government stakeholders suggested that there is lack of logistic management capacity at the government level. The current logistical arrangement is handled by both WFP and government. The government's role in logistics and transportation and logistics starts when USDA commodity reaches the EDPs at the districts. Government capacity for logistical management of such large scale is inadequate. While incorporating strategies for sustainability at WFP's side, this factor should have been considered and the assessment found it to be missing in the design.

154. Government's reliance on the donor, WFP in terms of SMP, is also highlighted as one of the hurdles to sustainability and handling over of the programme to the government. The need for development assistance in education, specially SMP has always remained as a "one door policy" and the government were reliant on the donor to take forward the agenda and reluctant to look for alternative ways of implementing and making it sustainable. Hence, when it comes to sustainability of the programme, there is an existing expectation from WFP to carry on the programme or at least handheld the government while they implement the SMP. As stated by one of the key-informant;

"Donor programme was born because of the need, lack of government capacity. The government is still unsure whether it is capable now…especially with the establishment of new governance system"

-Key Informant Interviews

155. Concerning programme takeover by the government, it was found that most of the processes and planning are laid for the meal component of SMP and not for the other sub-programme components. Since, the current SMP has a holistic approach, whether the handover strategy of WFP over to the government is going to be holistic is unclear. If so, strategies for programme level capacity building for holistic programme take over has to be considered earlier on. On the other hand, if WFP intends to carry forward the sub-programme components, what would be its implementation modality has to be strategized.

2.4.3 Results Sustainability

156. One of the critical aspects of programme sustainability is that of results sustainability. By 2022, WFP is handling over the SMP activities of four programme districts-Baitadi, Dadeldhura, Dailekh and Doti in MFWR. The decisions for graduation and phase out were, to an extent, based on the outcomes the programme has produced during the project period. To continue sustaining the results that the programme has achieved over the period of years, no concrete plan of action was observed.

157. There is also a lack of understanding on the design and coverage of each of the programme. At present the criteria for choosing a particular set of schools and similarly to graduate out of the school is largely based on the overall SMP implementation. This is also not universal across the SMP schools. While the graduation strategy for SMP has already been charted out and conveyed to the government counterparts, the implementation status and the results these sub-programme components (EGRA, DL, WASH, SIDP) seek to achieve must be charted out.

158. For the sustainability of results, continuation of holistic approach to education service delivery, the premise on which the FY14 programme phase was established has to be considered moving beyond institutional shift. Contemplating education and nutritional outcomes alongside sub-programme components have to be explicitly defined. This will also ensure programme relevance in the long run and contribute towards SSDP's vision on providing quality education services.

3. Conclusions and Recommendations

159. Based on the findings presented in the previous sections, an overall assessment that responds to the evaluation questions is provided below. This is followed by recommendations of how action can be taken to build on the lessons learned.

3.1 Conclusions

3.1.1 Relevance of the Operation

160. In response to the first evaluation criteria, "how appropriate the evaluation is" the findings conclude that the programme is highly relevant for the settings it has been initiated. It has come across widely that the SMP has encouraged households and the communities to send children to school and to further the value of education.

161. A holistic approach to operation with SMP at its core and sub-programme component is enabling better learning environment. The programme touches upon SSDP's core result areas; curriculum development, teaching and learning materials (including textbooks), teaching and assessment methods through Early Grade Teaching Support and Digital Literacy Programmes. It is also in line with SSDP's cross cutting results areas pertaining to School Health, Nutrition and WASH.

162. While the programme is relevant in its context, in terms of its design and coverage, it has not been able to reach and address the needs of the people who face multiple marginalization. It has been able to reach the large food insecure population but has not been able to trickle down to a large extent to those at the brunt of caste, religious prejudices, limiting its impact. The SMP does not directly focus upon gender parity and inclusiveness as they have been at par as a result of several other interventions. However, structural underpinning mentioned as such could be focused upon.

163. The intent to provide holistic approach to ensuring quality education is well manifested. Focus on scalability and sustainability of these programmes would greatly augment the imperatives.

3.1.2 Efficiency of the Operation

164. The key findings around efficiency suggest that the programme efficiency largely depends on the roles played by the various stakeholders at each level. The supply chain and reporting mechanism are very well-placed, and roles well assigned. Hence, in terms of implementation process the operation is highly efficient.

165. Though WFP has many developing partners for guidance and well-charted out implementation of the operation, it still needs to engage actively with in proper coordination at the districts. In terms on monitoring, reporting and coordination mechanisms, WFP's logistical stronghold has held the programme together and making rigorous supply chain mechanisms. The government collaborations and coordination are largely in tune with the programme but there is some degree of ambiguity between the roles of the FFEU and the DEO, at the district level, affecting the sense of ownership of the project. It is imperative that these structural ambiguities are worked on and addressed.

166. Perceived ownership of programme and identification of drivers of the programme is another critical factor that was highlighted by the findings. This is crucial in case of community engagement and them understanding the programme rationale. Their engagement is critical not only in the supply chain but are also the drivers of change at the grassroots. In this case, the FMC and SMC, which are not efficiently functioning as envisaged, needs to be strengthened. This will ensure the efficiency of the operation in the coming phases.

167. The integrated implementation of various components adds to the holistic approach of the project. However, considering that the coverage of the components is limited and partial, components like SIDP and DL are highly cost and resource intensive. A design and operational revisiting can be done to ensure optimal and efficient investment.

3.1.3 Effectiveness and Impact of the Operation

168. The SMP continues to be the driver for School Enrolment, this phase of the programme added a layer of ensuring quality education service delivery. The key outcome areas of the programme- Improved Literacy Outcomes and Increased health and dietary practice- show satisfactory results. However, potential for further focus and strengthening is plenty.

169. After drawing a comparative with the baseline, improvement in the learning outcome amongst early grade students were found, with 22% of the students above competency in terms of reading and comprehension. Improvements in sound and vocabulary recognition was seen amongst the student, although much focus is required in terms of listening and oral comprehension as knowledge is not resulting into comprehension. The focus on sound and vocabulary lesson at school has resulted in related aspect of learning.

170. The programme has seen a considerable increase in some areas like teachers demonstrating use of new teaching techniques and methods (24%, a 4-percentage point increase from the baseline). Teacher attendance improved by 6 percentage point (79% in endline and 73% in baseline). Percentage of teachers being present for 80% or more number of working days was 63% whereas teachers being present for 90% or more number of working days was 23%, highlighting improvement since the baseline. No significant change has been observed in student attentiveness per se, however, student attendance has improved over the project period from attendance rate going to 82% from 60% during the baseline.

171. The programme still needs to work on its training and capacity building activities. The teacher training activity as well as training for cooks and storekeepers had plummeted in the endline and were reported higher in the baseline. The targets in terms of training of teachers, cooks and storekeepers have not been met.

170. In terms of health and hygiene practices, the programme was able to make a shift in the dietary status of the student from low to medium. Around 62% of the students are falling into the medium dietary diversity category (DDS 4-6), a figure higher than the baseline figure-47%. Overall, 66% of the students were reported at par with dietary diversity i.e. having at least 4 food groups out of 10.

171. In terms of knowledge on health and hygiene significant results could be seen amongst both students and parents. 82% of students were aware of health and hygiene practices, 87% of students could mention at least three good health and hygiene behaviours as against 66% during the baseline. Most students, boys and girls practiced at least one health and hygiene behaviours similarly, but notable being washing hands (73%). This is also because the WASH component focused more on awareness generation on handwashing.

172. On handwashing particularly, 95% of parents were aware about handwashing with soap after using latrine, before eating/preparing food. When asked about daily WASH practices 21% parents reported were using soaps for handwashing after defecation/urination, 19% reported handwashing before eating and 15% before cooking. However, beyond handwashing the awareness was low, for example only 2% of the parents mentioned use and disposal of sanitary napkins during menstruation.

173. Though WFP has tried to engage with gender and include it in their programmes even before SMP, for example, the oil incentive scheme for girls did increase the enrolment, having much more strategic and far-sighted approach to address an issue so ingrained in the society can have greater results. A need to actively engage with all issues relating to gender, from having women headteachers and teachers, heads in SMCs and to also initiating conversations on menstruation, mobility of girls et al is required. To include gender in the programme, the approach must go further from treating sex as a biological category but to have gender as a societal, cultural issue and to address it from a practical Gender needs lens.

3.1.4 Sustainability of the Operation

174. WFP strategy for graduation has been laid clearly and communicated to the government counterparts. Alternate model for school meal such as cash-based models are being piloted keeping in mind the scalability and sustainability of the programme under the larger NSMP umbrella.

175. While WFP is supporting the government to test a cash-based modality, the current model is largely food-based, the government is clear that at present it is not equipped to run a food-based system. The capacity of the government to run the programme, at scale on its own, seems inadequate. The capacity of the stakeholders at the government needs to be built further given the programme needs and vision. This is very integral especially with Nepal's transitioning political structures, the programme is in a great need of direction.

176. It is the sustainability of the programme that will stand tall at the end of the day and the long-term vision of improving attendance, enrolment and improving learning outcomes of the children of the MFWR region. For this reason, it is important to bear that the operation is attentive and nuanced in its approach and can keep on with its rigour even after those who manage it change ropes in the future. For this purpose, the operation needs to have long-lasting and deeper impact strategy, in line with the national policies and frameworks. With Nepal's ever-changing political climate, it is further important to concretize the programme and turn it into a community owned, community-led initiative.

177. Some recommendations for making this a self-sustaining, holistic programme with a deeper impact are discussed below.

3.2 Recommendations

The findings of this evaluation led to the evaluation team making the following recommendations:

3.2. 1 Key Recommendations

178. **Coverage and Quality of Education Service Delivery:** Trainings form a core component of SMP and improving learning outcomes. Hence, it is crucial that more resources are directed towards intensive teachers training programme and regularity is maintained. Refresher trainings for teachers to be made essential for teachers.

179. **Working on the differing intensity of the programme**: The programme has brought different components into its fold and expanded horizontally. To achieve the intended outcome, it is important to strengthen the main component and let the supplementary components work in a tandem with it. This can be

done by appropriately designing the sub-components as per the immediate need and the extent of its contribution to the overall SMP.

180. **Necessary Conditions for WASH:** This programme phase focused more on awareness generation of WASH, especially handwashing. Need to move beyond awareness and basic WASH practice such as handwashing, to considering practical WASH needs and resource availability is a must.

181. **Food and Nutrition:** Awareness creation amongst stakeholders on food intake (age-appropriate feeding) vis-a-vis nutrition and its relation to learning and nutrition outcomes is necessary. This is required so that differing nutritional requirements of the beneficiaries, boys and girls of varying age groups, are met.

182. **Community Participation:** Strengthening of community platforms, FMC/SMC, outreach to facilitate community engagement to take ownership in the long-run with an equity perspective.

183. **Experimentation of Alternative Model:** Small scale pilot models (food-based) to gather insights into whether the vision of sustainability is relevant and appropriate in the given context can be implemented. Efforts should be directed towards identifying food abundant regions in Nepal or to invest in irrigation facilities and potential farm lands. It will be of immense value for all the stakeholders and WFP can take the lead is making this a sustainable, scalable, community-led model. It can also go a long way in ensuring a greater sense of accountability and instilling a sense of ownership in the community as well as the government of Nepal and reduce dependence.

178. **Consorted Effort Amongst Multi-partners:** The capacity building component of the operation, presently restricted at the school level (for cooks, teachers and storekeepers) needs to be extended to the government structures and a cadre from FFEU, the Ministry of Education to be developed and trained to take this programme forward.

3.2.2 Other Recommendations

179. **Extend coverage to people facing multiple marginalization:** The programme has not been able to reach the people facing multiple marginalization of caste, religion or disability and for a programme of this calibre and reach, it is important to work with these specific groups in these food insecure districts and enhance its coverage.

180. **Perspective building and changing mindsets:** A great degree of effectiveness and impact of the programme will depend on the trickle down that it has and will leave even after it is discontinued. It is, thus, of immense importance, in lieu of the larger vision of the programme to influence the mindsets of the community and to build perspective which understands the importance of education. Investing in perspective and mindset building will be a constructive step towards ensuring continued enrolment and attendance. This can also go a long way in shaping the gender ideas of the community and in turn also affect the participation of the community in SMCs and FMCs. Some of the activities that can be undertaken are community sessions/workshops involving the village head and other men and women. Community events like plays, group discussions with parents and gender related exercises in the school to increase awareness.

181. **Better remuneration for cooks/storekeepers and hiring of specialized resources:** It was the view of all respondents that the remuneration for the cooks/storekeepers in not adequate and is not sufficient to work as an incentive for them. This in many cases led to deep dissatisfaction. The cooks were also helpers in the school and in many cases did not have the required knowledge and time to cook a meal for a large number of students. The cooks should be compensated well and separate resources to be channelized for it.

182. **Decentralization of WFP's food component:** WFP is the central point for the government to obtain food to run this programme effectively. It is the only donor working in this field and has, in many senses, a one-door policy so for it to maximize its reach and impact, opening up and in a way decentralizing their stature of being the focal point of food stature would help in future planning and sustenance. It will make the programme more accessible and also give different avenues to the government to expand and take over.

183. **School Infrastructure Development Programme** needs to be carried out in congruence with the overall infrastructure of the school. Not only constructing the *khaja-ghars* but also investing in the classrooms so that they are conducive to learning. In the absence of well-ventilated, proper classrooms, the implementation of supplementary components suffers, influencing the learning outcomes which need a holistic approach to be achieved.

184. **For Digital Literacy**, it is important to take cognizance that the overall EGRA results needs to be further improved. DL component in a region like MFWR, which faces immense difficulty in maintaining the basics, digital literacy, can work as a means and not an end to learning. It can assist in the learning of students and work as a support tool. Both teachers and students struggle with English in this area, and the DL's approach can be improved to contextualize the need.

185. **Overall,** the programme has brought different components into its fold and expanded horizontally but there is still a lot of work needed to deepen the programme. In terms of coverage, the other components which have been added over the last phase have limited coverage. The coverage of SMP in itself can be strengthened and deepened to reach larger number of students of the MFDWR region. The programme's inputs for SMP are standardized and to achieve its outcomes and outputs, it is important to strengthen the main component and let the supplementary components work in a tandem with it.

Annexures

Annex 1: Terms of Reference

Annex 2: Stakeholder Mapping

Annex 3: Map of Project Districts

Annex 4: Results framework

Annex 5: Evaluation Matrix

Annex 6: Evaluation Criteria and Areas of Enquiry

Annex 7: Data Collection Tools and Methods

Annex 8: Sampling Strategy

Annex 9: EGRA Methodology

Annex 10: Performance Indicators for Evaluation of FY14

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Annex 13: List of Sampled Schools, VDC and Districts

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List of Acronyms

Annex 1: Terms of Reference

DECENTRALIZED EVALUATION of the USDA McGovern Dole Food for Education Program in Nepal (End-line evaluation of 2014 grant and Full evaluations (baseline, mid-term and end-line) of 2017 grant) WFP Nepal Country Office

Introduction

1. These Terms of Reference (TOR) are for specific evaluations of the United States Department of Agriculture (USDA) McGovern-Dole Food for Education Grant (MGD) supported school feeding activities in Nepal. In the past several years, WFP Nepal Country Office (CO) has received two different MGD grants: 1) the FY14-FY16 award cycle (therein referred to as FY14), and 2) the FY17-FY20 award cycle (therein referred to as FY17).
2. This TOR therefore describes two different operational evaluations that will generate four evaluation products, under these two grant cycles:

i. FY14 - end-line evaluation (end-line evaluation report)

ii. FY17 - baseline study, mid-term and end-line evaluations (baseline study report, mid-term evaluation report and end-line evaluation report)

3. Under the FY14 MDG cycle, WFP provided a mid-day school meal of "*haluwa*" (fortified corn soya blend porridge) to 250,000 school children in 2,400 public schools in all moderately and highly food insecure Village Development Committee (VDC) areas[14] of 10 districts of the mid and far western region (MFWR) of Nepal. The total budget for this project was USD 26.9 million. Starting from 2017, the new MGD cycle with a budget of USD 29.3 million, will assist the same 250,000 school children in the 10 districts of the MFWR. A change in the food basket (to fortified rice, pulses, vegetable oil and salt from the previous corn-soya blend) is gradually introduced in the 10 programme districts (see page 14 - **Changes to the FY14 operational plan**).
4. The evaluations listed herein are commissioned by WFP Country Office in Nepal (CO). They will be undertaken under a single assignment (contract) producing the following specific deliverables (timeframes mentioned are subject to change):

i. For FY14 - end-line evaluation report (October 2017 – May 2018)

ii. For FY17 -

- complete evaluation design (for baseline, mid-term and end-line) – (November 2017)
- baseline study report (October 2017 - June 2018)
- mid-term evaluation report (June – December 2020)
- end-line evaluation report (October 2021 – April 2022)

5. The primary task of the assigned evaluation team will be: a.) to collect data and finalise the end-line evaluation of the FY14 MGD project, against the baseline study conducted in 2015 b.) develop a new comprehensive evaluation design for the FY17 MGD programme cycle including evaluation framework, sampling frames, baseline data collection plan (and report), mid-term evaluation report and end-line evaluation report.
6. Given the similarities in programme operations (geography, targeting and interventions), the primary data collection for the FY14 end-line and FY17 baseline can be done as a single exercise through separate survey instruments. (see **2.1 Rationale** for details).
7. This TOR was prepared by the WFP Nepal CO based upon an initial document review and consultation with stakeholders and following a standard template. The purpose of the TOR is two-fold. Firstly, it provides key

[14] VDCs are the smallest administrative unit with the governance structure of Nepal

information to the evaluation team and helps to guide them throughout the evaluation process; and secondly, it provides key information to stakeholders about the proposed evaluation.

8. The TOR will be finalized based on comments received on the draft version and on the agreement reached with the selected research firm. The evaluation shall be conducted in conformity with the TOR.

1.1 FY14 end-line evaluation:

9. The period of this evaluation will cover the start and end date of the project: from January 2015 to the point of the end-line evaluation in December 2017.

10. With the receipt of FY14 award, WFP's School Meals Programme (SMP) has taken a holistic approach to education programming through five interventions:

    i. providing school mid-day meals of corn-soya blend porridge with oil and sugar, cooked in school

    ii. providing literacy support with material and teacher-training for early grade (pre-school) reading and digital learning with school-based children's laptops,

    iii. constructing or rehabilitating improved water systems in schools and creating awareness in good practices in water sanitation and hygiene (WASH),

    iv. developing school infrastructure: constructing school kitchens and installing environmentally friendly, institutionally improved cooking stoves.

    v. providing capacity development and technical assistance to the Ministry of Education to advance the National School Meals Programme (NSMP).

11. These activities contribute to the Government of Nepal's commitment to developing child-friendly schools that attract more children and create an enhanced learning environment. They have been implemented in 10 of the most food insecure districts of the mid and far western region (MFWR) of Nepal[15] (See **Annex I: Map of the Nepal School Meals Programme Area**).

12. WFP has also been implementing two pilot projects during the current FY14 MGD programme cycle; 1) a nutrition-sensitive literacy intervention where early grade learning materials are developed to include grade-appropriate knowledge on basic nutrition along with teacher capacity development, and 2) an implementation of different modalities of supplying cash-based school meals, leading to determining the most appropriate delivery modality for subsequent scale-up.

13. In this context, WFP is commissioning a contractor to conduct the end-line evaluation of the FY14 MGD supported WFP school meals in Nepal covering activities from 2015 to 2017 to provide an evidence-based, independent assessment against the baseline conducted in 2015.

14. In order to identify the FY14 project's results and generate lessons learned, the evaluation will assess the results of the project against the proposed evaluation criteria questions (see section **4.2 Evaluation Criteria and Questions** and **4.3 Methodology**).

1.2 FY17 evaluations (baseline study, mid-term and end-line):

15. WFP has now been awarded the FY17 grant to continue programming for the next four years (2018-2022). In this new FY17 cycle, WFP will continue the holistic approach to programming with activities grouped into seven major interventions:

    i. Distribute Food: Provide School Meals

    ii. Enrolment: conduct Parent and Community awareness and training on the importance of education,

[15] Achham, Bajhang, Bajura, Baitadi, Dadeldhura, Doti, Darchula, Dailekh, Rukum and Jajarkot districts.

iii. Health: WASH activities (constructing or rehabilitating improved water systems in schools and creating awareness in good practices)
iv. Literacy: Early Grade Learning Programme (providing literacy support with material and teacher-training for early grade reading and digital learning)
v. Nutrition: School Meals Menu Planner Package (installation and teacher-training of the digital tool for school menu planning)
vi. Safe Food Preparation and Storage (training and awareness on safe and hygienic food preparation and storage practices)
vii. Support to Capacity Building (to the Ministry of Education for developing the integrated school meals strategy and national school feeding programme guidelines)

16. Of these, Activity (v) will be implemented in 10 government funded cash-based school meals districts and the rest in the same 10 districts of the MFWR[16] as in the previous cycle's USDA supported food-based school meals districts.
17. The start and end dates of this programme cycle will be from January 2018 to December 2022.
18. The scope of the evaluation design for the FY17 cycle therefore will constitute of studying the programme components to obtain a situational analysis at the baseline and evaluating the project results against the evaluation questions at the mid-term and end-line of the project period, in 10 food-based districts (see section **4.2 Evaluation Criteria and Questions** and **4.3 Methodology**). These studies will also reference secondary findings from the government funded cash based programme.

Reasons for the Evaluation

2.1. Rationale

FY14 End-line evaluation

19. The purpose of the FY14 end-line evaluation is to study the results gained from the project activities through the project period to compare against the baseline conducted in 2015, and evaluate them under the evaluation criteria of **relevance**, **effectiveness** and **efficiency**, **impact**, and **sustainability.** They will be evaluated against specific evaluation questions (see section **4.2 Evaluation Criteria and Questions** and **4.3 Methodology)**
20. The FY14 end-line survey will also be collecting performance indicator data for strategic objectives and higher-level results and assessing whether or not the project has succeeded in achieving MGD's two strategic objectives,
21. Another purpose is to identify meaningful lessons learned that WFP, USDA, the Ministry of Education and other relevant stakeholders can apply to future programming.
22. In this manner, the FY14 end-line evaluation will contribute towards WFP's efforts in the gradual creation of a sustainable SMP in Nepal, through documenting the current operational processes, challenges, successes, achievements and the future potential to improve the education outcomes of children in rural areas. In particular, the results and lessons learnt will inform and strengthen the programme implementation for the FY17 MGD cycle, as well as provide inputs to the Government on best practices of the previous cycle.

FY17 baseline study, mid-term and end-line evaluations

[16] Achham, Bajhang, Bajura, Baitadi, Dadeldhura, Doti, Darchula, Dailekh, Rukum and Jajarkot districts.

23. As the FY14 MGD cycle draws to a close, WFP Nepal has been awarded the grant of USD 29.3 million to implement the next cycle of the programme for four years (2018-2022). In this new FY17 cycle, WFP will continue the holistic approach to programming with activities grouped into seven major interventions: 1). Distribute Food: Provide School Meals 2). Enrolment: Parent and Community Awareness 3). Health: WASH activities 4). Literacy: Early Grade Learning Programme 5). Nutrition: School Meals Menu Planner Package 6). Safe Food Preparation and Storage and 7). Support to Capacity Building.
24. As such, the purpose of the FY17 evaluations include studying the situational analysis and establishing baseline values for the indicators of project activities which will help to define targets to be achieved through the project period.
25. The FY17 evaluation will then be followed with the mid-term and end-line studies to compare the results achieved throughout the period against the established baseline. The project's evaluation design therefore, shall have a common methodology that will be used throughout the programme to evaluate results at mid-term and end-line.

Combined approach for FY14 End-line evaluation and FY17 baseline study

26. WFP Nepal proposes to combine the data collection for the FY14 end-line evaluation and FY17 baseline study. This is because the districts, schools, and activities in which the FY14 programme is taking place are exactly the same districts, schools and activities in which the FY17 programme will also take place.

27. Although both FY14 and FY17 MGD programmes are implemented in the same geographical districts and the same schools, they are treated as two separate programmes, however the strategic objectives remain the same.
28. Although a single data collection phase is used, two surveys need to be done to produce two distinct deliverables: the FY14 end-line evaluation report and the FY17 baseline study report. The survey is only one tool of the evaluation, and is shared, however, the two different evaluation reports will serve distinct purposes.
29. The FY17 evaluation design should take into consideration the follow-on mid-term and end-line evaluations and hence, plan for separate data collection phases for these two studies.

Objectives

30. Evaluations in WFP serve the dual and mutually reinforcing objectives of accountability and learning, and may have other objectives, depending on the respective studies undertaken. For the proposed evaluation, the strategic objectives would be:

- To achieve accountability – the evaluation will assess and report on the performance and results of the SMP implemented during the period of the project;
- To understand the impact of interventions and explore the strength of the exit strategy with a focus on achieving programme sustainability

In addition, the operational objectives of the FY14 End-line evaluation and FY17 baseline study will be:

- To measure outcome level results in order to understand what factors, and how they contributed to achieving the results; this will help to build evidence of the project's implementation successes;
- To draw lessons for learning – the evaluation will determine the reasons why certain results occurred and why they didn't, to draw lessons, derive good practices and pointers for learning. It will provide evidence-based findings to inform operational and strategic decision-making. Findings will be actively disseminated, and lessons will be incorporated into relevant lesson-sharing systems. In particular, the baseline study will help

determine the current situation of the indicators relating to the proposed activities in the new grant and help to establish targets to be achieved.

- To understand the extent to which needs have been met, through a timely and transparent process.
- To achieve cost-effectiveness in surveying by implementing a combined approach to data collection in the FY14 End-line evaluation and FY17 baseline study.

Stakeholders and Users

31. **Stakeholders:** a number of stakeholders (Please see **Annex II: Table 1 – Preliminary Stakeholder Analysis**) both inside and outside of WFP have interests in the results of the evaluation and some of these will be asked to play a role in the evaluation process. The preliminary stakeholder analysis should be deepened by the evaluation team as part of the Inception Phase.
32. **Accountability to affected populations:** this is tied to WFP's commitments to include beneficiaries as key stakeholders in WFP's work. As such, WFP is committed to ensuring gender equality and women's empowerment in the evaluation process. This will be done through a complete participatory and consultative approach where the perspectives of women, men, boys and girls from different groups – in particular by school girls and boys, male and female family members of the children of different ethnic groups and economic status (rich, middle, poor, ultra-poor), male and female teachers' and community members will be collected and separately analysed to understand prevailing gender roles, interests and issues.

Context and Subject of the Evaluation

Country Context

33. Despite years of multiple development initiatives undertaken by the Government and development partners, Nepal remains one of the world's poorest and least-developed countries ranking 145 out of 188 countries on the 2014 Human Development Index. One quarter of the population (6.7 million people) lives below the national poverty line, as a result of political instability, limited economic growth, high prices of consumer goods and the adverse effects of frequent natural disasters. School enrollment rates have improved but access to adequate schools and instruction, which is necessary to improve literacy, remains a challenge. Malnutrition rates are high, and 15 percent of the population is food-insecure. Stunting for children below age five is 36 percent, underweight is 27 percent; and, wasting is 10 percent[17]. Access to health services, safe water and sanitation is inadequate.

34. The above situation is exacerbated in the mid-western and far-western regions (MFWR). The MFWR geographic area is characterized by frequent natural disasters, severe food insecurity, malnutrition, poverty, and low education outcomes. The MFWR has the lowest national net enrollment and the highest under-nutrition rates. Consequently, the MGD supported SMP programme focuses on educational and nutritional outcomes of school-age children living in the hills and mountains of 10 MFWR districts.
35. **Specific In-country Constraints:** Weak infrastructure, geographical remoteness and targeted beneficiaries' vulnerability to disasters pose challenges and may limit access to the MFWR. Similarly, the Government's capacity to monitor, supervise and manage the education system, including the national school meals programme (NSMP) is fragmented, as highlighted in the WFP-Nepal comparative study on school feeding strategies in Nepal conducted in 2015. Funding and staffing at all levels (from school teachers to senior government officials) are weak. Lack of transparency, accountability and weak governance are continuing challenges that need to be addressed through strong monitoring systems. Another potential challenge is to avoid overlapping of education related complementary programme interventions implemented by a large number of partners. WFP-Nepal works closely with the Ministry of Education and development partners (DP) to ensure that its programme interventions are not duplicated but rather complementary and supportive of the government education and school feeding objectives.

[17] Demographic and Health Survey, Government of Nepal, 2016.

36. The main external factor that may affect / hinder the proposed evaluation could be the political instability in the country which could lead to crisis point, as Nepal is currently going through a series of elections at local, federal and central level to establish federalism. Secondly, Nepal being prone to frequent natural disasters (severe drought, floods, landslides, earthquakes etc), there is potential for such catastrophic events to take place during the time of the evaluation. In such events, not only accessibility to programme areas will be affected, but also the ability to gather all stakeholders for consultations.[18] Other risks and mitigation measures specifically for the combined evaluation approach is mentioned in **Annex XVI: Potential risks and proposed mitigation measures for MGD evaluation through a 'combined approach'.**

3.3 Nepal School Meals Context

37. There are two school meals modalities in Nepal (food-based and cash-based), both of which are currently implemented under the National School Meals Programme (NSMP) – See **Annex III: Structure of the Nepal School Meals Programme**. The NSMP is not a universal programme, and instead serves as an important social safety net programme in Nepal and makes up a key education equity strategy. Targeting is undertaken in areas with low human development and the highest priority needs. Collectively, the NSMP reaches about 600,000 school children enrolled in Early Childhood Development (pre-school) to basic education (grades 1 to 8) in 29 out of 75 districts in the country, representing approximately 16 percent of the net enrolment in basic education, and 8 percent of total enrolment (grades 1 to 12).[19]

38. In Nepal school education, gender parity has been reached in enrolment. Similarly, drop-out rates are lower and survival rates are higher for girls than for boys in lower secondary education[20]. This is an encouraging sign in a context where child marriages and mobility restrictions exist for girls after reaching puberty. Similarly, improved awareness of school children through primary and secondary education as well as through awareness creation campaigns to parents and community members will also help to gradually overcome restrictive cultural practices such as the *chhaupadi*[21] system, that exist in some districts of the mid and far west.

39. Through the proposed FY14 end-line evaluation and FY17 baseline study, WFP intends to understand the changes brought about through the holistic education approach of the SMP, in relation to creating the space for gender equity.

3.4 WFP School Meals Programme

40. With the receipt of MGD FY14 award, WFP's SMP has taken a holistic approach to education programming through four interventions: school meals, water sanitation and hygiene (WASH), literacy: early grade reading and digital learning, and school infrastructure development. School meals contribute to Sustainable Development Goal (SDG) 2 – achieving zero hunger. They help to appease short-term food insecurity, which enable children to concentrate in school. Early grade literacy lays the foundation to improved, quality education (SDG 4), developing productive man-power which will in turn help to generate income and achieve longer term food security. Interventions in developing improved school WASH facilities and awareness leads to improved health (SDG 3). The collection of gender disaggregated data means that WFP will be able address gender specific needs through relevant education components thereby contributing to SDG 5 (gender equality and equity). The Government's commitment to developing child-friendly schools that attract more children and create an enhanced learning environment, is promoted through WFP's SMP. WFP further provides capacity

[18] For example, the timeframe and quality of the baseline survey for FY14 was significantly affected, due to the major emergency created by the earthquake in 2015.

[19] Department of Education Flash Report 1, 2014.

[20] Flash Report I – 2015-2016, Ministry of Education.

[21] Menstruating girls and child bearing women are kept in isolation away from the main home (commonly in cattle sheds) as they are seen as "impure" during this period. Nepal's parliament has passed a bill against this practice (exiling women during their menstruation and post partum time periods). The new law went into effect from August 2017.

development and technical assistance to the Ministry of Education to advance the NSMP, contributing to SDG 17.

41. The nutrition-sensitive literacy intervention pilot and the pilot on employment of different modalities of supplying cash-based school meals, are implemented across selected schools in Sindupalchowk and Bardiya districts, which are part of the Government funded cash-based school meals programme. The two pilot studies therefore, are separate from, and not included in, the food-based WFP supported school meals programme that is the core subject of the proposed evaluations in this TOR.
42. WFP, together with the Government, are using Nepal's dual approach to school meals (cash-based and food-based) as a platform to advance research in school meals modalities and how they can be consolidated, institutionalized and streamlined into the NSMP.
43. With MGD support, the studies that have been commissioned to better understand opportunities and challenges related to the two modalities of the Nepal NSMP, will contribute to learning around school meals implementation more broadly, and will provide an invaluable resource to future MGD interventions in similar contexts.

Please see **Annex XV: Addendum to Country Context** for more details.

3.4 Subject of the evaluation

44. For all the proposed evaluations in this TOR, the evaluation team is expected to critically review and assess the project results frameworks to examine their validity and logical linkages of the activities to the expected results.
45. Previous evaluations of WFP Nepal SMP have generated issues and recommendations for WFP's attention. For example, the issue of gradually decreasing enrolment and attendance in government primary schools was identified during the baseline study done in 2015 and was recommended to assess reasons for this declining trend. Please see the recommendations in **Annex XVIIIa and Annex XVIIIb: FY14 baseline and mid-line evaluation reports.**
46. A gender analysis has not been done in both FY14 and FY17 grant cycles; the evaluation team is expected to do a situation analysis of gender issues in the school meals programme and how it has influenced the programme design, during the evaluation.

FY14 End-line evaluation

47. The FY14 end-line evaluation (October 2017 – May 2018) will be designed. As a programme evaluation that will evaluate the school meals and complementary activities against the criteria and evaluation questions proposed, and in schools of 10 districts in the mid-western and far-western regions of Nepal from the start to the end of the project.
48. It will also assess the government financial and institutional capacity to effectively manage and sustain its national school meals programme (NSMP), in particular, food-based school meals. Currently, the Ministry of Education provides 50 percent of the cost of food delivery and transport[22] in the food-based, WFP supported school meals programme, as well as for its monitoring and reporting functions through staff allocation and maintenance of the Food for Education Project office.
49. The evaluation will also assess the gender equity aspect of the SMP: short term and longer terms benefits for girls and boys of different ethnic groups/caste and of different economic status, gender sensitive programme design and implementation particularly in complementary activities - e.g: girl friendly learning spaces, menstrual hygiene awareness and separate toilets for girls and boys, awareness creation to parents on the importance of education for girls as well as boys, among others. More details are available in **Annex XVII: Nepal SMP Fact Sheet.**

[22] Approximately USD 150 per metric ton.

50. In partnership with the Ministry of Education, the Department of Education and WFP's cooperating partners (World Education, Open Learning Exchange and Partnership for Child Development), local communities and the education development partners' group (Finland, USAID, UNICEF, European Union, Asian Development Bank, World Bank etc), WFP Nepal's FY14 MGD school feeding programme provided a holistic combination of school meals, training, community mobilization, national and regional capacity development support that contributed to USDA's two main results streams. Improved Literacy of School-age Children (MGD-SO1) and Increased Use of Health and Dietary Practices (MGD-SO2). See **Annex IV: Project Level Results Framework of FY14.**
51. The targets that were set for the majority of output and outcome indicators during the FY14 project design, remained valid after the baseline was done in 2015, and also through the implementation period. However, the target set for the early grade reading indicator was found to be lower than the baseline survey's findings, hence the target was adjusted[23].
52. The FY14 MGD award amounted to USD 26.9 million for donations of commodities, transportation, and financial assistance through Grant FFE-367-2014/050-00 for FY14 and was approved by the USDA in September 2014.
53. WFP's SMP is further complemented by interventions of other development partners under the broader government framework of School Sector Development Plan (SSDP). Specific interventions will be implemented by different development partners and partner non-governmental organizations (NGO) in the MFWR. Among others, these include: enhancing teaching techniques and learning materials (USAID), teacher management (ADB), providing educational opportunities for out of school children (UNICEF) and improvements of school infrastructure (Save the Children)

Changes to the FY14 project operational plan

54. In 2015, the Ministry of Education reorganised primary school education to include Grades 6 to 8 within the "primary school" category, creating a "Basic Education" category (of Grades 1 to 8). This change had an impact on the number of children assisted by WFP – increasing from 190,000 to 250,000 children (135,000 girls and 115,000 boys).

55. Another key strategic change that occurred was the shift in commodities of the school meals programme as a sustainability and eventual handover strategy to the Government of Nepal. Eighty grams of fortified rice, 20 grams of pulses, 10 grams of vegetable oil and 2 grams of salt, are provided to 240,000 school children in Dailkeh, one of the 10 programme districts. This amounts to: 4,000 metric tons (MT) of fortified rice, 1,000 MT of pulses, 500 MT of vegetable oil and 10 MT of salt per year. This pilot initiative will continue in the FY17 programme.
56. For the ongoing FY14 programme, WFP provides "haluwa" - 90 grams of corn-soya blend (CSB) porridge cooked with 10 grams of vegetable oil and 10 grams of sugar to 240,0000 children in targeted schools in the remaining nine districts (Achham, Bajura, Bajhang, Baitdai, Doti, Dadeldhura, Darchula, Rukum and Jajarkot). This amounts to a total of 4,320 MT of corn soya blend, 480 MT of vegetable oil and 480 MT of sugar during the project period.
57. The FY14 end-line evaluation design should therefore consider how to incorporate the change in commodities into the assessment.

FY17 Baseline study

58. The activities and interventions of the FY17 MGD results frameworks (SO1 and SO2) have built upon and further strengthened the ongoing activities and interventions under the FY14 grant to move the Government closer to a fully owned and managed NSMP. The FY17 project also aims to achieve the MGD SO1 and SO2 with similar higher-level outcome results and foundational results as in FY14. The only addition to the FY17 programme cycle is the new activity under nutrition - School Menu Planner Package (Activity 5) – which enhances MGD1.2.1.1 Increased Access to School Meals and contributes to the higher-level result of Reduced Short term Hunger (MGD1.2.1). Please see **Annex V**: **Project Level Results Framework of FY17.** WFP's partner, the

[23] Indicator targets established during project design: "percentage 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" – target: boys 30 percent, girls 30 percent. However during the baseline survey it was found that the actual status was 0.5 percent, therefore the target was adjusted to be 20 percent.

Partnership for Child Development (PCD) will implement this activity in 10 government funded cash-based school meals districts, however the outcomes for this activity will be measured separately and will not be included in the scope of the FY17 evaluations.

59. Approval for the FY17 MGD award of USD 29.3 million as donations of commodities, transportation, and financial assistance is approved and it is expected to be obtained in the first quarter of 2018.
60. The FY17 baseline study (October 2017 – June 2018) will assess the current situation relating to the performance indicators of the FY17 programme.

FY17 mid-term and end-line evaluations

61. The subject and scope of the FY17 mid-term evaluation (June – December 2020) and the FY17 end-line evaluation (October 2021 – April 2022) will also be similar to the baseline to be completed for the FY17 grant cycle. These will also be programme evaluations.

3. Evaluation Approach

Scope

62. A key requirement for the evaluation team is to ensure that gender and empowerment of women (GEEW) is integrated into the whole evaluation process of FY14 and FY17, and that specific data on gender is collected during the survey (e.g: data collected on, and from male and female beneficiaries of different economic status of existing ethnicity/castes, data disaggregated by age, gender).
63. The data collection tools therefore need to be GEEW sensitive, to specifically examine the gender and equity aspects of the programme.

FY14 End-line evaluation

64. The FY14 end-line evaluation shall focus on the MGD project within a period from October 2014 to December 2017. The sample will be drawn from MGD targeted schools in the 10 districts of the MFWR. Qualitative aspects of the programme such as adequacy, transparency and timeliness should be assessed.

FY17 Baseline study

65. The FY17 baseline study will focus on examining the present circumstances with regard to the activities proposed in this MGD project cycle. As the target schools and geographical areas will be identical, the data collection can be combined with the FY14 end-line evaluation survey.

FY17 mid-term and end-line evaluations

66. The follow-on mid-term and end-line evaluations of the FY17 cycle will have a similar scope of evaluating the results of the project at mid-term and end-line against the established baseline values.

3.1. Evaluation Criteria and Questions

67. Evaluation Criteria: The evaluations proposed herein will use the standard evaluation criteria of Relevance, Effectiveness, Efficiency, Sustainability, and Impact[24] as well as Adequacy, Transparency and Timeliness. Gender Equality, Protection and the Empowerment of Women (GEEW) shall be mainstreamed throughout. Among these, the main criteria which are most important for the FY14 end-line evaluation are Effectiveness, Efficiency and Sustainability.
68. For the FY17 baseline study, the important criteria would be Relevance, Effectiveness, Efficiency and Sustainability. This is because the FY17 project is comparable to an extension of FY14 due to the fact that the

[24] For more detail see: http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm and http://www.alnap.org/what-we-do/evaluation/eha

interventions, programme areas, beneficiary schools and recipient population are the same. With a view to achieving a sustainable home grown school meals programme, the nutrition component (school menu planner package) has been introduced in FY17 programme, therefore, Sustainability is also a key criteria to be examined during the evaluation; measuring sustainability factors of the food based, WFP-supported school meal programme in the 10 districts within all its components both in the FY14 and, later in the FY17 end-line evaluations.

Evaluation Questions[25]:

FY17 Baseline study

69. The main indicators of the FY17 project will be school attendance, enrolment and literacy among the other indicators for the different interventions. Please see **Annex VI: List of Performance Indicators of FY14**.

70. Data can be taken from reviews of documents and existing databases, participatory methods, structured and semi-structured interviews, key informant interview and focus group discussions (to ensure that a cross-section of stakeholders is able to participate so that a diversity of views is gathered) and observation during field visits. Field visits will be based on objectively verifiable criteria and ensure a representative selection. The study will also consider secondarily available data for the indicators such as from the Education Management and Information System (EMIS) database of the Ministry of Education and its FLASH reports which include information on a whole range of educational indicators such as enrolment and drop-out rates, gender composition and repetition rates. The EMIS also includes data of schools in the government cash-based school meals programme.

FY14 End-line evaluation and FY17 mid-term and end-line evaluations

71. Allied to the evaluation criteria, the FY14 end-line evaluation (for the period 2014-2016) and the FY17 mid-term and end-line studies, will address the proposed key evaluation questions (see **Annex VII: Table 2**: **Evaluation Criteria and Questions for the FY14 end-line evaluation, and FY17 mid-term and end-line evaluations**). They will be further articulated as applicable to each study, by the evaluation team and the CO, during the inception phase of each evaluation.

72. Collectively, the questions aim at highlighting the existing circumstances, performance of school feeding activities during the project period and key lessons learnt, which could inform future strategic and operational decisions.

73. Evaluability is the extent to which an activity or a programme can be evaluated in a reliable and credible fashion. The below provides a preliminary evaluability assessment, which will be deepened by the evaluation team in each inception package relating to deliverables. The evaluation team shall notably critically assess data availability and take evaluability limitations into consideration in its choice of evaluation methods. In doing so, the team will also critically review the evaluability of the gender and equity aspects of the operation, identify related challenges and mitigation measures and determine a situation analysis of gender issues.

74. The FY14 end-line and FY17 mid-term and end-line evaluations will take a programme theory approach based on the results framework. It will draw on the existing body of documented data as far as possible and complement and triangulate this with information to be collected in the field.

75. Documents for review could include previous evaluations of the school feeding programme such as the MGD FY14 baseline study and mid-term evaluation of the School Meals Programme, the Country Programme 2013-2017 mid-term evaluation, the Survey of the cash-based School Feeding Programme amongst others), as well as all monitoring data currently available with the CO and partners. These will be made available separately to the Evaluation Team.

[25] See Annex VII - The evaluation team is expected to expand the given evaluation questions into further detailed sub-questions as appropriate to the subjects being evaluated.

76. Data can also be taken from WFP Nepal CO's third-party monitoring process, where regular process and annual outcome monitoring is carried out by an independent third-party agency contracted by the CO. The CO also collects and manages the output data through it's eSPR (electronic system for project reporting) database. These data are available in monthly partners' reports. These are some of the key data sources which should be reviewed by the Evaluation Team. The Evaluation Team will also be required to check the reliability of available monitoring data.

Methodology

77. The following paragraphs give an indicative layout of the methodology to be adopted for the evaluations. The evaluation team will further develop this methodology, ensuring that all technical standards are applied (appropriate method and size of sampling, data collection methods and tools etc).
78. It is proposed that the **field data collection activity** for the FY14 end-line evaluation and FY17 award's baseline study be combined, because of the fact that both programmes are implemented in the same geographical areas, schools and target the same beneficiariesThe evaluation team will also need to take into account the changing administrative structures within the newly proposed federal system of governance.
79. Given the overlaps in activities and data in the FY14 and FY17 cycles, it is recommended to do a **single survey** covering all indicators to be measured for both cycles. The survey shall therefore include existing performance indicators of both programmes[26], with an appropriate sampling frame[27] to cover both exercises (which can also be used for the FY17 mid-term and end-line evaluations). While the survey will be mainly school based, there will be a need for household interviews, as some outcome indicators for both FY14 and FY17 programmes require data to be collected from families. The evaluation design will include this requirement.he evaluation criteria and questions are included in **Annex VII**. The evaluation team is expected to expand the given evaluation questions into further detailed sub-questions as appropriate to the subjects being evaluated. The evaluation team is also required to add a third column to the evaluation matrix in Annex VII showing how particular questions and sub questions will be answered.
80. **Risks and mitigation measures**: Particularly for the FY17 grant cycle, the formulation of an appropriate evaluation design at the Inception phase is a key requirement. Therefore, the necessary expertise and care should be utilised by the evaluation team in developing the correct methodology which can be used for the entire grant cycle. Please see **Annex XVI: Potential risks and mitigation measures** which lists further methodological risks and mitigation measures.
81. **Evaluation and study techniques**: will include a review of documents and secondary data; the collection and analysis of primary data through quantitative and qualitative methods; structured and semi-structured interviews; key information interview, focus groups discussion; and field observation visits.
82. **Indicators**: the majority of **outcome indicators** for both FY14 and FY17 are similar in nature. (Please see **Annex VI: List of Performance Indicators of FY14** and **Annex VIII: List of Indicators of FY17)**
83. **FY17 indicators**: The following standard indicators and custom indicators, reflecting the additional activities in the FY17 project has been added in the FY17 cycle as follows:

i. Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance (Standard #19 - Outcome);

[26] Some indicators would be applicable only either to the FY17 baseline survey, or to the FY14 end-line evaluation. Please refer to both lists of indicators presented as annexes in this TOR.

[27] The sampling design for the FY17 baseline will also include programme versus control areas for better comparison and triangulation of the results at three different points of time (baseline, mid-term and end-line).

ii. Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance (Standard #21 - Outcome);

iii. Percent of schools with decreased teacher absenteeism (Custom - Outcome)

84. **Sample frame and design for the evaluation:** Will cover the programme districts in the MFWR and the sample frame will take into consideration an appropriate number of programme schools[28].

85. **FY14 end-line evaluation:** shall follow the same sampling that its baseline survey was done on (i.e 112 schools using a cross sectional survey – in the districts of Baitadi, Bajhang, Bajura, Dadeldhura, Dailekh and Doti).[29] The data shall be collected for the outcome indicators of FY14 project and information shall be analysed separately and published in the end-line evaluation report for FY14. (see **Annex IX: Sampling frame of FY14 baseline study)**

86. As a combined data collection approach is being used, the additional indicators of the FY17 project will also be collected from schools, in order to feed into the FY17 baseline study.

87. **FY17 baseline study, mid-term and end-line evaluations**: The evaluation design shall follow a multi-stage probability proportional to size (PPS) sampling method, covering all 10 districts, at five percent margin of error and 95 percent confidence level.[30]

88. The evaluation team will design the methodology during the inception phase of each of the described evaluations. It should:

i. Identify schools for controls against treatment for the FY17 baseline study[31]; identify the baseline status of both the intervention & non-intervention programme schools;

ii. Employ the relevant internationally agreed evaluation criteria (Relevance, Effectiveness, Efficiency, Sustainability, and Impact[32] as well as for adequacy, transparency and timeliness), giving special consideration to gender and equity issues.

iii. The FY17 mid-term and end-line evaluations will take the same evaluation approach as designed during the baseline phase. The evaluation team will review, verify, and elaborate on the theory of change when preparing the framework for the mid-term and end-line evaluations.

iv. Demonstrate impartiality and lack of bias by relying on a cross-section of information sources (stakeholder groups, including beneficiaries, etc.) The selection of field visit sites will also need to demonstrate impartiality.

v. Use mixed methods (quantitative, qualitative) to ensure triangulation of information through a variety of means such as previous evaluation results, existing regular monitoring data both from WFP and cooperating partners

[28] For the end line evaluation of the current FY14 phase, the exact same sampling that the FY14 baseline survey did (112 school using cross sectional survey) will be followed. For the FY17 baseline however, multistage PPS sampling at five percent margin of error and 95 percent confidence level will be applied covering all 10 districts. This will add roughly 132 schools to 112 schools sampled for FY14 end line survey. The data analysis for FY17 baseline will consider data from all sampled schools (112+132= 244) schools. However, for the end line evaluation current phase data from only 112 schools will be analyzed.

a. Endline (FY14): The data analysis for FY14 endline will consider the data collected from 112 schools only.
b. Baseline (FY17): The data analysis for the baseline will consider the data from both 112 schools and added samples through multistage PPS sampling from all 10 districts. While sampling the 132 additional schools, 112 schools will be taken into consideration for the calculation of overall proportion at the district level.

[29] FY14 - In the baseline study of 2015, there was no comparison done with control schools.

[30] FY17 – the baseline sampling approach will be different to the FY14 end-line evaluation. All the 10 programme districts will be sampled for the FY17 baseline study and a proportionate number of schools/ Focus Group Discussions/ Key Informant Interviews will be sampled within those same districts.

[31] A counterfactual approach has to be considered for FY17 (i.e. comparisons). The possibility of identifying appropriate comparison schools for FY17 should be considered during the inception phase.

[32] For more detail see: http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm and http://www.alnap.org/what-we-do/evaluation/eha

and the government EMIS. This also includes analysis and triangulation of gender related indicators: e.g: whether the voices both males and females of different ethic/caste groups belonging to different economic strata such as rich, middle, poor and very poor are heard through multiple means.

vi. Apply an evaluation matrix geared towards addressing the key evaluation questions taking into account the data availability challenges, the budget and timing constraints. In addition to the key evaluation questions, the matrix should include sub-questions, indicators, method of evaluation and sources of information among others. The given key evaluation questions are only the key indicative questions and sub-questions, in order to provide the background to the evaluation team. The evaluation team is therefore required to further elaborate the questions and sub questions under each criteria during the inception phase of each study.

vii. Ensure through the use of mixed methods where women, girls, men and boys from different ethnic groups/ castes and economic status participate, and that their different voices are heard and used;

viii. Mainstream gender equality and women's empowerment, as above;

Quality Assurance

89. WFP Office of Evaluation's (OEV) Evaluation Quality Assurance System (EQAS) defines the quality standards expected from this evaluation and sets out processes with in-built steps for quality assurance, templates for evaluation products and checklists for the review thereof. It is based on the United Nations Evaluation Group (UNEG) norms and standards and good practice of the international evaluation community - Development Assistance Committee (DAC) and Active Learning Network for Accountability and Performance (ALNAP) - and aims to ensure that the evaluation process and products conform to best practice and meet the WFP OEV's quality standards. The DEQAS does not interfere with the views and independence of the evaluation team.

90. The evaluation team shall be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information (**Annex X: WFP Directive (#CP2010/001) on Information Disclosure)**.

91. The DEQAS should be systematically applied to this evaluation and the evaluation manager will be responsible to ensure that the evaluation progresses in line with its process steps and to conduct a rigorous quality control of the evaluation products ahead of their submission to WFP.

92. WFP OEV has developed a quality assurance checklist for its decentralized evaluations. This includes checklists for feedback on quality for each of the evaluation products. These checklists will be applied to ensure the quality of the evaluation process and outputs. In addition, a post-hoc quality assessment of the final decentralised evaluation report will be conducted by OEV.

93. Concerning the quality of data and information, the evaluation team should systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data.

94. **Quality control by WFP Nepal:** WFP Nepal CO will use the ERG's feedback and recommendations as the quality control check of the evaluation products. It should be noted that in the event that the evaluation products do not meet the CO's internal quality performance standards, the CO reserves the right to discontinue the evaluation contract. WFP Nepal CO will also conduct technical and financial reviews of proposals for the evaluation conduct based on assigned criteria and ratings. The CO will also assist the evaluation team to work independently when collecting primary data at the field level as well as in consultations, so as to ensure zero influence on the evaluation process.

4. Phases and Deliverables of the evaluation

95. The evaluation will proceed through these key phases: 1). Planning, 2). Preparation, 3). Inception, 4). Field Data Collection 5). Data Analysis & Reporting, 6). Dissemination and Follow-up. The evaluation schedule (**Annex XI: Evaluation Schedule**) provides a detailed breakdown of the proposed timeline for each phase over the full timeframe.

96. This is a tentative timeframe, subject to change due to any unforeseen circumstances and other external factors beyond the control of WFP or the Evaluation team. However, it should also be noted that access to remote areas

will be a very important element to consider when preparing the field mission schedule. A significant time-period is required to reach and conduct data collection from the remote communities included in the proposed evaluations – at least three weeks to over a month for MFWR districts. The field visits shall be timed to avoid the monsoon season (June – September) when programme districts in mid-hills and mountains are inaccessible, as well as major Hindu festival periods (late September to early November) where schools and districts government offices will be closed for extended periods.

97. A summary of the deliverables and deadlines for each phase is included in **Annex XII: Table 2 - Key dates of Field Mission and Deliverables**)

98. **Preparation Phase (August-September 2017)**: Contracting an agency based on proposals submitted. The team should be composed of experts specifically in education, nutrition, health, food security and gender among other subject areas. During the preparatory phase, the country visit of the evaluation team is optional, as the desk review and preparation of the initial draft inception reports can be done remotely.

- *Deliverable - Fully executed contract*
- *Deliverable – Terms of Reference for the Internal Evaluation Committee and the Evaluation Reference Group*

99. **Inception Phase** (October-November 2017): The evaluation design is finalised during this phase. The evaluation team will need to have a good grasp of the expectations for the evaluation and a clear plan for conducting it. The inception phase will include a desk review of secondary data and initial interaction with the main stakeholders, including the design of the evaluation framework and finalising and testing of data collection tools and instruments. The quality assured Inception Reports must be submitted to the CO for approval no later than *two weeks before* the data collection begins. During the inception mission, key members of the evaluation team (as relevant in their roles and responsibilities) is expected to visit Nepal for consultation meetings with WFP and its partners, training local enumerators and validation of the inception reports: mainly in the areas of methodology, timeline, roles and responsibilities etc. For the inception, de-briefing and results sharing workshops, the team leader and key thematic experts (education, gender, evaluation) in the least, should be present, while other members may join as appropriate.

- *Deliverable – separate Inception Reports for FY14 end-line evaluation and FY17 baseline study (maximum length: 20 pages excluding annexes)*

100. **FY14 End-line evaluation**: The Inception Report of this study will describe the country context, provide an operational factsheet and map, and provide a stakeholder analysis. The Inception Report will also describe the evaluation methodologies and the approach taken by the evaluation team to cultivate ownership and organize debrief sessions and quality assurance systems developed for the evaluation. The Inception Reports will include use of Evaluation Plan Matrices, and they will outline the methods that the evaluation team will collect and analyse data to answer all evaluation questions. Finally, they must include an evaluation activity plan and time line. The evaluation designs and proposed methodologies specified in the Inception Report must reflect the evaluation plans, budgets and operational environments, and the extent to which methods lead to collection of reliable data and analysis that provide a basis for reaching valid and reliable judgments. For more details, refer to **Annex XIII: Content guide for the inception package.**

101. **FY17 Baseline evaluation:** The Inception Report of the FY17 baseline study will clearly define the evaluation design and methodology, that will be common to the baseline study and the follow-on mid-term and end-line evaluations. It will also describe the country context, provide an operational factsheet and map, and provide a stakeholder analysis.

102. The Inception Report will also describe the baseline survey technique, data collection and analysis methods. It will also explain evaluation methodologies of the FY17 mid-term and end-line evaluations and the approach taken by the evaluation team to cultivate ownership and organize debrief sessions and quality assurance systems developed

for the baseline and follow-on mid-term and end-line evaluations. The Inception Report will include use of Evaluation Plan Matrices and methods similar to those described above, under the FY14 End-line evaluation.

103. **Field Data Collection Phase for FY14 End-line evaluation and FY17 Baseline study** (mid November to mid December 2017): The fieldwork will span three to four weeks and will include visits to project sites (in all 3 clusters of project sites such as schools within the periphery of district headquarters, schools very far from the district headquarters and schools between these two). There is limited flexibility for the timing of the field data collection mainly because late November-early December is the window of time in between school vacations. A debriefing session will be held upon completion of the field-work. The data should be collected using tablet computers provided by WFP Nepal CO. An appropriate software can be used for analysis of the collected data. *Deliverable - An exit debriefing presentation of preliminary findings and conclusions (power point presentation)*

104. **Data Analysis and Reporting Phase** (mid December 2017–June 2018) **for FY14 end-line evaluation and FY17 baseline study**: The evaluation team will analyse the data collected during the desk review and the field work, conduct additional consultations with stakeholders, as required, and draft the two deliverables: FY14 End-line evaluation report and FY17 Baseline Study report. These final reports should be no longer than 40 pages, excluding annexes and the executive summary. They will be submitted to the evaluation manager for quality assurance. Stakeholders will be invited to provide comments, which will be recorded in a response matrix by the evaluation manager and provided to the evaluation team for their consideration before report finalisation. According to the USDA MGD programme requirements, the reports must be finalized for WFP to transmit to the USDA FAD within 60 days following the evaluation fieldwork and no more than 15 days after the report has been completed. As this is a very tight timeline, it may undergo an adjustment, depending on consideration and approval by USDA. It will be necessary however, to submit to WFP Nepal the quality assured final reports for the CO's final comments and pre-approval *one month before* the USDA deadline. The evaluation team shall make every possible effort to meet these given timelines. However, any difficulties must be communicated to WFP Nepal CO well in advance, in order to make the necessary adjustments.

- *Deliverable by May 2018 –* ***FY 14 end-line evaluation report*****:** will outline the evaluation purpose, scope and rationale, and the methodologies applied including the limitations that these may come with. The report must reflect the TOR and Inception Report and outline evaluation questions and the evaluation teams' answers to these alongside other findings and conclusions that the teams may have obtained. The reports will also outline interim lessons learned, recommendations and proposed follow-up actions.
- *Deliverable by June 2018–* ***FY17 baseline study report*****:** will outline the purpose, scope and rationale, and the survey methodologies applied including the limitations that these may come with. The report must reflect the TOR and Inception Report and outline in detail the data collection process, findings and conclusions that the team has obtained.

105. **Data Analysis and Reporting Phases for FY17 mid-term and end-line evaluations**: The evaluation team will analyse the data collected (September – October 2020 for FY17 Mid-term evaluation, and November – December 2021 for FY17 end-line evaluation) during the desk review and the field work, conduct additional consultations with stakeholders, as required, and draft the two deliverables: FY17 mid-term evaluation report and FY17 end-line evaluation report. These timelines will be further developed in the Inception Report. They will be submitted to the evaluation manager for quality assurance. The obtaining of comments from stakeholders and the recording of such information as well as the transmission method and timeline of the final report to USDA will be similar to that described above in paragraph 101.

- *Deliverable by December 2020 –* ***FY17 mid-term evaluation report****:* Please refer to details under paragraph 101.
- *Deliverable by April 2022 –* ***FY17 end-line evaluation report****:* Please refer to details under paragraph 101.

106. **Dissemination and Follow-up Phase for FY14 End-line evaluation** (June 2018): The USDA Food and Agriculture Department (FAD) and CO management will respond to the end-line evaluation recommendations by providing actions that will be taken to address each recommendation and estimated timelines for taking those

actions. According to USDA MGD programme requirements, the meeting should be held within 30 days of USDA receipt of the final end-line evaluation report.

107. By July 2018: With the support of the evaluation team, the CO will coordinate with the Government of Nepal and USDA to host an educational partners' forum to discuss the findings.

108. The evaluation report will also be subject to external post-hoc quality review to report independently on the quality, credibility and utility of the evaluation in line with evaluation norms and standards. (As per WFP's DEQAS, an independent external agency will be assigned to do the quality assessment and provide feedback.) The final evaluation report will be published on the WFP public website. Findings will be disseminated, and lessons will be incorporated into other relevant lesson sharing systems.

109. The same process described above will be applicable for the FY17 mid-term and FY17 end-line evaluations and will be further elaborated at the Inception phase.

110. **Notes on the deliverables:** All reports will be produced in English and follow the WFP DEQAS templates. The survey team is expected to produce written work that is of very high standard, evidence-based, and free of errors. The evaluation company is ultimately responsible for the timeliness and quality of the evaluation products. If the expected standards are not met, the evaluation company will, at its own expense, make the necessary amendments to bring the final evaluation products to the required quality level.

5. Organization of the Evaluation

Evaluation Conduct

111. The evaluation team will conduct the evaluation and baseline study under the direction of its team leader and in close communication with the WFP evaluation manager. The team will be hired following agreement with WFP on its composition.

112. The independent evaluation consultants or consulting companies will conduct and report on the evaluation according to WFP standards. To ensure the independence of the studies and the evaluations the role of Evaluation Manager is separate from the role of the independent evaluation team.

113. The Evaluation Team has to ensure that relevant clearances are taken from applicable stakeholders (clearances from Government for evaluation conduct, ethical clearances from beneficiaries) ahead of going to the field for the surveys. WFP Nepal on its part, has an umbrella agreement with the Government of Nepal to implement programmes which also includes conducting evaluations. The evaluation team should take special consideration of the United Nations Evaluation Group (UNEG) Ethical Guidelines which state that "all those engaged in designing, conducting and managing evaluation activities should aspire to conduct high quality work guided by professional standards and ethical and moral principles. The integrity of evaluation is especially dependent on the ethical conduct of key actors in the evaluation process". Please see **Annex XIX: UNEG Ethical Guidelines**

114. The main functions and tasks expected from the Evaluation Manager, the independent Study and Evaluation Teams, WFP Nepal CO, the WFP Regional Bureau of Asia (OMB) and the USDA FAD are described below.

115. The logistical arrangements for the evaluation - local travel (arranging vehicle travel and air ticketing) of both the international evaluation team and local research agency), organizing consultation meetings (with all stakeholders including the Government) and organizing workshops etc will be undertaken by the international research agency with support from the local research agency.

116. **Timelines of FY17 mid-term and end-line evaluations**: The evaluation team will prepare the timeline for the FY17 mid-term and end-line evaluations in consultation with WFP Nepal CO, at the Inception Phase of these evaluations.

5.1. Team composition and competencies

117. The evaluation team will conduct the proposed studies and evaluations under the direction of the Evaluation Manager. The team will be hired by the WFP Nepal CO, following agreement with OEV on its composition.

118. The evaluation team will comprise of a **team leader** and other team members as necessary to ensure a complementary mix of expertise in the technical areas covered by the evaluation as well as in conducting baseline studies: These are: **evaluation methodology, education, school health and nutrition, gender, data management and analysis** – a minimum of five (05) members in the team, representing these areas of

expertise. All will be independent consultants and may be national or a mix of international and national consultants. The team leader will have strong evaluation skills and experience as well as leadership skills. The team will be selected during a competitive bidding process in line with WFP's regulations.

119. The evaluation team will work close in coordination and technical liaison with a national, in-country research firm that has thorough technical expertise and contextual knowledge of Nepal's school meals programmes. The international research agency selected to undertake this evaluation will be responsible for selecting and sub-contracting the national research agency. The technical capacity and skills of the national research firm is deemed essential for the conduct of the evaluation.

120. The team will be multi-disciplinary and include members[33] who together include an appropriate balance of expertise and practical knowledge in the following areas:

- Institutional capacity development (with a focus on handover process, cost-efficiency analysis, supply chain management, logistics);
- School feeding, education, nutrition and food security;
- Agro-economics/rural development;
- Knowledge management;
- Economics/statistics - to undertake high quality sampling and data analysis;
- Gender expertise / good knowledge of gender issues within the country/regional context as well as understanding of UN system-wide and WFP commitments on gender;
- Adequate experience and expert knowledge in carrying out complex evaluations and baseline surveys;
- All team members should have strong analytical and communication skills, evaluation and baseline study experience and familiarity with the country or region;
- All team members should have strong skills in oral and written English. In addition, given the remoteness of some field sites and their limited accessibility, all team members should be in good physical condition.

121. The **Team Leader**[34] will have technical expertise in one of the technical areas listed above as well as expertise in designing methodology and data collection tools and demonstrated experience in leading similar evaluations and studies. She/he will also have leadership and communication skills, including a track record of excellent English writing and presentation skills.

122. **Team leader's primary responsibilities** will be: i) defining the evaluation approach and methodology; ii) guiding and managing the team; iii) leading the evaluation mission and representing the evaluation team; iv) drafting and revising, as required, the inception report, exit debriefing presentation and the evaluation report/s in line with DEQAS; v). facilitate regular communication with the Evaluation Manager and local partners; lead, coordinate and facilitate consultations with local partners and communicate the decisions reached to each group of stakeholders.

123. The other team members will bring together a complementary combination of the technical expertise required and have a track record of written work on similar assignments.

124. Team members will: i) contribute to the methodology in their area of expertise based on a document review; iii). develop component specific data collection tools relevant to each study taking into reference such tools developed for previous related studies iii) conduct field work; iv) participate in team meetings and meetings with stakeholders; v) contribute to the drafting and revision of the evaluation / study products in their technical area(s).

5.2. Security Considerations

125. As an 'independent supplier' of evaluation services to WFP, the evaluation company is responsible for ensuring the security of all persons contracted, including adequate arrangements for evacuation for medical or situational

[33] For team members, a master's degree and/or bachelor's degree (as relevant to their individual roles and responsibilities within the team) is a minimum, complemented with over 5 years of thematic and evaluation experience.

[34] WFP's preference is that the Team Leader will have higher doctorate level qualifications with adequate experience in evaluations. As a minimum, a master's degree in a relevant area is required, in which case he/she should have over 10 years of evaluation experience.

reasons. The consultants contracted by the evaluation company do not fall under the UN Department of Safety & Security (UNDSS) system for UN personnel. However, consultants hired independently are covered by the UN Department of Safety & Security (UNDSS) system for UN personnel, which cover WFP staff and consultants contracted directly by WFP.

- Independent consultants must obtain UNDSS security clearance for travelling to be obtained from designated duty station and complete the UN system's Basic and Advance Security in the Field courses in advance, print out their certificates and take them with them.[35]

126. However, to avoid any security incidents, the Evaluation Manager is requested to ensure that:

- The WFP Nepal CO registers the team members with the Security Officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground.
- The team members observe applicable UN security rules and regulations – e.g. curfews etc.

127. The Government of Nepal has planned to hold provincial and federal elections in late November and early December 2017, including in certain districts of the MFWR. This time-frame falls within the data-collection phase of the evaluation and before and during the elections, there could be closure of schools. WFP will closely monitor the situation and provide necessary updates to the evaluation team. It should be noted that during election times in Nepal, peak political activism also involves staging protests and general strikes. These events may create adverse security situations which may affect travel plans to the programme areas. Close monitoring and reporting of the situation through UN and Government security agencies will enable to make the appropriate travel decisions.

128. Similarly, the planned data collection period falls in the winter season in Nepal. Although accessibility to remote areas is improved during this time, adverse weather conditions especially in mountainous districts may hamper travel and work conditions. The data collection teams therefore need to be adequately prepared for such events.

6. Roles and Responsibilities of Stakeholders

129. The **Evaluation Reference Group (ERG)**: the ERG will support a credible, transparent, impartial and quality evaluation process in accordance with WFP Evaluation Policy 2016-2021. The ERG members will review and comment on the evaluation TOR, Inception reports and the draft evaluation report. The ERG members will further act as experts in an advisory capacity, without management responsibilities. The ERG will include among others, the Country Director of WFP Nepal CO, the Regional Evaluation Officer, WFP OEV, WFP Nepal's field office representative, and external stakeholders such as the Ministry of Education, USDA and a representative of civil society agencies who is also the vice-president of the Community of Evaluators, South Asia as its members. See **Annex XIV: Membership of the Evaluation Reference Group and Internal Evaluation Committee**

130. **The Internal Evaluation Committee (IEC)**: According to WFP's DEQAS policy, the CO will establish an internal evaluation committee, set up by the Country Director. The role of the IEC members is to nominate and support the evaluation manager, make decisions on the evaluation budget, fund allocations, selection of the evaluation team and approve the TOR, inception and evaluation reports. For the composition of the IEC, led by the WFP Nepal CO Country Director, the following positions have been nominated: Head of Programme (Naoki Maegawa), Head of Vulnerability Analysis Unit and Emergency Preparedness Unit (Celeste Sununtnasuk), Head of the intervention under evaluation - school meals programmes (Mamta Gurung) and Evaluation Manager - also representing monitoring and evaluation functions – (Kanta Khanal)

131. **WFP Nepal CO:** will be involved in: evaluation design (drawing up the TOR) within the standard framework; coordination between WFP Sub Offices and relevant district level counterparts for the evaluation mission; participate fully in the evaluation process; and take the lead in dissemination of the final evaluation report and follow-up to it. The CO will also:

[35] Field Courses: Basic https://dss.un.org/bsitf/; Advanced http://dss.un.org/asitf

- **Provide comments and inputs on all deliverables.** WFP Nepal CO will appoint MGD Focal Points who will review main quality assured deliverables and share these with the CO management and programme staff, as appropriate, to solicit comments and inputs and to consolidate and return these to the Service Manager. At the request of the Service Manager, the WFP Nepal CO MGD Focal Points will also facilitate CO participation in teleconferences, briefings and debriefings relating to all deliverables. Final approval of all deliverables will be provided by the WFP Country Directors in each country, or their designated representatives.
- **Act as Key Informants and provide documentation on school feeding programmes for the evaluation.** The WFP Nepal CO MGD Focal Points and other staff, as required, will be available to act as Key Informants and provide the documentation and data sets required for production of the midterm evaluation. At the request of the Service Manager, the WFP Nepal CO MGD Focal Points will also set up required site visits and meetings for study and evaluation mission.
- **Organise security briefings** for the evaluation team and provide any materials as required
- **Endorse all deliverables (draft and final) before submitting these to the USDA FAD through the WFP Washington Office.** The WFP Nepal CO will pre-endorse all deliverables before transmitting these for final approval or comments to the USDA FAD through the WFP Washington Office.
- **Facilitate release of payments related to all deliverables.** Upon USDA FAD endorsement of each MGD programme related deliverable and upon satisfactory delivery of the Inception Reports and the Biannual Service Management Reports to WFP, the WFP Nepal CO will facilitate release of payments to the Service Manager as these have been organized against milestone deliveries.
- **Provide management response to evaluation findings and recommendations for follow-up action** as required by the MGD programme requirements and participate in debriefings and teleconferences to discuss study and evaluation findings.

132. **The Government of Nepal and other implementing partners** will also contribute to the design of the FY14 End-line evaluation and FY17 Baseline survey methodology through a participatory approach. They will, as well, provide support during field evaluation missions and feedback and inputs during the report-drafting phase.

The Ministry of Education and other relevant government representatives, in collaboration with other implementing partners will assist in evaluation design (drafting the TOR); facilitate evaluation mission(s); participate fully in the evaluation process and take the lead in dissemination of the final evaluation report and all resulting follow-up.

133. **The WFP Washington Office** will be responsible for**:**

- **Managing all communication with the USDA FAD relating to Performance Management** including USDA FAD provision of comments on deliverables and organization of FAD participation in stakeholder discussions of evaluation findings and project-level follow-up;

134. **WFP Regional Bureau for Asia (RBB)**:

- Will provide inputs and technical guidance throughout the process;
- Provide comments on the TORs, inception report and the evaluation reports and the management response at the request of the WFP Nepal CO.

135. **USDA Food Assistance Division (FAD)**

- Review and provide inputs on all evaluation deliverables- TOR, Inception Report, Draft Reports and Final Reports;
- Participate in discussions of findings and recommendations that suggest changes in the project strategy, results frameworks and critical assumptions;
- Approve final reports.

136. **WFP Headquarters (HQ):** Some HQ divisions might, as relevant, be asked to discuss

WFP strategies, policies or systems in their area of responsibility and to comment on the evaluation TOR and report. Where HQ divisions are the commissioning office, they will adopt direct evaluation management roles and responsibilities (as proposed for WFP Nepal CO above).

137. **The WFP Office of Evaluation (OEV):** OEV will advise the Evaluation Manager and

provide support to the evaluation process where possible and where requested.

138. **Beneficiaries and school management teams**: School management teams, children, parents and community members will part of the consultation process for the evaluation. They will be the key informants supplying primary data and information. WFP Nepal CO will in turn, share evaluation findings and how recommendations will be addressed as appropriate, with school management teams, school children and parents including other community members during the regular monitoring visits and also using the "Namaste WFP" beneficiary feedback mechanism.

7. Communication and Budget

Communication

139. The language used in all communication and evaluation products will be English.

140. The Evaluation Manager will submit all final deliverables to WFP Nepal CO for pre-approval. Upon pre-approval of deliverables, the WFP Nepal CO will forward the deliverables to WFP's Washington Office with the OMB (Regional Bureau) in copy. WFP's Washington Office will transmit deliverables to the USDA FAD for comments, inputs and final approval. Upon final approval, WFP's Washington Office will transmit USDA comments and final approval to the WFP Nepal CO with the OMB Regional Bureau in copy. The Regional Bureau will maintain its normal responsibilities in a decentralized evaluation. WFP Nepal CO will release payments and inform the Evaluation Manager who will then communicate with the Evaluation Team. All communication with USDA will be transmitted via WFP's Washington Office including invitations to the FAD programme staff to participate in teleconferences to discuss CO management responses to evaluation findings and recommendations.

141. To enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders. These may for example, take place by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders. Once the evaluation reports are final and approved by the Chair of the IEC, WFP Nepal CO will organise a workshop for the Ministry of Education, WFP's cooperating partners and internal programme units, in order to discuss the findings and recommendations and prepare the management response plan. Another result-sharing workshop will be held for donor community, UN partners including the education development partners group and civil society group where the recommendations and follow-up actions will also be discussed with the objective of getting external feedback. These discussions will also inform the management response to the recommendations. Lastly, the printed copy of the evaluations reports will be shared with all relevant stakeholders.

142. The evaluation team should include a detailed communication plan and/or dissemination strategy in the overall evaluation design.

7.1. Budget

143. **Funding Source:** The evaluations will be funded by USDA through WFP Nepal CO.

- **Budget:** The tentative budget to cover the combined FY14 end-line and FY17 baseline study and the FY17 mid-term and end-line evaluations will be prepared by the WFP Nepal CO (using the rate established in the LTA and the corresponding template) and approved by OEV and USDA. The individual budget ceilings for this TOR is as follows:

- USD 200,000 for FY14 end-line and FY17 baseline
- USD 250,000 for FY17 mid-term evaluation
- USD 300,000 for FY17 end-line evaluation.

- However, at this point, the research firm is expected to provide their detailed budget for the FY14 End-line evaluation and FY17 baseline study in their proposal, taking into account the fact that a full evaluation design has to be made for the FY17 grant cycle.

Annexes to the ToR is not given here. The list of annexures was:

Annex I:	Map of the Nepal School Meals Programme Area
Annex II:	Table - Preliminary Stakeholders' analysis
Annex III:	Structure of the Nepal School Meals Programme
Annex IV:	Project Level Results Framework of FY14
Annex V:	Project Level Results Framework of FY17
Annex VI:	List of Indicators of FY14
Annex VII:	Table 2: Evaluation Criteria and Questions for the FY14 end-line evaluation, and FY17 mid-term and end-line evaluations
Annex VIII:	List of Indicators of FY17
Annex IX:	Sampling frame of FY14 baseline study

Annex 2 : Stakeholder Mapping

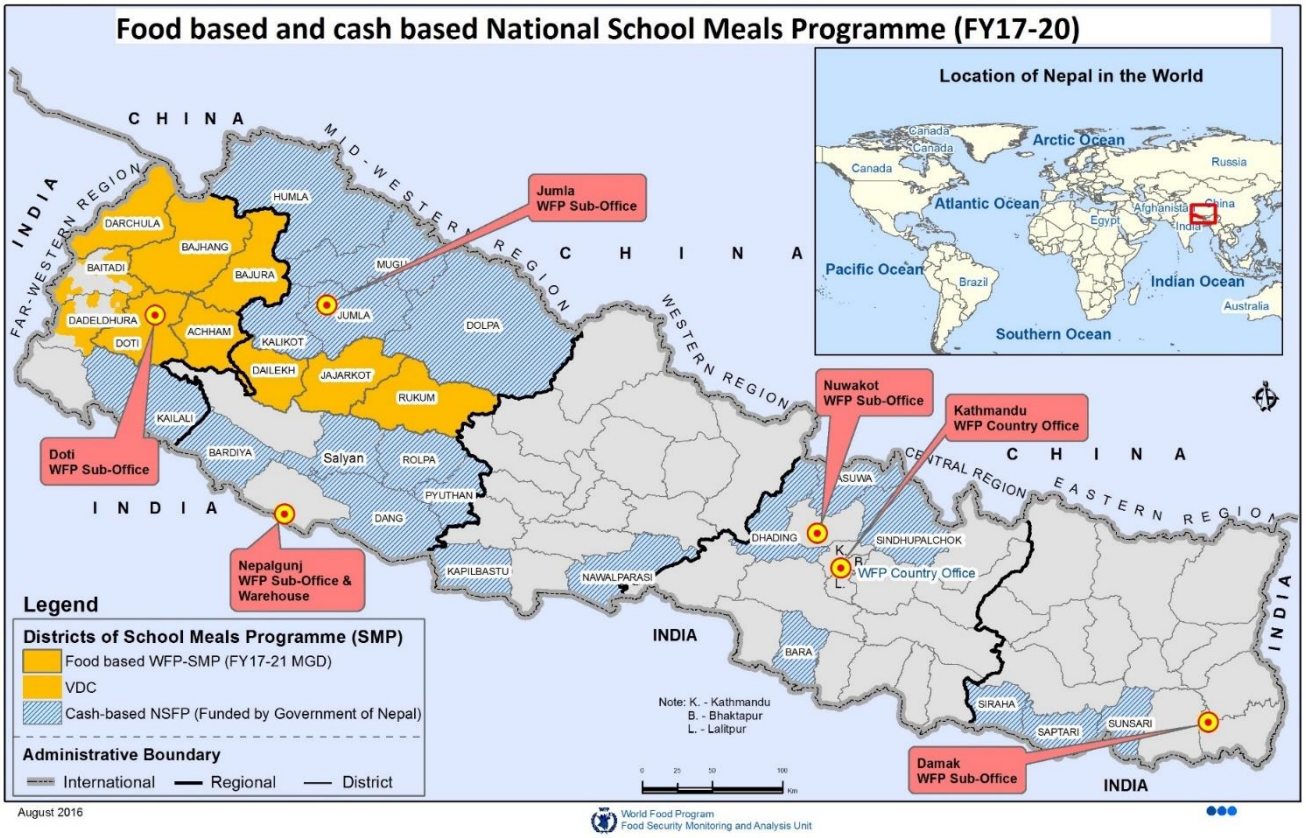
Stakeholder	Interest in the Evaluation	Involvement in Evaluation	Who
Internal (WFP) stakeholders			
WFP Country Office (CO) Nepal	Responsible for country level planning and operation implementation Responsible for internal project accountability as well as to beneficiaries and Partners	- Focal point for operation - Direct stake in the evaluation-decision making on the next steps of the project	-SMP programme unit of WFP CO -Monitoring and Evaluation unit (Key-Informant)
WFP Regional Bureau for Asia based in Bangkok (RB)	The RB management has an interest in an independent account of the operational performance as well as in learning from the evaluation findings, to apply this learning to other country offices.	- Responsible for both oversight of COs and technical guidance and support	-RB representatives (not engaged in data collection process) - Engaged in quality assurance and feedback on ToR, reports
WFP Head Quarters (HQ)	WFP has an interest in the lessons that emerge from evaluations, particularly as they relate to WFP strategies, policies, thematic areas, or delivery modality with wider relevance to WFP programmatic.	- Responsible for both oversight of COs and technical guidance and support	-WFP HQ representative (not engaged in data collection process) - Engaged in quality assurance and feedback on ToR, reports
WFP Office of Evaluation (OEV)	OEV management has an interest in providing decision-makers and stakeholders with independent accountability for results and with learning to inform policy, strategic and programmatic decisions.	- OEV has a stake in ensuring that decentralized evaluations deliver quality, useful and credible evaluations.	-OEV Management representative (not engaged in data collection process) -provide technical guidance to CO, M&E and evaluation manager
WFP Executive Board (EB)	The WFP governing body has an interest in being informed about the effectiveness of WFP operations.	- Findings from the evaluation may feed into annual syntheses and into corporate learning processes	-WFP GB representatives (not engaged in data collection process)
Other WFP Countries	Other WFP Country Offices may also benefit from the findings, which can contribute to corporate learning on implementation of capacity development interventions.	- Findings from the evaluation may feed into technical assistance and support of other country Programmes	-WFP COs representatives (not engaged in data collection process)
External stakeholders			
Beneficiaries	As the ultimate recipients of food assistance, beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective.	- Primary respondents of quantitative and qualitative data collection - Their perspectives will form the basis of the study and provide the necessary lens and direction on Programme receptivity	(Engaged in data collection process) -Students -School Teachers, Staff and Administration -Community Members

Stakeholder	Interest in the Evaluation	Involvement in Evaluation	Who
Government of Nepal	The Government has a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonised with the action of other partners and meet the expected results. The Ministry of Education will have particular interest in issues related to capacity development as the direct institutional beneficiary.	The Food for Education Project (FFEP), Department of Education/ministry of Education are the main implementing partners.	(Engaged in data collection process) -FFEP representative -MoE/DoE representative -MoH, Child Health Division, MoEP ,MoWCSW, MoA, NPC
United Nations Country Team (UNCT)	The UNCT's harmonized action should contribute to the realisation of the government developmental objectives. It has therefore, an interest in ensuring that WFP operation is effective in contributing to the UN concerted efforts. Various agencies are also direct partners of WFP at policy and activity level.	Findings from the evaluation may feed into their developmental agenda	(Not Engaged in data collection process) -UNCT representative
Non-governmental organisations (WFP Nepal's cooperating partners)	They will be keen to know the findings of the evaluation; the results directly reflecting the efficacy of their work and through that, opening opportunities for continued collaboration. The results of the evaluation might therefore affect future implementation modalities, strategic orientations and partnerships.	WFP's cooperating partners collectively implement different activities (early grade reading, digital literacy, and school nutrition (digital menu planner) respectively) for the MGD FY14 and FY17 grant cycles, at the same time, having their own interventions	(Engaged in data collection process) -World Education -Open Learning Exchange -Partnership for Child Development -IDS -CHD
USDA Food Assistance Division (FAD)	USDA has specific interest in ensuring that operational performance reflects USDA standards and accountability requirements, and an interest in learning to inform changes in project strategy, results framework, and critical assumptions.	Findings from the evaluation may feed into annual syntheses and into corporate learning processes	(Not Engaged in data collection process) -USDA representative
Local Education Development Partner Group (LEDPG)	LEDPG including 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 of Nepal's education sector plan and Programmes	Findings from the evaluation may feed into their developmental agenda	-LEDPG representative

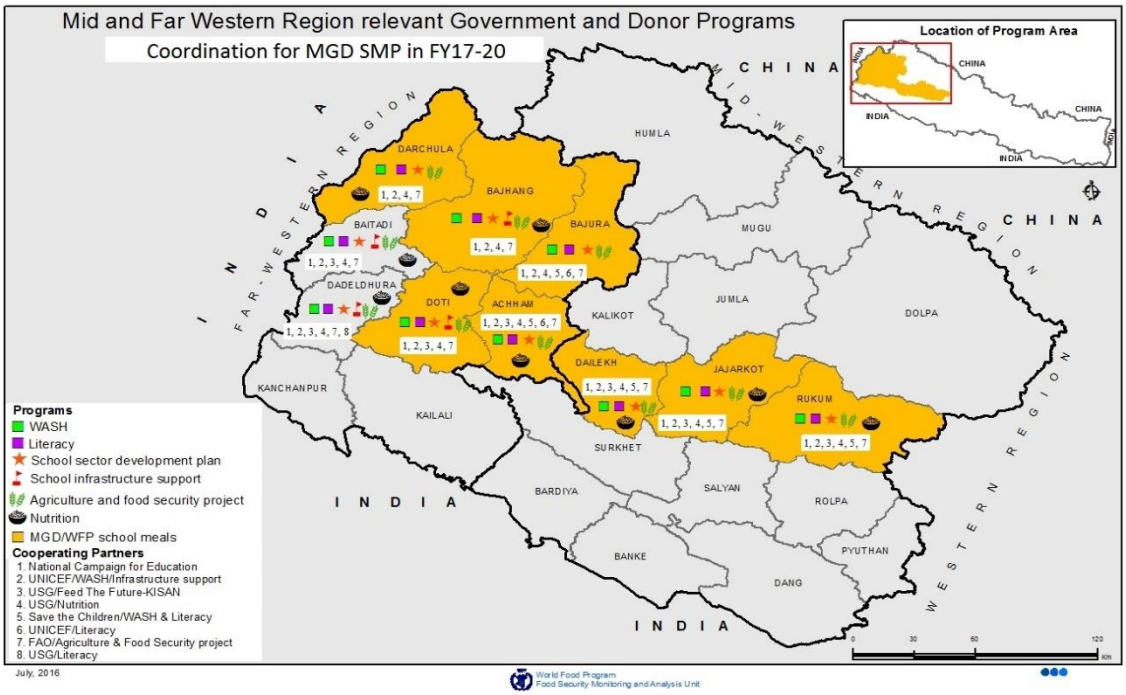
Activity-Wise Stakeholder Mapping

Component	Activity type	Stakeholder List
School Mid-Day Meal Programme	- Provide School meals to primary grade and basic grade students - Provide training on food preparation and storage to cook and school staff - Provide training on Commodity Management to store keeper/school administration - Provide training on nutrition and hygiene to school staff including teachers	MoE, USAID, STC, SSRP/SSDPs, MOHP, UNICEF (WASH), NCE, UNICEF (Education), WASH District Committes, RDEOs, NECD, Food for Education Project, UNICEF (Nutrition)
Literacy Support	- Distribution of school Supplies (computers and teaching materials) - Training of teachers/school administrators on use of digital and printed material - Targeted events to increase community awareness and engagement on the importance of education - Establish library corners and e-libraries	MoE, OLE, WE, USAID, STC, SSRP DPs, UNICEF (Education), NCE
WASH	- Support District WASH committees - Establish school level WASH coordination committees - Establish Child Clubs - Capacity building and awareness generation of students and parents through trainings to school management committee members/schools staff/district level stakeholders - Awareness generation campaigns on WASH	IDS, CDM, UNICEF (WASH), NRCS, NCE, SSRP DPs, District WASH Committees
Construction and rehabilitation	- Distribution of school furniture and equipment - Provide kitchen and cooking utensils	NRCS, MoE, UNICEF (WASH), NRCS, NCE, SSRP DPs, District WASH Committees
School Infrastructure	- Building latrines, kitchens, water stations - Providing energy saving kitchen stoves	GoN/AEPC, SSRP DPs, WASH District Committees, DoE, NRCS
Capacity development	- Strengthening of the MoE's ability to use the electronic Standard Report System (eSPR) - Develop implementation guidelines for Nepal's national school feeding strategy - Assist the MoE and MoF in developing annual funding strategies for the NSFP including public-private partnerships and innovative government partnerships (These are dependent on the successful completion and full adoption of Govt school feeding strategy pending under the new federal structure) - Organize study visits for key education officials as tool for learning	UNICEF (Education), WE, WFP

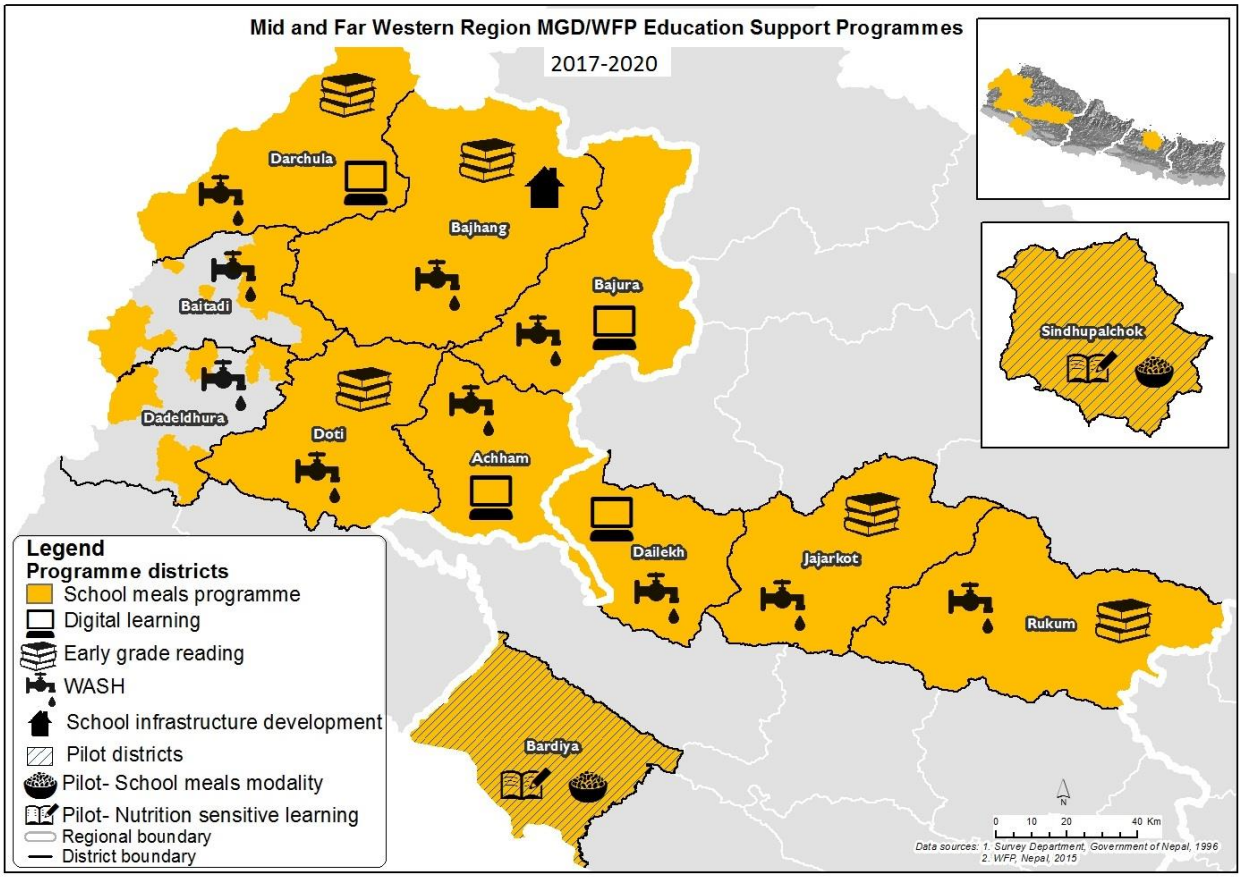
Annex 3: Map of Project Districts



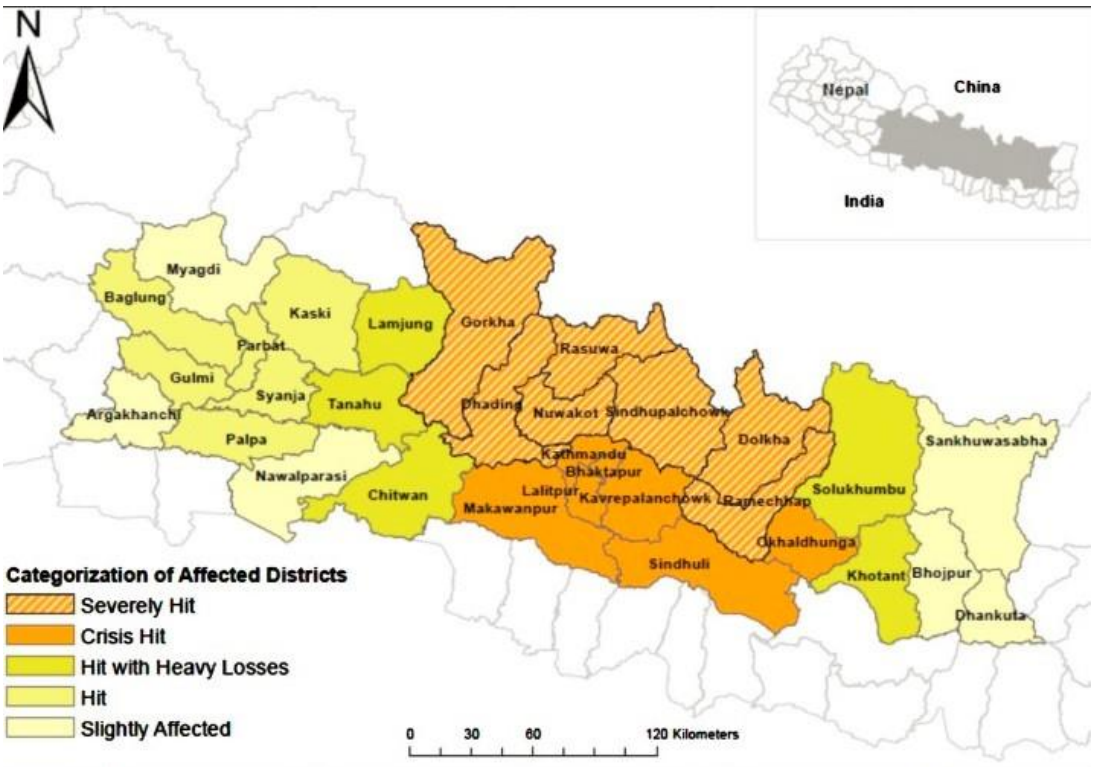
Map 2 of MFWR relevant government and donor Programmes



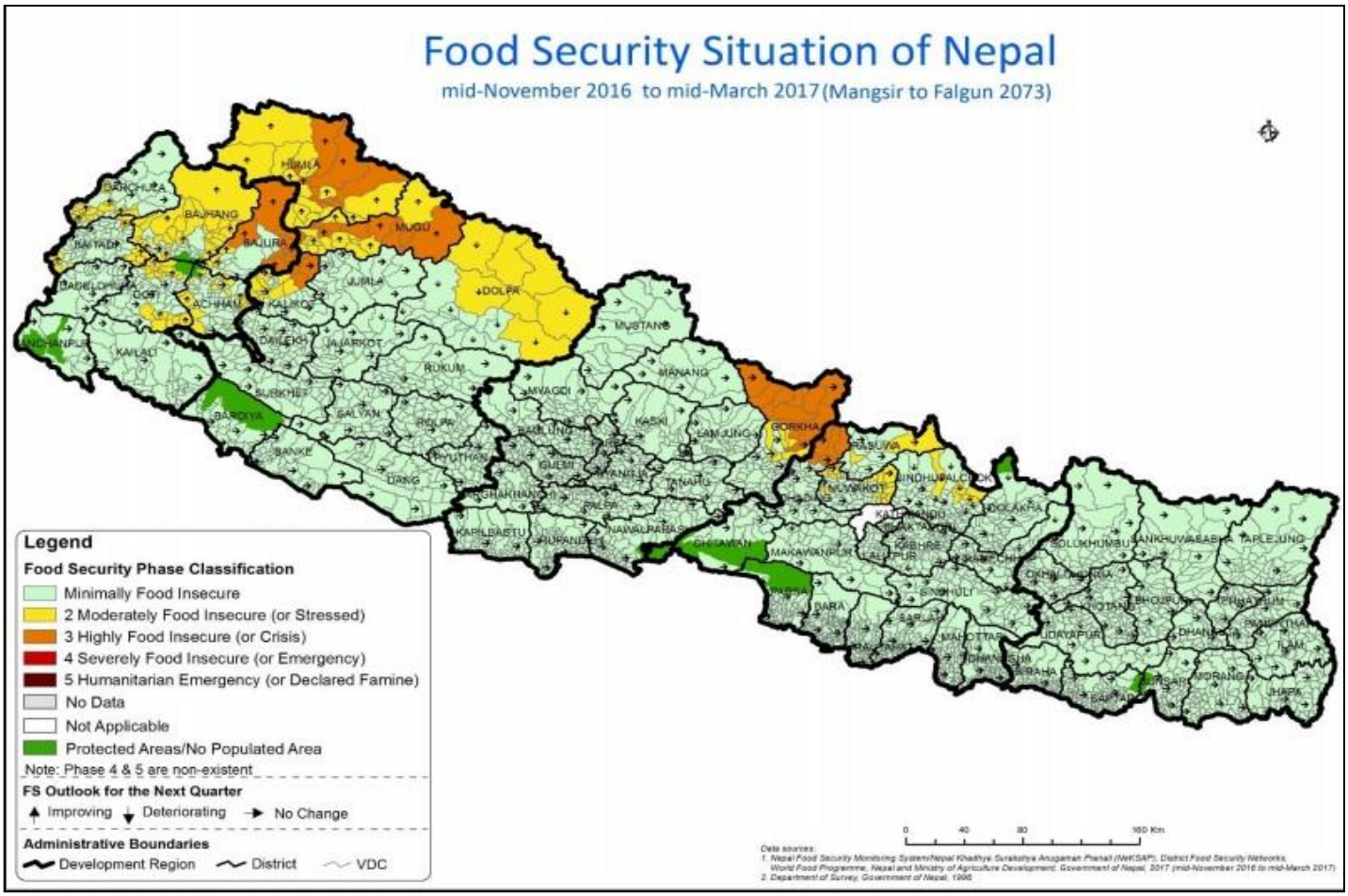
Map 3- Mid and Far Western Region MGD/WFP Education Support Programmes



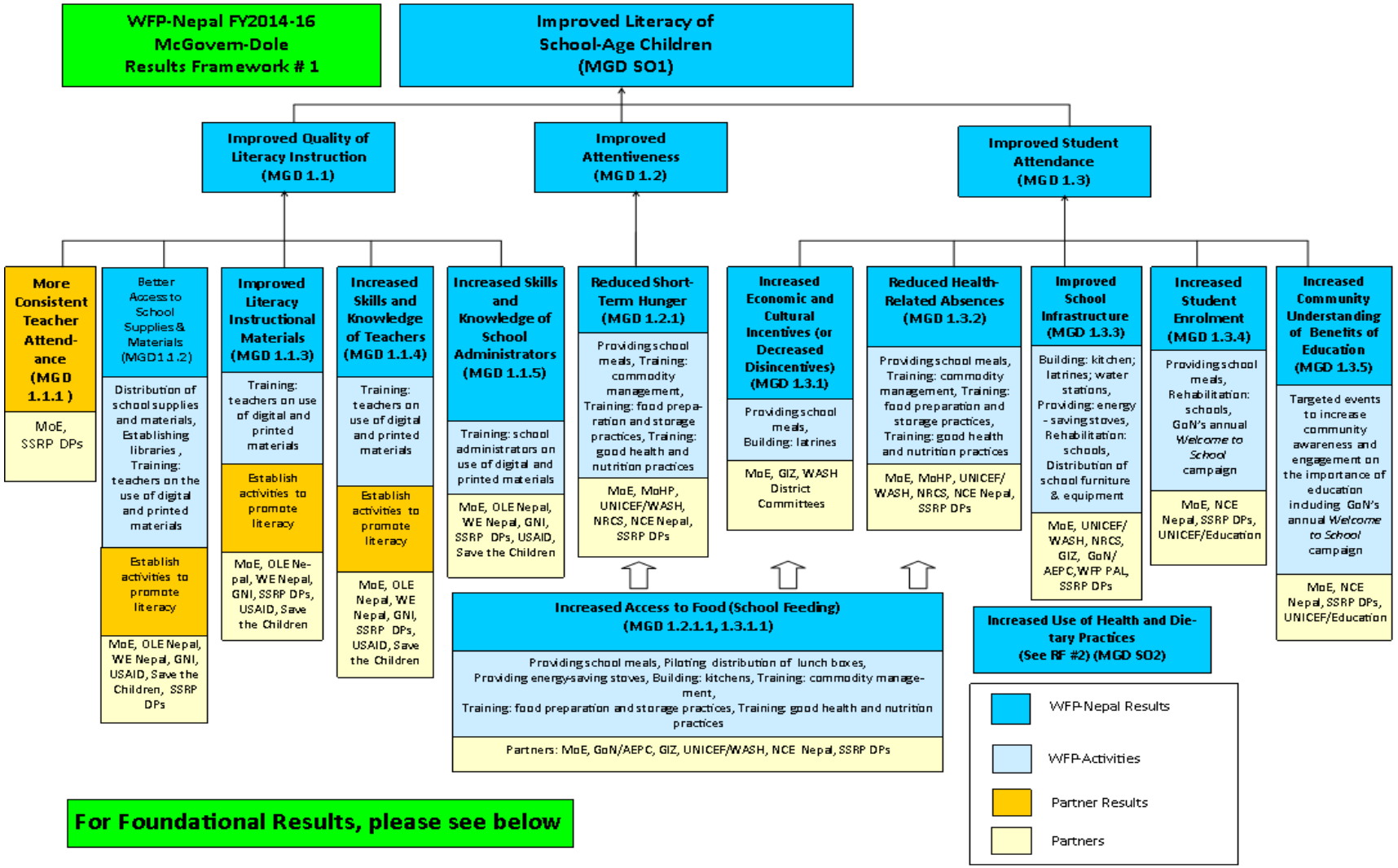
Map 4 of Districts Affected by the Earthquake of 2015

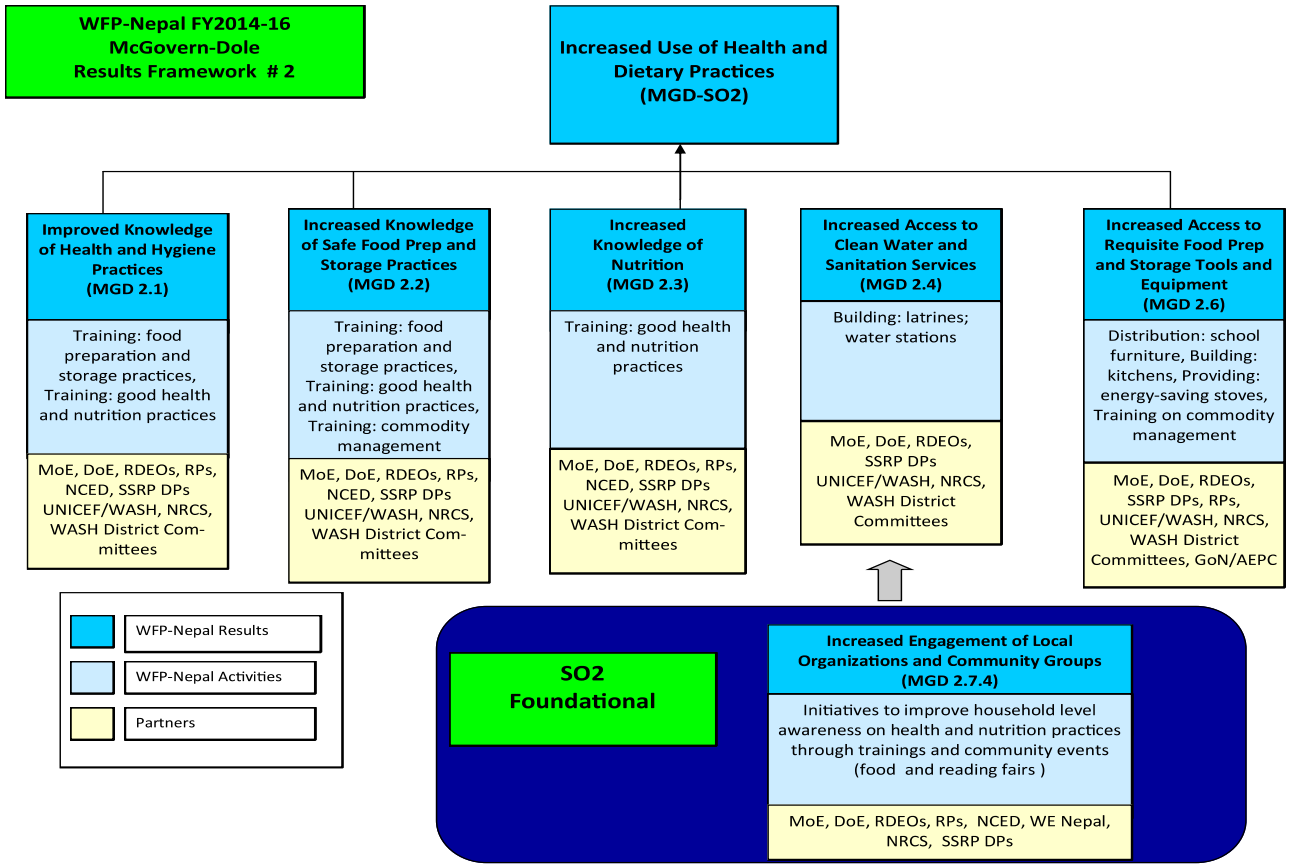


Map 5 of the Food Security Situation of Nepal

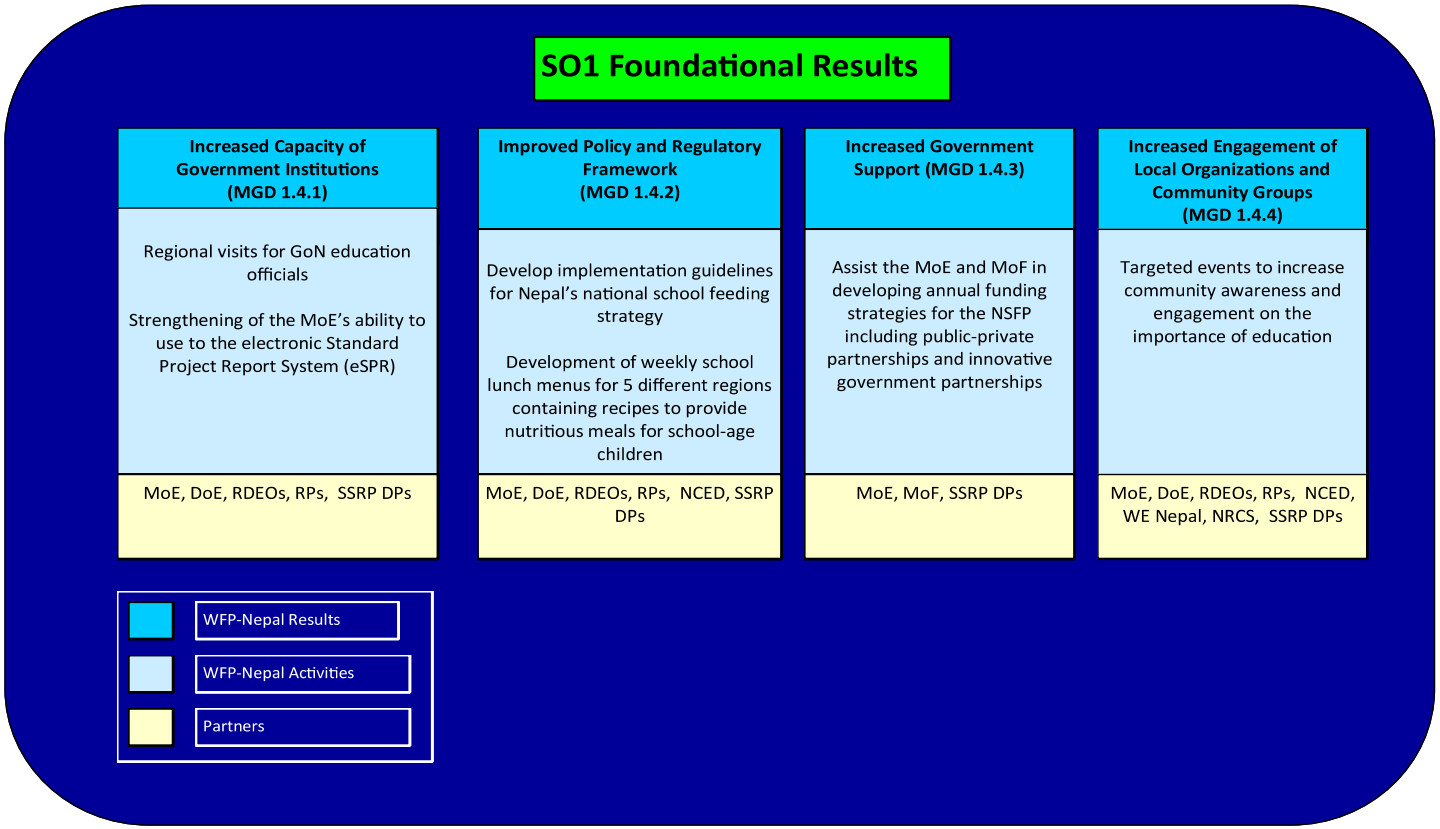


Annex 4: Results framework




WFP-Nepal FY2014-16
McGovern-Dole
Results Framework # 2
Increased Use of Health and Dietary Practices (MGD-SO2)
Improved Knowledge of Health and Hygiene Practices (MGD 2.1)
Training: food preparation and storage practices, Training: good health and nutrition practices
MoE, DoE, RDEOs, RPs, NCED, SSRP DPs UNICEF/WASH, NRCS, WASH District Committees
Increased Knowledge of Safe Food Prep and Storage Practices (MGD 2.2)
Training: food preparation and storage practices, Training: good health and nutrition practices, Training: commodity management
MoE, DoE, RDEOs, RPs, NCED, SSRP DPs UNICEF/WASH, NRCS, WASH District Committees
Increased Knowledge of Nutrition (MGD 2.3)
Training: good health and nutrition practices
MoE, DoE, RDEOs, RPs, NCED, SSRP DPs UNICEF/WASH, NRCS, WASH District Committees
Increased Access to Clean Water and Sanitation Services (MGD 2.4)
Building: latrines; water stations
MoE, DoE, RDEOs, SSRP DPs UNICEF/WASH, NRCS, WASH District Committees
Increased Access to Requisite Food Prep and Storage Tools and Equipment (MGD 2.6)
Distribution: school furniture, Building: kitchens, Providing: energy-saving stoves, Training on commodity management
MoE, DoE, RDEOs, SSRP DPs, RPs, UNICEF/WASH, NRCS, WASH District Committees, GoN/AEPC
WFP-Nepal Results
WFP-Nepal Activities
Partners
SO2 Foundational
Increased Engagement of Local Organizations and Community Groups (MGD 2.7.4)
Initiatives to improve household level awareness on health and nutrition practices through trainings and community events (food and reading fairs)
MoE, DoE, RDEOs, RPs, NCED, WE Nepal, NRCS, SSRP DPs

WFP-Nepal FY2014-16
McGovern-Dole
Results Framework # 1



Annex 5: Evaluation Matrix

Key Question	Sub-Question	Areas of Enquiry	Data Collection Tools	Target Group
Relevance				
How appropriate is the operation?	- Was the project appropriately designed as per the needs of beneficiaries, with limited access to quality education and adequate food and has the project remained consistent over time?	- Assess the alignment of project activities to project objectives vis-à-vis needs of target population at design stage and currently - Assess any change in the project design and activities over the project duration - Assess if cross cutting indicators such as gender, protection and partnerships have been reflected in programme design?	- Desk review of Project Documents - Key informant interviews	- Project stakeholder 1. WFP country office 2. FFE project managers/M&E
	- Were the project activities able to reach different marginalized populations such as- 1. Men, women, boys and girls 2. Food insecure population 3. Difficult to access regions	- Assess the coverage of project activities in terms of: 1. Gender disaggregation 2. Socio-economic characteristics 3. Demographic and topographic characteristics	- Desk review of Project Documents - Project monitoring reports - Key informant interviews	- Project stakeholder 1. WFP country office 2. FFE project managers/M&E
	- Were the project objectives, activities, transfer modalities and implementation approach relevant to Nepal's national educational policy? - Does the intervention seek to complement other relevant development initiatives in Nepal?	- Assess whether WFP project objectives are in line with education policy and programmes of other organizations such as - GoN (MoE MoH, MoEP, MoWCSW, MoA, NPC) - Development Partners (UN, INGOs, NGO)	- National policy documents, EMIS, FLASH reports - Reports and documents of other relevant programmes - Key informant interviews	- GoN Representatives - Development partners
	- What has been the impact of changing socio-political context on School Meal Programme component?	- Review and assess policies level changes and its implications in areas of food and education over the project duration - Improved School Infrastructure	- National policy documents - Key informant interviews	- GoN Representatives

Effectiveness				
- What are the results of the school meals operation (all components)? - What are the outputs and outcomes?	- To what extent have planned outputs been attained?	- **Training of** 1. Teachers on use of digital and printed materials 2. School administrators use of digital and printed materials 3. School staff on commodity management, food preparation and storage practices 4. School staff on good health and nutrition practices - **Provision of** 1. School supplies and materials 2. School meals 3. Energy saving stoves 4. School furniture and equipment - **Infrastructure development** 1. Establishing libraries/latrines/kitchen/Water stations	- Structured interviews - Desk review of WFP project monitoring database	- School Teachers - Schools administration
		- Awareness of community members on importance of education - Increased Economic and Cultural Incentives or Decreased Disincentives	- Structured interviews - Focus Group Discussion	- Parents - Male and Female community members
	- To what extent have planned outcomes been attained?	**At school level** - Improved Quality of Literacy Instruction - Improved Attentiveness - Improved Student Attendance - Better Access to School Supplies & - Materials - Improved Literacy Instructional Materials - Increased Skills and Knowledge of Teachers - Increased Skills and Knowledge of School Administrators - Reduced Short-Term Hunger - Reduced Health and Related Absences - Increased Student Enrolment - Increased Access to Food (School Feeding) - Increased Access to Clean Water and Sanitation Services - Increased Access to Requisite Food Preparation and Storage Tools and Equipment	- Structured interviews - Key informant Interviews - Focus group discussions	- Teachers - School students - Parents - Community members - Government stakeholders - Development partners

		- Improved knowledge, behaviour and practice on nutrition, hygiene and sanitation		
	- Any unintended results achieved during the project implementation period?	- Cross-cutting sectors such as: gender, resilience, conflict etc.		
	- What were the major factors influencing the achievement or non-achievement of the results?	- Governance, natural disasters, community engagement/resistance, operational implications, financial implications, attitude and perception etc.		
Efficiency				
What is the cost benefit of the programmes implemented?	- Were the project activities cost-efficient?		- Key informant Interviews	- Implementing Partner - Government Partners
	- How is the assessment of gender integration into the design and planning included in the M&E?			
Impact				
What is the impact of the programme?	- Were the longer-term result of the programme achieved with 1. Men, women, boys and girls 2. Food insecure population 3. Difficult to access regions 4. Government stakeholder 5. School teachers and administration 6. Relevant stakeholders	- **Improved literacy of school-age children** 1. Improved quality of literacy instruction 2. Improved attentiveness 3. Improved student attendance - **Increased used of health dietary practices** 1. Improved knowledge of health and hygiene 2. Increase knowledge of Safe Food Preparation and Storage Practices 3. Increased knowledge on nutrition 4. Increase access to clean water and sanitation services 5. Increased access to requisite food preparation and storage tools and equipment 6. Increased Engagement of Local Organizations and Community Groups	- Structured interviews - Key informant Interviews - Focus group discussions	- Teachers - School students - Parents - Community members
	- Has gender/social inclusion been integrated into direct or indirect programmatic goals and objectives in the design? (short to medium term outcomes as well as longer term impacts envisaged)	- Assess cross-cutting sectors such as: gender, resilience, conflict etc.		

	- What were the policy level contributions of the programme?	- Increased Capacity of Government Institutions - Improved Policy or Regulatory Framework - Increased Government Support	-Desk Review - Semi-structured interviews - Key-informant Interviews	- Government stakeholders - Development partners
Sustainability				
To what extent does the intervention's implementation strategy include considerations for sustainability?	- What are the barriers and lessons learnt from the programme intervention and recommendations for the next phase?	- Assess the challenges and lessons learnt during 1. Project Design 2. Implementation - Assess challenges and lessons learnt while working around 1. Institutional structures 2. Funding sources 3. Beneficiaries 4. Policy level implications - Provide recommendations based on the challenges and lessons learnt	- Desk Review - Semi-structured interviews - Key-informant Interviews	- Government stakeholders - Development partners - WFP CO
	- What is the perception of various stakeholders (GoN, WFP, DPs, Parents, Schools and local authority) on the readiness of the programme takeover?	- Assess the stakeholder's views/needs on programme take over in terms of 1. Funding 2. Interest of the DPs 3. Political environment 4. Social/cultural context 5. Collaborations and partnerships	- Desk Review - Semi-structured interviews - Key-informant Interviews	- Government stakeholders - Development partners - WFP CO - School Staff - Parents
	- What are the assumptions about gender roles, norms and relations that supported or hindered the project? And how will these factors affect the sustainability of the results?	- Assess the community settings and dynamics, socio-cultural landscape of the areas where the programme is implemented - Assess if the programme is sensitive to these community dynamics and if they have potential to pose challenges or support the programme - Assess if such conditions can affect the sustainability of the programme and tis acceptability	- Desk Review - Semi-structured interviews - Key-informant Interviews	- Community interactions and observations - IDIs with teachers and other stakeholders
	- Compare proposed budget and cash flow	-Projected and actual per component expenditure -Assessment of cash flow mechanism 1. Donor to Implementer 2. Per component cash flow 3. Cash flow mechanism between DPs	- Review of periodic budget charts	- Development partners - WFP CO - School Staff
Adequacy				
To what extent has the intervention been adequate to meet the need of the beneficiaries?	- How adequate have been the different intervention in the terms of	- Assess the extent to which the project targets (outcomes and Impact) have been met	- Structured Interviews - Key Informant Interviews	- School Staff - Parents - Students - WFP CO

	expectations of the beneficiaries?			
	- Have their scope and reach been adequate?	- Assess the reach of the activities in terms of 1. Geographic coverage 2. Demographic coverage 3. Gender inclusiveness	- Desk Review of Project Monitoring Database	NA
Timeliness				
To what extent has the project activities been implemented in a timely manner	- Have the school meals and other activities been implemented according to the respective plans and schedule?	- Assess the projected and actual timeline for implementation of each component	- Desk review of project implementation reports - Project Monitoring reports/database - School database	NA
	- Have the beneficiaries and other stakeholders received their benefits within the expected timeframe?		- Implementation reports - Project Monitoring reports/database - Structured Interviews	- School Staff - Parents - Community members
	- What measures were taken to avoid delays, if any?		- Key-informant interviews FGDs	- DPs - WFP CO - School Staff - Parents - Community members
Transparency				
To what extent have all stakeholders been involved in the project's activities?	- Have the beneficiaries' and other stakeholders been informed/ involved about/in the programme activities?	- Assess the engagement/participation of beneficiaries/stakeholders during 1. design phase 2. Implementation 3. Project monitoring	- Structured interviews - Key-informant interviews - FGDs	- DPs - WFP CO - School Staff - Parents

Annex 6: Evaluation Criteria and Areas of Enquiry

Criteria	Line of Enquiry
Relevance	1. Was the project appropriately designed as per the needs of beneficiaries, with limited access to quality education and adequate food and has the project remained consistent over time? 2. Were the project activities able to reach different marginalized populations? such as- 4. Men, women, boys and girls 5. Food and nutrition insecure populations 6. Difficult to access regions

Criteria	Line of Enquiry
	3. Were the project objectives, activities, transfer modalities and implementation approach relevant to Nepal's national educational and health policy? 4. Does the intervention seek to complement other relevant development initiatives in Nepal? 5. What has been the impact of changing socio-political context on School Meal Programme component?
Effectiveness	6. To what extent have planned outputs been attained? 7. To what extent have planned outcomes been attained? 8. Any unintended results achieved during the project implementation period? 9. What were the major factors influencing the achievement or non-achievement of the results?
Efficiency	10. Were the project activities cost-efficient?
Impact	11. Were the longer-term result of the programme achieved with 1. Men, women, boys and girls 2. Food and nutrition insecure populations 3. Difficult to access regions 4. Government stakeholders 5. School teachers and administration 6. Relevant stakeholders 12. Were there any unintended results of the programme? 13. What were the policy level contributions of the programme?
Sustainability	14. What are the barriers and lessons learnt from the programme intervention and recommendations for the next phase?

Annex 7: Data Collection Tools and Methods

Sl. No	Respondents	Research Instrument	Description of the tool
1	Children in grade III	Early Grade Reading Assessment (EGRA) tests; Quantitative Structured Interviews	EGRA: To understand if at the end of two grades, a student can read grade level text. Interview: To check the literacy level of a student who has completed two grades of education
2	Children in grade V	Quantitative Structured Interviews	Suitable respondents for WASH and nutrition behaviours and provide insights into the efficacy and effectiveness of the Programme.
3	Children in grade VI (IV in case of primary school)	Quantitative Structured Interviews	
4	Children in grade VIII	Quantitative Structured Interviews; FGDs	
5	Parents	Quantitative Structured Interviews	Parents were interviewed to assess perspective of parents on SMP, education and sub-programme component. Informed consent also needs to be taken from the parents before interviewing the children
6	Teachers engaged in teaching grade III	Quantitative Structured Interviews	To understand and explore what teaching and learning methods are used in the class, the level and type of teacher student engagement and on ground implementation of the project
7	Head-teachers/principal	Quantitative Structured Interviews	To explore and understand the reach of SMP and its various components in the school
8	School cooks and store keeper	Semi-Structured Interviews	To explore the quality and process of cooking, maintaining stock and other related aspects
9	School Committee In-charge/ representative	Semi-Structured Interviews	To explore impact of school and food management committee on SMP
10	Ministry of Education, Nepal	Key Informant Interviews	Insights on policy perspective from key Ministry officials. This is important to understand the relevance of the Programme.
11	Department of Education, Nepal	Key Informant Interviews	
12	Food for Education Project	Key Informant Interviews	To understand the Programme in an in-depth manner. Insights on the relevance, efficiency and sustainability were gathered
13	Department of Education, district offices	Key Informant Interviews	To elaborate on the understanding of the Programme in each district and district wise differences and challenges
14	Implementing partners	Key Informant Interviews	To understand the Programme in an in-depth manner. Insights on the coordination, facilitation drawn for their respective component/activity
15	Teachers teaching early grade	In-Depth Interviews	To explore the perspective of the teachers on the Programme and its various aspects, its impact and benefits to the students and to their teaching et al.
16	Community members	Focus Group Discussion	To explore if the Programme design understands the needs of the community
17	Observation of school infrastructure	Observation Schedule	To observe the level of upkeep and maintenance of school infrastructure in terms of libraries, toilets, other WASH components, and availability of basic amenities
18	Observation of classrooms during teaching session	Observation Schedule	To explore the level of attentiveness of students, the teaching methods used in class and other learning parameters

Annex 8: Sampling Strategy

1. Background

Combined evaluation of USDA McGovern Dole Food for Education Programme FY14 and FY17 was commissioned by WFP Nepal. The evaluation entails- endline evaluation of the FY14 and baseline study towards midterm and endline evaluation to be conducted in 2019 and 2021 respectively. The core idea in the combined evaluation was to conduct one single survey to meet the primary data collection needs of the both the FY14 endline and FY17 baseline.

2. Intervention mix and number of PSUs

In all, there are six combinations of programme components that are furthered in the programme targeted schools. The intervention mix is described in the matrix below:

Programme Combination	Description	Number of schools
I	SMP	414
II	SMP + EGR	408
III	WASH + SMP	566
IV	WASH + SMP + EGR	989
V	WASH + SMP + DL	15
VI	WASH + SMP + EGR + SIDP	58
Total		**2450**

The programme intended to assess the relative efficacy of each of the programmatic combinations and therefore, each of the combination needed to be considered as an intervention arm. Given the low intensity of coverage of interventions in combination 5 and 6, we proposed to do rigorous assessments in for the combinations 1,2,3 and 4 treating each of these as an intervention arm and comparing changes with an identified comparison group. For combination 5 and 6, we proposed to do a primarily qualitative assessment employing case-study approach.

The evaluation design was for FY17 evaluation was:

Intervention Group				Comparison Group
Arm I	**Arm II**	**Arm III**	**Arm IV**	**Arm V**
SMP	SMP+EGR	WASH+SMP	WASH +SMP+EGR	Non-programme

To detect a change of 10% over the first value and with significance level of 0.05, power of 0.8, design effect of 1.3, the minimum sample size required was 389. Accounting for non-response rate of 15%, this became 447, rounded off to **450**. This thus was the required sample size per arm-sufficient for measuring change during the programme duration. This meant- we need to have 450 students of grade III for statistically significant measurement of change in each of the round of survey-baseline and endline. The same was required for each of the arm of the intervention as well as the comparison group. With a cluster size-number of students of Grade III per PSU of 10 students, we required to survey target students in 45 schools per arm/group to get the required sample.

And therefore, the required sample size and number of PSUs for each of the arms was 450 students in Grade III and 45 schools respectively. Each of the intervention arm was then compared with the non-programme comparison arm. The sample size per arm and total is described in the matrix below.

Group	Intervention Group				Comparison Group	Total
Arm	**Arm I**	**Arm II**	**Arm III**	**Arm IV**	**Arm V**	
Combination	MDM	MDM+EGR	WASH+MDM	WASH +MDM+EGR	Non-programme	
Sample size (n)	450	450	450	450	450	2250

No. of PSUs	45	45	45	45	45	225

3. Meeting sampling requirements of FY14 endline

The evaluation design for FY14 has the limitations of being a non-experimental design as the baseline study was conducted only for the programme area. In absence of a comparison group, we could only measure the changes in the outcome indicators between the two time point but cannot attribute to the changes to the programme. The non-experimental design thus was not able to create the counterfactual.

For the baseline of FY14, a sample of 112 schools was selected from the 6 programme districts using PPS method and key programme outcomes assessed. The same number of schools in the said districts was selected for the endline, thus making it a repeated cross-section non-experimental design. We used the cluster size (i.e. 10 students per school) for assessing the key outcome of interest.

Operationalizing the sampling strategy, a proportionate sub-sample 112 schools from the overall sample of 180 intervention schools across the four arms for of the FY17 was taken. The proportions are detailed in the matrix below.

Study	Arm I	Arm II	Arm III	Arm IV	Total
Combination	SMP	SMP+EGR	WASH+SMP	WASH+SMP+EGR	
No. of PSUs-FY17 baseline	45	45	45	45	180
No. of PSUs-FY14 endline (sub-sample of above)	20	20	27	45	112

The sub-sample was proportionately distributed across 6 programme districts as was the case during baseline. The proportionate coverage of the various groups for data collection envisioned is detailed in the table below.

Group	Coverage
No. of schools	112
EGR Assessment of Grade III students	1120
Semi-structured interviews of non-ERGA[36] grade students	1120
Parents interviews	448
Head teacher interview	112
Cook interview	112
Storekeeper interview	112
Semi-structured interviews of teachers teaching early grade	112
Classroom observation	112
Infrastructure observation	112

In addition to the quantitative interview, set of FGDs and IDIs were conducted as part of the study. We conducted FGDs with male and female students of grade VIII and community level FGDs. Around 2 FGDs per district (6 programme districts) was conducted. The purpose of the FGD was to provide qualitative insights into programme implementation and overall gender and social inclusion dimension of the programme amongst others.

4. Sample selection strategy

All the programme district and therefore schools in the districts and students in the select schools needed to be selected for sampling. A 3-stage sampling strategy was employed. In the first stage, we selected VDCs within the districts, followed by selection of schools in the selected VDCs and then selection of required number of students in the select schools.

Stage I- Random selection of six programme VDCs from each district having various categories of interventions and schools: The programme VDCs will be first arranged in the alphabetical orders and then six VDCs will be selected randomly from each district. After selection of the six VDCs, they will be further mapped against the required

[36] Non-EGRA refers to student with whom EGR test is not being conducted. This does not mean a comparison group.

number of sample from each category (both by intervention and school type). When selected VDCs fail to meet required number of samples (in total), new VDCs will be selected randomly by replacing VDCs, which either don't have required category in the sample or number is below to half of the sample size. After final selection of the VDCs, sample will be distributed based on population probability to size (PPS).

Stage II-Random selection of the schools: List of the schools by VDCs will be the sampling frame. The required number of the schools will be selected randomly for the survey. The number would be in proportion to the type of school-primary (Grade I to V), basic (Grade I to VIII) etc. The detailed sampling plan for District Accham by school typology and programme mix-based on the required sample size for the district is given in the matrix below for reference.

Annex 9: EGRA Methodology

1. Background on Early Grade Reading Assessment (EGRA) and Explanation of Scoring

Under the Education Data for Decision Making (EdData II) project led by RTI, development of the Early Grade Reading Assessment (EGRA) began in October 2006 in response to a call for a measure to assess early grade reading skills in developing country contexts. Education officials and development professionals at the World Bank, the United States Agency for International Development (USAID), and other institutions identified the need for a simple, effective, and low-cost measure of student learning outcomes that could report on the foundations of student learning in reading, including recognizing letters of the alphabet, reading simple words, and understanding sentences and paragraphs.

EGRA was subsequently developed after an exhaustive review of the literature and existing assessment approaches in English and other languages, including well-known tools such as DIBELS (Dynamic Indicators of Basic Early Literacy Skills), CTOPP (Comprehensive Test of Phonological Processing), the Woodcock Johnson Tests of Achievement, and the Peabody Picture Vocabulary Test. Tools developed by non-governmental organizations, university researchers, and research institutions for various research and development projects were also reviewed. As on January 2011, EGRA had been applied in nearly 50 countries and 70 languages.

The framework underlying EGRA acknowledges that reading is acquired in phases and that the rate of acquisition is likely to vary by language and context. Another basic underlying principle is that learning to read in alphabetic languages requires the acquisition of similar foundation skills (although the importance of each of those skills may vary by language). Put simply, the Simple View of Reading framework (Gough and Tunmer, 1986) suggests that reading comprehension can be predicted by the following formula:

$$Reading\ Comprehension = Decoding \times Language\ Comprehension$$

The EGRA instrument consists of a variety of sub-tasks designed to assess foundational reading skills crucial to be a fluent reader. EGRA is designed to be a method- independent approach to assessment (i.e., the instrument does not reflect a method of reading instruction). Instead, EGRA measures the basic skills that a child must possess to eventually be able to read fluently and with comprehension—the goal of reading. EGRA sub-tasks are based on research regarding a comprehensive approach to reading acquisition across languages. These skills are phonological awareness, phonics/decoding, fluency, reading comprehension, and listening comprehension.

Phonological Awareness is essential for learning to read an alphabetic language. Phonological awareness refers to an understanding that spoken words consist of sounds of language that can map to letters, which is called the alphabetic principle. This principle refers to the recognition and understanding of how the speech sounds of a language related to units of print (or letters, in Nepali). Mastering the alphabetic principle is critical for decoding, or sounding out, new and unfamiliar words. One critical component of phonological awareness is phonemic awareness, which refers to the understanding that words are made up of "bits" of sound, or phonemes – the smallest unit of sound in a word. Phonemic awareness is oral and is developed before other phonological awareness skills are introduced.

Phonics/decoding is the most efficient way for beginning readers to learn to read words. This skill builds on the alphabetic principle, beginning with letter-sound correspondences that help children develop automatic recognition of letter–sound patterns in common words. Eventually, phonics is instrumental in the development of instant recognition of most words that are read. This automatic or instant word recognition is manifested by the fluent reading of connected text.

Fluency is often defined as the ability to read with speed, accuracy, and understanding. Oral reading fluency is a common way to assess whether an individual is a fluent reader. Fluency is considered critical for comprehension, as rapid, effortless word-identification processes enable the reader to focus on the text and its meaning rather than focus on word identification or decoding words letter by letter (National Institute of Child Health and Human Development, 2000).

Reading comprehension, considered to be the goal of reading, refers to the ability to actively engage with, and construct meaning from, the texts that are read.

Listening comprehension refers to a person's ability to make sense of oral language in the absence of print. Listening comprehension taps many skills and sources of knowledge, such as vocabulary knowledge, facility with grammar, and general background knowledge. Although students whose language of instruction differs from their home language have been found to learn to read words at the same rate as those who are learning in their home languages, non-native speakers have been found to show greater difficulties in language comprehension in the language of instruction (Geva and Yaghoub Zadeh, 2006). The Listening Comprehension sub-task in EGRA also taps working memory and short-term memory; therefore, it cannot be considered as a sub-task that reflects listening comprehension skills apart from other memory and language skills. This makes interpretation of this sub-task more challenging than some of the other sub-tasks. In addition, the Listening Comprehension sub-task does not correlate with other EGRA sub-tasks, so it is more difficult to interpret the results.

The table below is a general guide mapping these skills to the sub-tasks included within EGRA adapted for use in the present study:

Task	Skill Tested
Listening Comprehension	Listening comprehension is a critical skill for reading comprehension because it shows the ability to make sense of oral language. In this subtask, the examiner reads a short passage to the students. Students were then orally asked three questions about that passage. The listening comprehension score was the total correct answers, with a maximum possible score of 3.
Letter Sound Knowledge	This task assesses a students' automaticity in letter recognition. In Nepali, the names of most letters are the same as their sounds, though there are some exceptions. This was a timed subtask, in which students were shown a chart containing 10 rows of 10 random letters. Students were asked to name as many letters as they could within one minute, yielding a score of correct letters per minute (clpm).
Matra reading	Matra knowledge assesses a students' automaticity in their knowledge of the matras (or syllables). This was a timed subtask in which students were shown a chart containing 10 rows each with 10 matras arranged randomly, yielding a total of 100 matras. Students were asked to produce the sounds associated with each matra as quickly and accurately as they could within one minute, yielding a score of correct matras per minute (cmpm).
Non-word reading	Nonword decoding assesses a students' skill at applying letter-sound correspondence rules to decode (i.e., sound out) unfamiliar words. To ensure that students were applying their knowledge of the relationships between sounds and symbols rather than reading words from memory, a chart of 50 pronounceable nonwords—words that followed legal spelling patterns in Nepali but had no meaning in the language—was shown to students. Students were asked to sound out as many nonwords as they could within one minute, yielding a score of cwpm.
Oral Reading Fluency	This task assesses a student's ability to read passages fluently and is considered a necessary component for reading comprehension. In this subtask, students were given a 60-word story and were asked to read it aloud in one minute. The oral reading fluency score for each story was the number of cwpm.
Oral Reading Comprehension	After students read as much of an assigned passage (Subtask – Oral Reading Fluency) as they could within one minute, those who were able to read at least one word correctly were asked to respond to orally presented questions that corresponded to the parts of the story that were read. Because the number of words read in the minute varied by student, so did the number of questions given. Questions were both literal, requiring students to directly recall information

Task	Skill Tested
	from the story, and inferential, requiring students to combine information from the story with their background knowledge to derive a correct answer. Students' reading comprehension scores were recorded as the number of correct responses provided. The reading comprehension score was the number of correct answers, with a maximum possible score of 6.

2. Methodology for Calculating EGRA Scores for Sub-tasks

The EGRA scores were calculated using the following method –

Listening Comprehension Score (Average) = $\frac{Total\ correct\ answers\ out\ of\ three\ questions}{Total\ number\ of\ students}$

- Sub-task 1 consisted of 3 questions
- This was not a timed task

Letter Sound Knowledge Score (Average Fluency Rate) = $\frac{Sub\ task\ score}{Time\ taken\ \ for\ the\ sub\ task} \times 60$

- Sub-task 2 consisted of 100 letters to be read by the child
- This was a timed test and the child had 60 seconds to read all the letters
- The fluency rate is to identify the number of letters read by the child per minute

Matra Reading Score (Average Fluency Rate) = $\frac{Sub\ task\ score}{Time\ taken\ \ for\ the\ sub\ task} \times 60$

- Sub-task 3 consisted of 100 matras to be read by the child
- This was a timed test and the child had 60 seconds to read all the matras
- The fluency rate is to identify the number of matras read by the child per minute

Non-word Reading Score (Average Fluency Rate) = $\frac{Sub\ task\ score}{Time\ taken\ \ for\ the\ sub\ task} \times 60$

- Sub-task 4 consisted of 50 words to be read by the child
- This was a timed test and the child had 60 seconds to read all the words
- The fluency rate is to identify the number of words read by the child per minute

Oral Reading Fluency (Average Fluency Rate) = $\frac{Sub\ task\ score}{Time\ taken\ for\ sub\ task} \times 60$

- Sub-task 5 consisted of 60 words in a comprehension to be read by the child
- This was a timed test and the child had 60 seconds to read all the 60 words
- The fluency rate is to identify the number of words read by the child per minute

Oral Reading Comprehension (Average) = $\frac{Total\ correct\ responses\ out\ of\ six\ questions}{Total\ number\ of\ students}$

- Sub-task 6 consisted of 6 questions linked to the comprehension in sub-task 5
- This was not a timed task

The EGRA tests were conducted on Grade III students studying in primary government schools across 10 districts in Nepal. Total of 1079 students were assessed comprising of 52% female students and 48% male students.

Annex 10: Performance Indicators for Evaluation of FY14- Comparative estimates for baseline 2015 and endline 2018

			Baseline		Endline	
Indicator Number	**Indicator Details**	**Source and background of measurement**	**Sample Size**	**Value**	**Sample Size**	**Value**
MGD SO1	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	Children's ability to read and understand text was measured using ORF tests, with those who achieved ≥45 correct words per minute reported here.	866	0.5%	1141	22.7%
MGD 1.1.4	Percent of teachers/educators/teaching assistants at target school who have received training on teaching and learning techniques	Details of training history were gathered through interviews with headmaster, and verified with teachers	324	47%	112	36%
	Percent of teachers in target schools who demonstrate use of new and quality teaching techniques or tools	Data was collected using direct classroom observation (one teacher per school) using a checklist of teaching techniques	100	20%	112	24%
MGD 1.2	Percent of students in classrooms identified as inattentive by their teachers	Three teachers from each school were asked about what they perceived to be the attentiveness of ten sampled students from their schools and the majority view of the three teachers is reported here.	1037	12%	1079	43%
MGD 1.2.1	Percent of students in target schools who regularly consume a meal before the school day	Data was collected by asking students whether they had eaten a meal before the school day in the past six school days and then triangulating responses with information collected during the parent interviews. Answers only qualified as regular if children had eaten a meal on all six days.	1104	74%	1079	96%
	Percent of students in target schools who regularly consume a meal during the school day	Data was collected by asking students whether they had eaten a meal during the school day in the past six school days and then triangulating responses with information collected during the parent interviews. Answers only qualified as regular if children had eaten a meal on all six days.	1104	77%	1079	95%
MGD 1.3	Average student attendance	Average student attendance was calculated by creating a mean based on the attendance records of ten sample students for the last academic year.	1056	81%	1079	80%
	Percent of students (girls/boys) regularly (≥80 of the school days) attending schools2	Data was collected using the attendance records of ten sample students for the last academic year	1056	60%	1079	Male-67%, Female: 61%

MGD 1.3.1	Percent of target schools that have separate latrines for boys and girls	Data was collected through interviews with head teachers and direct observation by enumerators	112 schools	45%	112	74%
MGD 1.3.5	Percent of parents in programme schools who can name at least three benefits of primary education1, 2	Data was collected through interviews with parents and asking them about the benefits of primary education	1098	78%	420	100%
MGD 1.4.4	Percent of SMCs contributing to their schools and meeting at least four times during the school years	Data was collected through reviewing school documents (e.g. meeting attendance books if available) and interviews with headmasters.	112	86% (±3.3 SE)	112	25%
MGD SO2	Average dietary diversity score of school aged children (both male and female)2	Dietary history of students was measured through interviewing parents using a 24-hours recall method. Mean Dietary Diversity Score is presented here	1098	4.6	1079	Male:4.9 Female:4.7 Total:4.8
MGD 2.1	Percent of parents in target communities who can identify at least three important health/hygiene practices (e.g. use of latrines)	During household interviews, knowledge level of parents was measured by asking them to name three behaviours or practices that are important for good health or hygiene	1104	80%	1079+420	Students: 87% Parents:91%
	Percent of students and parents in target communities who can identify at least one local source of information on good health practices (e.g. community health clinic)	During household and student interviews, knowledge level of parents and students was measured by asking them to identify at least one local source of information on good health practices.	1104	Parents: 100% Students: 100%	1079+420	Students: 100% Parents:100%
MGD 2.2	Percentage of food preparers at target schools who achieve a passing score in a test of safe food preparation and storage2	Percentage was calculated by testing cooks on safe food preparation and storage. The test contained ten questions, each worth one point. Respondents were asked to choose the best response for each question.	112	≥80% score: 20%	112	≥80% score: 22%
MGD 2.4	Percent of schools with toilet facilities for students	Data was collected through interviews with head teachers and direct observation by enumerators.	112	89%	112	88%
	Percent of schools with a source of drinking water at or near school	Data was collected through interviews with head teachers and direct observation by enumerators	112	Safe source: 90%	112	63.50%

Annex 12: Documents Gathered and Reviewed

Procured from	Documents
Implementing Partners	List of Schools in the universe and covered by them
	VDC Level Activity
	Component wise beneficiaries list
	EGRA Tool and Monitoring Reports
WFP	WFP Nepal: ToR for Combined Evaluation Nepal Plan of Operation Nepal-Budget Nepal-Performance Monitoring Plan Nepal Results Framework Global School Meals References Nepal Education References Nepal School Health and Nutrition References Nepal School Meals References Nepal Monitoring and Evaluation Reports (Baseline and Midline FY14) DEQAS Process Guide Quality Checklist for Decentralized Evaluation Template for Inception Reports and Evaluation report WFP Guidance to Social Protection Integrating Gender in WFP Evaluations Quick Guide and Checklist for Integrating Gender Norms and Standards for Decentralized Evaluation Quality of Evaluation Recommended Evaluation Principles, Methodology_DEQAS Maps: Operational Map, Logistics Map, Distribution Map, WFP SMP Plan Data Collection Tools: For Baseline and midline FY 2014 Sample of VDCs: Cash and Food Nepal EGRA Tool and Report

Annex 13: List of Sampled Schools, VDC and Districts

Baidati

School Code	District	VDC	School Location, Ward	Type of School	Combined	Cluster	Type
1	Baitadi	Amchaur	Ladagaun 2	Basic (1-8)	SMP/ / / /	1	Programme
2	Baitadi	Amchaur	Binakek 9	Basic (1-8)	SMP/ / / /	1	Programme
3	Baitadi	Amchaur	Chaudali 6	Basic (1-8)	SMP/ / / /	1	Programme
4	Baitadi	Amchaur	Dungra - 4	Primary (1-5)	SMP/ /WASH/EGR/	3	Programme
5	Baitadi	Deulek	Rikhali 6	Basic (1-8)	SMP/ / /EGR/	4	Programme
6	Baitadi	Deulek	Khola 2	Basic (1-8)	SMP/ / /EGR/	4	Programme
7	Baitadi	Hat	Kudichaud -6	Basic (1-8)	SMP/ / / /	1	Programme
8	Baitadi	Hat	Aphala - 7	Basic (1-8)	SMP/ /WASH/EGR/	3	Programme
9	Baitadi	Kotila	Bhawane	Primary (1-5)	SMP/ /WASH/EGR/	3	Programme
10	Baitadi	Kotpetara	Seltada -4	Basic (1-8)	SMP/ / / /	1	Programme
11	Baitadi	Kotpetara	Timichaur - 8	Primary (1-5)	SMP/ /WASH/ /	2	Programme
12	Baitadi	Kotpetara	Amarkhet - 7	Primary (1-5)	SMP/ /WASH/EGR/	3	Programme
13	Baitadi	Kotpetara	Lekam, Jhale 2	Basic (1-8)	SMP/ / /EGR/	4	Programme
14	Baitadi	Kotpetara	Ganna 8	Basic (1-8)	SMP/ / /EGR/	4	Programme
15	Baitadi	Mauneli	Nodalek-4	Primary (1-5)	SMP/ /WASH/EGR/	3	Programme
16	Baitadi	Sikash	Gadtola 8	Basic (1-8)	SMP/ / / /	1	Programme
17	Baitadi	Sikash	Erana - 1	Primary (1-5)	SMP/ /WASH/EGR/	3	Programme
18	Baitadi	Sikash	Mainola - 3	Primary (1-5)	SMP/ /WASH/EGR/	3	Programme
19	Baitadi	Talladehi	dandakhali	Primary (1-5)	SMP/ / / /	1	Programme
20	Baitadi	Udayadeb	Danni - 1	Primary (1-5)	SMP/ /WASH/EGR/	3	Programme
21	Baitadi	Udayadeb	Khaknai	Basic (1-8)	SMP/ /WASH/EGR/	3	Programme
81	Baitadi	Srikot	Khodpe	Primary (1-5)	NR	0	Comparison
82	Baitadi	Siddheswor	Kichar	Basic (1-8)	NR	0	Comparison
83	Baitadi	Siddheswor	Kaksyali	Primary (1-5)	NR	0	Comparison
84	Baitadi	Siddheswor	Hirapur	Primary (1-5)	NR	0	Comparison
85	Baitadi	Patan	Dauli (shreekot 3)	Basic (1-8)	NR	0	Comparison

Bajhang

School Code	District	VDC	School Location, Ward	Type of School	Combined	Cluster	Type
1	Bajhang	Byasi	Dadagaun- 4	Primary (1-5)	SMP/ /WASH/EGR/	3	Programme
2	Bajhang	Byasi	Jhuteda - 2	Basic (1-8)	SMP/ / /EGR/	4	Programme
3	Bajhang	Byasi	Chabis - 3	Basic (1-8)	SMP/ / /EGR/	4	Programme
4	Bajhang	Dangaji	Motipur - 3	Basic (1-8)	SMP/ / /EGR/	4	Programme
5	Bajhang	Dangaji	Dangagi - 8	Basic (1-8)	SMP/ / /EGR/	4	Programme
6	Bajhang	Dangaji	Kaphalkada - 9	Basic (1-8)	SMP/ / /EGR/	4	Programme
7	Bajhang	Dantola	Gaitola - 3	Basic (1-8)	SMP/ / /EGR/	4	Programme
8	Bajhang	Dantola	Dhami Gaun - 2	Primary (1-5)	SMP/ /WASH/EGR/	3	Programme
9	Bajhang	Dhamena	Basti - 3	Primary (1-5)	SMP/ /WASH/EGR/SIDP	4	Programme
10	Bajhang	Dhamena	Rupatola - 1	Basic (1-8)	SMP/ / /EGR/	4	Programme
11	Bajhang	Dhamena	Dungana - 8	Primary (1-5)	SMP/ /WASH/EGR/SIDP	4	Programme
14	Bajhang	Lekhgau	Naura - 4	Primary (1-5)	SMP/ /WASH/EGR/	3	Programme
15	Bajhang	Luyanta	Majhesain - 11	Basic (1-8)	SMP/ / / /	1	Programme
16	Bajhang		Sutiya	Primary (1-5)	SMP/ /WASH/EGR/	3	Programme
17	Bajhang	Luyanta	Luyata - 11	Primary (1-5)	SMP/ /WASH/EGR/SIDP	4	Programme
18	Bajhang	Maulali	Dungri - 7	Basic (1-8)	SMP/ / / /	1	Programme
19	Bajhang	Maulali	Chaughari	Primary (1-5)	SMP/ /WASH/EGR/	3	Programme
21	Bajhang	Melbisauni	Shyada - 5	Primary (1-5)	SMP/ /WASH/EGR/SIDP	4	Programme
22	Bajhang	Melbisauni	Bedkala - 1	Primary (1-5)	SMP/ /WASH/EGR/SIDP	4	Programme
23	Bajhang	Mashdev	Tuti	Primary (1-5)	SMP/ /WASH/EGR/SIDP	4	Programme
24	Bajhang	Rayal	Dudil - 1	Basic (1-8)	SMP/ / / /	1	Programme
25	Bajhang	Rayal	Mauri Bagar	Primary (1-5)	SMP/ /WASH/EGR/	3	Programme
26	Bajhang	Sunikot	Thapla - 7	Primary (1-5)	SMP/ /WASH/EGR/	3	Programme
27	Bajhang	Sunikot	Bhatgauchour- 1	Primary (1-5)	SMP/ /WASH/EGR/SIDP	4	Programme
28	Bajhang	Sunkuda	Ligri - 1	Basic (1-8)	SMP/ / / /	1	Programme
29	Bajhang	Sunkuda	Udi - 2	Primary (1-5)	SMP/ /WASH/EGR/	3	Programme
31	Bajhang	Surma	Saingaun -7	Basic (1-8)	SMP/ / / /	1	Programme
33	Bajhang	Surma	Thakunnada - 2	Primary (1-5)	SMP/ /WASH/EGR/	3	Programme
34	Bajhang	Rilu	Daya -1	Basic (1-8)	SMP/ / /EGR/	4	Programme
35	Bajhang	Rilu	Kinada -9	Basic (1-8)	SMP/ / /EGR/	4	Programme
36	Bajhang	Rilu	Thakunna - 2	Basic (1-8)	SMP/ / /EGR/	4	Programme
37	Bajhang	Rilu	Dwari -8	Basic (1-8)	SMP/ / /EGR/	4	Programme
38	Bajhang	Syandi	Maubhera-4	Primary (1-5)	SMP/ /WASH/ /	2	Programme
39	Bajhang	Syandi	Lim - 3	Primary (1-5)	SMP/ /WASH/EGR/SIDP	4	Programme

School Code	District	VDC	School Location, Ward	Type of School	Combined	Cluster	Type
61	Bajhang	Pipalkot	Pipal Kot	Basic (1-8)	SMP/ /WASH/EGR/SIDP	4	Programme
62	Bajhang	Gadariya	Gorkhali	Basic (1-8)	SMP/ /WASH/EGR/SIDP	4	Programme
81	Bajhang	Matela	Matela	Basic (1-8)	NR	0	Comparison
83	Bajhang	Chainpur	Chainpur	Basic (1-8)	NR	0	Comparison
84	Bajhang	Subeda	Chaila	Basic (1-8)	NR	0	Comparison
85	Bajhang		Chaila, Subada	Primary (1-5)	NR	0	Comparison

Bajura

School Code	District	VDC	School Location, Ward	Type of School	Combined	Cluster	Type
1	Bajura	Bichhaiyan	Kot	Basic (1-8)	SMP/ / / /	1	Programme
2	Bajura	Bichhaiyan	Narikhola	Primary (1-5)	SMP/ /WASH/ /	2	Programme
3	Bajura	Bichhaiyan	Tin	Primary (1-5)	SMP/ /WASH/ /	2	Programme
4	Bajura	Kailashmandau	Kalapani	Basic (1-8)	SMP/ / / /	1	Programme
5	Bajura	Toli	Purbhuta	Primary (1-5)	SMP/ /WASH/ /	2	Programme
6	Bajura	Kailashmandau	Tamsu	Primary (1-5)	SMP/ /WASH/ /	2	Programme
7	Bajura	Kailashmandau	Jargaun	Primary (1-5)	SMP/ /WASH/ /	2	Programme
8	Bajura	Martadi	Pipalsain	Primary (1-5)	SMP/ /WASH/ /	2	Programme
9	Bajura	Kolti	Siradi	Basic (1-8)	SMP/ / / /	1	Programme
10	Bajura	Kolti	Jungsal	Basic (1-8)	SMP/ / / /	1	Programme
11	Bajura	Kolti	Sim kuru	Basic (1-8)	SMP/ /WASH/ /	2	Programme
12	Bajura	Kolti	Baddala	Primary (1-5)	SMP/ /WASH/ /	2	Programme
13	Bajura	Pandusain	Shere Katiya	Basic (1-8)	SMP/ / / /	1	Programme
14	Bajura	Pandusain	Kolti	Primary (1-5)	SMP/ /WASH/ /	2	Programme
15	Bajura	Pandusain	Kalegard	Primary (1-5)	SMP/ /WASH/ /	2	Programme
16	Bajura	Badimalika Mc	Salikot	Primary (1-5)	SMP/ / / /	1	Programme
81	Bajura	Martadi	Chuthi	Primary (1-5)	NR	0	Comparison
82	Bajura	Badimalika Mc	Martadi	Primary (1-5)	NR	0	Comparison
83	Bajura	Bramhatola	Brahmtola	Primary (1-5)	NR	0	Comparison
84	Bajura	Kuldevmandu	Banegaun	Primary (1-5)	NR	0	Comparison
85	Bajura	Martadi	Rapak	Primary (1-5)	NR	0	Comparison

Dadeldhura

School Code	District	VDC	School Location, Ward	Type of School	Combined	Cluster	Type
1	Dadeldhura	Alital	dhimada 8	Basic (1-8)	SMP/ / / /	1	Programme
2	Dadeldhura	Alital	bhitrishayan 2	Basic (1-8)	SMP/ / / /	1	Programme
3	Dadeldhura	Alital	saingwanni 1	Primary (1-5)	SMP/ /WASH/EGR/	3	Programme
4	Dadeldhura	Alital	seribhawar 7	Primary (1-5)	SMP/ /WASH/EGR/SIDP	4	Programme
5	Dadeldhura	Alital	Budum	Primary (1-5)	SMP/ /WASH/EGR/SIDP	4	Programme
6	Dadeldhura	Dewaldibyapur	letam 4	Primary (1-5)	SMP/ /WASH/EGR/SIDP	4	Programme
7	Dadeldhura	Dewaldibyapur	pipalchautara 1	Primary (1-5)	SMP/ /WASH/EGR/SIDP	4	Programme
8	Dadeldhura	Jogbudha	patal 8	Basic (1-8)	SMP/ / / /	1	Programme
9	Dadeldhura	Jogbudha	simalband 7	Primary (1-5)	SMP/ /WASH/ /	2	Programme
10	Dadeldhura	Jogbudha	karali 3	Primary (1-5)	SMP/ /WASH/EGR/	3	Programme
11	Dadeldhura	Jogbudha	sataghat 6	Primary (1-5)	SMP/ /WASH/EGR/SIDP	4	Programme
12	Dadeldhura	Jogbudha	aampani 1	Primary (1-5)	SMP/ /WASH/EGR/SIDP	4	Programme
13	Dadeldhura	Jogbudha	patreni 2	Primary (1-5)	SMP/ /WASH/EGR/SIDP	4	Programme
14	Dadeldhura	Alital	Kaapadi	Primary (1-5)	SMP/ /WASH/EGR/	3	Programme
15	Dadeldhura	Kailapalamandau	koral 1	Primary (1-5)	SMP/ /WASH/EGR/SIDP	4	Programme
16	Dadeldhura	Sirsha	Ashruni 3	Primary (1-5)	SMP/ / / /	1	Programme
17	Dadeldhura	Sirsha	lateroda 6	Primary (1-5)	SMP/ /WASH/EGR/	3	Programme
61	Dadeldhura	Mastamandu	Rulakot	Primary (1-5)	SMP/ /WASH/EGR/SIDP	4	Programme
62	Dadeldhura	Sirsha	Pari Gaun	Primary (1-5)	SMP/ /WASH/EGR/SIDP	4	Programme
81	Dadeldhura	Bagarkot	Naugau	Primary (1-5)	NR	0	Comparison
82	Dadeldhura	Amargadhi	Litirigau	Basic (1-8)	NR	0	Comparison
83	Dadeldhura	Jogbudha	Lamigada	Basic (1-8)	NR	0	Comparison
84	Dadeldhura	Amargadhi	Adityapur	Primary (1-5)	NR	0	Comparison
85	Dadeldhura	Amargadhi	Khalanga	Primary (1-5)	NR	0	Comparison

Dailekh

School Code	District	VDC	School Location, Ward	Type of School	Combined	Cluster	Type
1	Dailekh	Chamunda	Budeli	Basic (1-8)	SMP/ / / /	1	Programme
2	Dailekh	Chamunda	Basthana	Basic (1-8)	SMP/ / / /	1	Programme
3	Dailekh	Chamunda	Tilukhana	Primary (1-5)	SMP/ /WASH/EGR/	3	Programme
4	Dailekh	Chamunda	Pundanda Chamunda	Primary (1-5)	SMP/ /WASH/EGR/	3	Programme
5	Dailekh	Jambukandh	Shitala	Basic (1-8)	SMP/ / / /	1	Programme
6	Dailekh	Jambukandh	Banada	Primary (1-5)	SMP/ /WASH/EGR/	3	Programme
7	Dailekh	Kusapani	Kusapani KurmaKot	Basic (1-8)	SMP/ / / /	1	Programme
8	Dailekh	Kusapani	Dandasaru	Basic (1-8)	SMP/ / / /	1	Programme
9	Dailekh	Kusapani	Kushapani	Primary (1-5)	SMP/ /WASH/EGR/	3	Programme
10	Dailekh	Kusapani	Kusapani	Primary (1-5)	SMP/ /WASH/EGR/	3	Programme
11	Dailekh	Odhari	Naumule	Primary (1-5)	SMP/ /WASH/EGR/	3	Programme
12	Dailekh	Odhari	Sona Chamelia	Primary (1-5)	SMP/ /WASH/EGR/	3	Programme
13	Dailekh	Toli	Toli	Primary (1-5)	SMP/ / / /	1	Programme
14	Dailekh	Toli	Raili	Primary (1-5)	SMP/ /WASH/EGR/	3	Programme
91	Dailekh	Lyatibrindaseni	Kohalpur	Basic (1-8)	NR	0	Comparison
92	Dailekh	Bindhyabasini	layanti	Primary (1-5)	NR	0	Comparison
93	Dailekh	Belpata	belpata	Primary (1-5)	NR	0	Comparison
94	Dailekh	Belpata	Belpata	Primary (1-5)	NR	0	Comparison
95	Dailekh	Kalbhairab	Lamgada	Primary (1-5)	NR	0	Comparison

Darchula

School Code	District	VDC	School Location, Ward	Type of School	Combined	Cluster	Type
1	Darchula	Bhagabati	Bhagabati	Primary (1-5)	SMP/ /WASH/EGR/	3	Programme
2	Darchula	Bhagabati	Nawalpani 7	Basic (1-8)	SMP/ / /EGR/	4	Programme
3	Darchula	Bhagabati	Thadadhar	Primary (1-5)	SMP/ / /EGR/	4	Programme
4	Darchula	Dhaulakot	Tigaram	Primary (1-5)	SMP/ / /EGR/	4	Programme
5	Darchula	Guljar	Taku	Basic (1-8)	SMP/ / / /	1	Programme
6	Darchula	Guljar	Dah	Basic (1-8)	SMP/ / / /	1	Programme
7	Darchula	Guljar	Tolimandu	Basic (1-8)	SMP/ /WASH/EGR/	3	Programme
8	Darchula	Guljar	Jude	Basic (1-8)	SMP/ /WASH/EGR/	3	Programme
9	Darchula	Hunainath	Chadekhan	Basic (1-8)	SMP/ / /EGR/	4	Programme
10	Darchula	Hunainath	Hunainath	Basic (1-8)	SMP/ / /EGR/	4	Programme
11	Darchula	Kante	Maikholi	Basic (1-8)	SMP/ / /EGR/	4	Programme
12	Darchula	Kante	Jhusku	Basic (1-8)	SMP/ / /EGR/	4	Programme
13	Darchula	Kante	Pandora	Primary (1-5)	SMP/ /WASH/EGR/	3	Programme
14	Darchula	Khandeswori	Makarigadha	Basic (1-8)	SMP/ / / /	1	Programme
15	Darchula	Khandeswori	Meldhunga	Primary (1-5)	SMP/ /WASH/EGR/	3	Programme
16	Darchula	Kharkada	Odigaun	Basic (1-8)	SMP/ / / /	1	Programme
17	Darchula	Kharkada	Pautoli	Primary (1-5)	SMP/ /WASH/EGR/	3	Programme
18	Darchula	Kharkada	Takana	Primary (1-5)	SMP/ /WASH/EGR/	3	Programme
19	Darchula	Latinath	Chyurati	Basic (1-8)	SMP/ / /EGR/	4	Programme
20	Darchula	Latinath	Lambagar	Basic (1-8)	SMP/ / /EGR/	4	Programme
21	Darchula	Sankarpur	Kholichaura	Basic (1-8)	SMP/ / /EGR/	4	Programme
22	Darchula	Sankarpur	Chaskot	Primary (1-5)	SMP/ /WASH/EGR/	3	Programme
23	Darchula	Sankarpur	Dhamainalek	Primary (1-5)	SMP/ /WASH/EGR/	3	Programme
61	Darchula	Sankarpur	Thoktholi	Primary (1-5)	SMP/ / /EGR/	4	Programme
81	Darchula	Uku	sripur(uku)	Primary (1-5)	NR	0	Comparison
82	Darchula	Gokuleswor	dhanakheti	Primary (1-5)	NR	0	Comparison
83	Darchula	Dhap	Asigada	Primary (1-5)	NR	0	Comparison
84	Darchula	Khalanga	Galphai	Primary (1-5)	NR	0	Comparison
85	Darchula	Khalanga	Baganbagar	Primary (1-5)	NR	0	Comparison

Doti

School Code	District	VDC	School Location, Ward	Type of School	Combined	Cluster	Type
1	Doti	Barchhen	Barchhen 8	Basic (1-8)	SMP/ / / /	1	Programme
2	Doti	Mannakapadi	Ranukada	Basic (1-8)	SMP/ / / /	1	Programme
3	Doti	Barchhen	B.P. Nagar	Primary (1-5)	SMP/ /WASH/ /	2	Programme
4	Doti	Barchhen	Barchain,6	Primary (1-5)	SMP/ /WASH/ /	2	Programme
5	Doti	Chhapali	Chhapali,2	Primary (1-5)	SMP/ /WASH/ /	2	Programme
6	Doti	Chhapali	Chhapali,8	Primary (1-5)	SMP/ /WASH/ /	2	Programme
7	Doti	Gaguda	Kattaigaun	Primary (1-5)	SMP/ /WASH/ /	2	Programme
8	Doti	Khatiwada	Khatiwada 8	Basic (1-8)	SMP/ / / /	1	Programme
9	Doti	Barchhen	Bhitri Khola	Primary (1-5)	SMP/ /WASH/ /	2	Programme
10	Doti	Pokhari	Pokhari,3	Basic (1-8)	SMP/ /WASH/ /	2	Programme
11	Doti	Pokhari	Dulbast	Primary (1-5)	SMP/ /WASH/ /	2	Programme
12	Doti	Warpata	Amdumgra	Basic (1-8)	SMP/ / / /	1	Programme
13	Doti	Warpata	barpata 9	Basic (1-8)	SMP/ / / /	1	Programme
14	Doti	Warpata	barpata,7	Primary (1-5)	SMP/ /WASH/ /	2	Programme
81	Doti	Dipayal Silgadi MN	Khairetola	Basic (1-8)	NR	0	Comparison
82	Doti	Dipayal Silgadi MN	Silgadi	Primary (1-5)	NR	0	Comparison
83	Doti	Dipayal Silgadi MN	Indrachowk, Silgadi	Primary (1-5)	NR	0	Comparison
84	Doti	Tikha	Goseda	Primary (1-5)	NR	0	Comparison
85	Doti	Chhatiwan	Baseni	Primary (1-5)	NR	0	Comparison

Annex 14: Data Collection Tools

Attached Separately.

Annex 15: Bibliography

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List of Acronyms

CO	Country Office
DAC	Development Assistance Committee
DAC	Development Assistance Committee
DDS	Dietary Diversity Score
DFHS	District Food Security Network
DID	Difference in Difference
DL	Digital Literacy
DoE	Department of Education
ECD	Early Childhood Development
EDP	Extended Delivery Point
EGRA	Early Grade Reading Assessment
EMIS	Education management and Information System
eSPR	Electronic systems for project reporting database
FAO	The Food and Agriculture Organization
FDP	Final Delivery Point
FFEP	Food for Education Project
FGD	Focus Group Discussion
GEEW	Gender Equality, Protection and Empowerment of Women
GESI	Gender Equality and Social Inclusion
GoN	Government of Nepal
HDI	Human Development Index
IDI	In-depth Interview
IDS	Integrated Development Society
LEDPG	Local Education Development Partner Group
MDM	Mid-Day Meal
MFWR	Mid Far Western Regions
MGD	McGovern Dole
MoA	Ministry of Agricultural Development
MoE	Ministry of Education
MoH	Ministry of Health
MoWCSW	Ministry of Women, Children and Social Welfare
NSMP	National School Meals Programme
OCED	Organisation for Economic Co-operation and Development
OEV	Office of Evaluation
OLE	Open Learning Exchange
PCD	Partnership for Child Development
PPC	Pre-Primary Education
PSM	Propensity Score Matching
PSU	Primary Sampling Unit
RB	Regional Bureau

SIDP	School Improvement Development Plan
SMC	School Management Committee
SMP	School Meals Programme
SO	Strategic Objectives
SOP	Standard Operating Procedure
SSDP	School Sector Development Plan
T-ICSP	Transitional-Interim Country Strategy Plan
TOR	Terms of Reference
UNCT	United Nations Country Team
UNICEF	United Nations International Children's Education Fund
USAID	United States Agency for International Development
USDA FAD	United States Department of Agriculture Food Assistance Division
VDC	Village Development Committee
WASH	Water, Sanitation and Hygiene
WFP	World Food Program

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